



# HARLESCOTT EDUCATION CENTRE ASSEMBLY PLANNING 2025/2026

*Incorporating  
Religious Education, British Values and PSHE*

## Shropshire Agreed Syllabus for Religious Education 2021-26

The 2021 syllabus enables open, enquiring, exploratory RE, suitable for pupils who have a religious worldview of their own as well as for those who have non-religious worldviews. It also enables exploration of a diversity of views that lie within each religious and non-religious worldview.

### Breadth of Study

- Christianity to be included in each key stage
- Other world religions are included as follows:
  - Reception - To encounter other faiths
  - Key Stage 1 - Jews and Muslims
  - Key Stage 2 - Hindus, Jews and Muslims

Consideration of other religions and non-religious worldviews can occur at any key stage, as appropriate to the school context.

### Time Allocation

The minimum recommended teaching time necessary to fulfil statutory requirements:

R/Y1/Y2: 36 hours in each year

Y3/4/5/6: 45 hours in each year

### The Key Elements

The syllabus for RE should be structured around the three aims and the three elements: Making sense of beliefs, Understanding the impact and Making Connections. The syllabus is based around a key question approach.

There are religious questions which form the basis of the RE curriculum for KS1 and Lower and Upper KS2 which are listed below under Christianity, Hinduism, Islam, Judaism and Thematic.

### Christianity:

#### **KS1**

- 1.1 What do Christians believe God is like? [God]
- 1.2 Who do Christians say made the world? [Creation]
- 1.3 Why does Christmas matter to Christians? [Incarnation]
- 1.4 What is the 'good news' Christians believe Jesus brings? [Gospel]
- 1.5 Why does Easter matter to Christians? [Salvation]

#### **Lower KS2**

- L2.1 What do Christians learn from the creation story? [Creation/Fall]
- L2.2 What is it like for someone to follow God? [People of God]

L2.3 What is the 'Trinity' and why is it important for Christians? [God/ Incarnation]

L2.4 What kind of world did Jesus want? [Gospel]

L2.5 Why do Christians call the day Jesus died 'Good Friday'? [Salvation]

L2.6 For Christians, what was the impact

### **Upper KS2**

U2.1 What does it mean if Christians believe God is holy and loving? [God]

U2.2 Creation and science: conflicting or complementary? [Creation]

U2.3 Why do Christians believe Jesus was the Messiah? [Incarnation]

U2.4 How do Christians decide how to live? 'What would Jesus do?' [Gospel]

U2.5 What do Christians believe Jesus did to 'save' people? [Salvation]

U2.6 For Christians, what kind of king is Jesus? [Kingdom of God]

### Hinduism:

#### **Lower KS2**

L2.7 What do Hindus believe God is like? [Brahman/atman]

L2.8 What does it mean to be Hindu in Britain today? [Dharma]

#### **Upper KS2**

U2.7 Why do Hindus want to be good? [Karma/dharma/samsara/ moksha]

### Islam:

#### **KS1**

1.6 Who is a Muslim and how do they live? [God/ Tawhid/ibadah/iman]

#### **Lower KS2**

L2.9 How do festivals and worship show what matters to a Muslim? [Ibadah]

#### **Upper KS2**

U2.8 What does it mean to be a Muslim in Britain today? [Tawhid/iman/ibadah]

### Judaism:

#### **KS1**

1.7 Who is Jewish and how do they live? [God/Torah/ People]

#### **Lower KS2**

L2.10 How do festivals and family life show what matters to Jewish people?  
[God/Torah/People/the Land]

#### **Upper KS2**

U2.9 Why is the Torah so important to Jewish people? [God/Torah]

## Thematic:

### **KS1**

1.8 What makes some places sacred to believers?

1.9 How should we care for others and the world, and why does it matter?

1.10 What does it mean to belong to a faith community?

### **Lower KS2**

L2.11 How and why do people mark the significant events of life?

L2.12 How and why do people try to make the world a better place?

### **Upper KS2**

U2.11 Why do some people believe in God and some people not?

U2.12 How does faith help when life gets hard?

## British Values

'Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This can help schools to demonstrate how they are meeting the requirements of the Education Act 2002, in their provision of SMSC.' (DFE November 2014)

What are 'British values'?

According to Ofsted, 'fundamental British values' are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

*(School Inspection Handbook from September 2015)*

How must we teach it?

Advice from the Department for Education is that British values should be promoted through SMSC.

What must be taught?

- Enable students to develop their self-knowledge, self-esteem and self-confidence
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England

- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures
- Encourage respect for other people, and
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

### Social and Emotional Aspects of Learning (PSHE)

| Theme Title                | Key social and emotional aspects of learning addressed                                                                               | KEY  |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------|------|
| New Beginnings             | <ul style="list-style-type: none"> <li>• Empathy</li> <li>• Self-awareness</li> <li>• Motivation</li> <li>• Social skills</li> </ul> | NB   |
| Getting On and Falling Out | <ul style="list-style-type: none"> <li>• Managing feelings</li> <li>• Empathy</li> <li>• Social skills</li> </ul>                    | GOFO |
| Say No To Bullying         | <ul style="list-style-type: none"> <li>• Empathy</li> <li>• Self-awareness</li> <li>• Social skills</li> </ul>                       | SNTB |
| Going For Goals            | <ul style="list-style-type: none"> <li>• Motivation</li> <li>• Self-awareness</li> </ul>                                             | GFG  |
| Good To Be Me              | <ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Managing feelings</li> <li>• Empathy</li> </ul>                   | GTBM |
| Relationships              | <ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Managing feelings</li> <li>• Empathy</li> </ul>                   | R    |
| Changes                    | <ul style="list-style-type: none"> <li>• Motivation</li> <li>• Social skills</li> <li>• Managing feelings</li> </ul>                 | C    |

## AUTUMN TERM 2025

|                            |                            |      |                   |
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| DATE:<br>Week<br>Beginning | Shropshire Agreed Syllabus | PSHE | British<br>Values |
|----------------------------|----------------------------|------|-------------------|

Whether global or national, serious or fun, Awareness Days are a great way of introducing new concepts to our students and connecting them with real issues and the world around them.

