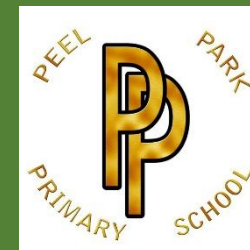


Religion and Worldviews at Peel Park



Autumn Term 1 - 03.09.26 to 23.10.26

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

L4: What celebrations do my family celebrate? <u>LI: I can talk about the different celebrations my family celebrate.</u> Hanukkah (Aut 2) Lesson Sequence: L1: Who celebrates Hanukkah? <u>LI: I can say that Hanukkah is a Jewish festival.</u> L2: What is the story of Hanukkah? <u>LI: I can recall the story of Hanukkah.</u> L3: How is Hanukkah celebrated? <u>LI: I can say how Hanukkah is celebrated.</u> L4: How long do the Hanukkah celebrations last? <u>LI: I can understand that Hanukkah is</u>	Christian people think about creation? <u>LI: To recognise that some people believe God created the world by listening to the Jewish and Christian creation stories.</u> L3: What do some Hindu people believe about creation? <u>LI: To recognise that there are different creation stories to explain how the world began.</u> L4: What do creation stories suggest to some people about God? <u>LI: To express ideas about what a creator might be like based on creation stories.</u>	L2: Why is harvest an important time for giving thanks? <u>LI: To recognise how and why some people celebrate harvest by examining what they say and do.</u> L3: Why do some people thank God? <u>LI: To identify why some Hindus and Christians feel thankful to God by exploring stories.</u> L4: How can puja express thanks? <u>LI: To describe how and why some Hindus express gratitude to God by exploring puja.</u> L5: How do some people thank God? <u>LI: To identify how some Hindus and Christians thank God by examining what they do.</u>	L2: What is a soul and do we all have one? <u>LI: To consider what makes humans special by exploring beliefs about the soul.</u> L3: What do some people think makes us human? <u>LI: To describe what some people believe about being human through exploring personal responses.</u> L4: What is spirituality? <u>LI: To explore the meaning of spirituality to different people.</u> L5: What do some Buddhists do to focus on their inner self? <u>LI: To explain how and why some Buddhists meditate.</u> L6: Does anyone know what makes us human?	L2: Is there more than one way to understand God? <u>LI: To explain similarities and differences in how people understand God.</u> L3: Why is religious harmony important? <u>LI: To identify how some Sikh beliefs and practices reflect ideas about religious equality.</u> L4: How can people from different worldviews live in harmony? <u>LI: To determine how Bahá'í teachings influence some practices.</u> L5: How and why should we celebrate religious equality? <u>LI: To express ideas about religious equality and harmony.</u> L6: Unit Assessment	<u>interpreting news reports.</u> L2: How have beliefs been challenged in the past? <u>LI: To consider the challenges some religious figures faced by looking at Jewish, Christian and Sikh stories.</u> L3: How can light represent standing up for what you believe in? <u>LI: To explain why Bandi Chhor Divas is celebrated by many Sikhs.</u> L4: Should we celebrate bonfire night? <u>LI: To consider how the meaning of festivals can differ by exploring the origin of Bonfire Night.</u>	L2: What can it be like as a Hindu in the UK? <u>LI: To explore how some people maintain their Hindu identity in the UK.</u> L3: What does being Sikh mean to different people? <u>LI: To reflect on what it means to be part of the Sikh community by exploring different personal experiences.</u> L4: Why are festivals of light important in different worldviews? <u>LI: To analyse and understand festivals of light from different worldviews.</u> L5: How do some Buddhists practise beliefs in their daily lives? <u>LI: To compare how Buddhist teachings influence daily life</u>
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<u>celebrated for 8 nights in a row.</u> Christmas (Aut 2) Lesson Sequence: L1: Who celebrates Christmas? <u>L1: I can say that Christmas is celebrated by Christians.</u> L2: When is Christmas celebrated? <u>L1: I can say that Christmas is celebrated on the 25th December.</u> L3: Who was born at Christmas? <u>L1: I can say that Christmas marks the birth of baby Jesus.</u> L4: How is Christmas celebrated in the UK. <u>L1: I can talk about how Christians celebrate Christmas in England.</u>	L5: How do some Humanists believe the world began? <u>L1: To know that many Humanists use science to understand how the world began.</u> L6: Where did the world come from? <u>L1: To explore and express ideas about how the world began.</u> L7: Unit Assessment	L6: How do some Christians use music to express gratitude? <u>L1: To explore music to understand how some Christians thank God.</u> L7: Unit Assessment	<u>L1: To present own and others' views to answer the enquiry question, 'What makes us human?'</u> L7: Unit Assessment	L5: What can inspire people to stand up for their beliefs? <u>L1: To explore why people stand up for their beliefs using a variety of modern-day scenarios.</u> L6: How can we stand up for what we believe in? <u>L1: To explain how and why people stand up for what they believe in.</u> L7: Unit Assessment	<u>for a monk and lay Buddhist.</u> L6: Do all Buddhists practise in the same way? <u>L1: To make links and comparisons between different meditative practices performed by some Buddhists.</u> L7: Unit Assessment
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L5: How is Christmas celebrated around the world? <u>LI: I can compare how Christmas is celebrated around</u>						
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Spring Term 1 - 06.01.27 to 12.02.27

