

Small Schools: Religious Education Curriculum

An enquiry approach based on the Wiltshire Agreed RE Syllabus 2026



Strands	Breadth of enquiry	KS1		KS2			
		Year A	Year B	Year A	Year B	Year C	Year D
Theology (Believing)	Engaging with sacred texts, doctrines, and teachings from within traditions.	Explain that Pagans do not have a single holy book; instead, they believe Nature is a teacher. The Nativity story tells Christians about Jesus' birth. Christians believe Jesus' birth was part of God's plan. The angel's message to Mary and the shepherds showed that Jesus was special. Read the narrative of the Prophet Muhammad (PBUH) receiving the words of the Qur'an from the Angel Jibril (Gabriel) in a quiet cave. Explain that Muslims believe the Qur'an is the literal, unchanged word of Allah, written in beautiful Arabic. The Creation story is found at the beginning of the Bible (Genesis). Read the Genesis creation narrative focusing on the 6 days of work and the 7th day of rest. The Bible describes the first Christians living together in Acts 2:42–47.	Explain that instead of reading a holy book to find out how the world was made, Humanists look at nature, look at fossils, and look at science books. The Bible is the holy book for Christians. It is made up of many books collected into one library. Christians believe the Bible was written by many different people over a long period of time. They believe God inspired the people who wrote the Bible. The Bible contains different types of writing, including stories, poems, songs, letters and teachings. Christians believe the Bible helps them to know about God and Jesus. Read the historical story of Chanukah. Christians believe the Bible is God's holy book, containing many stories about God, Jesus and people of faith. Christians believe Bible stories help them to understand what God is like. Christians believe Jesus taught people through stories called parables. The events of Good Friday are told in the Bible.	Acts 2:42–47 describes how the early Christians learned, prayed, worshipped and shared together. Sikhs believe the Guru Granth Sahib is their eternal Guru and treat it as a living, sacred teacher. Matthew 1:21 records the angel's message that Jesus would save people from their sins. Jewish people learn the story of Moses receiving the Ten Commandments on Mount Sinai. Jewish people learn that the Torah contains laws and teachings, including the Mitzvot, which guide Jewish life. Christians believe the Bible is God's inspired word. Christians learn that the Bible contains different types of writing, including history, poetry, prophecy, letters, laws and parables. Christians believe the Bible reveals God's character and his relationship with humanity.	Christians explore Old Testament promises about the coming Messiah when studying the Nativity. The Nativity accounts in Matthew and Luke have different emphases but together reveal important Christian beliefs about Jesus. Muslims believe the Qur'an is the literal, unchanged word of Allah, revealed in Arabic. Christians explore John 3:16 when considering how Jesus' death on the cross demonstrates God's love for humanity. Christians believe the Bible tells the stories of people who trusted God in different circumstances. Hebrews 11 describes many Old Testament figures who are remembered for their faith.	Acts 2:42–47 shows the early Christians sharing possessions and caring for one another because of their faith in Jesus. Acts 6 describes how the early Church appointed deacons to make sure everyone was cared for fairly. Neo-Paganism has no dogmas or central sacred texts; many Neo-Pagans instead look to lived experience as a source of authority. In 1 Corinthians 12, Paul describes the Church as the "Body of Christ". Jewish people explore the historic narrative of Pesach and the Exodus, when Moses led the Jewish people out of slavery in Egypt. Matthew 28:18–20 and Acts 1:8 describe Jesus giving his followers a mission to continue his work after his resurrection.	Christians explore Jesus' baptism in Matthew 3:13–17 and Matthew 28:19 as biblical evidence for belief in the Trinity. Muslims study stories from the Hadith about the kind treatment of animals and the natural world. Christians explore the Lord's Prayer in Matthew 6:9–13 as an example of how Jesus taught his followers to pray. Hindus explore stories from the Ramayana, including the choices of Rama and Sita and what they teach about dharma. Christians explore Jesus' parables of the Mustard Seed, the Yeast and the Hidden Treasure to understand his teaching about the Kingdom of God.
	Understanding internal diversity—how beliefs and practices vary within a single tradition.	Different Christians may explain why Jesus is God's gift in slightly different ways, but all see Jesus as a sign of God's love. Christians sometimes use the word stewardship to describe looking after God's world.	Christians may understand and interpret parts of the Bible in different ways.	Different Christian traditions understand and express belonging in different ways, while sharing the belief that all Christians belong to the worldwide Church. Different denominations, such as Anglican, Catholic, Baptist and Orthodox, may worship differently but share many core Christian beliefs. Christians may explain salvation in different ways, but most agree that Jesus is	Different Christian traditions celebrate the Nativity in different ways through worship, Advent, carol services, Christingles, Midnight Mass and Epiphany. Christians around the world celebrate the Nativity in diverse cultural ways while sharing the same core belief in the Incarnation. Christians understand the cross as a symbol of love,	Different Christian denominations organise care in different ways, but share the belief that caring for others is central to Christian life. Neo-Paganism is highly personalised and has no dogmas or central sacred texts. Personal experience and individual interpretation are important sources of	Christians recognise that the Trinity is a mystery that cannot be fully explained, and different Christians may use different analogies while recognising that no comparison is perfect. Different Christian traditions, such as Anglican, Catholic, Orthodox and Free Churches, explain and celebrate the Trinity in slightly different ways while sharing the same core belief.

				central to God's plan of salvation. Christians may speak about being "saved" in different ways depending on their tradition, such as Anglican, Catholic, Baptist or Pentecostal. Christians share many core beliefs about God, Jesus and salvation while interpreting some Bible passages differently. Different Christian traditions, such as Anglican, Catholic, Orthodox and Free Churches, may interpret Bible passages differently while recognising the authority of Scripture. Different denominations may place different emphasis on particular Bible passages.	sacrifice and commitment, although different Christians may emphasise these ideas in different ways. Different Christian traditions use different styles of crosses, such as an empty cross or a crucifix, to express different theological emphases. Hindus can understand the one divine reality through different deities and forms, including Vishnu and Shiva. Hindu worship varies between families and communities while sharing ideas of devotion and connection with the divine. Christians may admire different heroes of faith for different reasons, but all point towards God rather than themselves. Different Christian traditions remember and celebrate heroes of faith in different ways, including saints, missionaries, reformers and local Christian leaders.	authority for many Neo-Pagans. Some Wiccans follow the idea of Threefold Return, while other Pagans believe people should behave well without expecting reward or fearing punishment. Christians understand the image of the Body of Christ in different ways, but most agree that it teaches unity, diversity and mutual dependence. Different Christian traditions organise leadership and worship differently, but all rely on people contributing in different ways. Different Christian traditions understand and express mission in different ways, while sharing the belief that Christians are called to continue Jesus' work	Christian art, music and symbols represent the Trinity in different ways. Christians believe God hears every prayer, although Christians understand God's answers in different ways. Different Christian traditions have different approaches to prayer, but all see it as an important part of their relationship with God. Christians around the world pray in different languages and cultural traditions while sharing the belief that prayer connects them with God. Hindus live in many different cultures and communities and may make different choices about how best to fulfil their dharma. Christians may understand God's Kingdom differently, but they share a desire to live as Jesus taught. Christians around the world express values in different cultural contexts while remaining united by their faith in Jesus.
Exploring the lived experience of faith, including worship, prayer, and moral decision-making.	Christians celebrate the Nativity at Christmas through worship, songs, stories and special traditions. Christians believe God asked people to care for the world and call this stewardship. Christians can care for creation by reducing waste, planting, protecting animals and looking after shared spaces. Christians believe caring for creation is one way of showing love and respect to God. Pagans consider what it means to care for the Earth and give something back to nature. The early Christians prayed together, shared meals and cared for one another. Christians believe God wants people to love and care for one another and follow	Humanists explore kindness, care and fairness as ways to make life better for others. Humanists consider how people can work together to care for their shared world. Christians read the Bible at home and in church to learn about God, Jesus and how to live. Muslims believe they can pray anywhere because Allah is everywhere. A mosque is a special place for Muslim prayer and worship. Christians remember Jesus' death during Holy Week through church services, prayer and the cross. Christians believe Bible stories teach lessons about love, kindness, forgiveness, courage and trust and help them follow Jesus.	Acts 2:42–47 describes the early Christians as devoted to prayer and worship. Christians express belonging through worship, prayer, baptism, Holy Communion and serving others. Sewa is an active part of Sikh daily devotion through serving others. Christians worship Jesus as Saviour through church services, prayers and hymns. Belief in Jesus as Saviour can influence Christians' daily choices and acts of service. Bible interpretation influences Christian worship, celebrations and moral decisions.	Humanists use reason, empathy, the Golden Rule and Autonomous Ethics when deciding right and wrong. Christians remember the Nativity through worship, Advent, carols, Christingles, Midnight Mass and Epiphany. Muslims practise Wudu and Salah as part of prayer. Christians remember Jesus' death through Holy Week and Good Friday services. The cross reminds Christians to love, forgive, serve and remain faithful. Christians express the meaning of the cross through worship, art, music and prayer. Hindus practise puja at home and in the Mandir using prayer, offerings and sensory objects.	Christians may express care through prayer, practical action, generosity and campaigning for justice. Neo-Pagans use intention and everyday rituals to express beliefs and make choices about how to live. Neo-Pagan ethical ideas include honour, trust and friendship. The Wiccan Threefold Return is contrasted with behaving well without expectation of reward or punishment. The Five Ks remind Sikhs of beliefs, responsibilities and the duty to defend others. Christian communities support one another through worship, prayer, volunteering and service. Christians express mission through kindness, generosity, forgiveness, justice and service.	Humanist awe of nature can lead to ecological stewardship. Christians express belief in the Trinity through worship, prayer and church services. Christians use Trinitarian language in baptism and prayer. Ramadan develops self-discipline, challenges greed and encourages empathy. Muslims put environmental responsibility into practice through everyday choices and Eco-Mosques. Muslims explore accountability for how humans treat the environment. Christians pray for praise, thanksgiving, confession, help and others. Christians use written, spontaneous, silent and sung prayer and may use	

		Jesus' teaching to love their neighbour. Christians today worship, pray, share and help others in churches and local communities.	The story of Zacchaeus shows Christians how someone can change their behaviour and put things right. Bible stories can help Christians think about kindness, courage, forgiveness and making good choices.		Arti and light form part of Hindu worship. Christian role models inspire courage, justice, compassion, forgiveness and service.		candles, prayer beads, icons or journals. Dharma influences Hindu choices about family, community, honesty and responsibility.
Social Sciences (Living)	Studying rituals, festivals, symbols, and community practices.	Pagans celebrate changes in the seasons through the Wheel of the Year, using music, art and stories. Pagans gather at Stonehenge and Avebury to celebrate nature and the changing sun. Christians use Christingles as a symbol of Jesus as the Light of the World. Christians prepare for Christmas during Advent and may attend church services and sing carols. Muslims show respect for the Qur'an by washing before touching it, wrapping it in clean cloth, keeping it high and using a Rehal when reading it. Jewish families welcome Shabbat using candles, Kiddush wine or grape juice and Challah bread.	Humanists may welcome babies through a Naming Ceremony where family members promise to love and guide the child. Muslims perform Wudu before prayer and Salah together in the mosque. Mosques use patterns and calligraphy rather than pictures of people. Christians remember Jesus' death during Holy Week and Good Friday through church services, prayer and the cross. Christians celebrate Easter Sunday as the resurrection of Jesus. Jewish families celebrate Chanukah by lighting the Hanukiah, eating foods cooked in oil and playing Dreidel.	Christians express belonging through baptism and Holy Communion. Pagans celebrate the Wheel of the Year, including Samhain, Yule and Beltane. Pagans gather at Stonehenge and Avebury to mark the Earth's changing patterns. Baptism symbolises becoming part of God's family through Jesus. Christians celebrate Jesus as Saviour especially at Christmas and Easter. Jewish communities keep the Torah in the Aron Kodesh, read it using a Yad and celebrate Simchat Torah.	Humanists mark life events through Naming Ceremonies and Celebrations of Life. Christians celebrate the Nativity through Advent, carol services, Christingles, Midnight Mass and Epiphany. Christians use symbols such as light, stars, angels and gifts to express beliefs about Jesus. Muslims perform Wudu and Salah and undertake Hajj wearing Ihram. Islamic art uses geometric patterns and calligraphy rather than pictures of Allah or the Prophets. The cross and crucifix are important Christian symbols, and Christians remember Jesus' death during Holy Week and Good Friday. Hindus practise puja using murtis, lamps, incense, flowers, food, bells and prayers. Hindus practise Arti using light as part of worship.	Neo-Pagans may practise rituals including crystal healing, sound healing and handfasting. Neo-Pagans may use poetry, music, art and ritual to bring meaning and re-enchantment into everyday life. Sikhs remember the founding of the Khalsa at Vaisakhi. Amrit Sanskar is the Sikh initiation ceremony studied in the unit. The Five Ks — Kesh, Kangha, Kara, Kachera and Kirpan — are outward symbols of Sikh identity, belief and responsibility. The Dastar is explored as a crown of responsibility. Christians use the image of the "Body of Christ" to represent the Church as different members working together. Jewish families celebrate Pesach through the Seder meal and use Maror, Charoset and Matzah to remember the Exodus.	Christians express belief in the Trinity through baptism and celebrate Trinity Sunday. Christian art, music and symbols represent the Trinity in different ways. Muslims practise the fast of Ramadan to develop self-discipline, control greed and encourage empathy. Some Christians use prayer beads, candles, icons or prayer journals as part of prayer. No explicit rituals, festivals or symbols are taught in the Year D Humanism or Sanatana Dharma units.
	Exploring the role of religion in society, including its influence on politics, education, and social justice.	Many churches help local communities through food banks, charity work, family groups and caring for people in need. Christians show community by sharing, welcoming others and helping those who need support. No explicit coverage of politics or the influence of religion on education.	Humanists work together to look after the environment, pick up litter and help at food banks. Bible stories are shared with children through Sunday school and family life. No explicit coverage of politics.	Churches support communities through food banks, charities, pastoral care and acts of service. Sikh Langar and Sewa put beliefs about equality and service into action, including providing free meals. The Sikhi unit considers whether equality can be achieved through changing laws as well as changing attitudes. The Judaism unit compares Torah laws with human-made laws and explores how laws can protect	Muslims explore how Salah and Hajj challenge differences in wealth, status and background and express equality. Christian charities and organisations can be motivated by Jesus' example of self-giving love. Christians study people such as William Wilberforce, Martin Luther King Jr. and Desmond Tutu whose faith inspired their actions. Christian role models inspire courage, justice, compassion, forgiveness and service.	The early Church appointed deacons so that people were cared for fairly, linking Christian care with justice and compassion. Churches support food banks, homeless shelters, debt advice, refugee support and other forms of practical care. Christian charities work with people experiencing poverty, injustice and disaster, and Christians may campaign for justice. The Sikhi unit explores modern British laws that	Ramadan is explored as developing empathy for people experiencing poverty. Hindu beliefs can motivate charitable and community action through sewa, ahimsa and service. Christians work for justice, peace and reconciliation as expressions of God's Kingdom. Christian charities support people experiencing poverty, injustice and suffering.

