

MTP Autumn 2024- 2025		Vocabulary	Activity	Age Related expectations	Skills	Key information	
KS1	Autumn 1	Philosophy: Thinking through thinking - Year1: Enquiry 1 - What do my senses tell me about the world of religion and belief?	Because Sense Worship Murti Art Lamp Belief Reason Religion Hindu Shrine Kumkum powder Prasad Puja	Explore senses through eating chocolate.  Compare this to other experiences  Explore images of Hindu gods and celebrations	The Nature of knowledge, meaning and existence Ask questions about the world around them and talk about these questions. Begin to make connections between using their senses and what they know about the world around them.  How and whether things make sense Give a simple reason using the word 'because' when talking about religion and belief  Issues of right and wrong, good and bad Using religious and belief stories to talk about how beliefs impact on how people behave	Ask "I wonder ..." questions about the world around us. Use our senses to investigate worship in different religious traditions. Use our senses to justify a belief that they hold.	The five senses (see, hear, smell, touch, taste)  Worship practices, e.g. Hindu Puja  Visual art, e.g. Murti / Image of Hindu God  Artefacts, e.g. Art Lamp has five wicks one for each blessing  Smell – incense is used as part of Hindu worship at a shrine  Taste – food such as fruit is left at the shrine as an offering to the Gods
	Autumn 2	Theology: Thinking through believing Year 2: Enquiry 2 What does the nativity story teach Christians about Jesus?	Advent Christmas Incarnation Jesus Nativity Salvation Son Of God Thankfulness	Read nativity stories Luke and Matthew  Re-enact stories  Look at how we symbolise Christmas is coming  Explore charity projects that happen at Christmas  Create resources that indicate to people that advent is under way	Where beliefs come from Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief. Recognise different types of writing from within one text.  How beliefs relate to each other - Recognise that some beliefs connect together and begin to talk about these connections.  How beliefs shape the way believers see the world and each other Give different examples of how _____ beliefs influence daily life	Retell the Christmas story.  Recognise that Christians believe Jesus was sent by God to be him in the flesh.  Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.  Recognise the connection between Christmas and Easter.	The Christian belief that God became human in Jesus.  The Nativity narratives are in the books of Luke and Matthew in the Bible.  How incarnation and salvation relate to one another for Christians.  Jesus is an important and historical figure to Christians.  Christians use the nativity story to influence their actions at Christmas, e.g., thankfulness and giving.

LKS2	Autumn 1	Human/ social science: Thinking through living - Year 3: Enquiry 1 - How do people express commitment to a religion/ world view in different ways?	<p>Belonging Commitment Faith Rite of passage Christianity Judaism Sikhism Baptism Bar Mitzvah Amrit Bat Mitzvah</p>	<p>Explore the idea of commitment</p> <p>Explore Christian, Jewish and Sikh views of commitment</p> <p>Look at the history of Khalsa</p>	<p>Human and Social Sciences: The diverse nature of religion Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.</p> <p>Diverse ways in which people practice and express beliefs Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews.</p> <p>The ways in which beliefs shape individual identity, and impact on communities and society and vice versa Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.</p>	<p>Identify a range of ways in which religious belief can impact daily life.</p> <p>Show awareness of the similarities and differences between the commitment ceremonies or rites of passage within Christianity, and between Christianity, Judaism and Sikhism.</p> <p>Identify some similarities and differences in how people practise and express beliefs about commitment.</p>	<p>The importance of rites of passage in terms of religious identity.</p> <p>The role of baptism (infant and adult) in shaping religious identity in the Christian community.</p> <p>The importance of Bar and Bat Mitzvah in shaping religious identity in the Jewish community.</p> <p>The Amrit ceremony as a milestone in shaping religious identity in the Khalsa.</p>
	Autumn 2	Theology: Thinking through believing – Year 3: Enquiry 2 - What is the trinity?	<p>Baptism Father Son Holy Spirit Gospel Incarnation Salvation Trinity Monotheistic God Symbol</p>	<p>Look at artwork: The Baptism of the Christ with Dove by Daniel Bonnell and The Baptism of Christ by Andrea del Verrocchio and Leonardo da Vinci and use the Silent</p> <p>Explore that the Christian religion is Montheistic</p> <p>Children to express their understanding in symbols and art — use a triangle, a triptych or a three-piece Venn diagram and ask pupils to design a work of art for a church called 'Holy Trinity'.</p>	<p>Theology Where beliefs come from Show awareness of different sources of authority and how they link with beliefs.</p> <p>Where beliefs come from Identify different types of writing and give an example of how a believer might interpret a source of authority</p> <p>How beliefs relate to each other Identify some links between beliefs being studied within a religion or worldview.</p> <p>How beliefs shape the way believers see the world and each other Recognise ways in which beliefs might make a Christian think about how they live their life, how they see the world in which they live and how they view others.</p>	<p>Show awareness of the Biblical origins of Christian teachings of the Trinity.</p> <p>Identify different types/genres of writing within the Bible.</p> <p>Give examples of how Christians might express their beliefs about the Trinity (e.g. in art or literature).</p> <p>Identify how Christian baptism uses and expresses the doctrine of Trinity.</p> <p>Recognise ways in which belief in the Trinity might make a difference to the way a Christian thinks about their life and how they see the world.</p>	<p>God: Christian belief in one God, who is described as Trinity (Father, Son, Holy Spirit).</p> <p>Jesus: As God incarnate, also known as the Son of God.</p> <p>Incarnation: Jesus as one of the three persons of the Trinity.</p> <p>Holy Spirit: God as spiritually active in the world.</p>