Whilst by no means exhaustive, included are key awareness days, religious days, and celebrations for the 2025 -2026 school year. Some are simply for fun. The days cover some of the areas below.

*PSHE Mental Health and Well-being*

*Art/Crafts/Culture*

*Health and Fitness*

*Science/Environment /wildlife/ gardening*

*Technology/Maths*

*Literacy*

*History/culture/citizenship*

*Religion*

*Just for Fun!*

*Charities/Awareness*

### September Monthly Celebrations:

- International Literacy Day (8<sup>th</sup> September)
- Roald Dahl Day (13<sup>th</sup> September)
- National Coding Week (15<sup>th</sup> - 21<sup>st</sup> September)
- International Day of Peace (21<sup>st</sup> September)
- European Day of Languages (26<sup>th</sup> September)

### September 1<sup>st</sup> - PD Day

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| September<br>8 <sup>th</sup> | <p>1.2 Who do Christians say made the world? [Creation]</p> <p>L2.1 What do Christians learn from the creation story? [Creation/Fall]</p> <p><i>What does the creation story tell us about how to behave?</i></p> <p><i>What does it tell us about how to care for our world?</i></p> <p>International Literacy Day (8<sup>th</sup> September)</p> <p>Roald Dahl Day (13<sup>th</sup> September)</p> | NB | Mutual<br>Respect and<br>Tolerance |
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| September 15 <sup>th</sup> | <p>U2.2 Creation and science: conflicting or complementary? [Creation]<br/> <i>Scientific explanation for creation.</i></p> <p><i>Look at The Message translation (Bible Gateway <a href="http://bit.ly/2m3tv6M">bit.ly/2m3tv6M</a>). What clues are there to show that this is a poem? If it is, what effect does that have on the meaning? Note that people (including Christians) disagree about the genre, purpose and meaning of Genesis. Some say it is a literal account (the universe was created in six days), others that it is more a description of what God and creation are like rather than how creation actually happened.</i></p> <p><i>Explore the scientific account of cosmology (the beginning of the universe) and evolution (the development of living beings). Summarise them in a simplified diagram.</i></p> <p><i>National Coding Week (15<sup>th</sup> - 21<sup>st</sup> September)</i><br/> <i>International Day of Peace (21<sup>st</sup> September)</i></p> | NB   | Mutual Respect and Tolerance |
| September 22 <sup>nd</sup> | <p>1.9 How should we care for others and the world, and why does it matter?</p> <p><i>Talk about the benefits and responsibilities of friendship and the ways in which people care for others. Talk about characters in books exploring friendship, such as Winnie the Pooh and Piglet or the Rainbow Fish. Explore stories from the Christian Bible about friendship and care for others and how these show ideas of good and bad, right and wrong, e.g. Jesus' special friends (Luke 5:1-11), four friends take the paralysed man to Jesus (Luke 5:17-26), 'The Good Samaritan' (Luke 10: 25-37);</i></p>                                                                                                                                                                                                                                                                                                                                                                                | GOFO | Mutual Respect and Tolerance |

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|                            | <p><i>Jewish story of Ruth and Naomi (Ruth 1-4).</i></p> <p>European Day of Languages (26<sup>th</sup> September)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |      |                              |
| September 29 <sup>th</sup> | <p>1.1 What do Christians believe God is like? [God]<br/>U2.1 What does it mean if Christians believe God is holy and loving? [God]</p> <p><i>Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father</i></p> <p><i>Pupils to put together some words to describe a divine being, a god. If such a being existed, what would this god be like? Collect their ideas from their previous study of religions in RE, naming specific ideas from different traditions where they can.</i></p> <p><i>Medieval Christians built cathedrals 'to the glory of God'. Talk about what kind of God cathedrals suggest the builders had in mind. Investigate how different parts of cathedrals express ideas about God as holy and loving.</i></p> <p>Black History Month<br/>ADHD Awareness Month<br/>Yom Kippur (October 1<sup>st</sup>)<br/>National Poetry Day (October 2<sup>nd</sup>)</p> | GTBM | Mutual Respect and Tolerance |

### October Monthly Celebrations:

- Black History Month
- ADHD Awareness Month
- Yom Kippur (October 1<sup>st</sup>)
- National Poetry Day (October 2<sup>nd</sup>)
- Space Week (October 4<sup>th</sup> - 10<sup>th</sup>)
- National Libraries Week (October 6<sup>th</sup>-12<sup>th</sup>)
- World Dyslexia Day (October 8<sup>th</sup>)
- World Mental Health Day (October 10<sup>th</sup>)
- Cycle to School Week (October 13<sup>th</sup> - 17<sup>th</sup>)
- Diwali (October 20<sup>th</sup>)

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| October 6 <sup>th</sup>  | <p>L2.7 What do Hindus believe God is like? [Brahman/atman]</p> <p><i>Show pupils a range of 'Aum' symbols in both 2D and 3D form. Ask if, where and when pupils have seen the sign before and what they think it means. Explain that it is a symbol used in Hinduism. It is called 'Aum' and made up of 3 sounds: 'A', 'U' and 'M'. Many Hindus believe that it was the very first sound out of which the universe was created. It is a symbol and sound that is used by many Hindus to represent <b>Brahman</b> (God), the ultimate being, whose spirit is in everything.</i></p> <p><i>How can Brahman be everywhere and in everything?</i></p> <p><i>Ramayana includes beliefs concerning duty, good and evil.</i></p> <p>Space Week (October 4<sup>th</sup> - 10<sup>th</sup>)<br/> National Libraries Week (October 6<sup>th</sup>-12<sup>th</sup>)<br/> World Dyslexia Day (October 8<sup>th</sup>)<br/> World Mental Health Day (October 10<sup>th</sup>)</p> | GTBM | <p>Mutual Respect and Tolerance</p> <p>Individual Liberty</p> |
| October 13 <sup>th</sup> | <p>U2.7 Why do Hindus want to be good? [Karma/dharma/samsara/ moksha]</p> <p><i>Find out about how Hindus show their faith within their families. Show pupils objects you might find in a Hindu's home and why e.g. murtis; a family shrine;</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | GTBM | <p>Mutual Respect and Tolerance</p> <p>Individual Liberty</p> |