				people and create a fair community. No explicit coverage of religion influencing education.	No explicit coverage of religion influencing education or political institutions.	make exemptions for Sikhs wearing turbans. Jewish teaching about the Exodus presents God as a champion of freedom and justice. Churches support schools, hospitals, community projects and international aid as part of Christian mission. Christian mission includes education, support for people in need and seeking justice.	The Kingdom of God unit explores what makes a good society and how justice, compassion, forgiveness and peace might help make the world better. No explicit coverage of religion influencing education or political institutions.
	Using methods from anthropology, sociology, and psychology to understand how beliefs shape and are shaped by human experience.	Use sensory observation outdoors to explore how Pagans experience and respond to nature. Observe religious objects and practices to explore how Muslims show respect for the Qur'an. Explore what happens within a Jewish family during Shabbat and how shared practices affect family life. Compare the practices of the early Christian community with how Christians worship, pray, share and help others today. Explore examples of how Christian beliefs influence everyday environmental behaviour.	Observe the features and use of a mosque to explore how religious beliefs shape a place and the behaviour of worshippers. Explore how Jewish families celebrate and remember Chanukah through shared practices and objects. Investigate how Christians use the Bible at home and in church. Use Bible-story case studies such as Zacchaeus and David and Goliath to explore how beliefs and stories can influence behaviour, courage and choices. Explore Humanist ideas through everyday examples of kindness, care and looking after a shared world.	Compare the early Christian community in Acts with modern churches to investigate belonging, roles, service and community life. Investigate Pagan festivals and sacred landscapes to explore how place and seasonal experience shape religious practice. Observe the layout of a Gurdwara and investigate Langar through real-world examples of Sikh communities. Explore how participating in Langar may affect attitudes towards hierarchy and equality. Investigate how belonging to a Christian community can influence identity, values and daily choices. Compare how different Christian communities study and interpret the Bible.	Investigate Humanist Naming Ceremonies, Celebrations of Life and charitable action as examples of a non-religious worldview in practice. Compare Christian Nativity traditions and how they are expressed in different cultural contexts. Observe the Mosque, Wudu and Salah and use Hajj as a real-world case study of equality, status and belonging. Investigate how crosses and crucifixes are used in churches, homes and personal devotion and how symbols can influence behaviour. Explore Hindu puja through objects, senses, home worship and Mandir worship, including variation between families and communities. Use the lives of Christian role models as case studies of how belief can influence identity, choices and action.	Compare the organisation of the early Church with contemporary churches and charities to investigate how communities respond to need. Explore Neo-Pagan lived experience and individual interpretation as sources of belief, including everyday rituals and personal intention. Use the Five Ks and Dastar to explore how outward identity may influence behaviour and responsibility; explicitly explore the psychology of wearing a uniform. Investigate how Christians of different ages, cultures, abilities and backgrounds contribute to and depend upon a community. Explore the Seder meal through sensory objects and family practice, then consider how shared memory shapes identity. Investigate Christian mission through churches, charities and missionaries in different local and global contexts.	Explore Humanist Rationalist Awe and case studies of non-religious scientists to consider how experiences of wonder can shape interests, careers and environmental action. Investigate how Christian belief in the Trinity is expressed through worship, art, music and different church traditions. Explore how Ramadan can influence self-discipline, greed and empathy, and investigate Eco-Mosques as examples of belief shaping collective behaviour. Investigate different forms and settings of Christian prayer and consider psychologically whether prayer changes the person praying by providing strength, guidance or hope. Use examples of Hindu family, community and charitable action to explore how dharma shapes behaviour in different cultural settings. Investigate how churches and charities express Kingdom values through hospitality, service, justice and reconciliation.
Philosophy (Thinking)	Exploring big questions such as: What is truth? Does God exist? What is a good life?	Please see overview (lower in this document) for our big questions.					
	Developing skills in reasoning, argumentation, and analysis	Compare contrasting ideas, such as whether humans should be the Earth's boss or its friend.	Weigh different possible answers about what makes a happy world. Explore whether something can be true or meaningful in different ways.	Evaluate evidence from Acts alongside modern Christian communities.	Evaluate whether reason, empathy and the Golden Rule can provide a basis for moral decisions without religious guidance.	Consider competing claims about responsibility, sacrifice and care for others.	Debate whether value and meaning depend on permanence or belief in God.
	Engaging with ethical dilemmas and moral reasoning from both religious and secular perspectives.	Give reasons for judgements about what makes		Debate contrasting ideas such as dominion and reciprocity.		Compare the Wiccan Threefold Return with behaving well without	Evaluate evidence for Christian belief in the Trinity

		something special or valuable. Consider responsibility by asking who should care for the Earth and what good care looks like. Explore reasons why rest, sharing, kindness and belonging matter. Bring together learning from across a unit to form an answer to the enquiry question in the final piece of writing.	Reason about cause and consequence, such as whether something sad can lead to something good or a small action can make a big difference. Apply ideas from old stories to questions about kindness, courage, forgiveness and making good choices today. Bring together evidence and ideas from across a unit to answer the enquiry question in writing.	Evaluate the logic of Langar and debate whether laws alone can create equality. Consider different meanings of rescue and salvation. Compare divine laws with human-made laws and consider whether rules restrict or protect freedom. Evaluate different interpretations of biblical texts, considering evidence, context and different viewpoints	Consider how stories shape beliefs, values and identity over time. Analyse whether shared religious practices can overcome prejudice and hierarchy. Consider whether love can require sacrifice and what makes sacrifice worthwhile. Evaluate different meanings of the cross and decide whether one meaning is most important or whether several are connected. Use analogies and reasoning to consider whether something unseen can still be real and important.	expectation of reward or punishment. Evaluate which provides the strongest basis for right and wrong: personal experience, consequences, shared values or individual responsibility. Debate ideas about courage, injustice and when people should act. Evaluate the relationship between different gifts, equal value and strong communities. Use philosophical puzzles about memory and identity, and compare different sources of purpose in life.	while considering the limits of human explanation. Analyse the difference between having power and having the moral right to use it. Consider different possibilities for what prayer changes: circumstances, the person praying, or neither. Evaluate actions using different criteria: consequences, duty and intention. Consider competing ideas about what makes a good society and evaluate how justice, compassion, forgiveness and peace might make the world better.
	Encouraging dialogue and debate, fostering respect for differing viewpoints.	Recognise that different Christians may explain why Jesus is God's gift in slightly different ways. Use discussion to consider different ideas about whether humans should be the Earth's boss or its friend. Discuss whether everyone has a responsibility to care for the Earth and what good care looks like. Explore different ideas about why rest is important and what makes a good community. Talk about different ways people can show care and respect for things that are important to them.	Recognise that Christians may understand and interpret parts of the Bible in different ways. Explore whether something can be true or meaningful in different ways. Discuss different ideas about what makes a happy world. Consider whether something sad can lead to something good and listen to different possible responses. Use Bible stories to discuss different ideas about kindness, courage, forgiveness and making good choices.	Recognise that people can belong to the same community while holding different opinions and experiences. Explore how different Christian denominations may worship differently while sharing core beliefs. Debate contrasting viewpoints about dominion and reciprocity. Consider religious and everyday understandings of salvation and recognise that people can respectfully disagree about whether salvation is necessary or how it is achieved. Explore different interpretations of the Bible, recognising that different perspectives may reflect experience, culture or context. Evaluate evidence, consider context and listen respectfully to different viewpoints.	Consider religious and non-religious approaches to morality through Humanism, reason, empathy and religious guidance. Recognise that people can respectfully disagree about the meaning of Christmas while appreciating its importance to Christians. Debate different views about whether shared religious practices can overcome prejudice and hierarchy. Recognise that Christians and non-Christians may understand the cross differently and that people can respectfully disagree about religious symbols. Consider different views about what makes a hero and recognise that people can respectfully disagree about whom they admire and why. Explore Hindu worship that varies between families and communities while sharing common ideas.	Recognise that people can care for others for different reasons, including religious belief, personal values and a sense of justice. Respectfully consider different views about the best ways to care for others while sharing the aim of helping people flourish. Compare different Neo-Pagan views about why people should behave well. Debate different ideas about courage, defending others and challenging injustice. Recognise that people can respectfully disagree about what creates a strong community while valuing cooperation. Compare Christian and non-religious ideas about life purpose and recognise that people can respectfully disagree about what their life's mission should be.	Recognise that different people have different ideas about the nature of God and can respectfully disagree about religious beliefs while understanding their importance to believers. Explore different views of prayer, including spiritual power and prayer as a source of peace, hope or strength, while recognising respectful disagreement. Consider different Humanist and religious ideas about where meaning and value come from. Explore different ways of judging whether an action is right, including consequences, duty and intention. Recognise that people have different ideas about what makes a good society and may disagree about how the world can become fairer and more peaceful. Respectfully consider different Christian understandings of God's Kingdom.

Long Term Overview (NB: **Yellow units** are related specifically to Oare's theologically rooted Christian vision)

Year	Autumn		Spring		Summer	
KS1						
A	Neo-Paganism: How do we listen to nature’s stories?	Christianity: Why do Christians believe Jesus is a gift from God?	Islam: How do we show a book is the most special book of all?	Christianity: Why would a Christian look after the world?	Judaism: How does a special day bring a family together?	Christianity: What can we learn about community from early Christians?
B	Humanism: How can we make our world a happy place?	Christianity: Who wrote the Bible and is it true?	Islam: Does a quiet routine help us find peace?	Christianity: Why do Christians call it ‘Good Friday’ if Jesus died?	Judaism: Can a tiny light chase away a big darkness?	Christianity: How do Bible stories help Christians today?
LKS2						
A	Christianity: What can we learn about belonging from the early Christians?	Neo-Paganism: Can a changing world keep us balanced?	Siki: Can an open door change how a community lives?	Christianity: Why was Jesus given the name ‘saviour?’	Judaism: Can a community stay completely unified without written laws?	Christianity: Do all Christians interpret The Bible in the same way?
B	Humanism: Can we create a good world without a blueprint from God?	Christianity: Why is the nativity story still important to Christians today?	Islam: Can submission to one god create a sense of global equality?	Christianity: Is the cross a symbol of love, sacrifice or commitment?	Sanatana Dharma: Can an invisible spark guide how we treat the visible world?	Christianity: How do ‘heroes of faith’ encourage Christians today?
UKS2						
A	Christianity: What can we learn about care from the early Christians?	Neo-Paganism: Is there are no holy books, who decides what is right?	Siki: Can an outward uniform create an inward courage?	Christianity: Why might Christians call themselves ‘the body of Christ’?	Judaism: Can an ancient memory keep a community alive?	Christianity: Why might Christians believe they are people on a mission?
B	Humanism: Is the natural world enough to give us a sense of awe & wonder?	Christianity: Why do Christians believe God is Trinity?	Islam: Does a true king act as a servant to the Earth?	Christianity: Why do Christians pray?	Sanatana Dharma: How do Hindus connect with the divine?	Christianity: What does it mean to live in God’s kingdom?

Unit Details KS1

Year A Autumn : Neo-Paganism: How do we listen to nature's stories?		
Theology (Believing)	Social Sciences (Living)	Philosophy (Thinking)
- Introduce the idea that Paganism is a worldview centred entirely around loving nature. - Explain that Pagans do not have a single holy book; instead, they believe Nature is a teacher. - Explore the concept of Immanence at a KS1 level—that the magic and beauty of life are inside the world, not hidden away in the sky. - Practice using our eyes, ears, and hands outdoors to see "nature's stories" (e.g., listening to birds, feeling tree bark, finding shapes in clouds).	- Introduce the Wheel of the Year as a giant circular calendar. - Look at how nature shifts across the four main seasons and explain that Pagans love using creativity (making music, painting, and telling stories) to celebrate these changes. - Look at pictures of local Wiltshire landmarks like Stonehenge and Avebury, explaining that Pagans treat these giant stone circles as giant, special outdoor rooms where they gather to sing and welcome the changing sun.	- Conduct a circle-time philosophy discussion about what it means to be a "partner" to the Earth rather than its boss. - Introduce the concept of a Reciprocal Relationship (simplified for KS1 as Honour, Trust, and Friendship with the planet). - Talk about the gift's nature gives us (shade from a tree, fruit, clean air) and brainstorm how we can give back to show we are trustworthy friends to the world (e.g., planting flowers for bees, picking up litter, not breaking branches on purpose).
Essay Success Criteria		Vocabulary
- In your introduction, say what the big question is about. - Explain what Pagans love and notice about nature. - Explain how Pagans celebrate changes in nature during the year. - Explain how Pagans try to be good friends to the Earth, using examples of how they care for it. - Write a conclusion to summarise your ideas and answer the big question.		Pagan nature seasons Wheel of the Year Stonehenge Avebury senses celebrate care friendship
Planning Guide		
Lesson 1 – Theology (Believing) What do Pagans notice about nature? Explore how Pagans see nature as special and use their senses to notice its sounds, shapes, textures and changes. Lesson 2 – Theology (Believing) Can nature teach us something? Explore the idea that Pagans learn from nature and find meaning and wonder in the world around them. Lesson 3 – Social Sciences (Living) How do Pagans celebrate the changing seasons? Explore the Wheel of the Year and how Pagans use music, art and stories to celebrate changes in nature. Lesson 4 – Social Sciences (Living) Why are Stonehenge and Avebury special places?		

Explore how Pagans gather at outdoor places such as Stonehenge and Avebury to celebrate nature and the changing sun.

Lesson 5 – Philosophy (Thinking)

Should we be the Earth's boss or its friend?

Talk about what it means to care for the Earth and how people can give something back to nature.

Lesson 6 – Philosophy (Thinking)

How do we listen to nature's stories?

Bring together what pupils have learned about noticing nature, celebrating its changes and caring for the Earth in preparation for the final piece of writing.

Year A Autumn: Christianity: Why do Christians believe Jesus is a gift from God?

Theology (Believing)	Theology (Believing)	Theology (Believing)
- Christians believe there is one God. - Christians believe Jesus is the Son of God. - Christians believe God sent Jesus to earth (the Incarnation). - The Nativity story tells Christians about Jesus' birth. - Christians believe Jesus' birth was part of God's plan. - The angel's message to Mary and the shepherds showed that Jesus was special. - Christians believe Jesus is God's gift because God loves the world. - Different Christians may explain why Jesus is God's gift in slightly different ways, but all see Jesus as a sign of God's love.	- Christians believe there is one God. - Christians believe Jesus is the Son of God. - Christians believe God sent Jesus to earth (the Incarnation). - The Nativity story tells Christians about Jesus' birth. - Christians believe Jesus' birth was part of God's plan. - The angel's message to Mary and the shepherds showed that Jesus was special. - Christians believe Jesus is God's gift because God loves the world. - Different Christians may explain why Jesus is God's gift in slightly different ways, but all see Jesus as a sign of God's love.	- Christians believe there is one God. - Christians believe Jesus is the Son of God. - Christians believe God sent Jesus to earth (the Incarnation). - The Nativity story tells Christians about Jesus' birth. - Christians believe Jesus' birth was part of God's plan. - The angel's message to Mary and the shepherds showed that Jesus was special. - Christians believe Jesus is God's gift because God loves the world. - Different Christians may explain why Jesus is God's gift in slightly different ways, but all see Jesus as a sign of God's love.

Essay Success Criteria

- In your introduction, say what the big question is about.
- Explain what Christians believe is special about Jesus.
- Explain what the Nativity story teaches Christians about Jesus' birth.
- Explain why Christians describe Jesus as a gift from God.
- Write a conclusion to summarise your ideas and answer the big question.

Vocabulary

Christian
God
Jesus
Son of God
Nativity
Mary
angel
shepherds
Incarnation
gift
love

Planning Guide

Lesson 1 – Theology (Believing)

Who do Christians believe Jesus is?

Explore the Christian belief that Jesus is the Son of God and that God sent him to earth.

Lesson 2 – Theology (Believing)

What does the Nativity story tell Christians about Jesus?

Explore the birth of Jesus, including Mary, the angel and the shepherds, and why Christians believe Jesus was special.

Lesson 3 – Social Sciences (Living)

How do Christians remember Jesus' birth?

Explore how Christians celebrate the Nativity story at Christmas through worship, songs, stories and special traditions.

Lesson 4 – Social Sciences (Living)

Why do Christians call Jesus a gift?

Explore how Christians connect Jesus with God's love and why his birth is remembered as something precious.

Lesson 5 – Philosophy (Thinking)

What makes a gift special?

Talk about why some gifts matter because of what they show about love, care and the person who gives them.

Lesson 6 – Philosophy (Thinking)

Why do Christians believe Jesus is a gift from God?

Bring together what pupils have learned about Jesus, the Nativity and God's love in preparation for the final piece of writing.

Year A Spring: Islam: How do we show a book is the most special book of all?

Theology (Believing)	Theology (Believing)	Theology (Believing)
- Introduce the Muslim belief in Allah as the one true God. - Read the narrative of the Prophet Muhammad (PBUH) receiving the words of the Qur'an from the Angel Jibril (Gabriel) in a quiet cave. - Explain that Muslims believe the Qur'an is the literal, unchanged word of Allah, written in beautiful Arabic.	- Introduce the Muslim belief in Allah as the one true God. - Read the narrative of the Prophet Muhammad (PBUH) receiving the words of the Qur'an from the Angel Jibril (Gabriel) in a quiet cave. - Explain that Muslims believe the Qur'an is the literal, unchanged word of Allah, written in beautiful Arabic.	- Introduce the Muslim belief in Allah as the one true God. - Read the narrative of the Prophet Muhammad (PBUH) receiving the words of the Qur'an from the Angel Jibril (Gabriel) in a quiet cave. - Explain that Muslims believe the Qur'an is the literal, unchanged word of Allah, written in beautiful Arabic.

Essay Success Criteria

- In your introduction, say what the big question is about.
- Explain who Muslims believe Allah is.
- Explain what happened when Muhammad received the words of the Qur'an.
- Explain why Muslims believe the Qur'an is a very special book.
- Write a conclusion to summarise your ideas and answer the big question.

Vocabulary

Islam
Muslim
Allah
Muhammad
Qur'an
Jibril
cave
Arabic
special
holy

Planning Guide

Lesson 1 – Theology (Believing)

Who do Muslims believe Allah is?

Explore the Muslim belief that Allah is the one true God.

Lesson 2 – Theology (Believing)

How did Muhammad receive the Qur'an?

Explore the story of Muhammad receiving the words of the Qur'an from the Angel Jibril in the cave.

Lesson 3 – Social Sciences (Living)

How do Muslims show that the Qur'an is special?

Explore how Muslims handle and care for the Qur'an with respect.

Lesson 4 – Social Sciences (Living)

Why is Arabic important for the Qur'an?

Explore how the Qur'an is written and read in Arabic and why this matters to Muslims.

Lesson 5 – Philosophy (Thinking)

How can we show that something is very special?

Talk about the different ways people show care and respect for things that matter to them.

Lesson 6 – Philosophy (Thinking)

How do we show a book is the most special book of all?

Bring together what pupils have learned about the Qur'an, Muhammad and Muslim respect for the holy book in preparation for the final piece of writing.

Year A Spring: Christianity: Why would a Christian look after the world?

