

	Autumn Term	Spring Term	Summer Term
1	<p><u>1a. How did we get here?</u></p> <ul style="list-style-type: none"> <li>Genesis, 6 days creation, day of rest- Shabbat: wine and challah, Other creation stories, Zoroastrianism</li> <li>Hindu Brahman, Atman and Ahimsa - Jain</li> </ul>	<p><u>1b. Who do we thank?</u></p> <ul style="list-style-type: none"> <li>Wonderful world/design</li> <li>Appreciation food and effort of growing/providing <b>KS1 Creation</b></li> <li>Jewish Brachot/blessing over food,</li> <li>Harvest festival and sukkot, Puja- Hinduism,</li> <li>Stewardship and Responsibility for caring for animals/environment, Jainism, including those not believing in Creation, inc Muhammad stories</li> </ul>	<p><u>1c. How do we know they are special?</u></p> <ul style="list-style-type: none"> <li>Nativity (<b>KS1 Incarnation</b>) and beliefs of J incarnation</li> <li>Birth stories of other religions and ways they show special, including Muhammad Islam and Guru Nanak Sikhism</li> <li>Halo symbolism, Zoroastrian amesha spentas</li> </ul>
2	<p><u>2a. How do people show their beliefs and values?</u></p> <ul style="list-style-type: none"> <li>5 K's (Sikh belief in equality: quotes, 1 G= circle/bangle)</li> <li>Judaism: kippah, prayer shawl = 613 laws+ creation</li> <li>5 pillars Islam- through action</li> <li>Easter, Cross and Crucifix (belief in trinity, Jesus) (<b>J-Salvation KS1- palm crosses</b>)</li> </ul>	<p><u>2b. What is a 'human'?</u></p> <ul style="list-style-type: none"> <li>Anicca, Buddhism</li> <li>Namaste + Brahman, Karma- Hinduism, reincarnation</li> <li>Abrahamic and Baha'i beliefs soul</li> <li>Revision of Genesis creation of mankind (1b) to consider difference between animals, re-exploring stewardship</li> </ul>	<p><u>2c. Why do people celebrate births?</u></p> <ul style="list-style-type: none"> <li>Infant Baptism welcoming to church</li> <li>Sikh tradition naming GGS in Gurdwara</li> <li>Other birth ceremonies including Hinduism, Judaism</li> <li>Comparison to values of animals relating to beliefs in soul</li> </ul>
3	<p><u>3a. What makes a building sacred?</u></p> <ul style="list-style-type: none"> <li>Places of worship in local area – different kinds</li> <li>Inside a Church: symbols and features: including Cross and Crucifix (<b>KS1 Gospel</b>)</li> <li>Differences in churches – altar, font (infant v adult), statues Mary in RC, icons</li> <li>Compare to Hindu Mandir: Brahman, avatars, murtis – compare to icons</li> <li>Mosques: carpet= equality in Ummah: 5 pillars hold up Ummah (compare to Sikhism), Qiblah, no images- but 99 names Allah</li> <li>Synagogue- Torah as central, compare to Gurdwara and reading of GGS</li> <li>Faith leaders (<b>LKS2 Gospel</b>), and freedom of worship in local community</li> </ul>	<p><u>3b Can anywhere be sacred?</u></p> <ul style="list-style-type: none"> <li>Islam carpet, 5x, tasbi, rosary</li> <li>Kashrut, halal and Jain diet</li> <li>Bible at home</li> <li>Hindu home shrines</li> <li>Alevi?</li> </ul>	<p><u>3c. What happens if we do wrong?</u></p> <ul style="list-style-type: none"> <li>Reincarnation Hinduism, castes v equality in Sikhism/Islam</li> <li>H and H – Zoroastrianism</li> <li>Morality in Humanism</li> </ul>
4	<p><u>4a. How do we know what is right or wrong?</u></p> <ul style="list-style-type: none"> <li>10 commandment's, Torah, holy/sacred, 613 laws, interpretation= different types of Judaism (liberal to Orthodox); how used in synagogue – links to treatment of GGS</li> <li>Links to NT, J as Messiah- fulfilling OT Easter – resurrection miracle (<b>LKS2: salvation- Easter</b>)</li> <li>J teachings, Beattitudes – link to Judaism, Parables (<b>KS1 God</b>), Samaritan <b>What J wanted: LKS2 Gospel</b></li> <li>8fold path, compared to Golden rule, or J teachings (above), 5 Jain maharavatas</li> <li>Muhammad as 'Last Prophet' – compare to Torah: link as 'people of the Book', Qur'an and treatment as sacred book- M as role model- Shariah law</li> <li>10 gurus, GGS includes Muslim and Hindu texts= equality (shown in story of Guru who gave water in war), and 5 k's in context of Indian war, incarnation of Guru - compare to avatars and icons, compare to Torah</li> <li>If do not believe in G, then where morality come from? (Humanism?)</li> </ul>	<p><u>4b. Why does there have to be good and bad in the world?</u></p> <ul style="list-style-type: none"> <li>Adam and Eve story; the 'Fall' – Free will (<b>LKS2: Creation and Fall</b>)</li> <li>Shatan/Satan/snake temptation</li> <li>Buddhist 6 realms and 3 poisons</li> <li>Zoroastrian dualism</li> </ul>	<p><u>4c. Is there Evidence of God?</u></p> <ul style="list-style-type: none"> <li>3 gods Hinduism and reincarnation/life cycle</li> <li>Abraham sun/moon and Noah (<b>LKS2: People of God</b>); Angel Gabriel and Muhammed-</li> <li>Baha'i beliefs in unity of humanity</li> <li>Jesus – incarnation as Messiah and Holy Spirit on earth, and <b>Pentecost and Holy spirit, (LKS2 K of God)</b>- Compare to Hindu avatars (<b>LKS2: Incarnation</b>)</li> <li>Noah's flood: miracle or science?</li> <li>Exodus – 10 plagues, splitting of sea, pillars of smoke and fire, manna</li> <li>Pilgrimage, Jerusalem- J Temple- Holy of Holies; Jesus' last week;</li> <li>Hajj, Makkah, 5<sup>th</sup> Pillar Islam</li> </ul>