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|                          | <p>statues and pictures of deities; a puja tray including incense, fruit, bells, flowers, candles; some sacred texts such as the Bhagavad Gita, Aum symbols. Find out what they mean, how they are used, when and why.</p> <p>• Explore the kinds of things Hindu families would do during the week e.g. daily puja, blessing food, arti ceremony, singing hymns, reading holy texts, visiting the temple, etc. Talk about which objects and actions are most important and why. What similarities and differences are there with the family values and home rituals of pupils in the class?</p> <p>What is the best way for a Hindu to show commitment to God?<br/>Visit the Mandir? Worship at home?</p> <p>Cycle to School Week (October 13<sup>th</sup> – 17<sup>th</sup>)</p>                      |      |                                                               |
| October 20 <sup>th</sup> | <p>L2.8 What does it mean to be Hindu in Britain today? [Dharma]</p> <p>Find out how Hindus celebrate Diwali in Britain today. Show images of Diwali being celebrated (search online for local Diwali celebrations) and recall the story of Rama and Sita from Unit L2.7. Identify the characters, connect with ideas of Rama as the god Vishnu in human form (avatar); examine the role of Sita; examine the use of light in Hindu celebrations to represent good overcoming bad, and Hindus overcoming temptation in their own lives; and the festival as an invitation to Lakshmi, goddess of prosperity and good fortune. Ask pupils to weigh up what matters most at Diwali. Talk about whether Hindus should be given a day off at Diwali in Britain.</p> <p>Diwali (October 20<sup>th</sup>)</p> | GTBM | <p>Mutual Respect and Tolerance</p> <p>Individual Liberty</p> |

## HALF TERM

### November Monthly Celebrations:

- Epilepsy Awareness Month
- Guy Fawkes Night (November 5<sup>th</sup>)
- Anti-Bullying Week (November 10<sup>th</sup> - 14<sup>th</sup>)
- National Recycling Week (November 10<sup>th</sup> - 14<sup>th</sup>)
- Remembrance Day (November 11<sup>th</sup>)
- Children in Need (November 14<sup>th</sup>)
- November Road Safety Week (November 17<sup>th</sup> - 23<sup>rd</sup>)
- St Andrew's Day (November 30<sup>th</sup>)
- National Tree Week (November 22<sup>nd</sup> - 30<sup>th</sup>)

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| November 3 <sup>rd</sup>  | <p>1.6 Who is a Muslim and how do they live? [God/ Tawhid/ibadah/iman]</p> <p><i>Introduce the idea that Muslims believe in Allah as the one true God ('Allah' is the word for 'God' in Arabic, not a name. In Islam, the central belief that there is only one God is referred to as 'Tawhid').</i></p> <p><i>• <b>Iman</b> means belief, and it is expressed in the words of the Shahadah ('There is no God but God; Muhammad is the messenger of God'). Find out about the Shahadah, and how this is the most important belief for Muslims. It is part of Muslims' daily prayers, and also part of the Call to Prayer; its words are incorporated into the adhan, seen as the best first words for a baby to hear, whispered into their ear soon after birth. Talk about why it is used these ways, and how it shows what is most important to Muslims. To be a Muslim is to submit willingly to God - to allow Allah to guide them through life.</i></p> <p>Epilepsy Awareness Month<br/>Guy Fawkes Night (November 5<sup>th</sup>)</p> | GTBM | <p>Mutual Respect and Tolerance</p> <p>Individual Liberty</p> |
| November 10 <sup>th</sup> | <p>U2.8 What does it mean to be a Muslim in Britain today? [Tawhid/iman/ibadah]</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | GTBM | <p>Mutual Respect and Tolerance</p>                           |

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|                           | <p><i>Give an overview of the Five Pillars as expressions of ibadah (worship and belief in action). Deepen pupils' understanding of the ones to which they have already been introduced: Shahadah (belief in one God and his Prophet); salat (daily prayer); sawm (fasting); and zakah (almsgiving). Introduce Hajj (pilgrimage): what happens, where, when, why? Explore how these Pillars affect the lives of Muslims, moment by moment, daily, annually, in a lifetime.</i></p> <ul style="list-style-type: none"> <li><i>• Think about and discuss the value and challenge for Muslims of following the Five Pillars, and how they might make a difference to individual Muslims and to the Muslim community (ummah). Investigate how they are practised by Muslims in different parts of Britain today. Consider what beliefs, practices and values are significant in pupils' lives.</i></li> </ul> <p><i>Anti-Bullying Week (November 10<sup>th</sup> - 14<sup>th</sup>)</i><br/> <i>National Recycling Week (November 10<sup>th</sup> - 14<sup>th</sup>)</i><br/> <i>Remembrance Day (November 11<sup>th</sup>)</i><br/> <i>Children in Need (November 14<sup>th</sup>)</i></p> |   |                              |
| November 17 <sup>th</sup> | <p>U2.12 How does faith help when life gets hard?</p> <p><i>Use stimulus material to encourage pupils to ask questions about life, death, suffering, and what matters most in life. Analyse and evaluate pupils' questions, to recognise and reflect on how some 'big questions' do not have easy answers, and how people offer different answers to some of the big questions about life, death, suffering, etc.</i></p> <p><i>Explore how some people might thank God in good times, and how, more broadly, living a life of gratitude can lead to happier and healthier lives, whether religious or non-religious (see Psalm 103</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | R | Mutual Respect and Tolerance |