Theology (Believing)	Theology (Believing)	Theology (Believing)
• Christians believe God created the world. • Christians believe creation is good because God made it. • The Creation story is found at the beginning of the Bible (Genesis). • Christians believe people are part of God's creation. • Christians believe God asked people to care for the world. • Christians sometimes use the word stewardship to describe looking after God's world. • Christians believe caring for creation is one way of showing love and respect to God.	• Christians believe God created the world. • Christians believe creation is good because God made it. • The Creation story is found at the beginning of the Bible (Genesis). • Christians believe people are part of God's creation. • Christians believe God asked people to care for the world. • Christians sometimes use the word stewardship to describe looking after God's world. • Christians believe caring for creation is one way of showing love and respect to God.	• Christians believe God created the world. • Christians believe creation is good because God made it. • The Creation story is found at the beginning of the Bible (Genesis). • Christians believe people are part of God's creation. • Christians believe God asked people to care for the world. • Christians sometimes use the word stewardship to describe looking after God's world. • Christians believe caring for creation is one way of showing love and respect to God.
Essay Success Criteria		Vocabulary
• In your introduction, say what the big question is about. • Explain what Christians believe about who made the world. • Explain what Christians believe is special about creation. • Explain how Christians can look after the world and show care for God's creation. • Write a conclusion to summarise your ideas and answer the big question.		Christian God creation Genesis world stewardship care

	respect nature Bible
Planning Guide	
Lesson 1 – Theology (Believing) Who do Christians believe made the world? Explore the Creation story in Genesis and the Christian belief that God made the world and that creation is good. Lesson 2 – Theology (Believing) What is special about God's creation? Explore the Christian belief that people are part of creation and that the world should be treated with care and respect. Lesson 3 – Social Sciences (Living) How can Christians look after the world? Explore simple ways Christians care for creation, such as reducing waste, planting, protecting animals and looking after shared spaces. Lesson 4 – Social Sciences (Living) What does stewardship mean? Explore stewardship as looking after something that belongs to God and how Christians can show love for God by caring for the world. Lesson 5 – Philosophy (Thinking) Who should look after the Earth? Talk about whether everyone has a responsibility to care for the world and what good care looks like. Lesson 6 – Philosophy (Thinking) Why would a Christian look after the world? Bring together what pupils have learned about creation, stewardship and caring for the Earth in preparation for the final piece of writing.	

Year A Summer: Judaism: How does a special day bring a family together?		
Theology (Believing)	Theology (Believing)	Theology (Believing)
- Introduce the Jewish belief in one God who created the universe. - Read the Genesis creation narrative focusing on the 6 days of work and the 7th day of rest. - Explain that Shabbat is holy because it copies God's choice to stop and enjoy the world.	- Introduce the Jewish belief in one God who created the universe. - Read the Genesis creation narrative focusing on the 6 days of work and the 7th day of rest. - Explain that Shabbat is holy because it copies God's choice to stop and enjoy the world.	- Introduce the Jewish belief in one God who created the universe. - Read the Genesis creation narrative focusing on the 6 days of work and the 7th day of rest. - Explain that Shabbat is holy because it copies God's choice to stop and enjoy the world.
Essay Success Criteria		Vocabulary

• In your introduction, say what the big question is about. • Explain what Jewish people believe about God and creation. • Explain why Shabbat is a special day of rest. • Explain how Shabbat can help a Jewish family stop, rest and enjoy time together. • Write a conclusion to summarise your ideas and answer the big question.	Judaism Jewish God creation Genesis Shabbat holy rest family special
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Planning Guide		
Lesson 1 – Theology (Believing) Who do Jewish people believe made the world? Explore the Jewish belief in one God and the Genesis story of creation. Lesson 2 – Theology (Believing) Why is the seventh day special? Explore the idea that God worked for six days and rested on the seventh, and why this makes Shabbat a holy day. Lesson 3 – Social Sciences (Living) What happens when a family stops and rests? Explore how Shabbat gives Jewish families time to pause from everyday work and spend time together. Lesson 4 – Social Sciences (Living) How can Shabbat help a family enjoy the world? Explore how stopping, resting and sharing time together can help Jewish families notice and enjoy what is important to them. Lesson 5 – Philosophy (Thinking) Why do people need time to stop? Talk about why rest can be important and whether stopping can help people appreciate each other and the world around them. Lesson 6 – Philosophy (Thinking) How does a special day bring a family together? Bring together what pupils have learned about creation, rest and Shabbat in preparation for the final piece of writing.		

Year A Summer: Christianity: What can we learn from the early Christians about community? (Acts2: 42-47)		
Theology (Believing)	Theology (Believing)	Theology (Believing)

• Christians believe the Church began after Jesus returned to heaven and the Holy Spirit came at Pentecost. • The Bible describes the first Christians living together in Acts 2:42–47. • The early Christians learned together, prayed together, shared meals and cared for one another. • Christians believe God wants people to love and care for one another. • Christians believe everyone has gifts that can be used to help others. • Christians believe the early Church showed God's love through their actions. • Christians believe living in community reflects Jesus' teaching to love your neighbour.	• Christians believe the Church began after Jesus returned to heaven and the Holy Spirit came at Pentecost. • The Bible describes the first Christians living together in Acts 2:42–47. • The early Christians learned together, prayed together, shared meals and cared for one another. • Christians believe God wants people to love and care for one another. • Christians believe everyone has gifts that can be used to help others. • Christians believe the early Church showed God's love through their actions. • Christians believe living in community reflects Jesus' teaching to love your neighbour.	• Christians believe the Church began after Jesus returned to heaven and the Holy Spirit came at Pentecost. • The Bible describes the first Christians living together in Acts 2:42–47. • The early Christians learned together, prayed together, shared meals and cared for one another. • Christians believe God wants people to love and care for one another. • Christians believe everyone has gifts that can be used to help others. • Christians believe the early Church showed God's love through their actions. • Christians believe living in community reflects Jesus' teaching to love your neighbour.
Essay Success Criteria • In your introduction, say what the big question is about. • Explain what the early Christians did together. • Explain how the early Christians showed love and care for one another. • Explain what Christians today can learn from the early Church about being part of a community. • Write a conclusion to summarise your ideas and answer the big question.		Vocabulary Christian Church community Acts 2:42–47 Pentecost Holy Spirit prayer sharing care neighbour
Planning Guide Lesson 1 – Theology (Believing) How did the early Church begin? Explore Pentecost and the Christian belief that the Holy Spirit helped the first Christians become a new community. Lesson 2 – Theology (Believing) What did the early Christians do together? Explore Acts 2:42–47 and how the first Christians learned, prayed, shared meals and cared for one another. Lesson 3 – Social Sciences (Living) How did the early Christians show care? Explore how sharing, helping and using their gifts made the early Christian community stronger. Lesson 4 – Social Sciences (Living) How do Christians build community today? Explore how Christians worship, pray, share and help others in churches and local communities. Lesson 5 – Philosophy (Thinking) What makes a good community? Talk about why sharing, kindness, belonging and helping others are important in a strong community.		

Lesson 6 – Philosophy (Thinking)

What can we learn from the early Christians about community?

Bring together what pupils have learned about prayer, sharing, care and belonging in preparation for the final piece of writing.

Year B Autumn: Humanism: How can we make our world a happy place?

Theology (Believing)	Theology (Believing)	Theology (Believing)
• Introduce the Humanist idea of "One Life"—that our time on Earth is a special gift we must make the most of. • Explain that instead of reading a holy book to find out how the world was made, Humanists look at nature, look at fossils, and look at science books. • Talk about how everything in our world is connected because we all share the same home.	• Introduce the Humanist idea of "One Life"—that our time on Earth is a special gift we must make the most of. • Explain that instead of reading a holy book to find out how the world was made, Humanists look at nature, look at fossils, and look at science books. • Talk about how everything in our world is connected because we all share the same home.	• Introduce the Humanist idea of "One Life"—that our time on Earth is a special gift we must make the most of. • Explain that instead of reading a holy book to find out how the world was made, Humanists look at nature, look at fossils, and look at science books. • Talk about how everything in our world is connected because we all share the same home.

Essay Success Criteria

- In your introduction, say what the big question is about.
- Explain what Humanists believe about having one life.
- Explain how Humanists use science and nature to learn about the world.
- Explain how people can help make the world a happy place for others.
- Write a conclusion to summarise your ideas and answer the big question.

Vocabulary

Humanism
Humanist
One Life
world
nature
science
fossils
happy
care
home

Planning Guide

Lesson 1 – Theology (Believing)

What do Humanists mean by 'One Life'?

Explore the Humanist belief that we have one life and should try to make the most of it.

Lesson 2 – Theology (Believing)

How do Humanists learn about the world?

Explore how Humanists look to nature, fossils and science to understand where the world and living things came from.

Lesson 3 – Social Sciences (Living)

How can people help others to be happy?

Explore simple ways people can show kindness, care and fairness to make life better for others.

Lesson 4 – Social Sciences (Living)

How can we care for our shared home?

Explore the idea that people share one world and can work together to look after it.

Lesson 5 – Philosophy (Thinking)

What makes a happy world?

Talk about whether happiness comes from having things, being kind, feeling safe, helping others or looking after the world.

Lesson 6 – Philosophy (Thinking)

How can we make our world a happy place?

Bring together what pupils have learned about One Life, kindness, care and our shared world in preparation for the final piece of writing.

Year B Autumn: Christianity: Who wrote The Bible and is it true?

Theology (Believing)	Theology (Believing)	Theology (Believing)
• The Bible is the holy book for Christians. • The Bible is made up of many books collected into one library. • Christians believe the Bible was written by many different people over a long period of time. • Christians believe God inspired the people who wrote the Bible. • The Bible contains different types of writing, including stories, poems, songs, letters and teachings. • Christians believe the Bible helps them to know about God and Jesus. • Christians may understand and interpret parts of the Bible in different ways	• The Bible is the holy book for Christians. • The Bible is made up of many books collected into one library. • Christians believe the Bible was written by many different people over a long period of time. • Christians believe God inspired the people who wrote the Bible. • The Bible contains different types of writing, including stories, poems, songs, letters and teachings. • Christians believe the Bible helps them to know about God and Jesus. • Christians may understand and interpret parts of the Bible in different ways	• The Bible is the holy book for Christians. • The Bible is made up of many books collected into one library. • Christians believe the Bible was written by many different people over a long period of time. • Christians believe God inspired the people who wrote the Bible. • The Bible contains different types of writing, including stories, poems, songs, letters and teachings. • Christians believe the Bible helps them to know about God and Jesus. • Christians may understand and interpret parts of the Bible in different ways
Essay Success Criteria • In your introduction, say what the big question is about. • Explain what the Bible is and who wrote it. • Explain what Christians mean when they say the Bible was inspired by God. • Explain how the Bible can teach Christians about God and Jesus. • Write a conclusion to summarise your ideas and answer the big question.		Vocabulary Christian Bible holy book God Jesus inspired writer story poem letter teaching truth
Planning Guide		
Lesson 1 – Theology (Believing) What is the Bible? Explore how the Bible is the Christian holy book and is made up of many different books collected together. Lesson 2 – Theology (Believing) Who wrote the Bible?		

Explore how many different people wrote the Bible over a long time and how Christians believe God inspired them.

Lesson 3 – Social Sciences (Living)

What kinds of writing are in the Bible?

Explore stories, poems, songs, letters and teachings and how Christians use them in different ways.

Lesson 4 – Social Sciences (Living)

How do Christians use the Bible?

Explore how Christians read the Bible at home and in church to learn about God, Jesus and how to live.

Lesson 5 – Philosophy (Thinking)

Can something be true in different ways?

Talk about how a story, poem or teaching can be true or meaningful without all being the same kind of writing.

Lesson 6 – Philosophy (Thinking)

Who wrote the Bible and is it true?

Bring together what pupils have learned about the Bible, its writers and Christian beliefs about inspiration and truth in preparation for the final piece of writing.

Year B Spring: Islam: Does a quiet routine help us find peace?

Theology (Believing)	Theology (Believing)	Theology (Believing)
- Teach the theological belief that Muslims can pray anywhere because Allah is everywhere. - However, explain that a Mosque (<i>Masjid</i>) is built as a special, beautiful home of prayer. - Look at how Mosques don't have paintings or statues of people; instead, they are filled with beautiful patterns and writing (Calligraphy) to remind people of Allah's infinite nature without using pictures.	- Teach the theological belief that Muslims can pray anywhere because Allah is everywhere. - However, explain that a Mosque (<i>Masjid</i>) is built as a special, beautiful home of prayer. - Look at how Mosques don't have paintings or statues of people; instead, they are filled with beautiful patterns and writing (Calligraphy) to remind people of Allah's infinite nature without using pictures.	- Teach the theological belief that Muslims can pray anywhere because Allah is everywhere. - However, explain that a Mosque (<i>Masjid</i>) is built as a special, beautiful home of prayer. - Look at how Mosques don't have paintings or statues of people; instead, they are filled with beautiful patterns and writing (Calligraphy) to remind people of Allah's infinite nature without using pictures.

Essay Success Criteria	Vocabulary
- In your introduction, say what the big question is about. - Explain where Muslims can pray. - Explain what makes a mosque a special place for Muslims. - Explain how patterns and calligraphy can help Muslims think about Allah. - Write a conclusion to summarise your ideas and answer the big question.	Islam Muslim Allah prayer Mosque Masjid special calligraphy pattern worship

Planning Guide
Lesson 1 – Theology (Believing) Where can Muslims pray?

Explore the Muslim belief that Allah is everywhere and that Muslims can pray in many different places.

Lesson 2 – Theology (Believing)

Why is a mosque special?

Explore the mosque as a special place for prayer and worship, while remembering that Muslims do not believe Allah only lives there.

Lesson 3 – Social Sciences (Living)

What might we see inside a mosque?

Explore some features of a mosque and notice the use of patterns and Arabic writing instead of pictures of people.

Lesson 4 – Social Sciences (Living)

Why do Muslims use beautiful patterns and calligraphy?

Explore how patterns and calligraphy can help Muslims think about Allah and make the mosque feel special.

Lesson 5 – Philosophy (Thinking)

What makes a place feel special?

Talk about how places can feel important because of what people do there, how they look and what they mean to people.

Lesson 6 – Philosophy (Thinking)

Why is a mosque a special place for Muslims?

Bring together what pupils have learned about prayer, worship, calligraphy and the mosque in preparation for the final piece of writing.

Year B Spring : Christianity: Why do Christians call it Good Friday if Jesus died?

Theology (Believing)	Theology (Believing)	Theology (Believing)
- Christians remember Jesus' death on Good Friday during Holy Week. - The events of Good Friday are told in the Bible. - Christians believe Jesus willingly died on the cross. - Christians believe Jesus died because he loved people. - Christians believe Jesus' death was part of God's plan to bring people closer to God. - Christians believe Jesus' death is called "good" because something wonderful came from it. - Christians believe the Easter story does not end with Jesus' death, but with his resurrection on Easter Sunday	- Christians remember Jesus' death on Good Friday during Holy Week. - The events of Good Friday are told in the Bible. - Christians believe Jesus willingly died on the cross. - Christians believe Jesus died because he loved people. - Christians believe Jesus' death was part of God's plan to bring people closer to God. - Christians believe Jesus' death is called "good" because something wonderful came from it. - Christians believe the Easter story does not end with Jesus' death, but with his resurrection on Easter Sunday	- Christians remember Jesus' death on Good Friday during Holy Week. - The events of Good Friday are told in the Bible. - Christians believe Jesus willingly died on the cross. - Christians believe Jesus died because he loved people. - Christians believe Jesus' death was part of God's plan to bring people closer to God. - Christians believe Jesus' death is called "good" because something wonderful came from it. - Christians believe the Easter story does not end with Jesus' death, but with his resurrection on Easter Sunday
Essay Success Criteria		Vocabulary
- In your introduction, say what the big question is about. - Explain what Christians remember on Good Friday. - Explain why Christians believe Jesus died on the cross. - Explain why Christians call it 'Good' Friday and what happened on Easter Sunday. - Write a conclusion to summarise your ideas and answer the big question.		Christian Jesus Good Friday Holy Week Easter cross

	love God resurrection Easter Sunday
Planning Guide	
Lesson 1 – Theology (Believing) What happened on Good Friday? Explore the events Christians remember on Good Friday and how Jesus died on the cross. Lesson 2 – Theology (Believing) Why do Christians believe Jesus died? Explore the Christian belief that Jesus died because of his love for people and that his death was part of God's plan. Lesson 3 – Social Sciences (Living) How do Christians remember Good Friday? Explore some ways Christians remember Jesus' death during Holy Week through church services, prayer and the cross. Lesson 4 – Social Sciences (Living) Why is Easter Sunday important too? Explore the Christian belief that Jesus rose again and how Easter Sunday brings hope to the Good Friday story. Lesson 5 – Philosophy (Thinking) Can something sad lead to something good? Talk about whether a difficult or sad event can sometimes lead to hope, change or something good. Lesson 6 – Philosophy (Thinking) Why do Christians call it Good Friday if Jesus died? Bring together what pupils have learned about Jesus' death, love and resurrection in preparation for the final piece of writing.	

Year B Summer: Judaism: Can a tiny light chase away a big darkness?		
Theology (Believing)	Theology (Believing)	Theology (Believing)
- Read the historical story of Chanukah. - Explain how an army tried to stop Jewish people from practicing their faith. - Teach about Judah and the Maccabees winning back their Holy Temple, and the miracle of the tiny jar of oil that unexpectedly burned brightly for eight whole days instead of one.	- Read the historical story of Chanukah. - Explain how an army tried to stop Jewish people from practicing their faith. - Teach about Judah and the Maccabees winning back their Holy Temple, and the miracle of the tiny jar of oil that unexpectedly burned brightly for eight whole days instead of one.	- Read the historical story of Chanukah. - Explain how an army tried to stop Jewish people from practicing their faith. - Teach about Judah and the Maccabees winning back their Holy Temple, and the miracle of the tiny jar of oil that unexpectedly burned brightly for eight whole days instead of one.
Essay Success Criteria		Vocabulary
- In your introduction, say what the big question is about. - Explain what happened in the story of Chanukah. - Explain why the oil was special. - Explain what the light can remind Jewish people about hope and keeping their faith.		Judaism Jewish Chanukah Judah

• Write a conclusion to summarise your ideas and answer the big question	Maccabees Temple oil miracle light darkness faith hope
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Planning Guide	
Lesson 1 – Theology (Believing) What happened in the story of Chanukah? Explore how Jewish people were stopped from practising their faith and how Judah and the Maccabees fought to win back the Temple. Lesson 2 – Theology (Believing) Why was the oil special? Explore the story of the small jar of oil and why Jewish people remember it as a miracle. Lesson 3 – Social Sciences (Living) How do Jewish families remember Chanukah? Explore how Jewish people light candles and remember the Chanukah story together. Lesson 4 – Social Sciences (Living) What can light remind people about? Explore how the Chanukah lights can remind Jewish people of hope, courage and keeping their faith. Lesson 5 – Philosophy (Thinking) Can something small make a big difference? Talk about how a small act, small light or brave choice can sometimes have a powerful effect. Lesson 6 – Philosophy (Thinking) Can a tiny light chase away a big darkness? Bring together what pupils have learned about Chanukah, the miracle of the oil, hope and faith in preparation for the final piece of writing.	