UKS2	Autumn 1	<p>Theology: Thinking through believing Year 6: Enquiry 4 - Creation/science. Conflicting or complementary?</p>	<p>Big Bang Theory Cosmology Creation theory Evidence Evolution Genesis</p>	<p>Explore real images of the world, including space, earth, people, animals</p> <p>Write a short poem, using 5 senses, to describe one of the pictures of the world/creation.</p> <p>Explore Psalm 8, what are the similarities between this and the poem they wrote</p> <p>Read a scientific account of how the world was created</p> <p>Think of some questions we wanted answered about the world,</p>	<p>Theology Where beliefs come from: Explain different sources of authority and the connections with beliefs. Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.</p> <p>How beliefs relate to each other: Explain connections different beliefs being studied and link them to sources of authority using theological terms Explain the key theological similarities and differences between and within religions and worldviews</p>	<p>Begin to analyse and evaluate different ideas of how the universe came to be, including The Big Bang and Biblical accounts of creation.</p> <p>Explain the connections and divergence between different theories, and how they may fit together or disagree entirely.</p> <p>Begin to analyse the reliability of the sources of the different ideas of how the universe came to be.</p>	<p>Creation: Christian belief that humans are made in God's image, by God.</p> <p>Theistic Evolution: Awareness of the relationship between the Genesis narratives and scientific explanations.</p> <p>Scientific Theory: The Big Bang Theory.</p> <p>Textual theology: consideration of the genre of Genesis.</p> <p>Logic: debates about whether some things can be proven.</p>
	Autumn 2	<p>Human/ social science: Thinking through living - Year 6: Enquiry 1 - How and why does religion bring peace and conflict?</p>	<p>Ahimsa Christianity Conflict Harb al-Muqadis Hinduism Islam Pacifism Peace Self-defence Just War Theory Violence Justice Bible Qu'ran Jihad Islamophobia 'Holy' war</p>	<p>Explore what children already know about Christian, Muslim and Hindu beliefs in regard to peace.</p> <p>Discuss and explore concepts of peace and violence in Christian, Muslim and Hindu beliefs</p> <p>Explore Luther King's beliefs</p> <p>Explore pacifists beliefs</p>	<p>Social Human Sciences The diverse nature of religion. Begin to analyse and evaluate the varying use of the terms 'religion' and 'belief' by followers from within a religion or worldview and those from outside it.</p> <p>Recognise some areas of controversy when interpreting and explaining the nature of religion and belief.</p> <p>The ways in which beliefs shape individual identity, and impact on communities and society and vice versa Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</p>	<p>Recognise the controversial nature of this topic, explaining divergent views relating to it.</p> <p>Explain what at least two religions believe about peace and conflict.</p> <p>Analyse the relationship between peace and pacifism.</p> <p>Begin to analyse and evaluate the role of religion in peace and conflict in real life situations, i.e., Northern Ireland, South Africa, India, Syria, Jerusalem, Palestine.</p>	<p>The story of David and Goliath</p> <p>Religion is a useful cover (to justify heinous crimes) and a powerful motivator (interpretations of texts) for conflict</p> <p>Interpretations lead to beliefs about how to behave</p> <p>It's important not to group all people of one religious background under one bracket and judge a whole group of people by the actions of a few</p> <p>'Holy' wars are justified by religions</p> <p>Lots of wars are started because of non-religious causes</p> <p>Many people see war to be a last resort and seek peace</p>

MTP Spring 2024- 2025			Vocabulary	Activity	Age Related expectations	Skills	Key information
	Spring 1	<p>Theology: Thinking through believing Year 1: Enquiry 3 - What do Jewish people remember at Shabbat?</p>	<p>Candles Challah Bread Creation Jew Jewish Judaism Kiddush Cup Menorah Shabbat Synagogue Zemirots</p>	<p>Explore the Jewish story of Creation- video, drama, artwork, music.</p> <p>Introduce what Shabbat is to the children, why Jews celebrate it each week and explore the artefacts associated with Shabbat</p> <p>Write/draw how you rest and compare with the Jewish traditions</p>	<p>Where beliefs come from Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview.</p> <p>How beliefs relate to each other Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs.</p> <p>How beliefs shape the way believers see the world and each other Give an example of how Jews use beliefs to guide their daily lives</p>	<p>Retell the Jewish story of Creation.</p> <p>Give an example of how Jews use the day of rest from the story of the creation to guide their daily lives.</p> <p>Recognise that the practice of Shabbat shows a strong relationship between Jews people and God.</p>	<p>The Jewish story of creation and relate it to observing Shabbat.</p> <p>Jews believe in one God and that He is the creator.</p> <p>Shabbat is celebrated as a weekly tradition for Jewish families.</p> <p>The symbolism of the key artefacts used during Shabbat:</p> <p>Candles – are lit before Shabbat to create peace in the home</p> <p>Challah Bread – a special plaited bread to show how Jews love Shabbat</p> <p>Kiddush Cup – a special goblet that holds the wine that is blessed for Shabbat</p> <p>Zemirots – the special songs sung at the table for Shabbat</p>
KS1	Spring 2	<p>Theology: Thinking through believing Year 1 – Enquiry 4 What does the cross mean to Christians?</p>	<p>Christian Cross Crucifixion Jesus Resurrection Salvation</p>	<p>Explore the Easter Story in different media forms</p> <p>Exploring different crosses and crucifixes explain their symbolism. Use a range of pictures or actual artefacts if you can get them.</p> <p>Can the children design and make an Easter Garden and remember the main symbols to include from the Easter story?</p>	<p>Where beliefs come from Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview.</p> <p>How beliefs relate to each other Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs.</p> <p>How beliefs shape the way believers see the world and each other Give an example of how Christians use beliefs to guide their daily lives</p>	<p>Give a clear, simple account of the Easter Story.</p> <p>Recognise that the Easter Story contains Christian beliefs about salvation.</p> <p>Recognise that the Easter Story is a source of hope for Christians.</p>	<p>The Easter narrative in the Bible.</p> <p>Christians believe Jesus' died on a cross (crucifixion) to save people (salvation).</p> <p>Christians believe Jesus came back to life (resurrection).</p> <p>Christians believe Easter gives people hope of a new life, now and in the future.</p>