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

L1: Why do we celebrate Chinese New Year? <u>L1: I can say that Chinese New Year is a festival that celebrates the new year following the Chinese calendar.</u> L2: What happened in the story- 'The Great Race.' <u>L1: I can recall the story 'The Great Race.'</u> L3: What traditions are celebrated during Chinese New Year? <u>L1: I can talk about the traditions of Chinese New Year.</u> L4: Is New Year celebrated in January and Chinese New Year similar? <u>L1: I can compare Chinese New Year to the New Year</u>	<u>L1: To recognise some of the different forms of God in the Hindu worldview.</u> L4: What do some Christian people believe God looks like? <u>L1: To recognise that many Christian people believe Jesus is the son of God and God on Earth.</u> L5: Do people all share the same beliefs about what God looks like? <u>L1: To identify how some religious worldviews refer to and represent God.</u> L6: Why do people have different names for God? <u>L1: To identify and explain some of the different names people use for God.</u>	<u>some prophets in stories and scriptures.</u> L4: How do we know that Muhammad was the last prophet in the Muslim worldview? <u>L1: To investigate the role of Muhammad using stories and scripture.</u> L5: Why is Jesus important to some religious people? <u>L1: To explore the role of Jesus in different worldviews using stories and scripture.</u> L6: Why might some Sikhs believe Guru Nanak is special? <u>L1: To explain the importance of Guru Nanak for many Sikhs by looking at key events and teachings.</u> L7: Unit Assessment	<u>L1: To identify how some people remember moral guidance by exploring artefacts.</u> L4: Is all religious guidance the same? <u>L1: To describe how religious guidance can influence daily life in different worldviews.</u> L5: How do some Buddhists make moral decisions? <u>L1: To explore beliefs by comparing religious and non-religious guidance.</u> L6: What helps you make moral decisions? <u>L1: To express ideas and justify opinions about moral guidance by evaluating those from other worldviews.</u> L7: Unit Assessment	<u>L1: To make connections with beliefs about the origin of scripture and how it is used.</u> L4: Why do some worldviews have more than one book of scripture? <u>L1: To explain why some religions have multiple scriptures by exploring the Buddhist Canon.</u> L5: How do some people demonstrate the value of scripture? <u>L1: To evaluate the significance of religious scripture to some people.</u> L6: How do sacred texts play a part in some people's lives? <u>L1: To describe the importance of scripture to some people.</u> L7: Unit Assessment	L4: How have historical changes impacted Christianity? <u>L1: To recognise why Christianity changed over time.</u> L5: How can being part of a Christian community give a sense of belonging? <u>L1: To consider the impact of Christian practices.</u> L6: Does everyone have the same picture of Jesus? <u>L1: To appreciate that culture and tradition can influence the way Jesus and Christianity are portrayed around the world.</u> L7: Unit Assessment	L3: Why is Jerusalem significant to some Muslim people? <u>L1: To evaluate the rules around attending significant places.</u> L4: How can shared challenge bring people together? <u>L1: To consider the challenges that many Muslims may face when travelling to Makkah.</u> L5: Are all journeys' pilgrimages? <u>L1: To understand the significance of attending a non-religious event as a Humanist.</u> L6: Why is it better to be there in person? <u>L1: To explore the concept of pilgrimage and its relevance in the UK.</u>
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<u>celebrated in January.</u> Easter (Spr 2) Lesson Sequence: L1: Who celebrates Easter? <u>L1: I can say that Easter is a Christian festival that celebrates new life.</u> L2: Who is Jesus and what happened to him during Easter weekend? <u>L1: I can say that Christians believe that Jesus the Son of God died on Good Friday and rose again on Easter Sunday.</u> L3: How do Christian celebrate Easter? <u>L1: I can talk about how Christians celebrate Easter.</u> L4: What are artifacts?	L7: Unit Assessment					L7: Unit Assessment
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<u>LI: I can recall some artefacts that Christians use.</u> L5: What will I find at the end of my map? <u>LI: I can follow a map for an Easter</u>						
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Summer Term 1 - 12.04.27 to 28.05.27

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

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