Year B Summer: Christianity: How do Bible stories help Christians today?		
Theology (Believing)	Theology (Believing)	Theology (Believing)

• Christians believe the Bible is God's holy book. • The Bible contains many stories about God, Jesus and people of faith. • Christians believe Bible stories help them to understand what God is like. • Christians believe Jesus taught people through stories called parables. • Christians believe Bible stories teach important lessons about love, kindness, forgiveness, courage and trust. • Christians believe God still speaks to people through the stories in the Bible today. • Christians believe Bible stories help them to follow Jesus	• Christians believe the Bible is God's holy book. • The Bible contains many stories about God, Jesus and people of faith. • Christians believe Bible stories help them to understand what God is like. • Christians believe Jesus taught people through stories called parables. • Christians believe Bible stories teach important lessons about love, kindness, forgiveness, courage and trust. • Christians believe God still speaks to people through the stories in the Bible today. • Christians believe Bible stories help them to follow Jesus	• Christians believe the Bible is God's holy book. • The Bible contains many stories about God, Jesus and people of faith. • Christians believe Bible stories help them to understand what God is like. • Christians believe Jesus taught people through stories called parables. • Christians believe Bible stories teach important lessons about love, kindness, forgiveness, courage and trust. • Christians believe God still speaks to people through the stories in the Bible today. • Christians believe Bible stories help them to follow Jesus
Essay Success Criteria • In your introduction, say what the big question is about. • Explain what Christians believe the Bible is. • Explain what Christians can learn from Bible stories and parables. • Explain how Bible stories can help Christians follow Jesus today. • Write a conclusion to summarise your ideas and answer the big question.		Vocabulary Christian Bible God Jesus story parable love kindness forgiveness courage trust follow
Planning Guide Lesson 1 – Theology (Believing) What can Bible stories teach Christians about God? Explore The Lost Sheep (Luke 15:3–7) and how Christians may understand it as showing that God cares about every person. Lesson 2 – Theology (Believing) Why did Jesus tell stories? Explore The Good Samaritan (Luke 10:25–37) as an example of a parable Jesus used to teach people about love, kindness and being a good neighbour. Lesson 3 – Social Sciences (Living) How can a Bible story help Christians change the way they behave? Explore the story of Zacchaeus (Luke 19:1–10) and how meeting Jesus led him to change his actions and put things right. Lesson 4 – Social Sciences (Living) How can Bible stories help Christians to be brave and trust? Explore David and Goliath (1 Samuel 17) and consider how Christians may learn about courage and trusting God when something feels difficult. Lesson 5 – Philosophy (Thinking) Can an old story still teach us something today?		

Use one or more of the stories from the unit to discuss whether stories can help people think about kindness, courage, forgiveness and making good choices.

Lesson 6 – Philosophy (Thinking)

How do Bible stories help Christians today?

Bring together learning from The Lost Sheep, The Good Samaritan, Zacchaeus and David and Goliath to prepare for the final piece of writing.

KS2 units

Year A - Christianity: What can we learn from the early Christians about belonging? (Acts2: 42-47)

Theology (Believing)	Social Sciences (Living)	Philosophy (Thinking)
- The early Church began after Pentecost, when Christians believed the Holy Spirit empowered Jesus' followers to continue his mission. - Acts 2:42–47 describes the early Christians as devoted to learning, fellowship, prayer, worship and sharing what they had. - Christians believe belonging to God's family means supporting one another as members of the Church. - Christians believe the Holy Spirit helps believers to live and work together. - Christians believe the Church is more than a building; it is a community of people following Jesus. - The early Church faced challenges and disagreements, but Christians believe they sought to remain united through faith. - Different Christian traditions understand and express belonging in different ways, while sharing the belief that all Christians belong to the worldwide Church.	- Christians today belong to local churches as well as the global Christian community. - Christians express belonging through worship, prayer, baptism, Holy Communion and serving others. - Different denominations (such as Anglican, Catholic, Baptist and Orthodox) may worship differently but share many core Christian beliefs. - Churches support their communities through food banks, youth groups, charities, pastoral care and acts of service. - Christians often describe the Church as the "Body of Christ", where everyone has different gifts and responsibilities. - Belonging to a Christian community can influence people's identity, values and daily choices. - Christian communities continue to respond to local and global needs by working together to support others.	- Belonging involves both rights and responsibilities. - People belong to many different communities throughout their lives. - Christians believe belonging to God's family brings both comfort and responsibility. - Communities become stronger when people contribute their gifts and care for one another. - People can belong to the same community while holding different opinions and experiences. - Big questions such as <i>What does it really mean to belong?</i>, <i>Can you belong without agreeing with everyone?</i> and <i>Is belonging something you choose or something you are given?</i> can have more than one thoughtful answer. - RE helps us understand why belonging is important within Christianity while encouraging us to reflect on the communities to which we belong and the responsibilities these bring.

Essay Success Criteria

- Describe how the early Christians lived together in Acts 2:42–47.
- Explain why Christians believe the Church is a community of people, not just a building.
- Explain how belonging to God's family means supporting, serving and caring for one another.
- Describe how Christians today show they belong to the Church (e.g. worship, prayer and helping others).
- Explain how Christian communities continue the example of the early Church.
- In your conclusion, answer the question: What can we learn from the early Christians about belonging? Use evidence from Acts 2:42–47 to justify your ideas.

Vocabulary

Pentecost
Holy Spirit
Church
community
belonging
fellowship
worship
prayer
Body of Christ
Acts 2:42–47
service
responsibility
support

	faith
Planning Guide	
Lesson 1 – Theology (Believing) How did the early Church begin? Explore Pentecost and how Christians believe the Holy Spirit formed the first Christian community. Lesson 2 – Theology (Believing) Why do Christians believe the Church is more than a building? Use Acts 2:42–47 to investigate how the early Christians belonged to God's family by learning, praying, worshipping and sharing together. Lesson 3 – Social Sciences (Living) How do Christians show they belong today? Explore how Christians express belonging through worship, prayer, baptism, Holy Communion and serving others. Lesson 4 – Social Sciences (Living) How do churches build strong communities? Investigate how churches support people through acts of service and why Christians describe the Church as the Body of Christ. Lesson 5 – Philosophy (Thinking) What does it really mean to belong? Consider whether belonging is about being accepted, contributing to others or sharing the same beliefs. Lesson 6 – Philosophy (Thinking) What can we learn from the early Christians about belonging? Evaluate the evidence from Acts 2:42–47 and modern Christian communities in preparation for the extended essay.	

Year A- Neo-Paganism: Can a changing world keep us balanced?		
Theology (Believing)	Social Sciences (Living)	Philosophy (Thinking)
- Explore the fundamental truth of co-dependence—that humans, animals, plants, and the divine are completely interconnected (p. 44). - Teach that time is a circular wheel, not a straight line.	- Study the Wheel of the Year and its 8 seasonal stations, focusing on Samhain, Yule, and Beltane (p. 44). - Examine why Pagans gather outdoors at local Wiltshire landmarks like Stonehenge and Avebury to align themselves with the Earth's shifting patterns (pp. 43-44).	- Debate the philosophy of Dominion versus Reciprocity (p. 44). - Evaluate the concept that nature is vital to human mental and physical health (p. 44).
Essay success criteria		Vocabulary
- Describe the Pagan belief that humans, nature and the divine are interconnected. - Explain why Pagans believe time is a cycle using the Wheel of the Year. - Describe how Pagans celebrate the changing seasons, including gatherings at places such as Stonehenge and Avebury. - Explain why Pagans believe people should live in reciprocity with nature rather than having dominion over it.		Neo-Paganism interconnected co-dependence Wheel of the Year Samhain

- Explain why many Pagans believe spending time in nature supports mental and physical wellbeing. - In your conclusion, answer the question: Can a changing world keep us balanced? Use evidence from Neo-Pagan beliefs and practices to justify your ideas.	Yule Beltane cycle Stonehenge Avebury reciprocity dominion nature wellbeing balance
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Planning Guide Lesson 1 – Theology (Believing) Why do Pagans believe everything in nature is connected? Explore the Pagan belief that humans, animals, plants and the divine are all interconnected and depend on one another. Lesson 2 – Theology (Believing) Why do Pagans see time as a circle rather than a straight line? Investigate the Wheel of the Year and how the changing seasons shape Pagan beliefs about balance and renewal. Lesson 3 – Social Sciences (Living) How do Pagans celebrate the changing seasons? Explore the Wheel of the Year festivals, focusing on Samhain, Yule and Beltane. Lesson 4 – Social Sciences (Living) Why do Pagans gather in places like Stonehenge and Avebury? Investigate how sacred landscapes help Pagans connect with nature and the rhythms of the Earth. Lesson 5 – Philosophy (Thinking) Should humans rule over nature or live in partnership with it? Debate the ideas of dominion and reciprocity, considering different ways people relate to the natural world. Lesson 6 – Philosophy (Thinking) Can a changing world keep us balanced? Evaluate whether living in harmony with nature can help people find balance and wellbeing, drawing together evidence in preparation for the extended essay.

Year A - Siki: Can an open door change how a community lives?		
Theology (Believing)	Social Sciences (Living)	Philosophy (Thinking)

- Introduce the central theological symbol and phrase: Ik Onkar (There is only One Creator). Learn about Guru Nanak, the first Guru, and his revolutionary message of human equality. - Explain that after the tenth human Guru, the spiritual leadership was passed eternally to a holy book: the Guru Granth Sahib. This book is treated not just as a text, but as a living, royal teacher—resting on a throne under a canopy, fanned with a flywhisk (<i>chauri</i>) out of absolute respect.	- Step inside the Gurdwara (the gateway to the Guru). Look at its architectural layout, noting the four welcoming doors. - Investigate the Langar (the community kitchen) and look at real-world examples of Sikhs providing free meals to millions globally, including in modern UK towns and cities. Teach the social concept of Sewa (selfless service), showing that cleaning floors, washing dishes, and cooking for others is an essential, active part of a Sikh's daily devotion.	- Conduct a philosophical enquiry based on the unit's Big Question. - Explore why human societies constantly create "walls" or hierarchies (based on money, popularity, or looks). - Evaluate the logic of the Langar as a philosophical tool: <i>If you sit on the floor with someone you used to look down on, does your thinking about them change?</i> - Debate whether true equality can ever be reached just by changing laws, or if it requires people to change how they see the human soul.
Essay Success Criteria - Describe the Sikh belief in Ik Onkar and Guru Nanak's teaching that all people are equal. - Explain why Sikhs treat the Guru Granth Sahib as their eternal Guru and show it great respect. - Describe how the Gurdwara welcomes everyone through its four open doors. - Explain how the Langar and Sewa help create a community based on equality and service. - Explain why Sikhs believe serving others can break down barriers between people. - In your conclusion, answer the question: Can an open door change how a community lives? Use evidence from Sikh beliefs and practices to justify your ideas.	Vocabulary Sikhism Ik Onkar Guru Nanak Guru Granth Sahib Guru Gurdwara Langar Sewa equality community devotion service hierarchy respect belonging	
Planning guide Lesson 1 – Theology (Believing) Why do Sikhs believe everyone is equal? Explore the meaning of Ik Onkar and Guru Nanak's teaching that there is one Creator and all people are equal. Lesson 2 – Theology (Believing) Why is the Guru Granth Sahib treated like a living teacher? Investigate why Sikhs show great respect to the Guru Granth Sahib and what it teaches about living a good life. Lesson 3 – Social Sciences (Living) Why does every Gurdwara have four open doors? Explore how the design of the Gurdwara reflects Sikh beliefs about welcome, equality and belonging. Lesson 4 – Social Sciences (Living) How do Langar and Sewa build stronger communities? Investigate how sharing meals and serving others put Sikh beliefs about equality into action. Lesson 5 – Philosophy (Thinking)		

Can sharing a meal change the way people see one another?
Consider whether the Langar helps break down barriers and challenges prejudice between people.

Lesson 6 – Philosophy (Thinking)

Can an open door change how a community lives?

Evaluate how Sikh beliefs and practices promote equality, belonging and service in preparation for the extended essay

Year A - Christianity: Why was Jesus given the name 'saviour?'

Theology (Believing)	Social Sciences (Living)	Philosophy (Thinking)
- Christians believe the name <i>Jesus</i> means "God saves". - Christians believe Jesus is the promised Messiah (Christ) sent by God. - The angel announced before Jesus' birth that he would save people from their sins (Matthew 1:21). - Christians believe Jesus' life, death and resurrection are all part of God's plan for salvation. - Christians understand salvation as being rescued or restored in a relationship with God. - Christians believe Jesus is called the Saviour because he saves people through God's love, forgiveness and grace. - Christians may explain salvation in different ways, but most agree that Jesus is central to God's plan of salvation.	- Christians worship Jesus as their Saviour in church services, prayers and hymns. - Christians celebrate Jesus as Saviour especially during Christmas and Easter. - Many Christians believe accepting Jesus as Saviour influences how they live their daily lives. - Baptism symbolises becoming part of God's family through Jesus. - Christians may speak about being "saved" in different ways depending on their tradition (e.g. Anglican, Catholic, Baptist or Pentecostal). - Christian charities and acts of service are often inspired by gratitude for God's gift of salvation. - Christians around the world express their belief in Jesus as Saviour through worship, symbols, music and acts of service.	- Different religions and worldviews have different ideas about what people need saving from, if anything. - Christians believe people need salvation because of sin and separation from God. - Some people believe that forgiveness changes people's lives, while others think people can change without religion. - The idea of a "saviour" can be understood in different ways, both religiously and in everyday life. - Big questions such as <i>What does it mean to be saved?</i>, <i>Can people save themselves?</i> and <i>Why do people need forgiveness?</i> can have more than one thoughtful answer. - People can respectfully disagree about whether salvation is necessary or how it is achieved. - RE helps us understand why Christians call Jesus their Saviour while encouraging us to reflect on ideas of forgiveness, hope, rescue and new beginnings.
Essay success criteria		Vocabulary
- Explain what the name Jesus means and why Christians call Jesus the Saviour. - Explain what Christians mean by salvation, including the ideas of sin, forgiveness and being restored to a relationship with God. - Explain how Christians believe Jesus' life, death and resurrection are part of God's plan for salvation. - Describe how Christians show their belief in Jesus as Saviour through worship, celebrations and the way they live. - Explain why Christians believe forgiveness and salvation can bring hope and a new beginning. - In your conclusion, answer the question: Why was Jesus given the name 'Saviour'? Use evidence from Christian beliefs and practices to justify your ideas.		Jesus Saviour Messiah Christ salvation sin forgiveness grace resurrection relationship baptism worship sacrifice hope new beginning

Planning Guide

Lesson 1 – Theology (Believing)

Why is Jesus called 'Saviour'?

Explore the meaning of the name Jesus, the title Messiah, and the Christian belief that Jesus was sent by God to save people.

Lesson 2 – Theology (Believing)

What do Christians mean by salvation?

Explore sin and separation from God, and how Christians believe Jesus' life, death and resurrection bring forgiveness, grace and restore people's relationship with God.

Lesson 3 – Social Sciences (Living)

How do Christians show that they believe Jesus is their Saviour?

Investigate how belief in Jesus as Saviour is expressed through worship, prayer, hymns, baptism and celebrations such as Christmas and Easter.

Lesson 4 – Social Sciences (Living)

Does believing in a Saviour change how Christians live?

Explore how gratitude for salvation can influence Christians' daily choices, acts of service and care for others.

Lesson 5 – Philosophy (Thinking)

What does it mean to be 'saved'?

Consider different meanings of rescue and salvation, and explore why Christians believe people need forgiveness and the opportunity for a new beginning.

Lesson 6 – Philosophy (Thinking)

Why was Jesus given the name 'Saviour'?

Evaluate Christian beliefs about Jesus, salvation, forgiveness and hope, drawing together evidence in preparation for the extended essay.

Year A - Judaism: Can a community stay completely unified without written laws?

