



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	<p><b>F3. How might people in Gloucestershire show they belong together?</b> This unit gives pupils a chance to explore what it means to belong and many ways in which people show belonging to different groups, including religious ones.</p>	<p><b>F2. Why is Christmas special to Christians?</b> Pupils will explore a variety of aspects of Christmas and what it means to Christians in this unit. This includes finding out about the importance of Jesus in the nativity story, values focused on by Christians at this time of year and practices too.</p>	<p><b>F1. Why is God so important to Christians? UC a d</b> This unit helps us to explore what many Christians believe about God. This includes ideas about a loving God who is creator, giver of life and has put humans in charge of caring for a wonderful earth.</p>	<p><b>F4. What special times do people celebrate and why might these times be very important?</b> In this unit we will explore celebration in general, and two religious celebrations in more depth. These are spring festivals, so, if we do this unit in the spring, pupils can make natural links with what is happening around them and develop their knowledge and understanding of the world.</p>	<p><b>F6 What stories are important in our school community/ local area and why?</b> In this unit we are finding out about the importance of story for people in our community. This includes how stories linked to some organised worldviews might teach people about important beliefs, or how act.</p>	<p><b>F5. Which places are special for people living in Gloucestershire and why?</b> In this exploration, we are finding out about special places within our local area. This will include places special to Christians, Hindus/Muslims and people with non-religious worldviews too.</p>
Year 1	<p><b>1.1 What do Christians believe God is like?</b> In this unit we are exploring beliefs about God held by Christians, using Bible stories. We explore how these beliefs can shape ways in which many Christians behave.</p> <p><b>1.2 Why does Christmas matter to Christians and how do people celebrate it?</b> In this unit we explore what many Christians believe about Jesus, from looking at to the nativity story, before finding out how and why many Christians, and other people, celebrate at Christmas time.</p>		<p><b>1.7 What is it like to be brought up in a Muslim home in the UK today?</b> In this unit we are exploring the world of Muslim home life, to see how it shows what it means to be Muslim, and also how it shapes Muslim belief, practice and identity.</p> <p><b>1.5 What is it like to be brought up in a Hindu home in the UK today?</b></p>		<p><b>1.9 How do stories and art express worldviews? d e a</b> <b>Christian, Muslim, Hindu, NR/Humanist</b> In this unit, we are exploring the importance that art and stories play for people with Christian, Hindu, Muslim and Non-religious worldviews, and how they shape and express people's worldviews.</p>	
Year 2	<p><b>1.8 What is it like to be part of the Muslim community in the UK (and beyond)?</b> In this unit we are exploring what it is like to be part of a Muslim community, to see what role it plays in Muslim lives, such as through the mosque, and how it shapes Muslim belief, practice and identity.</p> <p><b>1.6 What is it like to be brought up in a Jewish home in the UK today?</b> In this unit we explore Jewish home lives – how living in Jewish households can develop somebody's way of life, actions and identity.</p>		<p><b>1.4 What is it like to be brought up in a Christian home in the UK today?</b> In this unit we are exploring the world of Christian home life, to see how it shows what it means to be Christian, and also how it shapes Christian belief, practice and identity.</p> <p><b>1.3 Why does Easter matter to Christians, and how do people celebrate it?</b> In this unit we explore what many Christians believe about how Jesus died and rose again, as part of the 'Big Story' of God's rescue plan for humans. We find out about the story of Holy Week and how and why many Christians celebrate Easter.</p>		<p><b>1.10 How can someone's worldview be seen in the choices they make? d e a</b> In this unit, we are finding out about how people show their worldviews by the choices they make – that is, how their actions and ways of living show what matters to them. For some people, religion is a big part of what matters – for others it isn't important at all.</p>	
Year 3	<p><b>L2.2 What might Christians learn from the Old Testament about how to live?</b> In this unit we want to explore how Christian people may find valuable messages about how to live their lives from the Old Testament.</p> <p><b>L2.7 Why is Muhammad important to Muslims today?</b> In this unit we want to find out about the man who is so central to Muslim worldviews – Prophet Muhammad; about his life and times, his message – recorded in the Qur'an; what Muslims think about him and how he has an impact in their lives.</p>		<p><b>L2.9 What is it like to be a Humanist in the UK today?</b> This unit explores one non-religious worldview, by looking at what Humanists believe and how they live, and why in Gloucestershire and the UK.</p> <p><b>L2.4 Do all Christians believe and behave in the same way? Exploring diversity.</b> This unit investigates some ways in which Christians believe and practise in our local area and around the world, looking for similarities and diversity.</p>		<p><b>L2.10 How and why do people (in three traditions) use ceremonies to show their commitments?</b> In this unit we want to find out about the different ways in which people show and celebrate commitment in their various traditions, focusing particularly on people in our area before we look further afield.</p> <p><b>L2.11 What is the 'golden rule', and how might it be put into practice by people?</b> In this unit, we will be digging into how and why the Golden Rule might have an impact on people with a range of religious and non-religious backgrounds. To do this, we will need to find out what the Golden Rule is and how it is seen different religions, belief systems and cultures.</p>	



