

Focus Question – How do Christians mark ‘turning points’ on the journey of life?



What's worth celebrating?

Search for personal meaning

Shared human experience

Living religious traditions

Beliefs and values

What is worth committing to?

What commitments do I already have?
Why is commitment important?

Pupils should consider the importance of sacraments and rites of passage as a part of Christian life.

Pupils will explain how Christian rituals and rites of passage reflect their beliefs about the nature of God and their relationship with God.

How do Christians mark ‘turning points’ on the journey of life ?

They will explore the deeper meaning of baptism and look at differing views and denominational differences towards infant baptism.

Pupils will analyse the symbolism of words and actions used within Christian rituals and ceremonies.

Why do we celebrate? What aspects of life are worthy of celebration?
What important events have happened in your life?

How do I decide what's worth being part of?

Key Ideas About This Unit

This unit enables children to explore the church as a community of believers and to examine how rites of passage reflect their commitment and relationship with God. The focus is on ‘is life like a journey’ so through this unit students will analyse beliefs, teachings and values and how they are linked by exploring the key sacraments in a Christian’s life. They should consider different dominations reflecting upon the importance of child baptism, confirmation and adult baptism. This can then be developed by students demonstrating a self-awareness of their own personal development by considering their own life journey and the changes they will make as they make as they progress through life.

Key Vocabulary

Alter	An alter is the table in a Christian Church.
Ceremonies	A formal religious occasion, especially one celebrating a particular event.
Confirmation	The rite at which a baptised person as an infant and affirms the Christian belief.
Gospel	The teaching or revelation of Christ.
Incarnation	Christians believe that God took human for in Jesus.
Old Testament	The first part of the Christian Bible, which is the Jewish scriptures.
New Testament	The second part of the Christian Bible, which is about Jesus and the early Church.
Parable	A simple story used to illustrate a moral or spiritual lessons as told by Jesus in the Gospels.
Rites of passage	A ceremony or event marking an important stage in someone’s life.
Sacraments	A visible sign of an the solemn Christian rites considered to have been instituted by Jesus.

Focus Question – Why do Christians believe Good Friday is 'good'?



How do I cope with difficulties in life?

What difficulties might we need to overcome on the journey of life?

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Pupils should explore the importance of Easter. They should have opportunities to investigate the ways in which Christians might celebrate the events of Holy Week.

Beliefs and values

Why do Christians believe Good Friday is 'good'?

Pupils will investigate Christian beliefs and teaching about the death and resurrection of Jesus.

Pupils should gain an understanding of Christian beliefs about and responses to suffering – that beliefs about the death and resurrection of Jesus are a source of hope and comfort.

Pupils should learn about the Eucharist, including differing Christian beliefs and practices.

Where do I find strength and courage?

What do people mean when they say 'suffering makes you stronger'?

Who or what provides people with hope and comfort in difficult times?

Who can I turn to for help and support?

Key Ideas About This Unit

This unit enables children to explore the events of Holy Week and Easter Sunday in the Christian religion. This builds on their prior knowledge of Lent, the Easter Story and the concept of Jesus' sacrifice. They will focus on Christian beliefs about suffering and how these are responded to and commemorated through the events of Holy Week. Through study of Eucharist in different denominations, pupils will identify how Christians view the death and resurrection of Jesus as a source of guidance and comfort. They will have opportunities to reflect on whether suffering can make a person stronger and who or what they can turn to when facing difficulties.

Key Vocabulary

Advent	The first season of the Church year, leading up to Christmas.
Agape	The highest form of love and charity. The love of God for man and of man for God.
Disciples	A personal follower of Christ during his life.
Golgotha	A hill near Jerusalem where Jesus was crucified.
Lent	The period preceding Easter, which is devoted to fasting, abstinence and penitence.
Sacrifice	Christ's offering of himself in the Crucifixion.
Salvation	Preservation or deliverance from harm, ruin or loss.
Resurrection	The rising of Christ from the dead.

