EYFS – HT1 Why is the Word God Important?	EYFS- HT2 Why do Christians perform Nativity plays at Christmas?	EYFS – HT3 Being Special; Where do we belong?	EYFS – HT4 Why do Christians put a cross on their Easter garden?	EYFS – HT5 Which places are special and why?	EYFS – HT6 Which Stories are Special and Why?
Religion studied: **Christianity** **Knowledge:** Christians believe that God created Heaven and Earth Know why it is good to be thankful and to be thanked **Vocabulary:** Christians God Creation Bible Jesus Precious Harvest	**Religion studied:** **Christianity** **Knowledge** Describe key events from the Christian Christmas Story Christians believe that Jesus was a special baby sent from God **Vocabulary:** Mary Joseph Jesus Shepherd Angel Magi Manger	**Religion studied:** **Christianity, Hindu Dharma and Islam** **Knowledge** Recognise some key religious symbols for Christians, Muslims and Hindus (cross, crescent moon, aum) **Vocabulary:** Muslims Hindus Baptism Welcome	**Religion studied:** **Christianity** **Knowledge** Describe key events from the Easter story Know that Jesus died on the cross and rose three days later Recognise key signs and symbols of Easter (cross, eggs, palm, flowers, new life) **Vocabulary:** Jesus God Easter Palm Good Friday Disciples	**Religion studied:** **Christianity, Islam** **Knowledge** Reflect on special places in our own lives Recognise special/holy places such as churches and mosques, and describe their key features **Vocabulary**: Christians Holy Bible Vicar Muslims Mosque Qur'an Imam	**Religion studied:** **Christianity, Islam, Judaism** **Knowledge** Reflect on stories that are special to us and why **Vocabulary:**

Year 1 – HT1 Who is a Christian and what do they believe?	Year 1 – HT2 Why does Christmas matter to Christians? Celebrations Focus	Year 1 – HT3 What does it mean to belong to a faith community?	Year 1 – HT4 Who do Christians say made the world?	Year 1 – HT5 Why and how do some people say sorry when they have done something wrong?	Year 1 – HT6 Thematic Unit How should we care for the world and why does it matter?
Religion studied: Christianity **Know** • Christians believe in God and follow the example of Jesus • Some Christian symbols • What the stories about Jesus say about good, bad, right and wrong • Retell a story that shows what Christians might think about God • Reasons why Christians pray **Key story:** Jonah and the Whale The Lost Son The Lost Sheep The Good Samaritan **Artefacts:** Bible **Vocabulary:** Christian, Jesus, Pray, Prayer, Cross, Bible	**Religion studied:** Christianity **Know** • Christmas is a very important celebration around the world as a religious celebration for Christians and as a secular celebration for many people who are not Christian. • At Christmas, people remember the birth of Jesus. • Advent is the four Sundays leading up to Christmas • Christmas is a time to remember how Jesus came to Earth as both God and human. They call this belief the incarnation. **Key story:** Christmas Story **Visitors/trips:** Vicar Visitor **Vocabulary:** Incarnation, Jesus, Mary, Jospeh, Shepherds, Advent, Secular, Religious, Birth, Celebration	**Religion studied:** Mixed **Know** • What is special and of value about belonging to a group that is important to them. • Many people in the world belong to a religion. • A religion is a group of people who believe in the same God. • Know some special events to welcome people into the religion. • Symbols and items of belonging in Christianity and Islam to compare. • Retell a parable to show how important people are. **Key story:** The Mustard Seed and the Yeast The Rich Fool **Artefacts:** Bible, crosses, baptism candle **Vocabulary:** Muslim, Islam, Baptism, Belonging, Faith Community, Ceremony, Allah, Cross, Baptism Candle	**Religion studied:** Christianity **Know** • The first book of the Bible is the book of Genesis which Chapters 1 and Chapters 2 tells Christians the story of how God created the world and everyone in it. • God made the world in six days and then on the seventh day he rested. • Christians believe that they should look after everything that God has created, and they should thank him for the world and everything in it. • The festival of Harvest is a key time in the Christian year when they praise him for Creation. **Key story:** Creation Story **Visitors/trips:** Church Visit **Vocabulary:** Creation, World, Belief, Thank, Harvest, God, Believe, Bible, Genesis, Praise	**Religion studied:** Mixed **Know** • Many Christian people say sorry to God. • Christians believe God will show forgiveness to those who are sorry. • People can show forgiveness in different ways. • Why is it important to say sorry? **Key story:** The parable of the prodigal son **Artefacts:** Bible **Vocabulary:** Christian, sorry, forgiven, praying	**Religion studied:** Mixed **Know** • Christians believe that God created the world with people in it, and in his image. • The Creation story is told in the Bible. • Everyone on Earth is different and unique. • In the Bible there are stories that talk about how we should take care of the world and how we should show love. **Key story:** Creation Story **Artefacts:** Bible **Vocabulary:** Community, world, stewardship, love, religious, non-religious, Christian

Year 2 – HT1 Who is a Muslim and what do they believe? Part 1	Year 2 – HT2 What can we learn from sacred books?	Year 2 – HT3 Who is a Muslim and what do they believe? Part 2	Year 2 – HT4 Why does Easter matter to Christians?	Year 2 – HT5 How and why do we celebrate special and sacred times? Explore Eid, Shabbat, Pesach (not Easter or Christmas)	Year 2 – HT6 THEMATIC UNIT What makes some places sacred to believers?