LKS2	Spring 1	<p>Philosophy: Thinking through thinking Year 3: Enquiry 3 What is philosophy? How do people make moral decisions?</p>	<p>Humanism Morality</p> <p>Philosophy Theoretical Logical Belief Knowing</p> <p>Moral Wisdom</p> <p>Behaviour</p> <p>Rules Questions</p>	<p>Explore the word philosophy</p> <p>Explore where knowledge comes from</p> <p>What's in the box?</p> <p>Discuss morals – where do they come from?</p>	<p>Philosophy The Nature of knowledge, meaning and existence Talk about the difference between knowing and believing.</p> <p>How and whether things make sense Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly.</p> <p>Issues of right and wrong, good and bad Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.</p>	<p>Talk about the difference between knowing and believing.</p> <p>Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly, analyse arguments and how they work.</p> <p>Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.</p>	<p>Difference between knowledge, belief and opinion.</p> <p>The complex nature of concepts such as truth, reality, happiness, identity, hope, justice.</p> <p>The nature of a philosophical question.</p> <p>Awareness of variant perspectives about whether some things can be proven.</p> <p>The influence on moral decision making of factors such as experience, family, history, culture or community (including religious communities).</p> <p>Utilitarianism or Hedonism as a way of making moral decisions.</p>
	Spring 2	<p>Theology: Thinking through believing Year 3: Enquiry 4 - What do Muslims believe about God?</p>	<p>Allah Muhammad (pbuh) Prophet</p> <p>Muslim Qur'an Shahadah</p> <p>Recitation Revelation</p> <p>Tawhid</p>	<p>Explore the meanings of our names</p> <p>What is Tawhid?</p> <p>Introduce the Qur'an to the children, demonstrating how to treat it with care and respect.</p> <p>Explore the concept of a prophet</p>	<p>Theology Where beliefs come from Show awareness of different sources of authority and how they link with beliefs.</p> <p>Where beliefs come from Identify different types of writing and give an example of how a believer might interpret a source of authority</p> <p>How beliefs relate to each other Identify some links between beliefs being studied within a religion or worldview.</p> <p>How beliefs shape the way believers see the world and each other Recognise ways in which beliefs might make a Muslim think about how they live their life, how they see the world in which they live and how they view others.</p>	<p>Show awareness of the Qur'an as the supreme source of authority for Muslims and begin to explore its authorship and organisation.</p> <p>Identify ways in which the Muslim view of Allah is similar to and different from the Christian view of God.</p> <p>Begin to understand this in the context of the three Abrahamic religions.</p> <p>Recognise ways in which the Muslim view of Allah influences the way Muslims live their lives and view other people.</p> <p>Recognise that there are many different answers to the question, 'What is God like?'</p>	<p>The concept of Tawhid.</p> <p>The impact of Tawhid on Muslims.</p> <p>The impact of The Qur'an containing the actual words of God.</p> <p>How the existence of God is explained in Muslim teachings.</p> <p>How the Muslim view of deity differs from that of other religions.</p>

UKS2	Spring 1	<p>Philosophy: Thinking through thinking Year 5: Enquiry 1 – Is believing in God reasonable?</p>	<p>Humanist Christian Atheist Agnostic Faith Theist Reason Evidence</p>	<p>Discuss perception Create a wonderwall Explore viewpoints Explore beliefs Explore Pascal's Wager – What rational choice did Pascal offer</p>	<p>Philosophy The Nature of knowledge, meaning and existence Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence. Explain some of the different ways in which philosophers understand abstract concepts.  How and whether things make sense Explain, using a range of reasons, whether a position or argument is coherent and logical. Link a range of different pieces of evidence together to form a coherent argument.</p>	<p>Explain different philosophical and theological answers to questions about a belief in God.  Explain some of the different ways in which philosophers understand abstract concepts such as arguments for the existence of God e.g. Pascal's Wager and Humanism as a philosophical stance.  Explain, using a range of reasons, whether a position or argument is coherent and logical.  Link a range of different pieces of evidence together to form a coherent argument to support or oppose the existence of God.</p>	<p>Definitions of belief: Atheist, Agnostic, Theist.  Pascal's Wager, as an example of a philosophical explanation.  Humanism, as an example of a philosophical stance.  How to explain, using a range of reasons, whether a position or argument is coherent and logical. Use philosophical vocabulary e.g. knowing, truth, proof, reality, fact, opinion.  How to form a coherent argument to support or oppose the existence of God.</p>
	Spring 2	<p>Human/ social science: Thinking through living Year 6: Enquiry 5 - How do beliefs shape identity for Muslims?</p>	<p>Eid Hadith Hadjira Jumma Prayer Mecca Medina Qu'ran Ramadan Shia Sufi Sunni The Prophet Muhammad Mosque Islam Muslim Shahadah Salat Zakat Sawm Hajj Eid Jumma Iman</p>	<p>Look at Islam through a historical lens at first to identify its origins and current position as a major world religion.  Look at the various geopolitical conflicts that arise because of such schisms  explore the things that provide common ground for all Muslims. Explore The Five Pillars of Islam, namely:  Explore the place of a Mosque or Masjid in Islam  Visit a mosque  Look at the Qur'an and explore its origin as the holy book of Islam.</p>	<p>Social/ Human Sciences Diverse ways in which people practice and express beliefs: Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.  The ways in which beliefs shape individual identity, and impact on communities and society and vice versa: Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</p>	<p>Explain different sources of authority and the connections with beliefs.  Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.  Explain connections different beliefs being studied and link them to sources of authority using theological terms.  Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others.  Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</p>	<p>The ways in which the Qur'an and Hadith form a source of authority.  Key distinctions between the three main Muslim traditions (Sunni, Shia and Sufi).  Muslim perspectives on moral issues including the idea of 'intention'.  The role of the Masjid (mosque).  The significance and impact of Five Pillars of Islam.  The importance of Ramadan, the two Eid festivals and Jumma Prayers.</p>