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|                           | <p>and happierhuman.com/benefits-of-gratitude).</p> <p>November Road Safety Week (November 17<sup>th</sup> - 23<sup>rd</sup>)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |      |                    |
| November 24 <sup>th</sup> | <p>1.10 What does it mean to belong to a faith community?</p> <p><i>Talk about stories of people who belong to groups. Find out about groups to which pupils belong, including their families and school, what they enjoy about them and why they are important to them.</i></p> <p><i>Find out about some symbols of 'belonging' used in Christianity and at least one other religion, and what they mean (<b>Christians:</b> e.g. baptismal candles, christening clothes, crosses as badges or necklaces, fish/ichthus badges, 'What Would Jesus Do' ('WWJD') bracelets, a rosary, a Bible; <b>Muslims:</b> e.g. an example of calligraphy, a picture of the Ka'aba, a taqiyah (prayer cap); <b>Jews:</b> e.g. a mezuzah, a menorah, a Kiddush cup, challah bread, a kippah), symbols of belonging in pupils' own lives and experience.</i></p> <p>St Andrew's Day (November 30<sup>th</sup>)</p> <p>National Tree Week (November 22<sup>nd</sup> - 30<sup>th</sup>)</p> | GTBM | Individual Liberty |

### December Monthly Celebrations:

- Gift of Sight Month
- Universal Human Rights Month
- Christmas

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| December 1 <sup>st</sup> | <p>L2.11 How and why do people mark the significant events of life?</p> <p><i>Explore and use the religious metaphor of life as a journey. What are the significant milestones on this journey? What other metaphors could be used for life? Consider the value and meaning of ceremonies that mark milestones in life, particularly those associated with growing up and taking responsibility within a faith community. How do these practices show what is important in the lives of those taking these steps? Explore the symbols and rituals used and the promises made; explore what meaning these ceremonies have to the individual, their family and their communities; reflect on the on-going impact of these commitments:</i></p> <p><i>Christians: e.g. Baptists/Pentecostals celebrate 'believers' baptism', or 'adult baptism'. Church of England and Roman Catholic celebrations of infant baptism (note that infant baptism has been introduced in Units F4, 1.8, 1.10 L2.3 and L2.4, so build on that learning). Roman Catholics celebrate first communion and confession; Church of England and Roman Catholics celebrate confirmation.</i></p> <p><i>Hindus: sacred thread ceremony.</i></p> <p><i>Jews: bar/bat mitzvah.</i></p> <p><i>Consider whether and how non-religious people (e.g. pupils and families in your school who have no religious background; Humanists) mark these moments. Why are these moments important to people?</i></p> | R | The Rule of Law |
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|                           | <p><i>Compare some different commitments held by believers in different religions - and by the pupils themselves.</i></p> <p><i>Gift of Sight Month</i></p> <p><i>Universal Human Rights Month</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                              |
| December 8 <sup>th</sup>  | <p>L2.3 What is the 'Trinity' and why is it important for Christians? [God/ Incarnation]</p> <p><i>A way in to this unit would be to explore how and why water is used as a symbol in Christianity: use some water to prompt pupils to think about how and when it can be cleansing, refreshing, life-giving, beautiful, dangerous, still, flowing, reflective, thirst-quenching. Make a link with why water is used in Christian baptism - because of its many symbolic meanings.</i></p> <p><i>Introduce the idea of a 'Gospel' — a life-story or biography of the life and teaching of Jesus. Tell pupils the story from one of the four Gospels, Matthew 3:13-17. Ask what they think is going on. Ask for suggestions about the meaning of details: the water, the voice, the dove. At the very start of Jesus' public life, it pictures the Trinity: the voice of God announces Jesus as the Son of God and the Holy Spirit is present in the form of a dove. Christians believe that one important thing the story teaches is that Jesus is not just a good man, but God who has come to Earth to rescue humanity. Ask pupils to list clues they can find in the story for this message.</i></p> | R<br>GTBM | Mutual Respect and Tolerance |
| December 15 <sup>th</sup> | <p>1.3 Why does Christmas matter to Christians? [Incarnation]</p> <p><i>Has Christmas lost its true meaning?</i></p> <p><i>What is the most important part of the nativity for Christians today?</i></p> <p><i>Is the Christmas story true?</i></p> <p><i>Christmas</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | R<br>GTBM | Mutual Respect and Tolerance |

## SPRING TERM 2026

### January Monthly Celebrations:

- Martin Luther King Day (January 19<sup>th</sup>)
- RSPB Big Garden Birdwatch (January 23<sup>rd</sup> - 25<sup>th</sup>)
- Holocaust Remembrance (January 27<sup>th</sup>)

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| January 5 <sup>th</sup>  | <p>L2.2 What is it like for someone to follow God? [People of God]</p> <p><i>How do Jesus' stories help?</i><br/> <i>Could I do what he did?</i><br/> <i>Could I show kindness like he did?</i><br/> <i>Is forgiveness always possible?</i></p> <p><i>Introduce pupils to the Bible - Old Testament and New Testament, books, chapters and verses. Teach them how to find their way around using book-chapter-verse. Explain that the stories of the Old Testament happened many years before Jesus, and that they focus on the friendship between the main characters (such as Noah, Abraham, Joseph) and God.</i></p> <p><i>• Read the story of Noah from Genesis 6:5-9:17 (use a child-friendly version such as the Lion Storyteller Bible; compare with a full online version such as International Children's Bible on <a href="http://www.biblegateway.com">www.biblegateway.com</a>). Act it out in dramatic fashion! Ask pupils to think about the story: puzzling questions, favourite/least favourite parts, turning points, surprises, how they felt about the characters and events. List the qualities Noah had that made God choose him, and what Noah does in obedience to God.</i></p> <p><i>January 6<sup>th</sup> - Epiphany</i></p> | GTBM<br>R | Mutual Respect and Tolerance |
| January 12 <sup>th</sup> | <p>1.7 Who is Jewish and how do they live? [God/Torah/ People]</p> <p><i>As a way in, discuss what precious items pupils have in their home - not in terms of money but in terms of being meaningful. Why are they important? Talk about remembering what really matters, what ideas they have for making sure they do not forget things</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | GTBM      | Individual Liberty           |