Religion studied: Islam **Know** • Muslims believe there is only one God and nothing is equal to God. • That someone who follows the religion of Islam is a Muslim • There are no pictures of Allah but use different attributes in the 99 names. • Muslims may worship by praying 5 times a day, reading the Qu'ran and going to the Mosque. • The five pillars are important to Muslims. **Key story:** The Night of Power **Artefacts:** Qu'ran **Visitors/trips:** **Vocabulary: Allah, Qur'an, salah, Shahadah, Five Pillars, Hajj, Ramadan. Muslim, Islam, Zakat, Sawm**	**Religion studied: Mixed** **Know** • That a Muslim's sacred book is the Qu'ran. • That a Christian's sacred book is the Bible. • Ways that a Chrisitan, Jewish people and Muslims may treat their sacred books. • That sacred books contain stories which are special to many people and should be treated with respect. • How to talk about issues of good and bad, right and wrong, arising from different sotries. **Key story:** Muhammed and the Black Stone, Parable of the Lost Sheep, Story of the Exodus, Jonah and the Whale **Artefacts:** Torah, Qu'ran, Bible **Visitors/trips:** **Vocabulary:** **Christian, Muslim, Ismal, Jewish people, Jewish, Bible, Qu'ran, Torah, sacred, holy**	**Religion studied: Islam** **Know** • In Islam there is only one God, Allah. • The Shahadah, is a statement of belief that Muslims say and think about many times a day. • Muslims also believe that God sent a messenger or Prophet to spread Islam, and this was Muhammad. • The 5 pillars are a way of showing their submission to Allah.. • Most Muslims will pray five times a day and this is known as Salah, • Many Muslims will give money to the poor • During the month of Ramadan, those Muslims who can, will go without food and water during daylight hours • Some Muslim's will make a pilgrimage to Makkah, they should try and make this journey once in a lifetime **Key story:** Stories from child Qu'ran **Artefacts:** Qu'ran **Visitors/trips:** **Vocabulary: Allah, Qur'an, salah, Shahadah, Five Pillars, Hajj, Ramadan. Muslim, Islam, Zakat, Sawm, Prophet Muhammed, Eid**	**Religion studied: Christianity** **Know** • Easter is an important celebration for Christians during the year. • It is a time for them to reflect on the events in the life of Jesus. • Christians remember how Jesus died and was resurrected • Christians refer to Jesus as Saviour • Easter week is sometimes called Holy Week, • Palm Sunday was when Jesus rode into Jerusalem on a donkey. • Good Friday was the day Jesus died. • Other people will focus on the non-religious celebration of Easter by giving Easter Eggs and looking out for the Easter Bunny. • Christians may also give Easter Eggs but will always think about the death and resurrection of Jesus as the eggs symbolize new life. **Key story:** Easter story taken from the Gospels of the Bible. **Artefacts:** Bible, Palm cross **Vocabulary: Jesus, Easter, Good Friday, Palm Sunday, salvation, resurrection, eternal life, worship, Jewish people**	**Religion studied: Mixed** **Know** • What a celebration is • A special time they celebrate in their family. • Know that Muslims celebrate Eid after Ramadan. • What happens during Ramadan • What happens during Eid (Eid-ul-Fitr) celebrations. • That Jewish people celebrate Passover (Pesach) • What happens during Passover celebrations. • Some ways a Christian might celebrate special events through the year (e.g. Christmas and Easter) **Key story:** Passover/Exodus from Egypt, Welcoming Elijah (a Passover story), Ramadan Moon **Artefacts:** Sedar plate, mendhi patterns/ images **Vocabulary:** **Celebrate, celebration, Eid, Ramadan, Passover, Shabbat, Exodus, Sedar**	**Religion studied: Mixed** **Know** • Places of worship are important to many religious people. • The main purpose of a place of worship is to allow the community to come together and to worship together. • A church is a holy building for Christians • Jewish people will come together to worship God in a synagogue • Many Jewish people will gather together at the synagogue on Shabbat as this it the seventh day of the Jewish week and a day of rest. • The mosque is an important place of worship for the Muslim community • Many places of worship also hold community events that also help people become part of their religious community. • Many events related to special times in the life of a religious person are often held in a place of worship, these can include joining a religion, getting married or when a person die **Vocabulary:** Synagogue, Church, Mosque, Shabbat, community, marriage, death, funeral, religion, worship, holy