<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Year 4</b></p>	<p><b>L2.6 How do Jews in England celebrate festivals, and how does this show what matters to them?</b> In this unit we will be exploring several Jewish festivals. We will find out how Jews in Gloucestershire celebrate these festivals and, crucially, why, so that we can see how these festivals shape Jewish thinking and living.</p> <p><b>L2.8 What do Muslims believe about God and how do they respond?</b> In this unit we are exploring what Muslims believe about God, how Muslims express ideas about God through art and actions, and the impact this belief has on their lives.</p>	<p><b>L2.1 What do Christians learn from the Creation narrative?</b> This unit explores the creation story at the start of the Bible. It gives opportunities to deepen understanding of key messages in the story and ways in which different Christians might take different things from the creation narrative.</p> <p><b>L2.5 What beliefs do Hindus hold about the Supreme Being?</b> This unit gives pupils the opportunity to explore the nature of Brahman within Hindu traditions and how this affects the thoughts and actions of different Hindus.</p>	<p><b>L2.3 For Christians, what kind of world did Jesus want? UC</b> In this unit we are going to find out what kind of world Jesus wanted, according to the accounts of his life – the gospels. As gospel means ‘good news’ we are going to investigate what was such good news about Jesus, as far as Christians are concerned, and about the kind of world Jesus wanted.</p> <p><b>L2.12 What brings people meaning and purpose in life? Case studies from three worldviews (plus pupils’ own)</b> In this unit we want to find out what gives people meaning and purpose in life – what makes life important and worth living. For some this will include teachings and ways of living from religious traditions.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Year 5</b></p>	<p><b>U2.1 What influence does believing in the Trinity have on Christian worldviews?</b> This unit gives the opportunity to find out what Christians mean when they talk about God, especially the idea that God is Trinity, and how belief in the Trinity can affect the ways in which many Christians think and act.</p> <p><b>U2.7 How does Hajj show what matters to Muslims in Britain?</b> In this unit we want to find out about the Hajj, pilgrimage; what happens, where and why. We want to find out about the impact of going on Hajj for Muslims, while there and afterwards. We want to see how Hajj has changed and if there are any challenges to going.</p>	<p><b>U2.6 What does it mean to live as a Jew in the UK today?</b> In this unit we want to explore what it means to be a Jewish person in 21st century Britain. We will look from different angles at what it is like being a Jew, including: historical context, today’s population in terms of numbers, Jewish diversity, synagogues, important texts and ethical behaviour.</p> <p><b>U2.4 Why might the belief that Jesus ‘saved’ people be so important for many Christians?</b> In this unit we want to find about Christian teaching on Jesus as ‘Saviour’ and how the death and resurrection of Jesus as told in the Gospels can have an impact on Christians today, including give them hope for life after death.</p>	<p><b>U2.9 How do non-religious people understand and respond to the world and life? Exploring diverse responses, including Humanist?</b> In this unit we want to find out more about what it means to be non-religious. Between a third and a half of the population of England and Wales do not identify with or belong to a religion, but this group is very diverse in terms of what they believe and what they think is important in life.</p> <p><b>U2:10 How do organised and individual worldviews help people when times get hard?</b> In this unit we want to explore how someone’s worldview helps them when they face challenges in life. We are going to look at how organised worldviews (such as Christian or Muslim beliefs, teachings and practices) offer support and bring comfort, and how people’s personal or individual worldviews sustain them through trouble. We are thinking about ordinary challenges as well as big ones, such as bereavement.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Year 6</b></p>	<p><b>U2.2 Creation and Science: conflicting or complementary?</b> This unit explores the importance of the Genesis account of creation in Christian traditions, as it offers answers to questions of meaning and purpose, and how it relates to scientific accounts of the origins of the universe and life. The variety of ways that Christians interpret the narrative affects whether it is seen as conflicting or complementary with science.</p> <p><b>U2.3 How and why do Christians follow the example of Jesus?</b> In this unit we want to explore something of the life and teachings of Jesus, to find out why he has had such a global impact. Connecting with the concept of ‘Gospel’ – that Jesus brings ‘good news’ – we will look at some of the record of his actions and words.</p>	<p><b>U2.5 What might ideas about samsara mean for Hindus? How might these ideas affect how Hindus live?</b> In this unit we will find out about and reflect on samsara within Hindu traditions, along with the related ideas of dharma, karma and moksha, building on knowledge about Brahman and Atman.</p> <p><b>U2.8 How do Muslims decide what is right and wrong?</b> In this unit we want to find out how Muslims decide what is right and wrong. We want to find out about the beliefs, texts and people that influence many Muslims and some ways in which they choose to act when facing ethical decisions.</p>	<p><b>U2.11 How might someone’s worldview affect how they view and treat the natural world?</b> In this unit we want to find out how someone’s worldview influences the way they live. We are going to focus on how beliefs/attitudes to nature and the environment shape the way people think and act, drawing on a variety of examples of religious/non-religious traditions or organised worldviews.</p>