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|                          | <p><i>or people, and how people make a special time to remember important events.</i></p> <p><i>Find out what special objects Jewish people might have in their home (e.g. 'Through the keyhole' activity, looking at pictures of a mezuzah, candlesticks, challah bread, challah board, challah cover, wine goblet, other kosher food, Star of David on a chain, prayer books, chanukiah, kippah). Gather pupils' questions about the objects.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |      |                    |
| January 19 <sup>th</sup> | <p>Introduce Buddhism - the most common religion in China</p> <p>Buddhism was founded by Siddhartha Gautama, who lived in India in the sixth-century BCE. He spent his life in the search for answers to the questions posed by human suffering, desire and the search for happiness. Siddhartha reached enlightenment at the age of 35 and was given the title 'Buddha', or 'enlightened one'. He developed the Middle Way of growing in wisdom, morality and mindfulness, and built up a large following of disciples.</p> <p>The Buddha is greatly honoured for his teaching, but is not worshiped as God. There is diversity between Buddhist traditions: most do not pray to Buddha, although some do; some see Buddhism as a religion, whereas others prefer to see it as a philosophy and way of life.</p> <p><b>The Three Treasures (Refuges)</b></p> <p>Buddhists take refuge in three treasures:</p> <p>the <b>Buddha</b> (the inspiration of this enlightened being and his teachings)</p> <p>the <b>dhamma</b> (the teaching of the Buddha)</p> <p>the <b>sangha</b> (the community of Buddhists)</p> <p><b>The Four Noble Truths</b></p> <p>These are four tenets that all Buddhists accept:</p> <p>Life involves suffering (or 'unsatisfactoriness' - <b>dukkha</b>). It is not difficult to see that there is suffering and unhappiness in life, both in the world at large and within a person.</p> <p>The cause of suffering is desire (<b>tanha</b>). People do not like suffering and unhappiness: it is what they</p> | GTBM | Individual Liberty |

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|                          | <p>want to move away from. To do this, people need to understand and remove its causes.</p> <p>Martin Luther King Day (January 19<sup>th</sup>)<br/>RSPB Big Garden Birdwatch (January 23<sup>rd</sup> - 25<sup>th</sup>)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |      |                    |
| January 26 <sup>th</sup> | <p>L2.10 How do festivals and family life show what matters to Jewish people? [God/Torah/People/the Land]</p> <p><i>Learn that after their escape from Egypt, the Jewish people were given the Ten Commandments. Consider the important of the commandments to the Jewish people at the time, and why they are still important to Jews (and Christians) today.</i></p> <p><i>Use a variety of creative and interactive ways to explore the stories behind Jewish festivals: what they mean, their significance, and how believers express the meanings through symbols, sounds, actions, stories and rituals:</i></p> <p><i>Compare and consider the value of family rituals in pupils' own lives; make connections with the way Jewish family life and festivals encourage a reflective approach to life and living; talk about whether there are good opportunities for reflection, remembering past times and looking forward in school life as well.</i></p> <p>Holocaust Remembrance (January 27<sup>th</sup>)</p> | GTBM | Individual Liberty |

### February Monthly Celebrations:

- LGBT History Month
- Children's Mental Health Week (February 1<sup>st</sup> - 7<sup>th</sup>)
- National Storytelling Week (February 1<sup>st</sup> - 9<sup>th</sup>)
- Rosa Parks Day (February 4<sup>th</sup>)
- Safer Internet Day (February 10<sup>th</sup>)
- Shrove Tuesday (February 17<sup>th</sup>)
- Chinese New Year (February 17<sup>th</sup>)
- Ramadan starts (February 17<sup>th</sup>)
- Ash Wednesday (February 18<sup>th</sup>)

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| February 2 <sup>nd</sup> | <p>L2.4 What kind of world did Jesus want? [Gospel]</p> <p><i>Introduce this unit by getting pupils to think about their favourite possessions and what things they spend their time doing on a regular weekend.</i></p> <p><i>Look at some other stories that show what kind of world Jesus wanted. E.g. the story of the healing of the leper (Mark 1:40-44; note how lepers were viewed at the time - as unclean and rejected; explore why Jesus touched and healed this person; note Jesus' practice of showing love to those most vulnerable and often rejected by society); the Good Samaritan (Luke 10:25-37). What kind of world did Jesus want? How did he want his followers to behave?</i></p> <p>LGBT History Month<br/>Children's Mental Health Week (February 1<sup>st</sup> - 7<sup>th</sup>)<br/>National Storytelling Week (February 1<sup>st</sup> - 9<sup>th</sup>)<br/>Rosa Parks Day (February 4<sup>th</sup>)</p> | GOFO | <p>Rule of Law</p> <p>Democracy</p> |
| February 9 <sup>th</sup> | <p>1.4 What is the 'good news' Christians believe Jesus brings? [Gospel]</p> <p><i>Explore some ways in which Christians try to bring Jesus' 'good news' to others. For example, just like Jesus was 'friend to the friendless', Christians try to help people in need, e.g. local food bank; working with homeless people - look at Trinity Church, Cheltenham (<a href="http://trinitycheltenham.com">trinitycheltenham.com</a>) or St George's Crypt, Leeds (<a href="http://www.stgeorgescrypt.org.uk">www.stgeorgescrypt.org.uk</a>).</i></p> <p>Safer Internet Day (February 10<sup>th</sup>)</p>                                                                                                                                                                                                                                                                                                                                 | GTBM | <p>Mutual Respect and Tolerance</p> |

