(The topics repeat every 2 years)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| C:\Users\LGregory2\OneDrive\Documents\Desktop\Federation logo 7 (2).png | **Year of cycle** | **Autumn** | **Spring** | **Summer** |
| **Year a of cycle**  **2022/2023** | | **Key Question L2.5: Why are festivals important to religious communities?**  Make connections between stories, symbols and  beliefs with what happens in at least two festivals.  • Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid).  • Identify similarities and differences in the way  festivals are celebrated within and between religions.  • Explore and suggest ideas about what is worth celebrating and remembering in religious  communities and in their own lives.  **Key Question L2.1: What do different people believe about God?**  Describe some of the ways in which Christians  Hindus and/or Muslims describe God.  • Ask questions and suggest some of their own  responses to ideas about God.  • Suggest why having a faith or belief in  something can be hard.  • Identify how and say why it makes a difference in people’s lives to believe in God.  **Key Question L2.2: Why is the Bible important for Christians today?**  Make connections between stories in the  Bible and what Christians believe about  creation, the Fall and salvation (A2).  • Give examples of how and suggest  reasons why Christians use the Bible  today (B1).  • Describe some ways Christians say God is  like, with examples from the Bible, using  different forms of expression.  • Discuss their own and others’ ideas about  why humans do bad things and how  people try to put things right. | **Key Question L2.9 What can we learn from religions about deciding what is right and wrong?**  Give examples of rules for living from religions  and suggest ways in which they might help  believers with difficult decisions.  • Make connections between stories of  temptation and why people can find it difficult  to be good.  • Give examples of ways in which some  inspirational people have been guided by their religion.  • Discuss their own and others’ ideas about how  people decide right and wrong.  **Key Question U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)**  Outline Jesus’ teaching on how his followers  should live.  • Offer interpretations of two of Jesus’  parables and say what they might teach  Christians about how to live.  • Explain the impact Jesus’ example and  teachings might have on Christians today.  • Express their own understanding of what  Jesus would do in relation to a moral  dilemma from the world today. | **Key Question L2.8 What does it mean to be a Hindu in Britain today?**  Describe some examples of what Hindus do to show  their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life.  • Describe some ways in which Hindus express their faith through puja, aarti and bhajans.  • Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.  • Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.  **Key Question U2.3 What do religions say to us when life gets hard?**  Express ideas about how and why religion  can help believers when times are hard,  giving examples.  • Outline Christian, Hindu and/or nonreligious  beliefs about life after death.  • Explain some similarities and differences  between beliefs about life after death.  • Explain some reasons why Christians and  Humanists have different ideas about an  Afterlife. |
| **Year b of cycle**  **2023/2024** | | **Key Question U2.1 Why do some people believe God exists?**  Outline clearly a Christian understanding of  what God is like, using examples and  evidence.  • Give examples of ways in which believing in  God is valuable in the lives of Christians, and ways in which it can be challenging.  • Express thoughtful ideas about the impact of believing or not believing in God on  someone’s life.  • Present different views on why people  believe in God or not, including their own  ideas.  **Key Question L2.4 Why do people pray?**  Describe the practice of prayer in the religions studied.  • Make connections between what people believe about prayer and what they do when they pray.  • Describe ways in which prayer can comfort and challenge believers.  • Describe and comment on similarities and  differences between how Christians, Muslims and Hindus pray. | **Key Question U2.6 What does it mean to be a Muslim in Britain today?**  Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.  • Describe and reflect on the significance of the Holy Qur’an to Muslims.  • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.  • Make connections between the key  functions of the mosque and the beliefs of Muslims.  **Key Question U2.7 What matters most** to Christians and Humanists?  Describe what Christians mean about  humans being made in the image of God  and being ‘fallen’, giving examples.  • Describe some Christian and Humanist  values simply.  • Express their own ideas about some big  moral concepts, such as fairness,  honesty etc., comparing them with the  ideas of others they have studied.  • Suggest reasons why it might be helpful  to follow a moral code and why it might  be difficult, offering different points of  view. | **Key Question L2.7 What does it mean to be a Christian in Britain today?**  Describe some examples of what Christians do  to show their faith, and make connections with  some Christian beliefs and teachings.  • Describe some ways in which Christian express their faith through hymns and modern worship song.  • Suggest at least two reasons why being a  Christian is a good thing in Britain today, and  two reasons why it might be hard sometimes.  • Discuss links between the actions of Christians in helping others and ways in which people of  other faiths and beliefs, including pupils  themselves, help others.  **Key Question U2.5: Is it better to express your religion in arts and architecture or in charity and generosity?**  Describe and make connections between  examples of religious creativity (buildings and art).  • Show understanding of the value of sacred  buildings and art.  • Suggest reasons why some believers see  generosity and charity as more important than  buildings and art.  • Apply ideas about values and from scriptures to the title question. |
