



# Religion and Worldviews at Peel Park

(Scheme - Kapow)

Autumn Term 1

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Themselves (Aut 1)</b></p> <p><b>Lesson Sequence:</b> LI: What are the school values? <u>LI: I can identify and understand the school values.</u></p> <p>L2: How are families different? <u>LI: I can talk about how families are different.</u></p> <p>L3: What are beliefs and culture? <u>LI: I can understand that people have different beliefs and follow different cultures.</u></p>	<p><b>How did the world begin?</b></p> <p><b>Lesson Sequence:</b> Introductory lesson: Respectful Religion and worldviews - What do I Believe? <u>LI: To show respect when talking about big ideas.</u></p> <p>LI: What is creation? <u>LI: To identify what creation means in relation to the natural world.</u></p> <p>L2: What might some Jewish and</p>	<p><b>Why do we need to give thanks?</b></p> <p><b>Lesson Sequence:</b> Introductory lesson: Respectful Religion and worldviews - What are big questions? <u>LI: To identify and discuss big questions.</u></p> <p>LI: How and why do some people show thanks? <u>LI: To identify how and why some people say thank you by reflecting on personal experience.</u></p>	<p><b>What makes us human?</b></p> <p><b>Lesson Sequence:</b> Introductory lesson: Respectful Religion and worldviews - What are world views? <u>LI: To recognise that everyone has a worldview by exploring influences.</u></p> <p>LI: What is special about being human? <u>LI: To understand what makes being human special by exploring Humanist beliefs.</u></p>	<p><b>Are all religions equal?</b></p> <p><b>Lesson Sequence:</b> Introductory lesson: Respectful Religion and worldviews - How can we talk about religions and worldviews respectfully? <u>LI: To listen and respond respectfully to others' thoughts, opinions and ideas.</u></p> <p>LI: How are different religious worldviews connected? <u>LI: To recognise that there are many connections between religious worldviews.</u></p>	<p><b>Why do people have to stand up for what they believe in?</b></p> <p><b>Lesson Sequence:</b> Introductory lesson: Respectful Religion and worldviews - Does everyone have the same beliefs about God? <u>LI: To recognise how religious beliefs vary based on exploring different viewpoints.</u></p> <p>LI: What does freedom look like? <u>LI: To recognise the importance of religious freedom by</u></p>	<p><b>Why does religion look different around the world? (Part 2)</b></p> <p><b>Lesson Sequence:</b> Introductory lesson: Respectful Religion and worldviews - What words can be used to describe God? <u>LI: To recognise the importance of words used to describe God.</u></p> <p>LI: How can God be linked to a place? <u>LI: To explore how places can influence the worship of different Hindu deities.</u></p>