|               | <p>Shrove Tuesday (February 17<sup>th</sup>)</p> <p>Chinese New Year (February 17<sup>th</sup>)</p> <p>Ramadan starts (February 17<sup>th</sup>)</p> <p>Ash Wednesday (February 18<sup>th</sup>)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |                              |
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| HALF TERM     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |   |                              |
| February 23rd | <p>Explain why Christians observe Shrove Tuesday and Ash Wednesday.</p> <p>KS1 Why do we have Pancake Day?</p> <p><b>Shrove Tuesday</b> is the day before <u>Ash Wednesday</u> (the first day of <u>Lent</u>), observed in many <u>Christian countries</u> through participating in <u>confession and absolution</u>, the ritual burning of the previous year's <u>Holy Week</u> palms, finalizing one's <u>Lenten sacrifice</u>, as well as eating <u>pancakes</u> and other sweets.<sup>[2][3]</sup></p> <p>Shrove Tuesday is observed by many Christians, including Anglicans, Lutherans, Methodists and Roman Catholics,<sup>[4]</sup> who "make a special point of self-examination, of considering what wrongs they need to repent, and what amendments of life or areas of spiritual growth they especially need to ask God's help in dealing with."<sup>[5]</sup> This moveable feast is determined by Easter. The expression "Shrove Tuesday" comes from the word <i>shrive</i>, meaning "absolve".<sup>[6]</sup></p> <p>As this is the last day of the Christian liturgical season historically known as Shrovetide, before the penitential season of Lent, related popular practices, such as indulging in food that one might give up as their Lenten sacrifice for the upcoming forty days, are associated with Shrove Tuesday celebrations. The term <i>Mardi Gras</i> is French for "Fat Tuesday", referring to the practice of the last night of eating richer, fatty foods before the ritual fasting of the Lenten season, which begins on Ash Wednesday. Many Christian congregations thus observe the day through eating pancakes or, more specifically, the holding of pancake breakfasts, as well as the ringing of church bells to remind people to repent of their sins before the start of Lent.<sup>[2][7]</sup> On Shrove</p> | R | Mutual Respect and Tolerance |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Tuesday, churches also burn the palms distributed during the previous year's Palm Sunday liturgies to make the ashes used during the services held on the very next day, Ash Wednesday.<sup>[3]</sup></p> <p>In some Christian countries, especially those where the day is called Mardi Gras or a translation thereof, it is a carnival day, the last day of "fat eating" or "gorging" before the fasting period of Lent.<sup>[6]</sup></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |        |                              |
| <p><b>March Monthly Celebrations:</b></p> <ul style="list-style-type: none"> <li>- Women's History Month</li> <li>- St David's Day (March 1<sup>st</sup>)</li> <li>- World Wildlife Day (March 3<sup>rd</sup>)</li> <li>- World Book Day (March 5<sup>th</sup>)</li> <li>- British Science Week (March 6<sup>th</sup>-15<sup>th</sup>)</li> <li>- Mother's Day (March 15<sup>th</sup>)</li> <li>- St Patrick's Day (March 17<sup>th</sup>)</li> <li>- Red Nose Day (March 20<sup>th</sup>)</li> <li>- Shakespeare Week (March 24<sup>th</sup> - 30<sup>th</sup>)</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |        |                              |
| March 2 <sup>nd</sup>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>U2.11 Why do some people believe in God and some people not?</p> <p>KS1 may want to discuss what their children believe in. This could be non-religious e.g. I believe in monsters!</p> <p><i>Explore some reasons why people do or do not believe in God. Consider some of the main reasons. These include: family background - many people believe (or don't believe) because of their home background; religious experience - many people say they have experienced a sense of 'the presence of God' or had prayer answered; many would argue that the Universe, the Earth and life are extraordinary and are best explained as the result of an all-powerful Creator. Many people who do not believe in God point to the existence of terrible suffering as a key reason. Many atheists argue that religions are all created by humans. Some argue that there is no need to use a Creator to explain the existence of the Universe and life; they argue that science provides reliable evidence and explanations, and that religion does not.</i></p> | GTBM R | Mutual Respect and Tolerance |

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|                        | <p>St David's Day (March 1<sup>st</sup>)<br/> World Wildlife Day (March 3<sup>rd</sup>)<br/> World Book Day (March 5<sup>th</sup>)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |      |                              |
| March 9 <sup>th</sup>  | <p>1.8 What makes some places sacred to believers?</p> <p><i>Talk about how the words 'sacred' and 'holy' are used; what makes some places and things special, sacred or holy; consider what things and places are special to pupils and their families, and why. Do they have any things that are holy and sacred?</i></p> <p><i>Look at photos of different holy buildings and objects found inside them: can pupils work out which objects might go inside which building, and talk about what the objects are for? Match photos to buildings, and some keywords.</i></p> <p>British Science Week (March 6<sup>th</sup>-15<sup>th</sup>)<br/> Mother's Day (March 15<sup>th</sup>)</p>                                                                                                                                                                        | GTBM | Mutual Respect and Tolerance |
| March 16 <sup>th</sup> | <p>U2.4 How do Christians decide how to live? 'What would Jesus do?' [Gospel]</p> <p>Examine Jesus' teaching about the two greatest commandments - to love God and love your neighbour (Matthew 22:36-40). How do these help Christians to decide how to live? Keep these commands in mind as pupils explore the following teachings. Christians might ask 'What would Jesus do?' as they encounter issues in life. So, what would Jesus do? <b>Foundations for living: the wise and foolish builders: Matthew 7:24-27.</b> Why did Matthew record these words? Why did Jesus have to teach them? What were people doing? What did the wise and foolish builders learn? So, what is the message for Jesus' listeners? Is it the same message for Christians today?</p> <p>St Patrick's Day (March 17<sup>th</sup>)<br/> Red Nose Day (March 20<sup>th</sup>)</p> | GTBM | Mutual Respect and Tolerance |
| March 23 <sup>rd</sup> | <p>1.5 Why does Easter matter to Christians? [Salvation]</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | NB   | Mutual Respect and Tolerance |