Year 3 – HT1 **What does it mean to be a Christian in Britain today?** (existing planning)	Year 3 – HT2 **What do different people believe about God?** (existing planning)	Year 3 – HT3 **How do festivals and worship show what matters to Jewish people?** (RE Today Unit 21)	Year 3 – HT4 **What do Christians learn from the creation story?** (RE Today Unit 23)	Year 3- HT5 **THEMATIC UNIT** **Why do people pray?** (existing planning – supplement with investigating worship unit 5)	Year 3 – HT6 **CONSOLIDATION** **Big Questions/Explorative Unit from RE Today or Sacred Arts Competition**
Religion studied: Christianity **Know** • Describe some examples of what Christians do to show their faith. • Describe when Christian express their faith through hymns and modern worship songs • 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. • Explain how Christians help others in the community. **Key story:** **Bible stories** **Artefacts:** **Cross, prayer beads, bible, christening kit** **Visitors/trips:** **Summer term church visit.** **Vocabulary:** Bible, Christians, God, Church, Jesus, Faith	**Religion studied:** Mixed **Know** • 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 story:** ***The hummingbird*** ***The starfish thrower*** **Artefacts:** **Muslim Subah beads** **Visitors/trips:** **Vocabulary:** Hindu, Muslim, Christians, Holy Trinity, Bible, Torak, Qu'ran	**Religion studied:** Judaism **Know** • Jewish people rest on Shabbat, the seventh day of the week, because they are told that as God rested on the seventh day of Creation, they should also do this. • Orthodox Jewish people follow the Torah without changing and Progressive Jewish people will follow the Torah but adapt it to the present day. • Jewish people have many festivals to help them remember key events in Jewish history. • Rosh Hashanah is a celebration of the Jewish New Year. • Yom Kippur is a day to ask for forgiveness. • Pesach is a festival when Jewish people remember their escape from slavery in Egypt. **Key story: The story of Jonah, Yom Kippur** **The story of Moses** **The Exodus Story** **Artefacts:** **Torah, Sedar plate, prayer clothing and mat** **Visitors/trips:** **Virtual Synagogue visit – Holy Cribs** **Rabbi visit – See Bryony in Y2** **Vocabulary:** Freedom, Torah, Yom Kippur, Orthodox, Pesach, Shabbat, Rosh Hashanah, Shema, Progressive, Forgiveness	**Religion studied:** Christianity **Know** • The story of creation tells people about God creating the universe and everything in it. • The creation story is found in the book of Genesis in the Old Testament • God asks humans to be stewards and to take responsibility to look after Creation for him. • The Fall is when Adam and Evie sinned against God and fell from being close to Him. • The Pope, the leader of the Catholic denomination, wrote a letter telling people to follow the teaching of stewardship from the Bible. **Key story:** **The Creation Story, Genesis 1** **The Story of Adam and Eve** **Artefacts:** **Bible** **Visitors/trips:** **Vocabulary:** Gospel, Salvation, Incarnation, Creation, Catholic, Responsibility, Sin, Steward, Interpret, Genesis, Fall, Temptation	**Religion studied:** Mixed **Know** • Describe why and how people of different faiths pray. • How prayer helps comfort and challenge believers • Understand the similarities and differences between how Christians, Muslims and Hindus pray. **Key story:** **Story of Muhammed and the creation of the Qu'ran** **Artefacts:** **Qu'ran, Bible, prayer beads** **Visitors/trips:** **Contrasting churches locally.** **Vocabulary:** Christians, Hindus, Muslims, Qu'ran, Lord's prayer, Hindu Gayatri Mantra	**Religion studied:** Mixed Spirited Arts competition run by NATRE Enter Spirited Arts | NATRE Competition During this half term, children will re-explore concepts they have been taught, as well as exploring their own thoughts, ideas and beliefs through participating in the Sacred Arts competition. Each year, the focus themes are shared and children can explore this creatively through Art (painting, drawing, sketching, etc), Poetry, Photography, Dance, Music, Drama, Sculpture etc Each entry should consist of a piece of art, and a corresponding write-up, limited to 400 words. This write-up should connect to the theme, highlight the work, and provide meaningful commentary.