Theology (Believing)	Social Sciences (Living)	Philosophy (Thinking)
- Introduce the absolute core concept of the Covenant—the sacred partnership between God and the Jewish people. - Read the historic narrative of Moses receiving the Ten Commandments on Mount Sinai. - Explain that God gave the Jewish people 613 rules or laws known as Mitzvot to help them keep their side of the promise.	- Discuss The Ark (Aron Kodesh) where the hand-written Torah scroll is kept. - Look at how the Torah is never touched with bare hands out of ultimate respect but read using a silver pointer called a Yad. - Explore how the community gathers to celebrate Simchat Torah (rejoicing in the law).	- Conduct a philosophical enquiry based on the unit's Big Question . - Unpack the logic of laws. Many people think freedom means having <i>no rules</i>, but the Torah teaches that true freedom requires laws to stop people from hurting one another. - Compare this divine rule framework with the philosophy of human-made laws.
Essay success criteria		Vocabulary
- Explain what the Covenant is and why rules are important in the relationship between God and the Jewish people. - Describe how Moses received the Ten Commandments and explain how the Mitzvot help Jewish people keep their Covenant with God. - Explain why the Torah is so important to Jewish communities and how it is treated with respect. - Explain how following shared laws can help a community live together and remain united.		Judaism Covenant Moses Ten Commandments Mount Sinai Mitzvot

- Consider whether rules limit people's freedom or can actually help to protect people and create a fair community. - In your conclusion, answer the question: Can a community stay completely unified without written laws? Use evidence from Jewish beliefs and practices to justify your ideas.	Torah Aron Kodesh Yad Simchat Torah community law rules freedom unity
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Planning Guide		
Lesson 1 – Theology (Believing) Why did God give the Jewish people laws? Explore the Covenant as a sacred partnership between God and the Jewish people, and how laws help Jewish people keep their side of this promise. Lesson 2 – Theology (Believing) Why are the Ten Commandments and Mitzvot important? Explore the story of Moses receiving the Ten Commandments and how the 613 Mitzvot provide guidance for Jewish life. Lesson 3 – Social Sciences (Living) How do Jewish communities show respect for the Torah? Investigate how the Torah is kept in the Aron Kodesh and read using a Yad, and what these practices reveal about its importance. Lesson 4 – Social Sciences (Living) How can shared laws bring a community together? Explore Simchat Torah and how Jewish communities celebrate and unite around the Torah and its laws. Lesson 5 – Philosophy (Thinking) Do rules take away our freedom or protect it? Consider whether having rules restricts freedom or allows people to live together safely, fairly and peacefully. Lesson 6 – Philosophy (Thinking) Can a community stay completely unified without written laws? Evaluate the importance of shared laws for creating unity, drawing on Jewish beliefs and practices in preparation for the extended essay.		

Year A - Christianity: Do all Christians interpret The Bible in the same way?		
Theology (Believing)	Social Sciences (Living)	Philosophy (Thinking)

- Christians believe the Bible is God's inspired word. - The Bible is made up of many different types of writing, including history, poetry, prophecy, letters, laws and parables. - Christians believe the Bible reveals God's character and his relationship with humanity. - Christians recognise that different parts of the Bible may need to be interpreted in different ways. - Christians share many core beliefs about God, Jesus and salvation, while interpreting some passages differently. - Christians may use historical context, literary style and the teaching of the Church to help them understand the Bible. - Different Christian traditions (such as Anglican, Catholic, Orthodox and Free Churches) sometimes interpret passages differently while recognising the authority of Scripture.	- Christians read and study the Bible in many different ways, including private reading, Bible study groups and worship. - Church leaders help Christians interpret the Bible through preaching, teaching and discussion. - Different denominations may place different emphasis on particular Bible passages. - Christians use translations that help them understand the Bible in their own language. - Bible interpretation influences how Christians worship, celebrate festivals and make moral decisions. - Christians often discuss and debate the meaning of Bible passages while remaining part of the same worldwide Church. □ Christians continue to study the Bible throughout their lives because they believe there is always more to learn.	- People often interpret the same text in different ways. - Our experiences, culture and beliefs can influence how we understand a text. - Christians believe careful interpretation helps people understand God's message. - Some questions do not have one simple answer, and thoughtful discussion can deepen understanding. - Different interpretations do not always mean one person is right and another is wrong; they may reflect different perspectives or contexts. - Big questions such as <i>Can one text have more than one meaning?</i>, <i>How do we decide which interpretation is most convincing?</i> and <i>Should ancient texts still guide people today?</i> can have more than one thoughtful answer. - RE helps us understand why Christians sometimes interpret the Bible differently while encouraging us to evaluate evidence, consider context and listen respectfully to different viewpoints.
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Essay success criteria

- Explain why Christians believe the Bible is God's inspired word and why it is important to their faith.
- Explain why different types of writing in the Bible may need to be interpreted in different ways.
- Describe how Christians use context, discussion and Church teaching to help them understand the meaning of the Bible.
- Explain why different Christian denominations may interpret the same Bible passage differently while still sharing core Christian beliefs.
- Explain how different interpretations of the Bible can influence Christian worship, beliefs and everyday decisions.
- In your conclusion, answer the question: Do all Christians interpret the Bible in the same way? Use evidence from Christian beliefs and practices to justify your ideas.

Vocabulary

Bible
Scripture
inspired
interpretation
context
meaning
authority
denomination
Anglican
Catholic
Orthodox
translation
parable
prophecy
belief

Planning Guide

Lesson 1 – Theology (Believing)

Why is the Bible important to Christians?

Explore the Christian belief that the Bible is God's inspired word and how its different types of writing communicate beliefs about God and humanity.

Lesson 2 – Theology (Believing)

Why might Christians interpret the same Bible passage differently?

Explore how literary style, historical context and Christian tradition can influence how a passage is understood.

Lesson 3 – Social Sciences (Living)

How do Christians study and understand the Bible?

Investigate how private reading, Bible study, preaching, Church teaching and different translations help Christians interpret Scripture.

Lesson 4 – Social Sciences (Living)

Does interpretation make a difference to how Christians live?

Explore how interpretations of the Bible can influence worship, celebrations and moral decisions, while Christians remain part of the worldwide Church.

Lesson 5 – Philosophy (Thinking)

Can one text have more than one meaning?

Consider how experience, culture and beliefs can affect interpretation and whether different interpretations can both be reasonable.

Lesson 6 – Philosophy (Thinking)

Do all Christians interpret the Bible in the same way?

Evaluate why Christians can understand some passages differently while sharing core beliefs, drawing together evidence in preparation for the extended essay.

Year B - Humanism: Can we create a good world without a blueprint from God?

Theology (Believing)	Social Sciences (Living)	Philosophy (Thinking)
- Explore the fundamental truth that Humanism is a non-religious worldview. - Teach the concept of having One Life (mortality), explaining why a finite existence makes a Humanist feel that daily human actions are incredibly urgent and precious.	- Examine how non-religious people mark life milestones. - Study Humanist Naming Ceremonies and Celebrations of Life (funerals). Investigate how secular charities (like Doctors Without Borders) improve society using teamwork rather than spiritual motivations.	- Conduct a philosophical enquiry into Autonomous Ethics (the idea that humans can figure out right from wrong on their own). - Re-evaluate the universal logic of The Golden Rule through the lens of human Reason and Empathy.
Essay success criteria		Vocabulary
- Explain what Humanism is and why it is described as a non-religious worldview. - Explain why Humanists believe having only one life makes human choices and actions important. - Describe how Humanists mark important life events through ceremonies such as Naming Ceremonies and Celebrations of Life. - Explain how Humanists try to improve the world through reason, empathy and helping others. - Explain how the Golden Rule and Autonomous Ethics help Humanists decide what is right and wrong. - In your conclusion, answer the question: Can we create a good world without a blueprint from God? Use evidence from Humanist beliefs and practices to justify your ideas.		Humanism worldview non-religious One Life mortality Naming Ceremony Celebration of Life charity Autonomous Ethics Golden Rule reason empathy morality choice responsibility human flourishing
Planning Guide		

Lesson 1 – Theology (Believing)

What do Humanists believe about life?

Explore Humanism as a non-religious worldview and the Humanist belief that we have one life, making our time and choices precious.

Lesson 2 – Theology (Believing)

If there is no blueprint from God, what guides a Humanist?

Explore how Humanists look to human reason, experience and shared values rather than religious teachings to guide how they live.

Lesson 3 – Social Sciences (Living)

How do Humanists celebrate important moments in life?

Investigate Humanist Naming Ceremonies and Celebrations of Life and how they give meaning to important life events.

Lesson 4 – Social Sciences (Living)

How do Humanists put their values into action?

Explore how non-religious people work together, support charities and help others without being motivated by religious beliefs.

Lesson 5 – Philosophy (Thinking)

Do we need God to know right from wrong?

Explore Autonomous Ethics and consider how reason, empathy and the Golden Rule can help people make moral decisions.

Lesson 6 – Philosophy (Thinking)

Can we create a good world without a blueprint from God?

Evaluate whether people can use reason, empathy and their choices to build a good world without religious guidance, drawing together evidence in preparation for the extended essay.

Year B - Christianity: Why is the nativity story still important to Christians today?

Theology (Believing)	Social Sciences (Living)	Philosophy (Thinking)
• Christians believe the Nativity fulfils Old Testament promises about the coming Messiah. • Christians believe Jesus is both fully human and fully God (the Incarnation). • The Nativity accounts in Matthew and Luke have different emphases but together reveal important Christian beliefs about Jesus. • Christians believe the events surrounding Jesus' birth reveal God's plan for salvation. • Christians believe the visitors to Jesus (shepherds and wise men) show that Jesus came for all people. • Christians believe the title Emmanuel ("God with us") expresses the belief that God came to live among humanity. • Christians believe the Nativity is about far more than the birth of a baby; it marks the beginning of God's rescue plan for the world.	• Christians celebrate Christmas because they believe Jesus' birth changed the world. • Different Christian traditions celebrate the Nativity in different ways through worship, Advent, carol services, Christingles, Midnight Mass and Epiphany. • Nativity plays, carols and Advent traditions help Christians remember the meaning of Jesus' birth. • Christians use symbols such as light, stars, angels and gifts to express beliefs about Jesus. • Christmas inspires many Christians to show generosity through charity, hospitality and serving others. • Christians around the world celebrate the Nativity in diverse cultural ways while sharing the same core belief in the Incarnation. • For many Christians, Christmas is about worshipping Jesus rather than simply exchanging presents.	• Different people see Christmas in different ways. • Christians believe the greatest gift at Christmas is Jesus, while others see Christmas mainly as a cultural celebration. • Stories can shape people's identity and values over many generations. • Beliefs about Jesus influence how Christians celebrate Christmas and understand hope. • Big questions such as <i>Why do some stories continue to matter?</i>, <i>Can a birth change the world?</i> and <i>What is the greatest gift someone can receive?</i> can have more than one thoughtful answer. • People can respectfully disagree about the meaning of Christmas while appreciating its importance to Christians. • RE helps us understand why the Nativity continues to shape Christian belief, worship and identity today

Essay success criteria	Vocabulary
• Explain why Christians believe Jesus' birth was part of God's plan and fulfilled promises about the Messiah. • Explain the Incarnation and why Christians believe Jesus being both fully human and fully God makes the Nativity important. • Explain how parts of the Nativity story, such as the shepherds and wise men, show Christians that Jesus came for all people. • Describe how Christians remember the importance of the Nativity through worship, traditions and symbols at Christmas. • Explain how the Nativity influences the way Christians celebrate Christmas and encourages values such as generosity, hope and service. • In your conclusion, answer the question: Why is the Nativity story still important to Christians today? Use evidence from Christian beliefs and practices to justify your ideas.	Nativity Jesus Messiah Incarnation Emmanuel salvation Matthew Luke shepherds wise men Advent Epiphany worship symbol generosity hope
Planning Guide	
Lesson 1 – Theology (Believing) Why was the birth of Jesus so important to Christians? Explore the Christian belief that Jesus is the promised Messiah and that his birth fulfilled Old Testament promises and began God's plan for salvation. Lesson 2 – Theology (Believing) Why do Christians call Jesus 'Emmanuel'? Explore the Incarnation and the Christian belief that Jesus is fully human and fully God, and consider what the shepherds and wise men reveal about who Jesus came for. Lesson 3 – Social Sciences (Living) How do Christians keep the Nativity story alive? Investigate how Advent, Nativity plays, carols, Christingles, Midnight Mass and Epiphany help Christians remember and celebrate Jesus' birth. Lesson 4 – Social Sciences (Living) How does belief in the Nativity shape the way Christians celebrate Christmas? Explore how symbols, worship, generosity, hospitality and service reflect Christian beliefs about the meaning of Jesus' birth. Lesson 5 – Philosophy (Thinking) Why do some stories continue to matter? Consider how stories can shape beliefs, values and identity across generations, and why the Nativity continues to have meaning for Christians. Lesson 6 – Philosophy (Thinking) Why is the Nativity story still important to Christians today? Evaluate how the Nativity continues to shape Christian belief, worship, identity and hope, drawing together evidence in preparation for the extended essay.	

Year B - Islam: Can submission to one God create a sense of global equality?		
Theology (Believing) - Introduce the absolute core concept of Tawhid (the oneness and uniqueness of God). Learn about the Shahadah (the declaration of faith: "There is no God but Allah, and Muhammad is his messenger"). - Explain that Muslims believe Muhammad (Peace Be Upon Him) was the final prophet sent to guide humanity. - Introduce the Qur'an as the literal, unchanged word of Allah, revealed in Arabic. Because it is holy, it is treated with ultimate physical respect: kept on a high shelf, wrapped in clean cloth, and placed on a wooden stand (<i>Rehal</i>) when read.	Social Sciences (Living) - Step inside the Mosque (<i>Masjid</i>). Observe its design, noting the Mihrab (a niche showing the direction of Mecca) and the absence of pictures or statues. - Study the ritual of Wudu (washing before prayer to prepare the mind and body) and Salah (the five daily obligatory prayers). - Look at real-world footage of the Hajj pilgrimage to Mecca, exploring how millions of people wear identical simple white clothes (<i>Ihram</i>) to erase all social and economic status.	Philosophy (Thinking) - Conduct a philosophical enquiry based on the unit's Big Question. - Explore the concept of Aniconism (the absence of images of sentient beings/God in Islamic art). - Discuss why Islamic art uses geometric patterns and beautiful calligraphy instead of pictures of Allah or the Prophets. - Evaluate the logic behind this: <i>If you cannot draw God, does it stop humans from creating false mental pictures or treating icons like idols?</i> - Debate whether standing shoulder-to-shoulder in prayer is enough to destroy prejudice in everyday life, or if humans naturally try to rebuild hierarchies.
Essay success criteria		Vocabulary
- Explain Tawhid and why belief in one God is central to Islam. - Explain how the Shahadah expresses the shared beliefs that unite Muslims. - Describe how Muslims show submission to Allah through practices such as Wudu and Salah. - Explain how praying together and standing shoulder-to-shoulder can create a sense of equality and belonging. - Explain how Hajj and wearing Ihram show that wealth, status and background should not make one person more important than another. - In your conclusion, answer the question: Can submission to one God create a sense of global equality? Use evidence from Muslim beliefs and practices to justify your ideas.		Islam Muslim Allah Tawhid Shahadah Muhammad Qur'an submission Mosque Wudu Salah Hajj Mecca Ihram equality community prejudice hierarchy
Planning Guide		
Lesson 1 – Theology (Believing) What does it mean for Muslims to believe in one God? Explore Tawhid and the Shahadah, and how belief in one God unites Muslims around the world. Lesson 2 – Theology (Believing) How does the Qur'an guide Muslims in submitting to Allah? Explore the Muslim belief that Muhammad was the final prophet and that the Qur'an is the unchanged word of Allah, including how Muslims show it respect. Lesson 3 – Social Sciences (Living)		

How does praying together create a sense of equality?

Investigate the Mosque, Wudu and Salah, focusing on how Muslims pray together shoulder-to-shoulder regardless of wealth, status or background.

Lesson 4 – Social Sciences (Living)

How does Hajj bring Muslims from around the world together?

Explore Hajj and the wearing of Ihram, and how these practices remove visible differences in wealth and status and emphasise equality before Allah.

Lesson 5 – Philosophy (Thinking)

Does treating everyone equally remove prejudice?

Consider whether shared practices such as praying shoulder-to-shoulder can break down prejudice and hierarchy, or whether equality also requires people to change their attitudes.

Lesson 6 – Philosophy (Thinking)

Can submission to one God create a sense of global equality?

Evaluate how shared beliefs and practices can create equality and belonging among Muslims, drawing together evidence in preparation for the extended essay.

Year B - Christianity: Is the cross a symbol of love, sacrifice or commitment?