MTP Summer2 024-2025			Vocabulary	Activity	Age Related expectations	Skills	Key information
KS1	Summer 1	Philosophy: Thinking through thinking Year 1: Enquiry 1 How did the universe come to be?	Brahma Care Christian Creation God Hindu Origin Universe Vishnu	Discuss the concept of universe  Explore one of the Hindu stories of creation  Explore the Christian accounts of creation in Genesis  Consider our own environment; how can we look after it?	The Nature of knowledge, meaning and existence Ask questions about the world around them and talk about these questions. Begin to make connections between using their senses and what they know about the world around them.  How and whether things make sense Give a simple reason using the word 'because' when talking about religion and belief.  Issues of right and wrong, good and bad Using religious and belief stories to talk about how beliefs impact on how people behave	Ask at least one question about the origin of the universe.  Give a simple reason, using the word 'because', for the origin of the universe.  Know that, for some people, religions provide an answer to the question of the origin of the universe (creation stories).  Know that beliefs about the origin of the universe influence how individuals treat the world around them.	The creation stories within Christian and Hindu traditions.  Non-religious ideas about how the origin of the universe.  Reasons why people look after the world.  Examples of how people look after the world.
	Summer 2	Theology: Thinking through believing Place of worship visit Do all places of religious worship look the same?	Mosque Muslim Temple Prayer	Children to visit a mosque or other religious building near by and talk to a leader from this religion – compare with what they know of the Christian Church.	Children know what a moral code is – Explore the 10 commandments and relate this to a moral code.  Compare this to the moral code from a different religion – e.g. pillars of Islam Or Hindu – Sanatana Dharma	Compare a Catholic Church and Quaker chapel  Identify similarities and difference  Identify how beliefs are symbolised in religious buildings	Children know that the Church supports communities in ways other than communal service. I.e charity work

LKS2	Summer 1	Human/ social science: Thinking through living Year3: Enquiry 5 What difference does being a Muslim make to your daily life?	Five Pillars Shahadah (declaration of faith)  Mosque  Salah (praying five times a day) Zakat (giving to charity) Sawm (fasting during the month of Ramadan) Hajj (pilgrimage to Mecca) Islam Muslim  Shi'a  Sunni	Explore the concept of different things that a person might encounter through life, some joyous and some hard.  Thank about the five most important things they will need to support them through life.  Look at definitions of 'belief' and 'religion'  Introduce the mosque as the Muslim place of worship.	Human and Social Sciences A. The diverse nature of religion Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.  Diverse ways in which people practice and express beliefs Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews.  The ways in which beliefs shape individual identity, and impact on communities and society and vice versa Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.	Identify how a person's beliefs and actions align them with the religion if Islam.  Identify a range of ways in which Muslim beliefs impact on a believer's daily life, their family, community and society.  Identify some similarities and differences in how Muslims around the world practise and express their beliefs about Allah.	Awareness of the diverse nature of Islam locally, nationally and globally.  Masjid or mosque as a place of prayer. Facilities for ritual washing and communal prayer. Variety of styles and architecture reflecting beliefs. Varying use of a minaret for the call to prayer, and alternatives to this.  Awareness of the two main Muslims traditions: Sunni and Shia.  Awareness of diversity of expression, particularly in relation to the pictorial presentations.  Knowledge of The Five Pillars of Islam - Shahadah, Salah, Sawm, Zakat and Hajj.
	Summer 2	Theology: Thinking through believing Place of worship visit Do all places of religious worship look the same?	Mosque Muslim Temple Prayer	Children to visit a mosque or other religious building near by and talk to a leader from this religion – compare with what they know of the Christian Church.	Children know what a moral code is – Explore the 10 commandments and relate this to a moral code.  Compare this to the moral code from a different religion – e.g. pillars of Islam Or Hindu – Sanatana Dharma	Compare a Catholic Church and Quaker chapel  Identify similarities and difference  Identify how beliefs are symbolised in religious buildings	Children know that the Church supports communities in ways other than communal service. I.e charity work



UKS2	Summer 1	<p>Philosophy: Thinking through thinking Year 6: Enquiry 3 What does it mean to be human? Is being happy the greatest purpose in life?</p>	<p>Hedonic Calculus Platonic Utilitarianism Hedonism</p> <p>Reason Saint Humanist</p> <p>Soul</p> <p>Purpose</p>	<p>Look at the work of St. Augustine as a bridge between the work of Plato and Christianity.</p> <p>Look at the qualities of the soul and that of the body.</p> <p>Discuss the kinds of things Christians view as being sinful and ask whether they are considered to be sinful by those of other religions and none.</p> <p>Look at the Humanist worldview in detail looking at what it is to live a good life</p> <p>Examine the work of Jeremy Bentham and John Stuart Mill</p>	<p>Philosophy The Nature of knowledge, meaning and existence Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence. Begin to analyse and evaluate different ways in which philosophers understand abstract concepts.</p> <p>How and whether things make sense Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion. Use well-chosen pieces of evidence to support and counter a particular argument</p> <p>Issues of right and wrong, good and bad Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.</p>	<p>Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence: looking at St. Augustine as an example of a Christian Philosopher.</p> <p>Begin to analyse and evaluate different ways in which philosophers understand humanness incorporating what it means to live a 'good' life.</p> <p>Use well-chosen pieces of evidence to support and counter a particular argument.</p>	<p>St. Augustine's ideas on sin as a defect rather than an effect - referring to Socrates and Plato's work stating that ignorance is the cause of sin.</p> <p>Theological understandings of right and wrong.</p> <p>Moral issues such as poverty and wealth, peace and conflict or justice and injustice - looking at Christian attitudes to suffering.</p> <p>Humanist use of empathy and reason when making moral decisions rather than thinking about sin and the afterlife.</p> <p>What is Utilitarianism? And how does this relate to making moral decisions.</p>
	Summer 2	<p>Theology: Thinking through believing Place of worship visit Do all places of religious worship look the same?</p>	<p>Mosque Muslim Temple Prayer</p>	<p>Children to visit a mosque or other religious building near by and talk to a leader from this religion – compare with what they know of the Christian Church.</p>	<p>Children know what a moral code is – Explore the 10 commandments and relate this to a moral code.</p> <p>Compare this to the moral code from a different religion – e.g. pillars of Islam Or Hindu – Sanatana Dharma</p>	<p>Compare a Catholic Church and Quaker chapel</p> <p>Identify similarities and difference</p> <p>Identify how beliefs are symbolised in religious buildings</p>	<p>Children know that the Church supports communities in ways other than communal service. I.e charity work</p>