Year 4 – HT1 What do Hindus believe God is like?	Year 4 – HT2 How do people from religious and non-religious communities celebrate key festivals?	Year 4 – HT3 What does it mean to be a Hindu in Britain today	Year 4 – HT4 What does it mean to be a Humanist in Britain today?	Year 4 – HT5 THEMATIC UNIT Why do some people think that life is a journey and what significant events mark this?	Year 4 – HT6 CONSOLIDATION What can we learn from religion about deciding what is right and wrong?
Religion studied: Hinduism **Know** • The ultimate reality is known as Brahman who is the source of everything in the universe. • The atman is a spark of Brahman in every living creature. • The namaste welcome is a way of recognising the spark of Brahman inside every living creature. • The Aum symbol represents Brahman but also the first sound in the creation of the universe. • Brahman can be found in many different forms, known as deities. • For many Hindus the three most important deities are known as the Trimurti (Brahma, Vishnu and Shiva) **Key story:** The Story of Svetaketu, Ganesha and Kartekaya **Artefacts:** **Shrine items (candle, murtis, flowers, incense etc)** **Vocabulary:** Hindu, Brahman, Deity, Namaste, Shiva, Aum, Atman, Lakshmi, Vishnu, Brahma	**Religion studied:** Christianity and non-religious Christmas **Know:** • That Jesus matters more to Christians than Santa Claus. • That non-religious people celebrate aspects of Christmas. • That some people of other faiths will also celebrate Christmas. • How some of their peers and school community celebrate Christmas and New Year. **Key story:** The story of Christmas **Artefacts:** Images of Jesus and the Madonna **Visitors/trips:** KS2 St Marks Church Carol Concert **Vocabulary:** **Christmas, Chrisitian, religious, non-religious**	**Religion studied:** Hinduism **Know:** • The Hindu Dharma has its origins in India and is the most ancient of the larger religious worldviews in the world today. • For many Hindus it is important that they connect with Brahman, the ultimate reality and they will perform puja in their home or in the mandir. • The puja will take place at the shrine which is often dedicated to a deity within the Hindu Dharma. • The shrine will often contain a murti which is a statue of the deity. • The puja focuses the Hindu on Brahman and helps them fulfil their dharma or purpose. • Many stories in the Hindu Dharma try to explain what the dharma is for humans and they will help Hindus to fulfil their duty. • The story of the Ramayana is one of good overcoming evil and the festival of Diwali is celebrated all over the world to remember this. **Key story:**Ramayana (Rama and Sita) **Shrine items (candle, murtis, flowers, incense etc)** **Visitors/trips:** **Hindu visit (parent) Vocabulary:** Murti, deity, dharma, shrine,,puja, Mandir, Diwali, Sita, Rama, Ramayana	**Religion studied:** Humanist/Christianity **Know:** Recall three or more key facts about Humanists and their worldview • at least one reason why Humanists believe in humanity and why they don't believe in God • some ceremonies and celebrations of Humanists •Make simple links between Humanist ideas and values and their own ideas and values. • Identify some values important to Humanists: e.g. truth, honesty, cooperation, thoughtfulness and Compassion. **Key story:** Stories from: THINK FOR YOURSELF, ACT FOR EVERYONE (Four amazing Humanists who changed the world) **Visitors/trips:** Humanists UK **Vocabulary:** **Humanist, Humanism, worldview, values, happy human, naming ceremony, science**	**Religion studied:** Judaism, Hinduism, Christianity **Know:** • Many religious worldviews will hold a ceremony to celebrate significant points in the religious journey a person is talking. • These take place at various points in a person's life and help to show their commitment to their religion. • Baptism is an important ceremony in Christianity. This can happen for babies or for older people when they wish to join the Church. • At the age of thirteen many Jewish boys will have a Bar Mitzvah and many girls at the age of twelve will have a Bat Mitzvah. • Many Hindu boys and some Hindu girls will have a Sacred Thread ceremony. • Many religious people will choose to mark their marriage with a religious wedding ceremony. **Artefacts:** Images from children's own/ families ceremonies brought to share. **Vocabulary:** **Significant, baby baptism, believer baptism, commitment, marriage, Bar Mitzvah, Bat Mitzvah, wedding, ceremony, sacred thread**	**Religion studied:** Mixed including non-religious Know: • Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. • What the golden rule is • That Christians use the Ten Commandments to guide their life. • That Hindus follow a set of duties (dharma) • 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 about right and wrong. **Key story:** **Ten commandments, 'The Fall' (temptation story in Genesis)** **The fox and the Story (Aesop's fable)** **Vocabulary:** **Ten commandments, Desmond Tutu, Martin Luther King Jr, prayer, inspirational, golden rule, dharma, right and wrong.**