Focus Question – If life is like a journey, what’s the destination?



What is the meaning and purpose of life?

What beliefs and ideas do people have about what happens after death?
Does life have a purpose?

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Pupils will explore Christian ideas about the forgiveness of sins and the different ways that people might seek to be forgiven. They will learn about the role of confession and reconciliation in restoring relationships.

Pupils should understand the importance of the death and resurrection of Jesus for Christians.

If life is like a journey, what’s the destination?

They should consider how beliefs about life after death might affect a believer’s sense of purpose and behaviour throughout the journey of life.

They should learn about people who have put Christian teachings about forgiveness into actions. They should reflect on why this might be an important but challenging aspect of Christian life.

What might people gain from being able to forgive?
Is it important to show we are sorry after doing wrong?

Who or what gives my life hope?

Why is it sometimes difficult to forgive?

Key Ideas About This Unit

This unit enables children to explore what it is that Christians believe gives their lives purpose and meaning. This builds on their prior learning about how Christians are guided to live. Children will learn about the effect that belief in salvation brought about by Jesus’ death and resurrection has. They will discover how the act of confessing sins and seeking reconciliation and forgiveness restores relationships with others and with God in the eyes of the believer, leading to faith in life after death. Pupils should have opportunities to reflect on the importance of forgiveness to them.

Key Vocabulary

Agape	The highest form of love and charity. The love of God for man and of man for God.
Confession	A formal statement admitting that you’re guilty of a crime.
Destination	The place to which someone or something is going or being sent.
Eternal life	Spiritual existence after death of the body.
Faith	Complete trust or confidence in someone or something.
Parables	A simple story used to illustrate a moral or spiritual lessons as told by Jesus in the Gospels.
Reconciliation	The action of making one view or belief compatible with another.
Rites of passage	A ceremony or event marking an important stage in someone’s life.
Sins	An immoral act considered to be against divine law.

Focus Question – What is Hajj and why is it important to Muslims?



How have I changed during my life so far?

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Beliefs and values

What is Hajj and why is it important to Muslims ?

What changes might happen in the future ?

What support and guidance might I need in the future ?

How do humans change during the journey of life?

Pupils should be able to describe and explain the importance of Hajj, including the practices, rituals and the impact it may have on a Muslim

Pupils will analyse the importance of the Five Pillars of Islam through looking at how they are linked. Pupils should see how these might be helpful in guiding a person through life.

Pupils should be able to explain the importance of the Ummah for Muslims and understand that there is diversity within the community.

Pupils should consider how important it is for a Muslim to go on hajj and what it means for those who are unable to make pilgrimage.

What guidance is helpful for life? Where can guidance be found?
What support might we need throughout our lives?

Key Ideas About This Unit

This unit enables children to explore the Five Pillars of Islam and how these beliefs and values impact on the life of a Muslim. They will have opportunities to deepen their understanding by considering the pilgrimage to Mecca and completing Hajj. They will explore what it means to be a Hajji, reflecting on the personal journey a Muslim will make both physically and spiritually. They should be able to explain how a journey might change someone even after the journey itself is over. Children will also consider their own life experiences and suggest how their lives have changed. They should consider the challenges that people may face during the journey of life and the support that may be needed as they move through their own life journey.

Key Vocabulary

Allah	Arabic word for God and who Muslims pray to.
Diversity	Understanding that each individual is unique, and recognising our individual differences.
Five Pillars	The most important Muslim practices are the Five Pillars of Islam.
Hajj	The greater Muslim pilgrimage to Mecca.
Ka'ba	A small, cubical building in the courtyard of the Great Mosque at Mecca.
Mecca	The place where Muslims go on a pilgrimage to.
Muhammad	The name of the prophet who founded the religion, Islam.
Pilgrimage	A religious journey.
Sawn	The third of the Five Pillars – abstain from food and drink from sunrise to sunset.
The Ummah	The Worldwide community of Islam.