MTP Autumn 2025-2026			Vocabulary	Activity	Age Related expectations	Skills	Key information
KS1	Autumn 1	Theology: Thinking through believing Year 2: Enquiry 1 Why is light an important symbol for Christians, Jews and Hindus?	Diwali Hannukiah Menorah Shabbat Symbolism Worship	Explore the concept of light  Explore Godly Play- The Holy Family.  Explore what a Christingle service is and the meaning behind it.  Read the Christmas Story.	Where beliefs come from - Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief. Recognise different types of writing from within one text.  How beliefs shape the way believers see the world and each other Give different examples of how _____ beliefs influence daily life	Retell at least one narrative where light is an important symbol.  Recognise that the narratives used by Christians, Hindus and Jews reflect their key beliefs.  Give an example of how Christians, Hindus and Jews use beliefs (and the symbolism of light) to guide their daily lives.	The Christian belief that Jesus is the Light of The World (John 8:12).  How the Diwali story reflects Hindu beliefs about good and evil.  How the Hanukkah story reflects Jewish beliefs about God as provider.  The symbolic meaning of lighting the Shabbat Candle.
	Autumn 2	Theology: Thinking through believing Church Visit - Where can we worship?	Christian Church Symbol Moral Artefact Mosque Temple	Children experience going to a Christian Church.  Recognise and name some religious symbols and artefacts.	Children understand: What is a moral code and why should we live by one?  Do we need to be in a religious building to live by a good moral code?	Children hear the Lord's prayer and learn the vocabulary associated with this  Children compare a Mosque to a church and identify what is the same and what is different virtual mosque	Children know what happens during a church service.  They understand the importance of prayers to people with a faith.  Know that the Church is a symbol of Christian community.

LKS2	Autumn 1	<p>Theology: Thinking through believing Year 3: Enquiry 1 Where do Christian religious beliefs come from?</p>	<p>Bible Commandments Testament Messiah Incarnation Sacrifice Sources of Authority Prophecy</p>	<p>Look at different genres of writing</p> <p>Think about the Bible and collect questions</p> <p>Think about Sources of Authority</p> <p>Visitor to share beliefs</p>	<p>Theology Where beliefs come from Identify different sources of authority and how they link with beliefs. Give examples of different writings and different ways in which believers interpret sources of authority.</p> <p>How beliefs shape the way believers see the world and each other Identify ways in which beliefs might make a Christian think about how they live their life, how they see the world in which they live and how they view others.</p>	<p>Identify the Bible as a source of authority for Christians.</p> <p>Identify the Laws of Moses and the teachings of the New Testament as sources of authority, and how these link with Christian beliefs.</p> <p>Identify the crucifixion of Jesus as an event which has shaped Christian belief.</p> <p>Describe how individuals, communities, society and experiences can shape beliefs.</p>	<p>God: Christian belief in one God, who is described as Trinity (Father, Son, Holy Spirit).</p> <p>Sources of authority which explain to Christians the nature of God, e.g. Bible, experience, creeds.</p> <p>Compare and contrast the Laws of Moses and New Testament teachings as sources of authority for Christians – that while Christianity draws on teachings of the OT Law, it is ultimately formed by a NT understanding of the sacrifice of Jesus as the fulfilment of the Law.</p> <p>Jesus: As God incarnate, also known as the Son of God. Christian belief that Jesus fulfilled prophecies about the Messiah.</p> <p>Christian belief that humans are made in God's image but became sinful and need saving.</p> <p>Textual theology: consideration of genre, author, context and audience in relation to the Bible.</p>
------	----------	---	---	---	---	--	---

	Autumn 2	T Theology: Thinking through believing Church Visit - Where can we worship?	Christian Church Symbol Moral Artefact Mosque Temple	Children experience going to a Christian Church.  Recognise and name some religious symbols and artefacts.	Children understand: What is a moral code and why should we live by one?  Do we need to be in a religious building to live by a good moral code?	Children hear the Lord's prayer and learn the vocabulary associated with this  Children compare a Mosque to a church and identify what is the same and what is different virtual mosque	Children know what happens during a church service.  They understand the importance of prayers to people with a faith.  Know that the Church is a symbol of Christian community.
	Autumn 1	Human/ social science: Thinking through living Year 5: Enquiry 2 How has belief in Christianity/ Islam impacted on music and art?	Aniconism Architecture Church Expression Hadith  Hymn Iconoclasm Mosque Prophet  Symbolic	Look at some examples of how emotions/ feelings can be expressed in different ways Create a wonderwall  Discuss the history of artwork and music in religion  Christian music – Listen to two different versions of Psalm  Muslim music – Listen to the Call to Prayer  Discuss: What religious art traditions can be found? Does a place of worship need art?	Human and Social Sciences The diverse nature of religion Show awareness that talking about religion and belief can be complex.  The ways in which beliefs shape individual identity, and impact on communities and society and vice versa Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.	Show awareness that talking about religion and belief can be complex.  Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.  Describe ways in which beliefs shape the way Christians/Muslims view the world in which they live and how they view others.	Explain divergent role of music in worship in the history of the Christian Church.  Explain how art has been used in Christianity to reflect key events and facilitate worship.  Explain key teachings from the Quran, the Hadith and important Muslim teachers (Al-Ghazali) in regard to the use of music and art.  Explain, using a range of reasons, responses to instances of Aniconism and Iconoclasm in Muslims and Christian history.
UKS2	Autumn 2	Theology: Thinking through believing Church Visit - Where can we worship?	Christian Church Symbol Moral Artefact Mosque Temple	Children experience going to a Christian Church.  Recognise and name some religious symbols and artefacts.	Children understand: What is a moral code and why should we live by one?  Do we need to be in a religious building to live by a good moral code?	Children hear the Lord's prayer and learn the vocabulary associated with this  Children compare a Mosque to a church and identify what is the same and what is different virtual mosque	Children know what happens during a church service.  They understand the importance of prayers to people with a faith.  Know that the Church is a symbol of Christian community.

