(The topics repeat every 2 years)

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| 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 andbeliefs 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 wayfestivals are celebrated within and between religions.• Explore and suggest ideas about what is worth celebrating and remembering in religiouscommunities and in their own lives.**Key Question L2.1: What do different people believe about God?**Describe some of the ways in which ChristiansHindus and/or Muslims describe God.• Ask questions and suggest some of their ownresponses to ideas about God.• Suggest why having a faith or belief insomething 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 theBible and what Christians believe aboutcreation, the Fall and salvation (A2).• Give examples of how and suggestreasons why Christians use the Bibletoday (B1).• Describe some ways Christians say God islike, with examples from the Bible, usingdifferent forms of expression.• Discuss their own and others’ ideas aboutwhy humans do bad things and howpeople 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 religionsand suggest ways in which they might helpbelievers with difficult decisions.• Make connections between stories oftemptation and why people can find it difficultto be good.• Give examples of ways in which someinspirational people have been guided by their religion.• Discuss their own and others’ ideas about howpeople 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 followersshould live.• Offer interpretations of two of Jesus’parables and say what they might teachChristians about how to live.• Explain the impact Jesus’ example andteachings might have on Christians today.• Express their own understanding of whatJesus would do in relation to a moraldilemma 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 showtheir 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 religioncan help believers when times are hard,giving examples.• Outline Christian, Hindu and/or nonreligiousbeliefs about life after death.• Explain some similarities and differencesbetween beliefs about life after death.• Explain some reasons why Christians andHumanists have different ideas about anAfterlife. |
| **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 andbeliefs 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 wayfestivals are celebrated within and between religions.• Explore and suggest ideas about what is worth celebrating and remembering in religiouscommunities and in their own lives.**Key Question L2.1: What do different people believe about God?**Describe some of the ways in which ChristiansHindus and/or Muslims describe God.• Ask questions and suggest some of their ownresponses to ideas about God.• Suggest why having a faith or belief insomething 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 theBible and what Christians believe aboutcreation, the Fall and salvation (A2).• Give examples of how and suggestreasons why Christians use the Bibletoday (B1).• Describe some ways Christians say God islike, with examples from the Bible, usingdifferent forms of expression.• Discuss their own and others’ ideas aboutwhy humans do bad things and howpeople 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 religionsand suggest ways in which they might helpbelievers with difficult decisions.• Make connections between stories oftemptation and why people can find it difficultto 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 someinspirational people have been guided by their religion.• Discuss their own and others’ ideas about howpeople 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 followersshould live.• Offer interpretations of two of Jesus’parables and say what they might teachChristians about how to live.• Explain the impact Jesus’ example andteachings might have on Christians today.• Express their own understanding of whatJesus would do in relation to a moraldilemma 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 showtheir 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 religioncan help believers when times are hard,giving examples.• Outline Christian, Hindu and/or nonreligiousbeliefs about life after death.• Explain some similarities and differencesbetween beliefs about life after death.• Explain some reasons why Christians andHumanists have different ideas about anAfterlife. |
| **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. |