<p>L4: What celebrations do my family celebrate?  <u>LI: I can talk about the different celebrations my family celebrate.</u></p> <p><b>Hanukkah (Aut 2)</b>  <b>Lesson Sequence:</b>  L1: Who celebrates Hanukkah?  <u>LI: I can say that Hanukkah is a Jewish festival.</u></p> <p>L2: What is the story of Hanukkah?  <u>LI: I can recall the story of Hanukkah.</u></p> <p>L3: How is Hanukkah celebrated?  <u>LI: I can say how Hanukkah is celebrated.</u></p> <p>L4: How long do the Hanukkah celebrations last?  <u>LI: I can understand that Hanukkah is</u></p>	<p>Christian people think about creation?  <u>LI: To recognise that some people believe God created the world by listening to the Jewish and Christian creation stories.</u></p> <p>L3: What do some Hindu people believe about creation?  <u>LI: To recognise that there are different creation stories to explain how the world began.</u></p> <p>L4: What do creation stories suggest to some people about God?  <u>LI: To express ideas about what a creator might be like based on creation stories.</u></p>	<p>L2: Why is harvest an important time for giving thanks?  <u>LI: To recognise how and why some people celebrate harvest by examining what they say and do.</u></p> <p>L3: Why do some people thank God?  <u>LI: To identify why some Hindus and Christians feel thankful to God by exploring stories.</u></p> <p>L4: How can puja express thanks?  <u>LI: To describe how and why some Hindus express gratitude to God by exploring puja.</u></p> <p>L5: How do some people thank God?  <u>LI: To identify how some Hindus and Christians thank God by examining what they do.</u></p>	<p>L2: What is a soul and do we all have one?  <u>LI: To consider what makes humans special by exploring beliefs about the soul.</u></p> <p>L3: What do some people think makes us human?  <u>LI: To describe what some people believe about being human through exploring personal responses.</u></p> <p>L4: What is spirituality?  <u>LI: To explore the meaning of spirituality to different people.</u></p> <p>L5: What do some Buddhists do to focus on their inner self?  <u>LI: To explain how and why some Buddhists meditate.</u></p> <p>L6: Does anyone know what makes us human?</p>	<p>L2: Is there more than one way to understand God?  <u>LI: To explain similarities and differences in how people understand God.</u></p> <p>L3: Why is religious harmony important?  <u>LI: To identify how some Sikh beliefs and practices reflect ideas about religious equality.</u></p> <p>L4: How can people from different worldviews live in harmony?  <u>LI: To determine how Bahá'í teachings influence some practices.</u></p> <p>L5: How and why should we celebrate religious equality?  <u>LI: To express ideas about religious equality and harmony.</u></p> <p>L6: Unit Assessment</p>	<p><u>interpreting news reports.</u></p> <p>L2: How have beliefs been challenged in the past?  <u>LI: To consider the challenges some religious figures faced by looking at Jewish, Christian and Sikh stories.</u></p> <p>L3: How can light represent standing up for what you believe in?  <u>LI: To explain why Bandi Chhor Divas is celebrated by many Sikhs.</u></p> <p>L4: Should we celebrate bonfire night?  <u>LI: To consider how the meaning of festivals can differ by exploring the origin of Bonfire Night.</u></p>	<p>L2: What can it be like as a Hindu in the UK?  <u>LI: To explore how some people maintain their Hindu identity in the UK.</u></p> <p>L3: What does being Sikh mean to different people?  <u>LI: To reflect on what it means to be part of the Sikh community by exploring different personal experiences.</u></p> <p>L4: Why are festivals of light important in different worldviews?  <u>LI: To analyse and understand festivals of light from different worldviews.</u></p> <p>L5: How do some Buddhists practise beliefs in their daily lives?  <u>LI: To compare how Buddhist teachings influence daily life</u></p>
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<p><u>celebrated for 8 nights in a row.</u>  <b>Christmas (Aut 2)</b>  <b>Lesson Sequence:</b>  L1: Who celebrates Christmas?  <u>L1: I can say that Christmas is celebrated by Christians.</u></p> <p>L2: When is Christmas celebrated?  <u>L1: I can say that Christmas is celebrated on the 25<sup>th</sup> December.</u></p> <p>L3: Who was born at Christmas?  <u>L1: I can say that Christmas marks the birth of baby Jesus.</u></p> <p>L4: How is Christmas celebrated in the UK.  <u>L1: I can talk about how Christians celebrate Christmas in England.</u></p>	<p>L5: How do some Humanists believe the world began?  <u>L1: To know that many Humanists use science to understand how the world began.</u></p> <p>L6: Where did the world come from?  <u>L1: To explore and express ideas about how the world began.</u></p> <p>L7: Unit Assessment</p>	<p>L6: How do some Christians use music to express gratitude?  <u>L1: To explore music to understand how some Christians thank God.</u></p> <p>L7: Unit Assessment</p>	<p><u>L1: To present own and others' views to answer the enquiry question, 'What makes us human?'</u></p> <p>L7: Unit Assessment</p>		<p>L5: What can inspire people to stand up for their beliefs?  <u>L1: To explore why people stand up for their beliefs using a variety of modern-day scenarios.</u></p> <p>L6: How can we stand up for what we believe in?  <u>L1: To explain how and why people stand up for what they believe in.</u></p> <p>L7: Unit Assessment</p>	<p><u>for a monk and lay Buddhist.</u></p> <p>L6: Do all Buddhists practise in the same way?  <u>L1: To make links and comparisons between different meditative practices performed by some Buddhists.</u></p> <p>L7: Unit Assessment</p>
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L5: How is Christmas celebrated around the world? <u>LI: I can compare how Christmas is celebrated around the world.</u>						
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Spring Term 1