Focus Question – Is there one journey or many?

How have I changed during my life so far?

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Beliefs and values

Do I have a sense of purpose in life?

Am I prepared for future changes in life?

What makes us human?
How do humans change during the journey of life?

Pupils should investigate how rites of passage help prepare Hindus for each new stage of life – and teach the dharma (religious duty) for each stage.



Pupils will explore Hindu beliefs about karma and reincarnation and how these might impact this on the way that a believer lives.

Is there one journey or many?

Pupils should learn about the Hindu concept of Moksha – as the ultimate destination of the soul and liberation from samsara

Pupils should explore the view that 'Hinduism' is the Hindu dharma – a way of being/living according to a set of religious principles.

Is there an ultimate purpose to human life – if so, what?
Do we have a duty to the people we meet on life's journey?

Key Ideas About This Unit

This unit enables children to explore Hindu beliefs about reincarnation and consider how these beliefs might impact on a Hindu's view about the purpose of human existence. Children will be able to build in their prior learning about the concept of 'dharma' within Hinduism. They will develop an understanding of the belief that dharma can change during the course of life and that the religious duties of a child are seen as different to those of an adult with family responsibilities or an elderly person. They should be able to explain how performing dharma would have an impact on a person's karma – and how this then links with Hindu beliefs about the cycle of life, death and rebirth.

Key Vocabulary

Ashramas	Any of the four stages of an ideal life.
Atman	The spiritual life principle of the universe, especially when regarded as immanent.
Brahman	A member of the highest Hindu caste.
Dharma	An eternal and inherent nature of reality, underlying right behaviour and social order.
Karma	Good or back luck, viewed as resulting from one's actions.
Moksha	Release from the cycle of rebirth impelled by the law of karma.
Rebirth	The process of being reincarnation or born again.
Reincarnation	The rebirth of a soul in another body.
Samsara	The cycle of death and rebirth to which life in the material world is bound.

Focus Question – What do we mean by a good life?



Where do I find happiness?

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Beliefs and values

How do I cope with the bad aspects of life?

What ingredients are needed for a good life?
What makes us truly happy?

Following the 8-fold path – How might it help a Buddhist to live in a positive way, to feel happy with life and to spread this happiness with others?

The story of Prince Siddhartha – he had everything money could buy, his life should have been perfect – why did it not make him happy?

What do we mean by a good life?

The 4 Noble Truths: All things are impermanent and so cannot bring about true happiness. Is it possible to improve life by ceasing to want more?

How and why do Buddhists meditate? Why is it seen as a good way to start each day? How might meditation contribute to a good life?

What is true contentment? What does contentment look like?
What can we do to improve the quality of our lives?

What does a 'good' life mean to me?

Key Ideas About This Unit

This unit will enable children to explore the concept of a good life through considering what Buddhism teaches makes someone truly happy. They will find out about the life experiences that started Prince Siddhartha's journey to becoming the Buddha and will reflect on how the teachings of the Four Noble Truths and the Eightfold Path impact the spiritual journeys and daily lives of Buddhists. They will have the opportunity to experience meditation and to reflect on their own life and happiness as they prepare for the change of leaving primary school. This unit will build on their prior learning about life as a journey and deepen their understanding of how people might cope with change and difficulties in life.

Key Vocabulary

Buddha	The teaching founded by the Buddha is known as Buddhism.
Contentment	A state of happiness and satisfaction.
Eightfold path	The path to Nirvana, comprising eight aspects in which much be practised.
Four Noble Truths	The four central beliefs containing the essence of Buddhist teaching.
Nirvana	It represents the final goal of Buddhism.
Siddhartha	Means 'he who has found meaning' or 'he who has attained his goals'.
Spiritual	Relating to religion or religious belief.
Virtue	Behaviour showing high moral standards.