| **Year c of cycle**  **2024/2025** | | **Key Question L2.5: Why are festivals important to religious communities?**  Make connections between stories, symbols and  beliefs with what happens in at least two festivals.  • Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid).  • Identify similarities and differences in the way  festivals are celebrated within and between religions.  • Explore and suggest ideas about what is worth celebrating and remembering in religious  communities and in their own lives.  **Key Question L2.1: What do different people believe about God?**  Describe some of the ways in which Christians  Hindus and/or Muslims describe God.  • Ask questions and suggest some of their own  responses to ideas about God.  • Suggest why having a faith or belief in  something can be hard.  • Identify how and say why it makes a difference in people’s lives to believe in God.  **Key Question L2.2: Why is the Bible important for Christians today?**  Make connections between stories in the  Bible and what Christians believe about  creation, the Fall and salvation (A2).  • Give examples of how and suggest  reasons why Christians use the Bible  today (B1).  • Describe some ways Christians say God is  like, with examples from the Bible, using  different forms of expression.  • Discuss their own and others’ ideas about  why humans do bad things and how  people try to put things right. | **Key Question L2.9 What can we learn from religions about deciding what is right and wrong?**  Give examples of rules for living from religions  and suggest ways in which they might help  believers with difficult decisions.  • Make connections between stories of  temptation and why people can find it difficult  to be good.  **Key Question L2.9 What can we learn from religions about deciding what is right and wrong?**  Give examples of ways in which some  inspirational people have been guided by their religion.  • Discuss their own and others’ ideas about how  people decide right and wrong.  **Key Question U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)**  Outline Jesus’ teaching on how his followers  should live.  • Offer interpretations of two of Jesus’  parables and say what they might teach  Christians about how to live.  • Explain the impact Jesus’ example and  teachings might have on Christians today.  • Express their own understanding of what  Jesus would do in relation to a moral  dilemma from the world today. | **Key Question L2.8 What does it mean to be a Hindu in Britain today?**  Describe some examples of what Hindus do to show  their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life.  • Describe some ways in which Hindus express their faith through puja, aarti and bhajans.  **Key Question L2.8 What does it mean to be a Hindu in Britain today?**  • Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.  • Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.  **Key Question U2.3 What do religions say to us when life gets hard?**  Express ideas about how and why religion  can help believers when times are hard,  giving examples.  • Outline Christian, Hindu and/or nonreligious  beliefs about life after death.  • Explain some similarities and differences  between beliefs about life after death.  • Explain some reasons why Christians and  Humanists have different ideas about an  Afterlife. |
| **Year d of cycle**  **2025/2026** | | **Key Question U2.1 Why do some people believe God exists?**  Outline clearly a Christian understanding of  what God is like, using examples and  evidence.  • Give examples of ways in which believing in  God is valuable in the lives of Christians, and ways in which it can be challenging.  • Express thoughtful ideas about the impact of believing or not believing in God on  someone’s life.  • Present different views on why people  believe in God or not, including their own  ideas.  **Key Question L2.4 Why do people pray?**  Describe the practice of prayer in the religions studied.  • Make connections between what people believe about prayer and what they do when they pray.  • Describe ways in which prayer can comfort and challenge believers.  • Describe and comment on similarities and  differences between how Christians, Muslims and Hindus pray. | **Key Question U2.6 What does it mean to be a Muslim in Britain today?**  Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.  • Describe and reflect on the significance of the Holy Qur’an to Muslims.  • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.  • Make connections between the key  functions of the mosque and the beliefs of Muslims.  **Key Question U2.7 What matters most** to Christians and Humanists?  Describe what Christians mean about  humans being made in the image of God  and being ‘fallen’, giving examples.  • Describe some Christian and Humanist  values simply.  • Express their own ideas about some big  moral concepts, such as fairness,  honesty etc., comparing them with the  ideas of others they have studied.  • Suggest reasons why it might be helpful  to follow a moral code and why it might  be difficult, offering different points of  view. | **Key Question L2.7 What does it mean to be a Christian in Britain today?**  Describe some examples of what Christians do  to show their faith, and make connections with  some Christian beliefs and teachings.  • Describe some ways in which Christian express their faith through hymns and modern worship song.  • Suggest at least two reasons why being a  Christian is a good thing in Britain today, and  two reasons why it might be hard sometimes.  • Discuss links between the actions of Christians in helping others and ways in which people of  other faiths and beliefs, including pupils  themselves, help others.  **Key Question U2.5: Is it better to express your religion in arts and architecture or in charity and generosity?**  Describe and make connections between  examples of religious creativity (buildings and art).  • Show understanding of the value of sacred  buildings and art.  • Suggest reasons why some believers see  generosity and charity as more important than  buildings and art.  • Apply ideas about values and from scriptures to the title question. |