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>New Year (Spr 1)</b></p> <p><b>Lesson Sequence:</b> L1: Why do we celebrate New Year? <u>LI: I can talk about New Year.</u></p> <p>L2: How do people celebrate New Year? <u>LI: I can talk about how people celebrate the New Year.</u></p> <p>L3: What is a resolution? <u>LI: I can write my own New Year's resolution.</u></p> <p><b>Chinese New Year (Spr 1)</b></p> <p><b>Lesson Sequence:</b></p>	<p><b>What do some people believe God looks like?</b></p> <p><b>Lesson Sequence:</b> L1: How might ideas about God be represented? <u>LI: To express ideas about God.</u></p> <p>L2: What do some Muslim people believe about God? <u>LI: To explain how some Muslim people express their ideas about God.</u></p> <p>L3: What do some Hindu people believe God looks like?</p>	<p><b>What is a prophet?</b></p> <p><b>Lesson Sequence:</b> L1: What characteristics did some prophets have? <u>LI: To identify the characteristics of a prophet by exploring a story.</u></p> <p>L2: How might it feel to be a prophet? <u>LI: To investigate stories about people's responses to being a prophet.</u></p> <p>L3: What promises do some people believe God made to some prophets? <u>LI: To explore the promises made to</u></p>	<p><b>Where do our morals come from?</b></p> <p><b>Lesson Sequence:</b> L1: How do we know what is right and wrong? <u>LI: To explain what morals are by exploring Golden Rules from different worldviews.</u></p> <p>L2: What do some Christian and Jewish people believe about right and wrong? <u>LI: To evaluate the importance of religious guidance to some Christian and Jewish people.</u></p> <p>L3: How do people remember the rules?</p>	<p><b>What makes some texts sacred?</b></p> <p><b>Lesson Sequence:</b> L1: How do people communicate beliefs without words? <u>LI: To recognise how ideas and beliefs can be communicated by looking at different art forms.</u></p> <p>L2: What can we find out about scripture? <u>LI: To evaluate information about Buddhist, Hindu and Sikh scriptures.</u></p> <p>L3: What does it mean if scripture was revealed or remembered?</p>	<p><b>Why doesn't Christianity always look the same?</b></p> <p><b>Lesson Sequence:</b> L1: Why did some people believe Jesus was the Messiah? <u>LI: To assess the significance of Jesus to some of his followers.</u></p> <p>L2: How did Christianity develop? <u>LI: To recognise factors that influenced the spread of Christianity.</u></p> <p>L3: What is Roman Catholicism? <u>LI: To identify some of the features of a Catholic church.</u></p>	<p><b>Why is it better to be there in person?</b></p> <p><b>Lesson Sequence:</b> L1: What can make a space significant? People, place or practice? <u>LI: To explore the factors that can shape someone's experience of a religious or non-religious event.</u></p> <p>L2: Why might a Jewish person want to visit Jerusalem? <u>LI: To understand the significance of places for some Jewish and non-Jewish people.</u></p>