MTP Spring 2025- 2026			Vocabulary	Activity	Age Related expectations	Skills	Key information
	Spring 1	Human/ social science: Thinking through living Year 2: Enquiry 3 How do Christians belong to their faith family?	Light Prayer Communion Christian Church Worship Faith Baptism Belong	Identify how Christian's beliefs impact on their worship and sense of belonging.  Identify some Christian symbols and artefacts.  Identify different ways in which Christians show they belong to their faith family.	Recognise that some people call themselves Christians.  The use of light and water in both infant and adult baptism/ christening.  How artefacts (prayer/hymn book) are used to show Christians belong to their faith family through worship	The importance of worshipping together on a Sunday.  How First Communion, Christenings and Baptisms show Christians belong to their faith family.	The different symbols (cross/fish) that show belonging.  The church as a group of people/faith family not only a building.  How using the name Christian means they belong to their faith family.
KS1	Spring 2	Human/ social science: Thinking through living Year 2: Enquiry 4 How do Jewish people celebrate Passover?	Matzah bread Moses Passover  Pesach Seder plate	Explore the story of Passover  Explore different festivals  Explore the story of Moses	Social Human Sciences: The diverse nature of religion Recognise the names of different religions, religious beliefs and worldviews and use them correctly.  Diverse ways in which people practice and express beliefs - Identify evidence of religion and belief especially in the local area.  The ways in which beliefs shape individual identity, and impact on communities and society and vice versa Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.	Recognise that Passover (Pesach) is a Jewish festival.  Identify ways in which Passover can have an impact on Jewish daily life and family.  Identify evidence of religion and belief especially in the local area (through visit to Synagogue/Visiting Jew).	What is the Seder Meal.  The story of the Passover in the context of Exodus.  Symbolism of each part of the Seder plate (bitter herbs, Charoset, Karpas, Zeroah, Beitzah and Three Matzot)  Jewish family traditions related to Passover.  The importance of Moses within Judaism.

LKS2	Spring 1	<p>Philosophy: Thinking through thinking Year 4: Enquiry 2 What do we mean about the truth? Is seeing believing?</p>	<p>Axiom pProof Burden of proof Supreme Truth Reality Evidence Truth Waheguru Ik Onkar</p> <p>Ultimate reality</p>	<p>Explore the concept of truth</p> <p>Look at beliefs in religions – God, miracles</p> <p>Why is there diversity in religion</p> <p>Look at concept of light in different religions</p>	<p>Philosophy The Nature of knowledge, meaning and existence - Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence. Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge.</p> <p>How and whether things make sense Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief.</p> <p>Issues of right and wrong, good and bad Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.</p>	<p>Describe different philosophical answers to questions relating to meaning and existence including God as truth and the concept of pantheism.</p> <p>Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge such as axiom and proof.</p> <p>Give reasons for more than one point of view, providing pieces of evidence to support these views using the work of philosophers and truth claims from sacred texts.</p>	<p>At least three views about the nature and existence of God e.g. God as love, God as Father, God as light, God as creator (see supplementary ideas)</p> <p>The difference between knowledge, belief and opinion.</p> <p>The complex nature of concepts such as truth and reality.</p> <p>Debates about whether something can be proven.</p> <p>Sikh beliefs about God as Supreme Truth, Ultimate reality and Sustainer of all things.</p> <p>Use of the term Waheguru and other titles used for God.</p>
	Spring 2	<p>Philosophy: Thinking through thinking Year 4: Enquiry 5 What does sacrifice mean?</p>	<p>Altruism Humanist</p> <p>Commitment Self-Sacrifice Sacrifice Ultimate Sacrifice Christian</p> <p>Muslim</p>	<p>Explore - What does it mean to give something up?</p> <p>Create a wonder wall of questions</p> <p>Explore: Christianity – Jesus' Sacrifice – Is Easter a festival of new life or sacrifice?</p> <p>Explore: Islam - The Fourth Pillar of Islam – Sawm – fasting during the holy month of Ramadan.</p> <p>Explore: Humanist's view of self-sacrifices that may be needed to live out beliefs.</p>	<p>Philosophy The Nature of knowledge, meaning and existence Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p> <p>How and whether things make sense Give reasons for more than one point of view, providing pieces of evidence to support these views. Theology</p> <p>How beliefs shape the way believers see the world and each other Identify ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others.</p>	<p>Describe different philosophical and theological answers to questions about sacrifice</p> <p>Identify ways in which beliefs about sacrifice influence the ways Christians and Muslims see the world</p> <p>Identify ways in which beliefs about sacrifice impact the actions of Christians and Muslims</p> <p>Give reasons for more than one point of view on the importance of sacrifice, providing pieces of the evidence to support these views in both philosophy and sacred texts.</p>	<p>At least one interpretation of the term 'sacrifice'</p> <p>The Fourth Pillar of Islam and the place of self-sacrifice in Islam</p> <p>Christians believe Jesus was the 'ultimate' sacrifice for the forgiveness of sins.</p> <p>Humanist views on altruism and charity, considering the reasoned approach to these.</p>