Year 5 – HT1 If God is everywhere why go to a place of worship?	Year 5 – HT2 What would Jesus do? Can people live by the values of Jesus in the 21st century?	Year 5 – HT3 and 4 What does it mean to be a Muslim in Britain today?	Year 5 – HT5 THEMATIC UNIT Creation and Science: conflicting or complimentary?	Year 5 – HT6 CONSOLIDATION Spirited Arts Competition
Religion studied: Christianity, Hinduism and Judaism **Know** • What places of worship are for • The key features of a church • The differences within Anglican and Baptist churches • The key features of a synagogue • The key features of a mandir and worship in the Hindu home • Links between Jewish, Hindu and Christian belief and their places of worship • That some people see the place of worship as being more about the people than the building • Reasons for Hindu pilgrimage and why pilgrimage is important to Hindus **Artefacts:** Kiddush cup, Mezuzah, Torah **Vocabulary:**	**Religion studied:** Christianity **Know** • Connections between Jesus's teachings and the way Christians live today • Their own important values to live by and can compare them to Christian ideas • The importance of forgiveness in Christianity • Some examples of Christian text (scripture and prayer) and use these to understand the way Christians believe we should treat each other in modern times. • Apply Jesus's teaching of forgiveness to real life scenarios • Simple reasons why some people don't want to follow Jesus's teaching today • What the cross means to Christians **Key story:**	**Religion studied:** Islam **Know** • What the Five Pillars of Islam are and give examples of how these affect the everyday lives of Muslims • Why the Holy Qur'an is important to Muslims and how it makes a difference to how they live • The key belief of Muslims and explain how it affects their life • How and why Muslim people pray • Similarities and differences between prayer in Islam and Christianity • Connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad • The key functions of a mosque and explain how they link to the key beliefs of Muslims • Reasons why some people think regularly giving away money is a good idea for themselves and the community • Reasons for the practice of fasting in Islam • About Ramadan and the festival of Eid ul Fitr • About what happens on pilgrimage to Mecca and the celebration of Eid ul Adha **Key story:** The Story of Bilal, the First Muezzin The Story of the Two Brothers **Artefacts:** Prayer Mat **Visitors/trips:** Mosque Visit **Vocabulary:**	**Religion studied:** Christianity **Know** • There have been many different ideas about how the universe began from religion and from science • Genesis, chapter 1, explains about a creator, God, who made the world in six days and then rested on the seventh day, • Some people have the theory that the universe began with an explosion, and they call this the Big Bang Theory. • Some people believe only one of these and say they are conflicting accounts. • Some people, such as religious scientists, believe that the stories about how the universe began are complementary. **Key story:** Genesis, Chapter 1 **Vocabulary:** Genesis, Big Bang Theory, Complementary, Creation, Literal, Creator, Conflicting, Interpretation, Theory	**Religion studied:** Mixed Spirited Arts competition run by NATRE Enter Spirited Arts | NATRE Competition During this half term, children will re-explore concepts they have been taught, as well as exploring their own thoughts, ideas and beliefs through participating in the Sacred Arts competition. Each year, the focus themes are shared and children can explore this creatively through Art (painting, drawing, sketching, etc), Poetry, Photography, Dance, Music, Drama, Sculpture etc Each entry should consist of a piece of art, and a corresponding write-up, limited to 400 words. This write-up should connect to the theme, highlight the

Anglican, Baptist, Mandir, Murti, Puja, OM, Synagogue, Orthodox, Reform, Congregation, Pilgrimage, Kumbh Mela, Mezuzah, Kiddush cup, Kosher, Torah, Significant, Symbolise,	Saint Paul's Poem of Love (Corinthians 13:4-7) Parable of the Two Debtors (Luke 7:36-50) Parable of the Unforgiving Servant (Matthew 18: 21-35) Mother Teresa's Prayer The Lord's Prayer **Vocabulary:** Forgiveness, Parable, Crucifixion, Mother Teresa	Shahadah, Salah, Zakah, Sawm, Hajj, Five Pillars of Islam, Mosque, Allah, Prophet Muhammad, Mihrab, Minbar, Minaret, Muezzin, Ramadan, Eid ul Fitr, Qur'an, Nisab amount, Pilgrimage, Makkah (Mecca),		work, and provide meaningful commentary.