<p>L1: Why do we celebrate Chinese New Year?  <u>LI: I can say that Chinese New Year is a festival that celebrates the new year following the Chinese calendar.</u></p> <p>L2: What happened in the story- 'The Great Race.'  <u>LI: I can recall the story 'The Great Race.'</u></p> <p>L3: What traditions are celebrated during Chinese New Year?  <u>LI: I can talk about the traditions of Chinese New Year.</u></p> <p>L4: Is New Year celebrated in January and Chinese New Year similar?  <u>LI: I can compare Chinese New Year to the New Year</u></p>	<p><u>LI: To recognise some of the different forms of God in the Hindu worldview.</u></p> <p>L4: What do some Christian people believe God looks like?  <u>LI: To recognise that many Christian people believe Jesus is the son of God and God on Earth.</u></p> <p>L5: Do people all share the same beliefs about what God looks like?  <u>LI: To identify how some religious worldviews refer to and represent God.</u></p> <p>L6: Why do people have different names for God?  <u>LI: To identify and explain some of the different names people use for God.</u></p>	<p><u>some prophets in stories and scriptures.</u></p> <p>L4: How do we know that Muhammad was the last prophet in the Muslim worldview?  <u>LI: To investigate the role of Muhammad using stories and scripture.</u></p> <p>L5: Why is Jesus important to some religious people?  <u>LI: To explore the role of Jesus in different worldviews using stories and scripture.</u></p> <p>L6: Why might some Sikhs believe Guru Nanak is special?  <u>LI: To explain the importance of Guru Nanak for many Sikhs by looking at key events and teachings.</u></p> <p>L7: Unit Assessment</p>	<p><u>LI: To identify how some people remember moral guidance by exploring artefacts.</u></p> <p>L4: Is all religious guidance the same?  <u>LI: To describe how religious guidance can influence daily life in different worldviews.</u></p> <p>L5: How do some Buddhists make moral decisions?  <u>LI: To explore beliefs by comparing religious and non-religious guidance.</u></p> <p>L6: What helps you make moral decisions?  <u>LI: To express ideas and justify opinions about moral guidance by evaluating those from other worldviews.</u></p> <p>L7: Unit Assessment</p>	<p><u>LI: To make connections with beliefs about the origin of scripture and how it is used.</u></p> <p>L4: Why do some worldviews have more than one book of scripture?  <u>LI: To explain why some religions have multiple scriptures by exploring the Buddhist Canon.</u></p> <p>L5: How do some people demonstrate the value of scripture?  <u>LI: To evaluate the significance of religious scripture to some people.</u></p> <p>L6: How do sacred texts play a part in some people's lives?  <u>LI: To describe the importance of scripture to some people.</u></p> <p>L7: Unit Assessment</p>	<p>L4: How have historical changes impacted Christianity?  <u>LI: To recognise why Christianity changed over time.</u></p> <p>L5: How can being part of a Christian community give a sense of belonging?  <u>LI: To consider the impact of Christian practices.</u></p> <p>L6: Does everyone have the same picture of Jesus?  <u>LI: To appreciate that culture and tradition can influence the way Jesus and Christianity are portrayed around the world.</u></p> <p>L7: Unit Assessment</p>	<p>L3: Why is Jerusalem significant to some Muslim people?  <u>LI: To evaluate the rules around attending significant places.</u></p> <p>L4: How can shared challenge bring people together?  <u>LI: To consider the challenges that many Muslims may face when travelling to Makkah.</u></p> <p>L5: Are all journeys' pilgrimages?  <u>LI: To understand the significance of attending a non-religious event as a Humanist.</u></p> <p>L6: Why is it better to be there in person?  <u>LI: To explore the concept of pilgrimage and its relevance in the UK.</u></p>
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<p><u>celebrated in January.</u></p> <p><b>Easter</b> <b>(Spr 2)</b></p> <p><b>Lesson Sequence:</b></p> <p>L1: Who celebrates Easter? <u>L1: I can say that Easter is a Christian festival that celebrates new life.</u></p> <p>L2: Who is Jesus and what happened to him during Easter weekend? <u>L1: I can say that Christians believe that Jesus the Son of God died on Good Friday and rose again on Easter Sunday.</u></p> <p>L3: How do Christian celebrate Easter? <u>L1: I can talk about how Christians celebrate Easter.</u></p> <p>L4: What are artifacts?</p>	<p>L7: Unit Assessment</p>					<p>L7: Unit Assessment</p>
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<p><u>LI: I can recall some artefacts that Christians use.</u></p> <p>L5: What will I find at the end of my map?</p> <p><u>LI: I can follow a map for an Easter Egg hunt.</u></p>						
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Summer Term 1

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Eid (Sum 1)</b></p> <p><b>Lesson Sequence:</b> LI: Who celebrates Eid? <u>LI: I can say that Eid is an Islamic celebration.</u></p> <p>L2: How can we remember prophet Ibrahim? <u>LI: I can say that Eid is a festival that remembers the prophet Ibrahim's willingness to sacrifice his own son to God.</u></p>	<p><b>What is God's job?</b></p> <p><b>Lesson Sequence:</b> LI: How do the 99 names of God tell us about what some Muslims believe God does? <u>LI: To investigate different beliefs about God through exploring the 99 names of Allah.</u></p> <p>L2: Why have some people decided to trust God <u>LI: To identify beliefs about</u></p>	<p><b>How do some people talk to God?</b></p> <p><b>Lesson Sequence:</b> LI: Why do some people talk to God? <u>LI: To consider why some people might choose to talk to God.</u></p> <p>L2: What can prayer mean? <u>LI: To investigate ways some people pray.</u></p> <p>L3: How do some people use their bodies in prayer? <u>LI: To recognise how different people use</u></p>	<p><b>Is scripture central to religion?</b></p> <p><b>Lesson Sequence:</b> LI: What do some people mean by revelation? <u>LI: To explore some key Jewish beliefs about scripture by studying religious practices, art and writings.</u></p> <p>L2: What's the difference between a scroll and a book? <u>LI: To explain how beliefs about the source of scripture</u></p>	<p><b>Just how important are our beliefs?</b></p> <p><b>Lesson Sequence:</b> LI: What do promises mean? <u>LI: To make links between beliefs, promises and commitments demonstrated in some baby welcoming ceremonies.</u></p> <p>L2: What promises do we make? <u>LI: To recognise the value of ceremonies of commitment to some religious and non-religious people.</u></p>	<p><b>Why are some places in the world significant to believers?</b></p> <p><b>Lesson Sequence:</b> LI: What can make a place significant? <u>LI: To consider whether height can make a place significant by exploring how some people understand and use mountains.</u></p> <p>L2: How can religious events make a place significant? <u>LI: To identify the importance of</u></p>	<p><b>What place does religion have in our world today?</b></p> <p><b>Lesson Sequence:</b> LI: What is my worldview? <u>LI: To express a personal worldview through art.</u></p> <p>L2: What can we find out about religion in the UK from census data? <u>LI: To interpret the religious make-up of the UK by examining census data.</u></p>