UKS2	Spring 1	<p>Theology: Thinking through believing Year 6: Enquiry 2 How do Buddhists explain the suffering in the world?</p>	<p>Buddha Deities Dukka Eightfold</p> <p>Path Five Precepts</p> <p>Karma Magga Nirodha Nirvana Reincarnation Samsara</p> <p>Samudaya</p>	<p>Explore the story of the Buddha and his discovery of the Four Noble Truths</p> <p>Explore what the Buddha taught in order to reduce suffering in the world</p> <p>Look at quotes from the Buddha such as</p> <p>Explore the concept of reincarnation found in Buddhism.</p> <p>Explore this concept and how it is attained.</p> <p>Explore the idea of Right Intention:</p>	<p>Theology</p> <p>How beliefs relate to each other: Explain connections different beliefs being studied and link them to sources of authority using theological terms Explain the key theological similarities and differences between and within religions and worldviews</p> <p>How beliefs shape the way believers see the world and each other Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others</p>	<p>Explain and discuss how beliefs shape the way Buddhists view the world in which they live and how they view others.</p> <p>Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.</p> <p>Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p> <p>Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs</p>	<p>The varying beliefs about God, the Buddha, the Four Noble Truths, the cycle of birth, death and rebirth and the Five Precepts.</p> <p>The use of Jakata Tales as a source of moral guidance.</p> <p>The different views about the nature of knowledge, meaning and existence.</p> <p>Buddhist perspectives on moral issues and consideration of the consequences of action in relation to Karma.</p>
	Spring 2	<p>Theology: Thinking through believing Year 5: Enquiry 4 What difference does the resurrection make to Christians?</p>	<p>Crucifixion</p> <p>Easter Sunday</p> <p>Eternal life Forgiveness</p> <p>Good Friday</p> <p>Gospel Redemption</p> <p>Resurrection Sacrifice Salvation</p>	<p>Explore important events: Celebrations, like birthdays, mark important occasions and are a time to remember important events too.</p> <p>Look at statements about Easter (see Resources) and discuss questions</p> <p>Create a wonderwall</p> <p>Compare the different Gospel accounts of the death and resurrection of Jesus</p> <p>. Look at church services, songs and verses</p>	<p>Theology</p> <p>Where beliefs come from Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.</p> <p>How beliefs relate to each other Describe the connections between different beliefs being studied and link them to sources of authority.</p> <p>How beliefs shape the way believers see the world and each other Describe ways in which beliefs shape the way Christians view the world in which they live and how they view others.</p>	<p>Describe the similarities and differences between the Gospel accounts of Jesus' death and resurrection.</p> <p>Describe the connections between sacrifice in the OT and NT and the link to Jesus as the ultimate sacrifice.</p> <p>Describe the significance of resurrection and how it shapes how Christians see the world and others.</p> <p>Describe how the resurrection effects how Christians might live their lives.</p>	<p>Jesus: As God incarnate, also known as the Son of God. Christian belief that Jesus fulfilled prophecies about the Messiah.</p> <p>Salvation: Gospel accounts of Jesus' death and resurrection and the various interpretations of these accounts in terms of the meaning of salvation (e.g. forgiveness, sacrifice, redemption).</p> <p>Textual theology: consideration of genre, author, content, reliability and audience in relation to the Gospels and resurrection of Jesus .</p> <p>Festivals: the diverse ways in which people celebrate festivals such as Easter.</p>

MTP Summer 2025- 2026			Vocabulary	Activity	Age Related expectations	Skills	Key information
KS1	Summer 1	Philosophy: Thinking through thinking Year 2: Enquiry 5 Why do people have different views about the idea of God?	Agnostic Allah Atheist Brahman God Humanist Theist	Explore the concept of belief and God  Look at different images of God  Read stories about God  Look at Humanist views about God	Philosophy: The Nature of knowledge, meaning and existence - Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them. Talk about what people mean when they say they 'know' something.  How and whether things make sense: Give a reason to say why someone might hold a particular belief using the word 'because'	To give a reason why a member of at least one religious community might believe in God.  To give a reason why a person might not believe in God.  To give an example of what a member of a religious community might believe about God.  Make connections between people's beliefs of right and wrong and their belief about God.	The word 'God' is a name.  The key beliefs about God from at least two different religions/worldviews.  How a person's behaviour is connected to their view of God.  Two different stories/narratives that illustrate beliefs about God.
	Summer 2	Human/ social science: Thinking through living Year 1: Enquiry 2 How does a celebration bring a community together?	Celebration  Christian  Christmas Community Easter  Eid-ul-Adha  Eid-ul-Fitr Festival Muslim Religion	Explore different images of celebrations from around the world  Explore artefacts, books and speak to Muslim believers to understand what it means to take part in the celebration of Eid-ul-Fitr, in order to understand how a community is drawn together through them.	The diverse nature of religion Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews  The ways in which beliefs shape individual identity, and impact on communities and society and vice versa Recognise that beliefs can have an impact on a believer's daily life, their family or local community.	Recognise the meanings of the term Christian and Muslim.  Recognise practices associated with the festivals of (Christmas) and (Eid-ul-Fitr).  Recognise ways in which a celebration can encourage a sense of belonging within a faith community.	How Christians celebrate Christmas/Easter.  How Muslims celebrate (Eid-ul-Fitr and Eid-ul-Adha).  How these festivals help to bring the religious communities together.