Year 6 – HT1 Why do some people believe in God and some do not?	Year 6 – HT2 Is it better to express your beliefs in arts and architecture or in charity and generosity?	Year 6 – HT3 INVESTIGATE Green religion? What do religious and non-religious world views tell us about caring for the Earth?	Year 6 – HT4 What matters most to Christians and Humanists?	Year 6 – HT5 THEMATIC UNIT What can be done to reduce racism? Can religion help?	Year 6 – HT6 CONSOLIDATION Spirited Arts Competition
Religion studied: Mixed **Know** • There are a rising number of people who identify as 'no religion'. • A person who identifies as no religion may call themselves a humanist. • A person who does not know whether God exists is agnostic. • Someone who believes in God is theist. • Somebody who believes that God does not exist is atheist. • People who study philosophy think about the answers to big questions that are difficult to answer. • A theologian will use religious texts and actions to provide evidence for the existence of God. • The study of psychology investigates how the mind works and how people think and feel. **Vocabulary:** Theist, Atheist, Psychology, Evidence, Psychologist, Agnostic, Humanist, Philosophy, Reason, Theologian	**Religion studied:** Christians, Muslims and Non-Religious **Know** Different reasons why some buildings are sacred. Some similarities and differences between different sacred buildings Why religious art is important Reasons why some people may be critical of religious art/architecture, and why some would defend it as important **Vocabulary:** Art, Architecture, Charity, Generosity	**Religion studied:** Mixed **Know** • Some key challenges facing our planet and some key religious teachings about the Earth • Connections between beliefs about the Earth and activist behaviour in different religions • How to respond sensitively to examples of green religious practice with ideas of their own • Two examples of religious projects seeking to have an environmental impact **Vocabulary:** Climate Change, Sustainability, Climate Justice, Pollution, Extinction, Khalifa (Islam), stewardship (Christianity), Bhumi (goddess in Hindu dharma),Tu B'Shevat (Jewish), Activists, Exploit	**Religion studied:** Christianity, Humanism **Know** • Everybody in the world has their own personal worldview and this can be religious or non-religious • All worldviews have different moral ways of living and this affects how people treat other people and the world around them • A Christian will have values which are based on the life of Jesus and the teachings of the Christian church • Humanists believe that they should be free to work out for themselves what makes us happy and that we should be kind to the plant and animals. • Treating others as we want to be treated can be found in many worldviews and is called The Golden Rule. **Key story:** The Two Wolves The Parable of the Good Samaritan **Visitors/trips:** Humanists UK **Vocabulary:** Worldview, Humanist, Humanism, Authority	**Religion studied:** Mixed **Know** • What racism is • Sacred texts carry messages about racial justice. • Examples of connections between anti-racism and religion. • The challenges racism presents to human communities and consider different religious responses • At least two examples of anti-racism that have been effective • How racism can be reduced, including within religions **Key story:** The Story of Peter at Joppa **Vocabulary:** Racism, Equality, Prejudice, Stereotype, Scripture,	**Religion studied:** Mixed Spirited Arts competition run by NATRE Enter Spirited Arts | NATRE Competition During this half term, children will re-explore concepts they have been taught, as well as exploring their own thoughts, ideas and beliefs through participating in the Sacred Arts competition. Each year, the focus themes are shared and children can explore this creatively through Art (painting, drawing, sketching, etc), Poetry, Photography, Dance, Music, Drama, Sculpture etc Each entry should consist of a piece of art, and a corresponding write-up, limited to 400 words. This write-up should connect to the theme, highlight the work, and provide meaningful commentary.