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|  | <p><i>If you are doing this unit in the Spring Term (although this is not compulsory timing), you might introduce it by looking around for examples of the new life that comes in the spring. The story for Christians leads to the idea of new life.</i></p> <ul style="list-style-type: none"> <li><i>• Introduce the story of Holy Week. (Note that pupils should understand that this story takes place about 33 years after the events of the Nativity, even though pupils have only celebrated Christmas a few weeks ago.)</i></li> </ul> <p>Shakespeare Week (March 24<sup>th</sup> - 30<sup>th</sup>)<br/> Passover begins (April 1<sup>st</sup>)<br/> Autism Awareness (April 2<sup>nd</sup>)<br/> Good Friday (April 3<sup>rd</sup>)<br/> Easter Monday (April 6<sup>th</sup>)</p> |  |  |
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# SUMMER TERM 2026

## April Monthly Celebrations:

- Mathematics and Statistics Awareness Month
- Passover begins (April 1<sup>st</sup>)
- Autism Awareness (April 2<sup>nd</sup>)
- Good Friday (April 3<sup>rd</sup>)
- Easter Monday (April 6<sup>th</sup>)
- Earth Day (April 22<sup>nd</sup>)
- St George's Day (April 23<sup>rd</sup>)

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| April 13 <sup>th</sup> | <p>L2.5 Why do Christians call the day Jesus died 'Good Friday'? [Salvation]</p> <p>Recap work on Holy Week - what can pupils remember?</p> <p><i>Use visits, visitors, church websites and church programme cards to find photos and other information about what different churches do on Palm Sunday, Good Friday and Easter Sunday (e.g. types of service, music, readings, actions and rituals, colours, decorations). Use this BBC clip to explore these ideas more fully:</i></p> <p><i><a href="http://www.bbc.co.uk/programmes/p02mww94">www.bbc.co.uk/programmes/p02mww94</a>. Record how Christians (e.g. Nathan and Lara in the clip) might feel on each Good Friday and Easter Sunday</i></p> <p><i>Talk about what Christians think about Jesus and the idea of 'salvation': one ideas is that Christians see Jesus shows them how to live a life that pleases God, a life of love for all - 'saving' them from going the wrong path in life. Design a display to show the importance of each day - linking the texts, various Christian practices, and the meanings for Christians.</i></p> <p><i>Easter: Palm Sunday. Why was Jesus welcomed?</i></p> <p><i>Is 'Good Friday' really 'good'?</i></p> <p><i>Is forgiveness always possible?</i></p> <p><i>Did God intend for Jesus to be crucified?</i></p> | R | Mutual Respect and Tolerance |
| April 20 <sup>th</sup> | <p>Learn about why St. George's Day is celebrated in England. What is a Saint?</p> <p><b>Saint George</b> is the patron saint of England in a tradition established in the Tudor period, based in the saint's popularity during the times of the Crusades and the Hundred Years' War.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | C | Mutual Respect and Tolerance |

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|                                    | Earth Day (April 22 <sup>nd</sup> )<br>St George's Day (April 23 <sup>rd</sup> )                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    | Individual Liberty           |
| April 27 <sup>th</sup>             | <p>L2.12 How and why do people try to make the world a better place?</p> <p><i>Ask pupils to describe their friend's special skills, leading to the idea that we all have special skills we can use to benefit others.</i></p> <p><i>Think about some of the ways in which the world is not such a good place: you could start small and local, and end up big and global e.g. from upsetting people in the dinner queue through to messing up the environment.</i></p> <p><i>Talk about why people are not always as good as they could be. Christians believe God helps them through the Holy Spirit. Muslims believe people do good and bad deeds, and also need God's mercy.</i></p> | NB | Mutual Respect and Tolerance |
| May 4 <sup>th</sup> – Bank Holiday |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |

#### May Monthly Celebrations:

- Local & Community History Month
- National Share-a-Story Month
- National Walking Month
- Mental Health Awareness Week (May 11<sup>th</sup>-17<sup>th</sup>)
- Eid (May 27<sup>th</sup>)

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| May 11 <sup>th</sup> | <p>U2.5 What do Christians believe Jesus did to 'save' people? [Salvation]</p> <p><i>How much are pupils prepared to sacrifice for something they believe in? What would they sacrifice and for what? Find a good cause that would be worth putting some effort into supporting.</i></p> <p><i><a href="http://www.givingwhatwecan.org/">www.givingwhatwecan.org/</a> indicate charities that make a big impact;</i></p> <p><i><a href="http://www.toilettwinning.org">www.toilettwinning.org</a> is another worthwhile cause. What would your class be prepared to do to bring health and life to others in need? Connect this with a Christian understanding of Jesus' sacrifice bringing salvation.</i></p> | NB | Mutual Respect and Tolerance |
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|                      | <p><i>Ask pupils to draft a short charter for the school, local community or the world (if they can get that far) to explain how far the idea of sacrifice is good and necessary for making the world a better place. They should make links with Christian ideas and Jesus' teachings. It is perfectly fine for them to say that sacrifice is not good, but they must offer good reasons and alternatives that will make the world a better place!</i></p> <p>Local &amp; Community History Month<br/>National Share-a-Story Month<br/>National Walking Month<br/>Mental Health Awareness Week (May 11<sup>th</sup>-17<sup>th</sup>)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |     |                                                               |
| May 18 <sup>th</sup> | <p>U2.3 Why do Christians believe Jesus was the Messiah? [Incarnation]</p> <p><i>As a way in, consider what kind of person is needed when people need help (e.g. if they are being bullied, in an accident, if one country is under attack from another one, etc.). Discuss the qualities someone might need to 'save' the situation.</i></p> <p><i>Outline the situation of the People of God (see below) - their land occupied by enemy forces for over 500 years, hopeful that God would send them a saviour - the hoped-for 'Messiah'. Ask pupils to list the qualities such a Saviour would need.</i></p> <p><b>People of God:</b> Many Christians say that the Old Testament tells the story of God's plan humanity. It involves choosing a people who will model a restored relationship with God, who will attract all other people back to God. The Bible narrative includes the ups and downs of this plan, including the message of the prophets, who tried to persuade people to stick with God. For Christians, the plan appears to end in failure with the people of God exiled, and then returning, awaiting a 'messiah' - a rescuer.</p> <p>Eid (May 27<sup>th</sup>)</p> | GFG | <p>Mutual Respect and Tolerance</p> <p>Individual Liberty</p> |