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5	<p><u>5a. Who is to blame if we do wrong?</u></p> <ul style="list-style-type: none"> <li>• Bar/Bat Mitzvah, confirmation, adult baptism versus infant baptism</li> <li>• Yom Kippur- fasting and atonement in Judaism (compared to Islam), book of life, afterlife, confession in Catholicism, Islamic belief about kingdom of Allah compared to Kingdom of G in Christianity</li> <li>• J – sacrifice for forgiveness, kingdom of G (UKS2- God)</li> <li>• Romans and Jewish -wrong to crucify J? J need to die? G= big plan (UKS2: People of G-d)</li> </ul>	<p><u>5b. Is commitment the same as sacrifice?</u></p> <ul style="list-style-type: none"> <li>• Revise places of worship, Puja, 5 K's, Judaism: kippah, pilgrimage and Hajj, WWJD (UKS2 Gospel)</li> <li>• Fasting in Islam, lent, revise puja and sacrifices for avatars</li> <li>• Mass/communion – transfiguration J as saviour (UKS2 Incarnation)</li> <li>• sacrifice of Isaac/Ishmael - Abraham's commitment to God</li> <li>• sacrifice and martyrdom- examples in history (UKS2: Salvation)</li> <li>• Amrit ceremony and Khalsa</li> </ul>	<p><u>5c. Why do Christians worship in different ways?</u></p> <ul style="list-style-type: none"> <li>• Diff types Christians, places of worship</li> <li>• Transubstantiation, holy spirit, different ways</li> <li>• Authority and place of church in England (K Henry)</li> <li>• Reformation, Quaker, Orthodox, contrast to Baha'i</li> </ul>
6	<p><u>6a. Why do we need suffering in the world?</u></p> <ul style="list-style-type: none"> <li>• Design arguments for God as Creator, and therefore omniscient plan</li> <li>• Genesis as representation of evolution. (UKS2 Creation + Fall)</li> <li>• Arguments against design/Creation: natural disaster, war and other catastrophic human events.</li> <li>• World without suffering = human development? Free will and forgiveness</li> <li>• Counter arguments, e.g. But God= free will, recall 99 names including merciful – knew some would choose wrong? Need for inequality so can perform 5 pillars e.g. charity.</li> <li>• Dealing with suffering: 4 noble truths- help with natural disasters/other suffering?</li> <li>• Zoroastrian dualism</li> </ul>	<p><u>6b. Why don't we all get on?</u></p> <ul style="list-style-type: none"> <li>• Persecution – Exodus, Seder/Passover in Judaism, (UKS2: People of God)</li> <li>• Romans and Temple- diaspora</li> <li>• Reconciliation – (UKS2: Gospel) J and prodigal son, QE1 and Catholic and Protestant persecution, modern examples- inc. Jerusalem</li> </ul>	

Please note:

This is a sample/model curriculum, for use as an example only.

It supports the principle aim of the Brent Agreed Syllabus to: 'help pupils value and understand themselves, as well as their place and contribution to their local community' by reflecting the key religions represented in the Borough, which, according to the 2011 Census, has a large representation of Christianity, Islam and Hinduism and the fact that the religious traditions of Great Britain, are in the main, Christian, whilst also including the teaching of the other principal religions and worldviews (including non-religious worldviews, such as Humanism) represented in Great Britain. These include *Christianity* and also *Buddhism, Hinduism, Islam, Judaism* and *Sikhism*.

Schools are expected to further adapt their Religious Education curriculum to include, reflect and celebrate the demographic of their own pupils, and to help pupils consider other religions, traditions and life stances, such as the *Baha'i Faith, Jainism and Zoroastrianism*, and can therefore adapt this model accordingly.