Theology (Believing)	Social Sciences (Living)	Philosophy (Thinking)
- The cross is the central symbol of Christianity. - Christians believe Jesus willingly died on the cross. - Christians believe Jesus' death demonstrates God's love for humanity (John 3:16). - Christians believe Jesus' death was a sacrifice that made salvation possible. - Christians believe Jesus remained committed to God's plan, even when it involved suffering. - Christians understand the cross as a symbol of love, sacrifice and commitment, although different Christians may emphasise these ideas in different ways. - Christians believe the resurrection gives the cross hope and victory rather than defeat.	- Christians display crosses in churches, homes, schools and around their necks as reminders of their faith. - Different Christian traditions use different styles of crosses, such as an empty cross or a crucifix, to express different theological emphases. - Christians remember Jesus' death during Holy Week and Good Friday services. - Many Christians see the cross as a reminder to love others, forgive, serve and remain faithful. - Christian charities and organisations are often motivated by Jesus' example of self-giving love. - The cross is recognised by Christians around the world as a symbol of hope, faith and belonging. - Christians continue to interpret the meaning of the cross through worship, art, music and prayer.	- Symbols can have more than one meaning. - Different people may interpret the same symbol in different ways. - Christians see the cross as a symbol of love, sacrifice and commitment because of what they believe about Jesus. - People who are not Christians may understand the cross differently or see it as an historical or cultural symbol. - Big questions such as <i>What makes a sacrifice worthwhile?</i>, <i>Can love require sacrifice?</i> and <i>What are people willing to stay committed to?</i> can have more than one thoughtful answer. - People can respectfully disagree about the meaning and importance of religious symbols. - RE helps us understand why the cross is such an important Christian symbol while encouraging us to reflect on the values it represents.
Essay success criteria		Vocabulary
- Explain why the cross is an important symbol for Christians and what it represents about Jesus. - Explain how Christians believe Jesus' death on the cross shows God's love for humanity. - Explain why Christians describe Jesus' death as a sacrifice and how it connects to salvation. - Explain how Jesus' willingness to follow God's plan shows commitment, even when it involved suffering. - Describe how the cross influences Christian worship and reminds Christians to love, forgive, serve and remain faithful.		cross crucifix Jesus crucifixion resurrection love

In your conclusion, answer the question: Is the cross a symbol of love, sacrifice or commitment? Decide whether one meaning is most important or whether the cross can represent all three, using Christian beliefs and practices to justify your ideas.	sacrifice commitment salvation forgiveness faith suffering hope Good Friday Holy Week symbol
Planning Guide	
Lesson 1 – Theology (Believing) Why is the cross so important to Christians? Explore what Christians believe happened at the crucifixion and why Jesus' death and resurrection make the cross a central symbol of Christianity. Lesson 2 – Theology (Believing) How can the cross represent love, sacrifice and commitment? Explore how Christians understand Jesus' death as an expression of God's love, a sacrifice for salvation and Jesus' commitment to God's plan. Lesson 3 – Social Sciences (Living) How do Christians use the cross to express their faith? Investigate how crosses and crucifixes are used in churches, homes, worship and personal devotion, and what they remind Christians about their beliefs. Lesson 4 – Social Sciences (Living) Does the cross influence how Christians live? Explore how Jesus' example of self-giving love inspires Christians to forgive, serve others, remain faithful and support those in need. Lesson 5 – Philosophy (Thinking) Can love require sacrifice? Consider what makes a sacrifice worthwhile and whether genuine love and commitment sometimes require people to give something up for others. Lesson 6 – Philosophy (Thinking) Is the cross a symbol of love, sacrifice or commitment? Evaluate the different meanings of the cross and decide whether one is most important or whether all three are connected, drawing together evidence in preparation for the extended essay.	

Year B - Sanatana Dharma: How do Hindus connect with the divine?		
Theology (Believing)	Social Sciences (Living)	Philosophy (Thinking)

• Introduce Sanatana Dharma as the name many Hindus use for their religious tradition, meaning the 'eternal way'. • Explore <i>Brahman</i> as the ultimate reality or divine presence underlying everything. • Introduce the idea that Hindus can understand the one divine reality through different deities and forms, including Vishnu and Shiva. • Explore <i>murtis</i> as sacred images that help worshippers focus upon and encounter the divine; clarify that Hindus do not simply believe the statue itself is God. • Introduce <i>Atman</i> as the spiritual self and explore the belief that Atman is connected with Brahman	• Explore <i>puja</i> as an important way Hindus express devotion and connect with the divine, both at home and in a <i>Mandir</i>. • Investigate how worship may involve a murti, lamps, incense, flowers, food, bells and prayers, engaging several of the senses. • Explore <i>Arti</i> and the significance of light as part of worship. • Examine how a Mandir creates a shared sacred space where Hindus can worship, celebrate and belong to a community. • Explore how Hindu worship varies between families and communities while sharing ideas of devotion and connection with the divine.	• Explore the question: <i>Can something be real and important even if we cannot see it?</i> • Use analogies such as salt dissolved in water to consider how something invisible might nevertheless be present. • Consider why humans use images, symbols, objects and rituals to connect with things that cannot easily be seen or described. • Explore whether having many ways of representing the divine means believing in many completely separate gods. • Conduct a philosophical enquiry into the Big Question: <i>How do Hindus connect with the divine?</i>
Essay success criteria • Explain what Hindus mean by Brahman and how the divine can be present even though it cannot always be seen. • Explain the relationship between Brahman and Atman and why this helps Hindus understand the divine as connected with life. • Explain how different deities and murtis help Hindus understand and connect with different aspects of the divine. • Explain how puja helps Hindus connect with the divine through devotion, prayer, offerings and the use of the senses. • Explain how worship at home and in a Mandir can help Hindus develop both a personal connection with the divine and a sense of belonging to a community. • In your conclusion, answer the question: How do Hindus connect with the divine? Use evidence from Hindu beliefs and worship practices to explain why there can be different ways of experiencing and expressing a connection with the divine.		Vocabulary Sanatana Dharma Hindu Brahman Atman divine deity Vishnu Shiva murti puja Mandir Arti devotion worship sacred offering
Planning Guide Lesson 1 – Theology (Believing) What do Hindus mean by Brahman? Introduce Sanatana Dharma and explore Brahman as the ultimate reality or divine presence, using the salt-in-water analogy to consider how something can be present without being seen. Lesson 2 – Theology (Believing) How can Hindus understand and connect with the divine? Explore Atman and its relationship with Brahman, and how different deities and murtis help Hindus understand and focus upon different aspects of the divine. Lesson 3 – Social Sciences (Living) How do Hindus connect with the divine through puja? Explore how Hindus use murtis, lamps, incense, flowers, food, bells and prayer during puja to express devotion and engage the senses. Lesson 4 – Social Sciences (Living)		

How does worship connect Hindus with God and each other?

Explore worship at home and in the Mandir, including Arti, and consider how shared worship can create a sense of sacred space, identity and belonging.

Lesson 5 – Philosophy (Thinking)

Can something be real and important even if we cannot see it?

Explore how humans use symbols, images and rituals to connect with ideas and realities that cannot easily be seen or described.

Lesson 6 – Philosophy (Thinking)

How do Hindus connect with the divine?

Evaluate how beliefs about Brahman and Atman and practices such as puja, murtis and worship provide different ways of connecting with the divine, drawing together evidence for the extended essay.

Year B - Christianity: How do 'heroes of faith' encourage Christians today?

Theology (Believing)	Social Sciences (Living)	Philosophy (Thinking)
- Christians believe the Bible tells the stories of many people who trusted God in different circumstances. - Christians often describe these people as examples or "heroes of faith", not because they were perfect, but because they remained faithful to God. - Hebrews 11 describes many Old Testament figures who are remembered for their faith. - Christians believe faith involves trusting God, even when life is difficult. - Christians believe God can use ordinary people to do extraordinary things. - Christians believe Jesus is the greatest example of faithfulness and the model for Christian living. - Christians may admire different heroes of faith for different reasons, but all point towards God rather than themselves.	- Christians continue to be inspired by people of faith from the Bible and throughout history. - Different Christian traditions remember and celebrate heroes of faith in different ways (e.g. saints, missionaries, reformers and local Christian leaders). - Christians learn from the lives of people such as William Wilberforce, Mother Teresa, Martin Luther King Jr., Corrie ten Boom or Desmond Tutu because they put their faith into action. - Churches often tell stories of faithful Christians to encourage others in their own faith. - Christians believe everyone has gifts that can be used to serve God and others. - Christian role models inspire people through acts of courage, justice, compassion, forgiveness and service. - Christians believe following Jesus involves living out faith through actions as well as beliefs.	- Different people choose different heroes and role models. - A hero is not always someone who is famous or powerful. - Christians believe true greatness is shown through serving others and remaining faithful to God. - Role models can inspire people without being perfect. - Big questions such as <i>What makes someone a hero?</i>, <i>Can ordinary people change the world?</i> and <i>Who influences the choices we make?</i> can have more than one thoughtful answer. - People can respectfully disagree about who they admire and why. - RE helps us understand why Christians are inspired by heroes of faith while encouraging us to reflect on the qualities we value in our own role models.
Essay success criteria		Vocabulary
- Explain what Christians mean by a 'hero of faith' and why faithfulness is more important than being perfect. - Explain how biblical heroes of faith show trust in God, particularly during difficult circumstances. - Explain why Christians believe Jesus is the greatest example of faithfulness and a model for Christian living. - Explain how Christian heroes of faith put their beliefs into action through qualities such as courage, justice, compassion, forgiveness and service. - Explain how the examples of faithful Christians can encourage ordinary Christians to use their own gifts to serve God and others. - In your conclusion, answer the question: How do 'heroes of faith' encourage Christians today? Use evidence from biblical and Christian role models to justify your ideas.		faith faithfulness trust Hebrews 11 Jesus role model service courage justice compassion

forgiveness
gifts
inspiration
saint
missionary
hero

Planning Guide

Lesson 1 – Theology (Believing)

What makes someone a 'hero of faith'?

Explore Hebrews 11 and the Christian belief that heroes of faith are remembered for trusting God and remaining faithful, rather than for being perfect.

Lesson 2 – Theology (Believing)

Why is Jesus the greatest example of faithfulness for Christians?

Explore how Christians see Jesus as the model for Christian living and believe that faith means trusting God even when life is difficult.

Lesson 3 – Social Sciences (Living)

How have Christians put their faith into action?

Explore examples of Christians such as William Wilberforce, Mother Teresa, Martin Luther King Jr., Corrie ten Boom or Desmond Tutu and how their faith inspired their actions.

Lesson 4 – Social Sciences (Living)

How do heroes of faith inspire Christians today?

Explore how churches remember saints, missionaries, reformers and local Christian leaders to encourage courage, justice, compassion, forgiveness and service.

Lesson 5 – Philosophy (Thinking)

Does a hero have to be extraordinary?

Consider whether heroes need to be famous, powerful or perfect, and whether ordinary people can make a difference through their choices and actions.

Lesson 6 – Philosophy (Thinking)

How do 'heroes of faith' encourage Christians today?

Evaluate what Christians can learn from different heroes of faith and how their examples can influence beliefs, choices and actions, drawing together evidence for the extended essay.

Year C - Christianity: What can we learn from the early Christians about care (Acts 2:42-47)?

Theology (Believing)	Social Sciences (Living)	Philosophy (Thinking)
- Christians believe every person is made in the image of God and has value. - Acts 2:42–47 shows the early Christians sharing possessions and caring for one another because of their faith in Jesus. - Christians believe the Holy Spirit helped the early Church become a caring community. - The early Christians believed caring for others was part of following Jesus' command to love God and love their neighbour. - In Acts 6, the early Church appointed leaders (deacons) to ensure everyone was cared for fairly, showing that justice and compassion are important Christian values. - Christians believe caring for others is an expression of God's love, not simply an act of kindness. - Christians believe the Church is called to continue Jesus' mission of love and care in the world today.	- Christians today care for others through their local churches and Christian organisations. - Many churches support food banks, homeless shelters, debt advice, refugee support, youth work and pastoral care. - Christians often volunteer because they believe serving others is part of following Jesus. - Christian charities, such as Christian Aid, Tearfund and The Salvation Army, work locally and globally to care for people experiencing poverty, injustice and disaster. - Christians may express care through prayer, practical action, generosity and campaigning for justice. - Different Christian denominations organise care in different ways, but share the belief that caring for others is central to Christian life. - Christian beliefs continue to shape how many Christians respond to the needs of their communities.	- Caring for others often involves sacrifice, generosity and responsibility. - Different people have different ideas about who is responsible for caring for those in need. - Christians believe everyone has a responsibility to care for others because every person is loved by God. - People can care for others for many different reasons, including religious beliefs, personal values or a sense of justice. - Big questions such as <i>Do we have a responsibility to help everyone?</i>, <i>Is caring enough if it costs us nothing?</i> and <i>Can one person make a difference?</i> can have more than one thoughtful answer. - People can respectfully disagree about the best ways to care for others while sharing the goal of helping people flourish. - RE helps us understand why care is central to Christian belief while encouraging us to reflect on our own responsibilities towards others.

Essay success criteria

- Explain how Acts 2:42–47 shows the early Christians sharing what they had and caring for people in need.
- Explain how Christian beliefs about the value of every person and loving your neighbour encouraged the early Christians to care for others.
- Explain how the Holy Spirit helped the early Church become a caring community united by their faith in Jesus.
- Explain how the early Church tried to make care fair, using Acts 6 and the appointment of deacons as an example of justice and compassion.
- Explain how Christians today continue the example of the early Church through generosity, service, practical care and action for justice.
- In your conclusion, answer the question: What can we learn from the early Christians about care? Use evidence from Acts and Christian beliefs and practices to justify your ideas.

Vocabulary

Acts 2:42–47
early Church
Holy Spirit
care
community
compassion
generosity
service
justice
deacon
neighbour
responsibility
sacrifice
volunteering
charity
love

Planning Guide

Lesson 1 – Theology (Believing)

Why did the early Christians care for one another?

Explore Acts 2:42–47 and how faith in Jesus and the Holy Spirit inspired the early Church to share what they had and care for those in need.

Lesson 2 – Theology (Believing)

Why do Christians believe everyone deserves care?

Explore the belief that every person is made in the image of God and how Jesus' command to love your neighbour gives Christians a responsibility to care for others.

Lesson 3 – Social Sciences (Living)

How did the early Church make sure everyone was cared for?

Explore Acts 6 and the appointment of deacons, considering how the early Christians combined compassion with fairness and justice.

Lesson 4 – Social Sciences (Living)

How do Christians continue the example of the early Church today?

Investigate how churches and Christian organisations provide practical care through volunteering, charity, generosity and action for justice.

Lesson 5 – Philosophy (Thinking)

Do we have a responsibility to care for everyone?

Consider whether caring for others requires sacrifice and who should take responsibility for helping people in need.

Lesson 6 – Philosophy (Thinking)

What can we learn from the early Christians about care?

Evaluate what the example of the early Church teaches about compassion, generosity, justice and responsibility, drawing together evidence for the extended essay.

Year C - Neo-Paganism: If there are no holy books, who decides what is right?

Theology (Believing)	Social Sciences (Living)	Philosophy (Thinking)
- Unpack how Neo-Paganism is highly personalized and has no dogmas or central sacred texts (pp. 42-43). - Teach that the ultimate authority is one's own lived experience, meaning the self is an authority on interpreting the world (pp. 42-43).	- Explore how Pagans use the power of intention to manifest personal change (p. 43). - Examine everyday rituals like crystal healing, sound healing, and handfasting partnerships (pp. 42-43). - Look at how Pagans use creative arts (poetry, music, painting) to bring "re-enchantment" and magic back into the everyday world (pp. 42-43).	- Investigate the ethical code of honour, trust, and friendship (p. 42). - Conduct a philosophical debate contrasting the Wiccan law of Threefold Return (anything you wish upon others returns to you three times over) with the alternative Pagan view that we should simply behave well with no thought of reward or punishment (p. 43).
Essay success criteria		Vocabulary
- Explain why Neo-Paganism has no single holy book, dogma or central religious authority. - Explain why personal experience and individual interpretation can be important sources of authority for Neo-Pagans. - Describe how intention and everyday practices can help Neo-Pagans express their beliefs and make choices about how to live. - Explain how values such as honour, trust and friendship can guide Neo-Pagan ideas about right and wrong. - Compare the Wiccan idea of Threefold Return with the view that people should behave well without expecting reward or fearing punishment. - In your conclusion, answer the question: If there are no holy books, who decides what is right? Use evidence from Neo-Pagan beliefs, values and practices to justify your ideas.		Neo-Paganism Pagan Wicca authority dogma experience interpretation intention ritual re-enchantment ethics honour trust

Planning Guide

Lesson 1 – Theology (Believing)

Where do Neo-Pagans get their beliefs from?

Explore why Neo-Paganism has no single holy book, dogma or central authority and why beliefs can be highly personalised.

Lesson 2 – Theology (Believing)

Can your own experience be a source of authority?

Explore why lived experience and individual interpretation are important in shaping how many Neo-Pagans understand the world and decide what they believe.

Lesson 3 – Social Sciences (Living)

How do Neo-Pagans put their beliefs into practice?

Explore intention and practices such as crystal healing, sound healing and handfasting, considering how personal beliefs influence everyday life.

Lesson 4 – Social Sciences (Living)

How do Neo-Pagans bring meaning and 're-enchantment' into everyday life?

Explore how poetry, music, art and ritual can be used to express beliefs, create meaning and bring a sense of magic or sacredness into the world.

Lesson 5 – Philosophy (Thinking)

Should we do good because there are consequences?

Compare the Wiccan idea of Threefold Return with the view that people should behave well because of values such as honour, trust and friendship, without expecting reward or fearing punishment.

Lesson 6 – Philosophy (Thinking)

If there are no holy books, who decides what is right?

Evaluate whether personal experience, consequences, shared values or individual responsibility provide the strongest basis for deciding right and wrong, drawing together evidence for the extended essay.

Year C - Siki: Can an outward uniform create an inner courage?