<p>L3: How does the Muslim community celebrate Eid? <u>LI: I can talk about how Muslims celebrate Eid.</u></p> <p>L4: Are Eid and Christmas similar? <u>LI: I can compare Eid and Christmas.</u></p>	<p><u>special relationships with God from a Jewish story.</u></p> <p>L3: What does the Tenak say about God? <u>LI: To describe what some people believe about God using Jewish scripture.</u></p> <p>L4: What do some people believe God might do as a person? <u>LI: To describe what some people believe about God using a Christian story.</u></p> <p>L5: What do some Hindu people believe about God? <u>LI: To understand what some Hindus believe about God's different forms and the Trimurti.</u></p>	<p><u>their bodies to pray by exploring practices.</u></p> <p>L4: What objects do some people use when they pray? <u>LI: To understand why some people use special objects and clothing during prayer.</u></p> <p>L5: How do some Hindu people pray? <u>LI: To explore Hindu prayer practices and the significance of special objects.</u></p> <p>L6: Where do some prayers come from? <u>LI: To explore where some prayers come from.</u></p> <p>L7: Unit Assessment</p>	<p><u>may impact the value placed on it.</u></p> <p>L3: How is scripture used by some Muslims? <u>LI: To make connections between beliefs about the Qur'an and the Hadith and how they are used.</u></p> <p>L4: How are some scriptures both similar and different? <u>LI: To identify similarities and differences between Jewish and Christian scripture.</u></p> <p>L5: What does the Bible mean to some Christians? <u>LI: To recognise the value of the Bible by exploring how and why some Christians use it.</u></p> <p>L6: How and why are scriptures central to religion?</p>	<p>L3: Can we see the importance of someone's beliefs on the outside? <u>LI: To reflect on whether commitment to beliefs can be shown through outward appearance.</u></p> <p>L4: How else might some people show their commitment? <u>LI: To investigate how commitment to beliefs can be demonstrated through diet by some people.</u></p> <p>L5: What else might people give up for their beliefs? <u>LI: To explore why some people sacrifice time or money for their beliefs.</u></p> <p>L6: What might someone sacrifice? <u>LI: To describe what sacrifice can mean to some Sikh people.</u></p>	<p><u>Jerusalem to some Jewish, Christian and Muslim people.</u></p> <p>L3: What makes the Harmandir Sahib significant to many Sikhs? <u>LI: To identify examples of the Sikh Gurus' teachings by exploring the Harmandir Sahib.</u></p> <p>L4: How can a river be a goddess? <u>LI: To investigate the significance of the River Ganges for religious and non-religious people.</u></p> <p>L5: Can relics make a place significant? <u>LI: To find out about beliefs by investigating relics.</u></p> <p>L6: Who can visit significant places? <u>LI: To evaluate who should have access to significant places.</u></p>	<p>L3: What can buildings tell us about religion in the UK? <u>LI: To compare the use of places of worship locally and elsewhere in the UK.</u></p> <p>L4: Where and why do religions spread? <u>LI: To investigate the spread of religion across the world using maps and data.</u></p> <p>L5: What is freedom of religion or belief? <u>LI: To discuss the importance of freedom of religion and belief by analysing different scenarios.</u></p> <p>L6: Why should we learn about religions and worldviews? <u>LI: To explain the importance of learning about religions and worldviews through real-life examples.</u></p>
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	<p>L6: What do some Zoroastrian people believe about God?</p> <p><u>L1: To explore some Zoroastrian beliefs about God through their creation story.</u></p> <p>L7: Unit Assessment</p>		<p><u>L1: To evaluate what makes scriptures central to religion.</u></p> <p>L7: Unit Assessment</p>	<p>L7: Unit Assessment</p>	<p>L7: Unit Assessment</p>	<p>L7: Unit Assessment</p>
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