LKS2	Summer 1	Human/ social science: Thinking through living Year 4: Enquiry 3 How do/have religious groups contribute to society and culture?	Christian Compassion Contribution Hindu Dharma Impact Seva Society	<p>Watch: If the World were a Village.</p> <p>Look at the statistics on The Miniature Earth Project</p> <p>What teachings from the Bible cause Christians to want to have a positive impact on their communities and society?</p> <p>Christianity - Practical examples of the work of Christians to help the poor in local, national and global contexts.</p>	<p>Human and Social Sciences The diverse nature of religion Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.</p> <p>Diverse ways in which people practice and express beliefs Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/ worldviews) with reference to at least two religions/ worldviews.</p> <p>The ways in which beliefs shape individual identity, and impact on communities and society and vice versa Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.</p>	<p>Describe ways in which the Christian beliefs in God's compassion for the poor and the value of all people as equal in God's sight impact on and influence individual lives, communities and society.</p> <p>Describe ways in which dharma impacts on and influences Hindu life and society.</p> <p>Describe some of the varying ways in which religious beliefs are practised both locally and nationally with reference to Christianity and Hinduism.</p> <p>Identify ways in which beliefs might make a Christian or Hindu think about how they live their life.</p>	<p>Christian teachings about compassion and care for the most vulnerable in society e.g. Agape, "Love your neighbour ..."</p> <p>Hindu teachings about compassion and care for the most vulnerable in society e.g. seva (to serve selflessly), following dharma (duty).</p> <p>The life and work of a Christian individual whose faith impacts (or impacted) on their actions e.g. Martin Luther King, Mother Teresa, Edith Cavell.</p> <p>The role of the Hindu community in charity work as an expression of dharma e.g. Sewa UK, Bochasanwasi Shri Akshar Purushtottam Swaminarayan Sanstha.</p> <p>The life and work of a Hindu whose faith impacts (or impacted on) their actions e.g. Mahatma Gandhi</p>
	Summer 2	Human/ social science: Thinking through living Year 4: Enquiry 4 Why is there so much diversity of belief within Christianity?	Christianity Belief Denominatio n Practise Reformation Religion Worship Society	<p>Play a game of 'Broken Telephone'</p> <p>Collect questions that they have (KWL Chart) to look at again in</p> <p>Evaluate part. Using the 'Knowledge' part of the chart, add to the 'Wonder Wall'</p> <p>What do the children know about church? Compare and contrast a festival, rite of passage or worship (e.g. communion) across two different denominations.</p>	<p>Human and Social Sciences: The diverse nature of religion Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.</p> <p>Diverse ways in which people practice and express beliefs Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/ worldviews. Theology: How beliefs change over time Identify events in history and society, which have influenced some religious and non-religious worldviews.</p>	<p>Describe the difference between the terms 'religion' and 'belief'.</p> <p>Describe some of the varying ways in which Christianity is practised locally, nationally and globally.</p> <p>Identify events in history which have influenced Christianity e.g. Martin Luther and the Reformation.</p>	<p>Understand the Church as a global community of Christian believers.</p> <p>Awareness of the concept of denominations within Christianity, along with examples e.g. Anglican, Roman Catholic, Baptist, Methodist, Free Church, Salvation Army.</p> <p>Describe different expressions of Christian worship including for example the Eucharist and pilgrimage.</p> <p>The diverse ways in which people celebrate festivals such as Christmas, Easter and Pentecost; in particular contrasting two different contexts such as local/global or rural/urban.</p> <p>Identify a key event which influenced Christianity e.g. Martin Luther and the Reformation</p>

UKS2	Summer 1	<p>Philosophy: Thinking through thinking</p> <p>Year 5: Enquiry 3</p> <p>What can we learn about the world/ knowledge/ meaning of life from the great philosophers?</p>	<p>Corporeal Karma</p> <p>Reincarnation</p> <p>Eternal Philosophers</p> <p>Soul</p> <p>Incorporeal</p> <p>Philosophy</p> <p>Self</p>	<p>Examine the work of Socrates present in the work of Plato and the 'Analogy of the Cave'</p> <p>Look at the similarities and differences between Plato's eternal soul and that found in Christianity.</p> <p>Examine the idea of karma and reincarnation</p> <p>Look at the writings of Descartes and the concept of 'Cartesian Doubt',</p> <p>Look at the concepts of punishment of the soul in Christianity (Hell and Heaven), Buddhism (Karma, Dharma and Nirvana) and the re-joining of the soul with that eternal truth described by Plato.</p> <p>Look back at the Analogy of the Cave and the idea of the Philosopher who comes back to tell everyone what he has discovered - draw parallels between this former cave-dwelling philosopher, Socrates, Siddhartha and Jesus</p>	<p>Philosophy</p> <p>The Nature of knowledge, meaning and existence In verbal and written work explain why people including philosophers have different ways of understanding the concept of justice. E.g. using class discussion where they might try and define a concept</p> <p>How and whether things make sense Use different pieces of evidence they have explored to form a conclusion about whether they believe in God or not.</p> <p>Issues of right and wrong, good and bad Explain a range of answers to the question 'is it possible for something to always be right?' showing that there are many different opinions about this.</p>	<p>Explain some of the ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy.</p> <p>Explain different philosophical and religious answers to questions about the world around them and the existence of the 'self' and or soul.</p> <p>Have an understanding of the Analogy of the Cave and what it says about existence and knowledge.</p>	<p>The ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy.</p> <p>The complex nature of concepts such as truth, reality and identity found in Buddhism, Christianity and Plato.</p> <p>The work of one or two key philosophers such as Socrates/Plato and Descartes.</p> <p>Consideration of consequences of action in relation to karma.</p>
------	----------	---	--	--	---	---	---

Summer 2	Theology: Thinking through believing Year 5: Enquiry 5 How do Hindus make sense of the world?	Hindu Hinduism Religion  World View  Faith Brahma Mandir Temple God Goddess Dharma Ahimsa Karma  Murti Samsara Moksha Worship Ritual  Sacred India	Explore the key concepts of Samsara, Karma and Ahimsa explore how a belief in reincarnation might change attitudes towards other beings  Look at the goal of Moksha in Hinduism discuss what this means and how a believer might attain this.  Explore what it is to live a good life in Hinduism.  Explore questions about the nature of a caste system.	Human/Social Sciences The diverse nature of religion Explain the different ways in which the terms 'religion' and "belief' are used by followers from within a religion or worldview and those from outside it. Show awareness that talking about religion and belief can be complex.  Diverse ways in which people practice and express beliefs Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different religions/worldviews  The ways in which beliefs shape individual identity, and impact on communities and society and vice versa; Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.	Describe different sources of authority and how they link with beliefs.  Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.  Describe ways in which beliefs shape the way Hindus view the world in which they live and how they view others.  Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences.  Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.	Hindus believe in a God with many faces Brahma.  Hindus believe truth is eternal.  Hindus strive to achieve dharma – the right way of living (duties, rights, laws, behaviour and virtues).  Karma – how Hindus act for others and themselves.  Murti –an image, statue of the divine and seen as a deity.  Samsara – the cycle of birth, death and rebirth  Moksha – is when the soul passes through many lives.  Hindus worship in a Mandir, where they make offerings to a murti, which is a statue of God or a goddess. Hindu temples are dedicated to different gods and goddesses.  Who Mahatma Gandhi was and why he influenced the concept of ahimsa – a total avoidance of harming any living thing by deeds, words and actions.
----------	--	---	---	--	--	---