Theology (Believing)

Social Sciences (Living)

Philosophy (Thinking)

- Learn about Guru Gobind Singh and the dramatic founding of the Khalsa during Vaisakhi in 1699. - Study the Amrit Sanskar (the Sikh initiation ceremony), where sugar crystals are stirred into water with a double-edged sword to show that a Khalsa Sikh must be both sweet/gentle and strong/brave. - Understand the theological change where initiated men take the name Singh (Lion) and women take the name Kaur (Princess) to destroy class hierarchies and assert royal spiritual dignity.	- Unpack the literal items of the Five Ks: Kesh (uncut hair, showing acceptance of God's design), <i>Kangha</i> (a wooden comb, representing cleanliness and order), <i>Kara</i> (a steel bracelet, a circular reminder of an unbroken bond with the Divine), <i>Kachera</i> (shorts, for swift movement and modesty), and <i>Kirpan</i> (a ceremonial sword, representing the duty to defend others). - Explore the Turban (<i>Dastar</i>) as a crown of responsibility. Look at modern British laws that respect this uniform (e.g., exemptions for Sikhs wearing turbans on building sites or riding motorbikes).	- Conduct a philosophical enquiry based on the unit's Big Question. Explore the psychology of a uniform: <i>Does wearing a school uniform, a police uniform, or a superhero cape change how you act or feel inside?</i> - Debate Guru Gobind Singh's famous philosophical rule: <i>"When all other means have failed, it is righteous to draw the sword."</i> - Evaluate whether standing passively and watching someone get hurt is a form of cowardice and discuss what "true bravery" looks like in a modern primary school.
Essay success criteria		Vocabulary
- Explain why Guru Gobind Singh founded the Khalsa and how it encouraged Sikhs to live with courage, equality and commitment. - Explain how the Amrit Sanskar represents the idea that a Khalsa Sikh should be both gentle and strong. - Explain how the names Singh and Kaur express equality and challenge differences in class and status. - Explain how the Five Ks act as outward reminders of Sikh beliefs, responsibilities and identity. - Explain how the Dastar and Sikh identity can encourage responsibility, courage and a commitment to defend others. - In your conclusion, answer the question: Can an outward uniform create an inner courage? Use evidence from Sikh beliefs and practices to explain whether outward symbols can influence how someone thinks and acts.		Sikhi Guru Gobind Singh Khalsa Vaisakhi Amrit Sanskar Singh Kaur Five Ks Kesh Kangha Kara Kachera Kirpan Dastar courage responsibility
Planning Guide		
Lesson 1 – Theology (Believing) Why did Guru Gobind Singh create the Khalsa? Explore the founding of the Khalsa at Vaisakhi in 1699 and how Guru Gobind Singh sought to create a community built on courage, equality and commitment. Lesson 2 – Theology (Believing) What does it mean to become a member of the Khalsa? Explore Amrit Sanskar and the meaning of Singh and Kaur, focusing on the expectation that Khalsa Sikhs should be both gentle and strong and reject social hierarchies. Lesson 3 – Social Sciences (Living) How do the Five Ks remind Sikhs how to live? Explore Kesh, Kangha, Kara, Kachera and Kirpan and how each outward symbol represents an aspect of Sikh identity, belief and responsibility. Lesson 4 – Social Sciences (Living) Why can wearing a Dastar be a 'crown of responsibility'?		

Explore how the Dastar expresses visible Sikh identity and can remind Sikhs of their responsibility to live courageously and stand up for others.

Lesson 5 – Philosophy (Thinking)

What does true courage look like?

Consider whether courage means being physically brave or having the strength to defend others, challenge injustice and act when it might be easier to remain silent.

Lesson 6 – Philosophy (Thinking)

Can an outward uniform create an inner courage?

Evaluate whether outward symbols such as the Five Ks and Dastar can influence a person's character and actions, drawing together evidence in preparation for the extended essay.

Year C - Christianity: Why might Christians call themselves 'the body of Christ'?

Theology (Believing)	Social Sciences (Living)	Philosophy (Thinking)
- Christians believe the Church is the worldwide community of people who follow Jesus, not just a building. - In 1 Corinthians 12, Paul describes the Church as the "Body of Christ". - Christians believe Jesus is the head of the Body, guiding and leading the Church. - Christians believe every member of the Church has different gifts and responsibilities given by the Holy Spirit. - Christians believe every person is equally valuable, even though they have different roles. - Christians believe Christians are stronger when they work together and care for one another. - Christians understand the image of the Body of Christ in different ways, but most agree it teaches unity, diversity and mutual dependence.	- Christians belong to local churches as well as the worldwide Christian Church. - Christians use their different gifts to serve their church and community. - Different Christian traditions organise leadership and worship differently, but all rely on people contributing in different ways. - Christians believe serving others is an important part of belonging to the Church. - Churches include people of different ages, cultures, abilities and backgrounds who worship together. - Christian communities support one another through worship, prayer, pastoral care, volunteering and acts of service. - Christians believe the Church reflects the Body of Christ when people work together using their different gifts.	- Communities are strongest when people contribute different skills and talents. - Diversity can strengthen a community rather than divide it. - People have different gifts, but everyone has equal value. - Christians believe belonging involves both receiving support and serving others. - Big questions such as <i>Does everyone have something valuable to offer?</i>, <i>Can a community flourish if everyone is the same?</i> and <i>What makes people feel that they belong?</i> can have more than one thoughtful answer. - People can respectfully disagree about what creates a strong community while recognising the importance of cooperation. - RE helps us understand why Christians describe themselves as the Body of Christ while encouraging us to reflect on our own gifts, responsibilities and contributions to the communities we belong to.
Essay success criteria		Vocabulary
- Explain what Paul means by the 'Body of Christ' in 1 Corinthians 12 and why the Church is more than just a building. - Explain why Christians believe Jesus is the head of the Body and guides the Church. - Explain how different members of the Church have different gifts and responsibilities while remaining equally valuable. - Explain why Christians believe unity and diversity make the Church stronger, just as different parts of a body depend on one another. - Explain how Christians put the idea of the Body of Christ into practice through worship, service, care and using their gifts to support others.		Church Body of Christ Jesus Paul 1 Corinthians 12 Holy Spirit gifts unity diversity equality

In your conclusion, answer the question: Why might Christians call themselves 'the Body of Christ'? Use evidence from Christian beliefs and practices to explain what this image teaches about belonging, equality and working together.	belonging community service responsibility mutual dependence worship
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Planning Guide

Lesson 1 – Theology (Believing)

What does 'the Body of Christ' mean?

Explore Paul's teaching in 1 Corinthians 12 and the Christian belief that the Church is a worldwide community of people who follow Jesus, not simply a building.

Lesson 2 – Theology (Believing)

Why does every part of the Body matter?

Explore the belief that Jesus is the head of the Church and that the Holy Spirit gives Christians different gifts and responsibilities, while every person remains equally valuable.

Lesson 3 – Social Sciences (Living)

How do Christians use their different gifts?

Explore how Christians contribute to their churches and communities through worship, prayer, leadership, volunteering, pastoral care and service.

Lesson 4 – Social Sciences (Living)

How can diversity make the Church stronger?

Explore how Christians of different ages, cultures, abilities and backgrounds work together and depend on one another within local and worldwide Christian communities.

Lesson 5 – Philosophy (Thinking)

Does everyone have something valuable to offer?

Consider whether communities are stronger when people have different gifts and whether belonging involves both receiving support and contributing to others.

Lesson 6 – Philosophy (Thinking)

Why might Christians call themselves 'the Body of Christ'?

Evaluate how the image of a body expresses Christian ideas about unity, diversity, equality, belonging and responsibility, drawing together evidence for the extended essay.

Year C - Judaism: Can an ancient memory keep a community alive?		
Theology (Believing)	Social Sciences (Living)	Philosophy (Thinking)
- Read the historic narrative of Pesach (Passover) and the Exodus—the escape of the Jewish people from slavery in Egypt under the leadership of Moses. - Teach the theological belief that God is a champion of freedom and justice, who actively stepped into human history to rescue a suffering group.	- Explore how families remember the escape from Egypt at home through the Seder meal. - Investigate the sensory items on the Seder Plate: Maror (bitter herbs representing the bitterness of slavery), Charoset (sweet apple paste representing the mortar used to build pyramids), and flat Matzah bread (eaten because the slaves left Egypt in such a rush that their bread didn't have time to rise)	- Conduct a philosophical enquiry based on the unit's Big Question. - Evaluate the concept of memory. Debate a philosophical puzzle: If a group of people forgets its history and where it came from, does it stop existing? - Challenge the class to think about how our own memories shape our modern identity.
Essay success criteria		Vocabulary

- Describe the story of the Exodus and explain why Pesach remembers the Jewish people's escape from slavery in Egypt.
- Explain what the Exodus teaches Jewish people about God as a God of freedom and justice.
- Explain how the Seder meal helps Jewish families remember and retell the story of the Exodus.
- Explain how symbolic foods such as Maror, Charoset and Matzah connect Jewish people today with the experiences of their ancestors.
- Explain how remembering a shared history can strengthen Jewish identity, belonging and community across generations.
- In your conclusion, answer the question: Can an ancient memory keep a community alive? Use evidence from Jewish beliefs and Pesach practices to justify your ideas.

Judaism
Pesach
Passover
Exodus
Moses
Egypt
slavery
freedom
justice
Seder
Seder Plate
Maror
Charoset
Matzah
memory
identity

Planning Guide

Lesson 1 – Theology (Believing)

What happened during the Exodus?

Explore the story of Moses leading the Jewish people out of slavery in Egypt and why the Exodus became a defining event in Jewish history.

Lesson 2 – Theology (Believing)

What does the Exodus teach Jewish people about God?

Explore the belief that God acted to rescue people from suffering, revealing God as a champion of freedom and justice.

Lesson 3 – Social Sciences (Living)

How does the Seder meal keep an ancient story alive?

Explore how Jewish families retell and experience the Exodus story through the traditions of the Seder meal during Pesach.

Lesson 4 – Social Sciences (Living)

How can food help a community remember?

Investigate the meanings of Maror, Charoset and Matzah and how these sensory symbols connect Jewish people today with the experiences of their ancestors.

Lesson 5 – Philosophy (Thinking)

What happens if a community forgets its past?

Consider whether shared memories are necessary for a community to maintain its identity and how remembering the past can shape who people are today.

Lesson 6 – Philosophy (Thinking)

Can an ancient memory keep a community alive?

Evaluate how remembering the Exodus through beliefs, stories and Pesach practices strengthens Jewish identity and belonging across generations, drawing together evidence for the extended essay.

Year C - Christianity: Why might Christians believe they are people on a mission?		
Theology (Believing)	Social Sciences (Living)	Philosophy (Thinking)
- Christians believe Jesus gave his followers a mission to continue his work after his resurrection (Matthew 28:18–20; Acts 1:8). - Christians call this the Great Commission, when Jesus told his disciples to make disciples of all nations. - Christians believe the Holy Spirit empowers believers to live out God's mission. - Christians believe God's mission includes sharing the good news of Jesus as well as showing God's love through actions. - Christians believe every Christian is called to play a part in God's mission, although this may look different for different people. - Christians believe mission is about serving others, seeking justice and sharing hope as well as talking about faith. - Different Christian traditions understand and express mission in different ways, while sharing the belief that Christians are called to continue Jesus' work.	- Christians live out their mission in many different ways, both locally and globally. - Many churches support food banks, schools, hospitals, community projects and international aid as part of their mission. - Christian charities, such as Christian Aid, Tearfund and Compassion UK, seek to put Christian beliefs into action by supporting people experiencing poverty, injustice and disaster. - Some Christians feel called to become missionaries, while others see their everyday lives as their mission field. - Christians believe acts of kindness, generosity, forgiveness and service are ways of sharing God's love. - Christians around the world respond to God's mission in different cultural contexts and communities. - Christians believe mission involves both words and actions.	- People find purpose in many different ways. - A mission is something that gives a person direction, purpose and responsibility. - Christians believe following Jesus gives their lives purpose and shapes their priorities. - People who are not religious may also dedicate their lives to helping others or working for justice. - Big questions such as <i>What gives life purpose?</i>, <i>Can one person change the world?</i> and <i>What responsibilities do we have towards others?</i> can have more than one thoughtful answer. - People can respectfully disagree about what their life's mission should be while recognising that many people want to make a positive difference. - RE helps us understand why Christians see themselves as people on a mission while encouraging us to reflect on the values and purposes that shape our own lives.
Essay success criteria		Vocabulary
- Explain how the Great Commission gave Jesus' followers a mission to continue his work and make disciples. - Explain why Christians believe the Holy Spirit gives them the strength and guidance to take part in God's mission. - Explain how Christian mission involves both sharing the good news of Jesus and showing God's love through actions. - Describe how Christians carry out their mission through service, generosity, helping people in need and seeking justice. - Explain why Christians believe everyone can play a part in God's mission, even though their individual roles may be different. - In your conclusion, answer the question: Why might Christians believe they are people on a mission? Use evidence from Christian beliefs and practices to explain how following Jesus can give Christians purpose, direction and responsibility.		mission Great Commission Jesus disciples Matthew 28:18–20 Acts 1:8 Holy Spirit good news missionary service justice generosity purpose responsibility faith hope
Planning Guide		
Lesson 1 – Theology (Believing) What mission did Jesus give his followers? Explore the Great Commission and Jesus' instruction to his disciples to continue his work and share the good news with others. Lesson 2 – Theology (Believing)		

How are Christians helped to carry out their mission?

Explore the Christian belief that the Holy Spirit empowers believers and that every Christian has a part to play in continuing Jesus' work.

Lesson 3 – Social Sciences (Living)

What does Christian mission look like today?

Explore how churches, missionaries and Christian charities put their beliefs into action through service, aid, education and support for people in need.

Lesson 4 – Social Sciences (Living)

Does Christian mission need both words and actions?

Explore how Christians share their faith through what they say and through kindness, generosity, forgiveness, justice and service.

Lesson 5 – Philosophy (Thinking)

What gives a person's life purpose?

Consider how having a mission can give direction and responsibility, comparing Christian ideas of purpose with other reasons people dedicate themselves to helping others.

Lesson 6 – Philosophy (Thinking)

Why might Christians believe they are people on a mission?

Evaluate how following Jesus can give Christians purpose and responsibility, drawing together evidence about the Great Commission, the Holy Spirit and Christian action for the extended essay.

Year D - Humanism: Is the natural world enough to give us a sense of awe and wonder?

Theology (Believing)	Social Sciences (Living)	Philosophy (Thinking)
- Introduce the concept of Rationalist Awe—the deep feeling of amazement that comes from understanding real, physical things like space, DNA, or evolution. - Teach that Humanists see the Material World (the physical universe) as the only reality.	- Investigate how a love for science drives human careers. - Study the lives of famous non-religious scientists (like David Attenborough or Marie Curie). - Examine how their awe of nature drives them to practice Ecological Stewardship to protect the planet.	- Debate the philosophy of value and meaning. Use the analogy of a beautiful firework display or a scoop of ice cream—it does not last forever, but we enjoy it immensely while it is here. - Debate whether meaning must be given by a God or if humans create it.
Essay success criteria		Vocabulary
- Explain what Humanists mean by the material world and why they do not need a supernatural explanation to find the universe remarkable. - Explain Rationalist Awe and how understanding things such as space, evolution and DNA can increase a Humanist's sense of wonder. - Explain how curiosity about the natural world can inspire people to study science and deepen their understanding of life and the universe. - Explain how awe and appreciation of nature can encourage Humanists to value and protect the natural world through ecological stewardship. - Explain how Humanists can find value and meaning in experiences even if they do not believe they were created by God or will last forever. - In your conclusion, answer the question: Is the natural world enough to give us a sense of awe and wonder? Use evidence from Humanist beliefs and approaches to nature, science and meaning to justify your ideas.		Humanism Humanist Rationalist Awe awe wonder material world nature science evolution DNA universe meaning

	value ecological stewardship reason curiosity
Planning Guide	
Lesson 1 – Theology (Believing) Can you experience awe without believing in God? Explore the Humanist view of the material world and how nature and the universe can inspire wonder without a supernatural explanation. Lesson 2 – Theology (Believing) Can understanding something make it more amazing? Explore Rationalist Awe and how scientific understanding of space, DNA and evolution can deepen a Humanist's sense of wonder. Lesson 3 – Social Sciences (Living) How can wonder about the natural world shape a person's life? Explore how curiosity and fascination with nature and science can influence people's interests, work and choices. Lesson 4 – Social Sciences (Living) Does appreciating nature give us a responsibility to protect it? Explore how awe and appreciation of the natural world can encourage ecological stewardship and action to protect the planet. Lesson 5 – Philosophy (Thinking) Does something have to last forever to have value? Explore how Humanists can find meaning in temporary experiences and consider whether something can be precious precisely because it does not last forever. Lesson 6 – Philosophy (Thinking) Is the natural world enough to give us a sense of awe and wonder? Evaluate whether nature, science and human experience can provide awe, wonder and meaning without belief in God, drawing together evidence for the extended essay.	

Year D - Christianity: Why do Christians believe God is Trinity?		
Theology (Believing)	Social Sciences (Living)	Philosophy (Thinking)

- Christians believe there is one God who is known as Father, Son and Holy Spirit. - Christians use the word Trinity to describe one God in three persons. - Christians believe each person of the Trinity is fully God and has a distinct role, but they are not three separate gods. - Christians see the Trinity revealed in the Bible, including at Jesus' baptism (Matthew 3:13–17) and in Jesus' command to baptise "in the name of the Father and of the Son and of the Holy Spirit" (Matthew 28:19). - Christians believe God the Father created the world, Jesus the Son became human through the Incarnation, and the Holy Spirit continues God's work in the world today. - Christians believe the Trinity reveals God's loving relationship with humanity. - Christians recognise that the Trinity is a mystery that cannot be fully explained, and different Christians may use different analogies while recognising that no comparison is perfect.	- Christians express their belief in the Trinity through worship, prayer and the words of many church services. - Christians are baptised using the words "Father, Son and Holy Spirit." - Many churches celebrate Trinity Sunday to reflect on the nature of God. - Christians often begin and end prayers using Trinitarian language. - Different Christian traditions (such as Anglican, Catholic, Orthodox and Free Churches) explain and celebrate the Trinity in slightly different ways while sharing the same core belief. - Christian art, music and symbols often represent the Trinity in different ways. - Belief in the Trinity shapes how Christians understand God, worship and live together as a community.	- Some ideas are difficult to explain completely. - People often use models, symbols and analogies to help explain complex ideas. - Christians believe the Trinity is a mystery that can be explored but not fully understood. - Different people have different ideas about the nature of God. - Big questions such as <i>Can something be true even if we cannot fully explain it?</i>, <i>Why do people use symbols to explain difficult ideas?</i> and <i>What makes a mystery worth exploring?</i> can have more than one thoughtful answer. - People can respectfully disagree about religious beliefs while recognising why they are important to believers. □ RE helps us understand Christian beliefs about the Trinity while encouraging us to think carefully about mystery, belief and explanation.
Essay success criteria - Explain what Christians mean by the Trinity: one God known as Father, Son and Holy Spirit. - Explain how Christians believe the Father, Son and Holy Spirit are each fully God but are not three separate gods. - Use biblical evidence, such as Jesus' baptism and Matthew 28:19, to explain why Christians believe God is Trinity. - Explain how Christians understand the different roles of the Father, Son and Holy Spirit through creation, the Incarnation and God's continuing work in the world. - Explain how belief in the Trinity is expressed through Christian baptism, prayer, worship and celebrations such as Trinity Sunday. - In your conclusion, answer the question: Why do Christians believe God is Trinity? Use evidence from Christian beliefs, the Bible and practices, while recognising that Christians understand the Trinity as a mystery that cannot be fully explained.		Vocabulary Trinity God Father Son Holy Spirit Jesus Incarnation baptism Matthew 3:13–17 Matthew 28:19 creation worship prayer Trinity Sunday mystery analogy
Planning Guide Lesson 1 – Theology (Believing) What do Christians mean by the Trinity? Explore the belief in one God as Father, Son and Holy Spirit, with each person fully God but not three separate gods. Lesson 2 – Theology (Believing) Where do Christians find evidence for the Trinity? Explore Jesus' baptism in Matthew 3:13–17 and Matthew 28:19, considering how Christians understand the roles of the Father, Son and Holy Spirit. Lesson 3 – Social Sciences (Living) How does belief in the Trinity shape Christian worship? Explore how Trinitarian belief is expressed through baptism, prayer, church services and the words Christians use when worshipping God. Lesson 4 – Social Sciences (Living) How do Christians express the Trinity in different ways?		

Explore Trinity Sunday and how different Christian traditions use art, music and symbols to express their shared belief in the Trinity.

Lesson 5 – Philosophy (Thinking)

Can something be true if we cannot fully explain it?

Explore why people use models, symbols and analogies to understand complex ideas, and why Christians describe the Trinity as a mystery.

Lesson 6 – Philosophy (Thinking)

Why do Christians believe God is Trinity?

Evaluate how the Bible, Christian beliefs and practices support belief in the Trinity, while considering why Christians accept that God cannot be fully understood, drawing together evidence for the extended essay.

Year D - Islam: Does a true king act as a servant to the Earth?

Theology (Believing)	Social Sciences (Living)	Philosophy (Thinking)
- Unpack the crucial theological terms Khalifah (trustee/steward) and Amana (the sacred trust given to humans to look after creation) - Study stories from the <i>Hadith</i> regarding the kind treatment of animals and nature Teach that all of creation is born in a natural state of harmony (Fitrah), and humans must not disrupt it through greed.	- Investigate how environmental beliefs change daily human behaviour. - Explore the fast of Ramadan as a way to build self-discipline, where going without food and water teaches Muslims to control greed and feel empathy for the poor. - Look at the modern "Eco-Mosque" movement, studying real mosques that use solar panels and zero-plastic policies.	- Conduct a philosophical enquiry based on the unit's Big Question. - Deconstruct the words "King" versus "Servant". Explore the concept of Accountability—the belief that humans will have to answer to God for how they treated the environment. - Debate a philosophical puzzle: <i>If humans have the scientific power to destroy a forest for profit, does that mean they have the moral right to do it?</i>
Essay success criteria		Vocabulary
- Explain the Islamic beliefs of Khalifah and Amana and why Muslims believe humans have a responsibility to care for Allah's creation. - Explain Fitrah and why Muslims believe human greed should not disturb the natural harmony of creation. - Use examples from the Hadith to explain why Muslims should treat animals and the natural world with care and respect. - Explain how practices such as Ramadan can develop self-discipline, reduce greed and encourage empathy and responsibility towards others. - Explain how Muslims can put environmental responsibility into practice, including through choices made by individuals and Eco-Mosques. - In your conclusion, answer the question: Does a true king act as a servant to the Earth? Use Islamic beliefs and practices to explain whether having power over creation brings greater responsibility and accountability.		Islam Allah Khalifah Amana stewardship Hadith Fitrah creation Ramadan self-discipline greed empathy Eco-Mosque accountability responsibility environment
Planning Guide		
Lesson 1 – Theology (Believing) What responsibility do Muslims believe humans have towards the Earth? Explore Khalifah and Amana and the Islamic belief that humans are trustees who have been given a sacred responsibility to care for Allah's creation.		

Lesson 2 – Theology (Believing)

Why should humans protect the harmony of creation?

Explore Fitrah and teachings from the Hadith about caring for animals and nature, considering why greed can disrupt the natural balance of creation.

Lesson 3 – Social Sciences (Living)

How can Ramadan change the way Muslims treat the world around them?

Explore how fasting develops self-discipline, challenges greed and encourages empathy, helping Muslims think about their responsibilities towards other people and creation.

Lesson 4 – Social Sciences (Living)

What does Islamic environmental responsibility look like today?

Investigate how Muslims put stewardship into action through everyday choices and Eco-Mosques, including reducing waste, avoiding plastic and using renewable energy.

Lesson 5 – Philosophy (Thinking)

Does having power give us the right to use it?

Consider whether humans having the ability to control or exploit nature gives them the moral right to do so, exploring responsibility and accountability for our choices.

Lesson 6 – Philosophy (Thinking)

Does a true king act as a servant to the Earth?

Evaluate whether being Khalifah means having power over creation or serving and protecting it, drawing together Islamic beliefs and practices for the extended essay.

Year D - Christianity: Why do Christians pray?

Theology (Believing)	Social Sciences (Living)	Philosophy (Thinking)
- Christians believe prayer is a way of communicating with God. - Christians believe they can pray because of their relationship with God through Jesus. - Jesus taught his followers how to pray, including the Lord's Prayer (Matthew 6:9–13). - Christians pray for different reasons, including praise, thanksgiving, confession, asking for help and praying for others. - Christians believe God hears every prayer, although Christians understand God's answers in different ways. - Christians believe prayer helps them to grow in faith and trust in God. - Different Christian traditions have different approaches to prayer, but all see it as an important part of their relationship with God.	- Christians pray individually and together in church, at home and in everyday life. - Christians use different forms of prayer, including written prayers, spontaneous prayers, silent reflection and sung worship. - Prayer is an important part of Christian worship and church services. - Some Christians use prayer beads, candles, icons or prayer journals to help them pray, while others prefer informal prayer. - Christians often pray at important moments in life, such as baptisms, weddings, funerals and times of difficulty. - Christians around the world pray in different languages and cultural traditions while sharing the belief that prayer connects them with God. - Prayer often inspires Christians to respond with action, serving others and living out their faith.	- People communicate in different ways and for different reasons. - Prayer can be understood as conversation, reflection or worship, depending on a person's beliefs. - Christians believe prayer can change people, even when situations do not change. - Some people believe prayer has real spiritual power, while others see it as a way of finding peace, hope or strength. - Big questions such as <i>Does prayer change anything?</i>, <i>Can silence be a form of communication?</i> and <i>Why do people continue to pray even when life is difficult?</i> can have more than one thoughtful answer. - People can respectfully disagree about prayer while recognising why it is important to many Christians. - RE helps us understand why prayer is central to Christian life while encouraging us to reflect on

		different ways people seek guidance, comfort and hope.
Essay success criteria		Vocabulary
• Explain why Christians believe prayer is a way of communicating with God and developing their relationship with him. • Explain how Jesus taught Christians to pray, using the Lord's Prayer as an example. • Explain the different reasons Christians pray, including praise, thanksgiving, confession, asking for help and praying for others. • Describe how Christians pray in different ways and places, both individually and together as part of worship. • Explain how prayer can strengthen a Christian's faith, trust and hope, and inspire them to put their beliefs into action. • In your conclusion, answer the question: Why do Christians pray? Use evidence from Christian beliefs and practices to explain why prayer remains important even when Christians do not receive the answer they hoped for.		prayer God Jesus Lord's Prayer praise thanksgiving confession intercession worship faith trust relationship reflection guidance hope communication
Planning Guide		
Lesson 1 – Theology (Believing) What is prayer and why do Christians pray? Explore the Christian belief that prayer is communication with God and a way of developing a relationship with him through Jesus. Lesson 2 – Theology (Believing) What did Jesus teach Christians about prayer? Explore the Lord's Prayer in Matthew 6:9–13 and how Christians use prayer for praise, thanksgiving, confession, asking for help and praying for others. Lesson 3 – Social Sciences (Living) How do Christians pray? Explore different forms of prayer, including written, spontaneous, silent and sung prayer, and how Christians may use candles, prayer beads, icons or journals. Lesson 4 – Social Sciences (Living) When and where do Christians pray? Investigate how Christians pray individually and together at home, in church and at important moments in life, and how prayer can lead to practical action. Lesson 5 – Philosophy (Thinking) Does prayer change anything? Consider whether prayer changes situations, changes the person praying, or provides strength, guidance and hope when circumstances remain difficult. Lesson 6 – Philosophy (Thinking)		

Why do Christians pray?

Evaluate why Christians continue to pray and how prayer can strengthen faith, trust and their relationship with God, drawing together evidence for the extended essay.

Year D - KS2 Sanatana Dharma: How does dharma guide the way Hindus live?

Theology (Believing)	Social Sciences (Living)	Philosophy (Thinking)
- Introduce Sanatana Dharma as the 'eternal way' and establish that Hindu belief is concerned with how people understand both the divine and the right way to live. - Introduce <i>dharma</i> as living according to what is right, including duties and responsibilities towards others. - Explore stories from the <i>Ramayana</i>, introducing Rama and Sita and considering the difficult choices they face. - Introduce Rama as an <i>avatar</i> of Vishnu and explain the belief that Vishnu takes earthly form to restore dharma when goodness and order are threatened. - Introduce <i>karma</i> as the belief that actions have consequences and connect this with <i>samsara</i>, the cycle of birth, death and rebirth.	- Explore how dharma can influence everyday choices about family, community, honesty, responsibility and care for others. - Investigate <i>sewa</i> (selfless service) as one way Hindus can put their values into action without seeking personal reward. - Explore <i>ahimsa</i> (non-harming) and how it can influence attitudes towards other people, animals and the natural world. - Examine examples of Hindu charitable and community action and consider how beliefs can motivate practical service. - Recognise that Hindus live in many different cultures and communities and may make different choices about how best to fulfil their dharma.	- Explore the question: <i>Is doing the right thing always easy?</i> using choices from the <i>Ramayana</i> as a stimulus. - Consider whether an action is good because of its consequences, because it follows a duty, or because of the intention behind it. - Explore whether people have greater responsibilities towards family and community or equal responsibilities towards everyone. - Consider how belief in karma might influence a person's choices even when nobody else can see what they do. - Conduct a philosophical enquiry into the Big Question: <i>How does dharma guide the way Hindus live?</i>
Essay success criteria		Vocabulary
- Explain what dharma means and why it is important in guiding Hindu choices, duties and responsibilities. - Explain how stories from the <i>Ramayana</i>, including the choices of Rama, can teach Hindus about following dharma even when it is difficult. - Explain why Hindus believe actions have consequences through the ideas of karma and <i>samsara</i>. - Explain how <i>ahimsa</i> can guide Hindus to avoid harm and show care towards people, animals and the natural world. - Explain how Hindus can put dharma into action through <i>sewa</i>, responsibility and service to others. - In your conclusion, answer the question: How does dharma guide the way Hindus live? Use evidence from Hindu beliefs, stories and practices to explain how dharma can influence choices and actions.		Sanatana Dharma Hindu dharma Ramayana Rama Sita Vishnu avatar karma samsara rebirth ahimsa sewa duty responsibility service
Planning Guide		
Lesson 1 – Theology (Believing) What is dharma? Introduce Sanatana Dharma and explore dharma as living according to what is right, including the duties and responsibilities people have towards others. Lesson 2 – Theology (Believing) Why can following your dharma be difficult?		

Explore stories from the Ramayana and the choices of Rama, including his role as an avatar of Vishnu, to consider why doing your duty may require difficult decisions.

Lesson 3 – Social Sciences (Living)

How does dharma influence everyday life?

Explore how dharma can shape Hindu choices about family, community, honesty and responsibility, recognising that people may fulfil their duties in different ways.

Lesson 4 – Social Sciences (Living)

How do Hindus put dharma into action?

Explore ahimsa and sewa and how non-harming, selfless service and care for people, animals and the natural world can express Hindu beliefs.

Lesson 5 – Philosophy (Thinking)

Do our actions always have consequences?

Explore karma and samsara and consider whether an action is right because of its consequences, because it fulfils a duty, or because of the intention behind it.

Lesson 6 – Philosophy (Thinking)

How does dharma guide the way Hindus live?

Evaluate how dharma, karma, ahimsa and sewa can shape Hindu choices and actions, drawing together evidence from beliefs, stories and practices for the extended essay.

Year D - Christianity: What does it mean to live in God's kingdom?

Theology (Believing)	Social Sciences (Living)	Philosophy (Thinking)
- Christians believe Jesus taught about the Kingdom of God more than any other topic. - Christians believe God's Kingdom is not simply a place, but God's rule and reign in people's lives and in the world. - Jesus used parables, such as the Mustard Seed, the Yeast and the Hidden Treasure, to explain what God's Kingdom is like. - Christians believe God's Kingdom began through Jesus' life, death and resurrection and continues to grow today. - Christians believe living in God's Kingdom means following Jesus' teachings about love, forgiveness, justice, peace and service. - Christians believe God's Kingdom will one day be fully established when God renews creation. - Different Christians may emphasise different aspects of God's Kingdom, but all believe it reflects God's perfect rule and purposes	- Christians try to live out the values of God's Kingdom in their everyday lives. - Churches seek to reflect God's Kingdom through worship, hospitality, service and community. - Many Christians work for justice, peace and reconciliation because they believe these are signs of God's Kingdom. - Christian charities support people experiencing poverty, injustice and suffering as part of living out Kingdom values. - Christians believe caring for creation is one way of helping God's Kingdom flourish. - Christians may understand God's Kingdom differently, but they share a desire to live as Jesus taught. - Christians around the world express Kingdom values in different cultural contexts while remaining united by their faith in Jesus.	- Different people have different ideas about what makes a good society. - Christians believe God's Kingdom offers a vision of how people should live together. - Values such as justice, forgiveness, compassion and peace are important in many religions and worldviews. - People may disagree about how the world can become a fairer and more peaceful place. - Big questions such as <i>What would the perfect community look like?</i>, <i>Can ordinary people change the world?</i> and <i>What responsibilities do we have for making society better?</i> can have more than one thoughtful answer. - People can respectfully disagree about whether God's Kingdom is something that exists now, something still to come, or both. - RE helps us understand why Christians seek to live according to Kingdom values while encouraging us to reflect on the kind of world we want to help create.
Essay success criteria		Vocabulary
- Explain what Christians mean by the Kingdom of God and why it is understood as God's rule rather than simply a place. - Explain how Jesus used parables, such as the Mustard Seed, Yeast or Hidden Treasure, to teach what God's Kingdom is like. - Explain why Christians believe God's Kingdom began through Jesus and continues to grow through people following his teachings. - Explain how values such as love, forgiveness, justice, peace and service show what it means to live in God's Kingdom. - Explain how Christians and churches try to make Kingdom values visible through their treatment of others, work for justice and care for the world.		Kingdom of God Jesus parable Mustard Seed Yeast Hidden Treasure love

• In your conclusion, answer the question: What does it mean to live in God's Kingdom? Use evidence from Jesus' teachings and Christian practices to explain how Christians can help God's Kingdom grow in the world today.

forgiveness
justice
peace
service
compassion
reconciliation
community
creation
Kingdom values

Planning Guide

Lesson 1 – Theology (Believing)

What is the Kingdom of God?

Explore Jesus' teaching that God's Kingdom is not simply a place but God's rule and reign, beginning through Jesus and continuing to grow in the world.

Lesson 2 – Theology (Believing)

What did Jesus teach about God's Kingdom?

Explore parables such as the Mustard Seed, Yeast and Hidden Treasure and what they teach Christians about the nature, value and growth of God's Kingdom.

Lesson 3 – Social Sciences (Living)

What does living in God's Kingdom look like?

Explore how Christians try to follow Jesus through love, forgiveness, justice, peace and service in their everyday lives.

Lesson 4 – Social Sciences (Living)

How do Christians help God's Kingdom grow?

Investigate how churches and Christian charities put Kingdom values into action through hospitality, reconciliation, helping people in need and caring for creation.

Lesson 5 – Philosophy (Thinking)

What would the perfect community look like?

Consider what makes a good society and whether values such as justice, compassion, forgiveness and peace can help ordinary people make the world better.

Lesson 6 – Philosophy (Thinking)

What does it mean to live in God's Kingdom?

Evaluate how Christians understand God's Kingdom as both present now and still to come, drawing together Jesus' teachings and Christian practices for the extended essay.