## HALF TERM

### June Monthly Celebrations:

- Great Outdoors Month
- Dinosaur Day (June 1<sup>st</sup>)
- D-Day (June 6<sup>th</sup>)
- World Oceans Day (June 8<sup>th</sup>)
- Healthy Eating Week (June 8<sup>th</sup> - 12<sup>th</sup>)
- World Cup Begins (June 11<sup>th</sup>)
- Anne Frank Day (June 12<sup>th</sup>)
- Refugee Week (June 15<sup>th</sup> - 21<sup>st</sup>)
- Father's Day (June 21<sup>st</sup>)
- Windrush Day (June 22<sup>nd</sup>)

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| June 1 <sup>st</sup> | <p>U2.9 Why is the Torah so important to Jewish people? [God/Torah]</p> <p><i>KS1 Look at some stories from the Jewish Bible (Tenakh) which teach about God looking after his people (e.g. the call of Samuel (1 Samuel 3); David and Goliath (1 Samuel 17)).</i></p> <p><i>Find out about how a Sefer Torah (handwritten scroll) is produced, covered and treated and the reasons for this; how it is used each week in the synagogue and for the annual cycle of readings.</i></p> <p><i>Talk about the Jewish holy book - the Written Torah or TeNaKh: this name refers to Torah (Law), Nevi'im (the Prophets), Ketuvim (the Writings). (Note the overlap with the Christian Old Testament.) Look at some examples of texts and stories from these different parts of the Tenakh. Find out about the place of the Torah at the heart of Jewish belief and practice and the importance of regular Torah study for many Jews.</i></p> <p>Great Outdoors Month<br/>Dinosaur Day (June 1<sup>st</sup>)<br/>D-Day (June 6<sup>th</sup>)</p> | GTBM | <p>Mutual Respect and Tolerance</p> <p>Individual Liberty</p> |
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| June 8 <sup>th</sup>  | <p>1.9 How should we care for others and the world, and why does it matter?</p> <p><i>Read stories about how some people or groups have been inspired to care for people because of their religious or ethical beliefs e.g. Mother Teresa, Doctor Barnardo, Sister Frances Dominica, the Catholic aid agency CAFOD, the Jewish charity Tzedek; non-religious charities e.g. WaterAid and Oxfam. Also find out about religious and non-religious people known in the local area.</i></p> <p><i>World Oceans Day (June 8<sup>th</sup>)</i><br/> <i>World Cup Begins (June 11<sup>th</sup>)</i><br/> <i>Anne Frank Day (June 12<sup>th</sup>)</i><br/> <i>Healthy Eating Week (June 8<sup>th</sup> - 12<sup>th</sup>)</i></p> | GFG  | Mutual Respect and Tolerance                                  |
| June 15 <sup>th</sup> | <p>1.8 What makes some places sacred to believers?</p> <p><i>Talk about why it is important to show respect for other people's precious or sacred belongings (e.g. the importance of having clean hands; treating objects in certain ways, or dressing in certain ways). Explore the main features of places of worship in Christianity</i></p> <p><i>Refugee Week (June 15<sup>th</sup> - 21<sup>st</sup>)</i><br/> <i>Father's Day (June 21<sup>st</sup>)</i></p>                                                                                                                                                                                                                                                        | GTBM | <p>Mutual Respect and Tolerance</p> <p>Individual Liberty</p> |
| June 22 <sup>nd</sup> | <p>1.10 What does it mean to belong to a faith community?</p> <p><i>Explore the idea that everyone is valuable. Tell the story of the Lost Sheep and/or the Lost Coin (Luke 15) to show how, for Christians, all people are important to God. Connect to teachings about how people should love each other too: e.g. Jesus told his friends that they should love one another (John 13:34-35), and love everybody (Mark 12:30-31);</i></p> <p><i>Jewish teaching: note that Jesus is quoting the older Jewish command to love neighbours (Leviticus 19:18); Muslim teaching: 'None of you is a good Muslim until</i></p>                                                                                                   | GTBM | Democracy                                                     |

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|                                                                                                                                                   | <p><i>you love for your brother and sister what you love for yourself.'</i></p> <p>Windrush Day (June 22<sup>nd</sup>)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |      |                                                               |
| June 29 <sup>th</sup>                                                                                                                             | <p>L2.11 How and why do people mark the significant events of life?</p> <p><i>Think about the symbolism, meaning and value of ceremonies that mark the commitment of a loving relationship between two people: compare wedding ceremonies and marriage commitments in two religious traditions e.g. <b>Christian</b> and <b>Hindu/Jewish</b> What happens? What promises are made? Why are they important? What prayers are offered? How do people's religious beliefs show through these ceremonies and commitments? Compare with non-religious, civil wedding ceremonies.</i></p> | R    | Rule of Law                                                   |
| <p><b>July Monthly Celebrations:</b></p> <ul style="list-style-type: none"> <li>- Plastic Free July</li> <li>- World Watercolour Month</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |      |                                                               |
| July 6 <sup>th</sup>                                                                                                                              | <p>1.7 Who is Jewish and how do they live? [God/Torah/ People]</p> <p><i>Find out what many Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, challah bread, family meal, rest. Explore how some Jewish people call it the 'day of delight', and celebrate God's creation (God rested on the seventh day).</i></p> <p><b>Plastic Free July</b></p>                                                                                                                                                                  | GTBM | <p>Mutual Respect and Tolerance</p> <p>Individual Liberty</p> |
| July 13 <sup>th</sup>                                                                                                                             | <p>1.6 Who is a Muslim and how do they live? [God/ Tawhid/ibadah/iman]</p> <p><i>Muslims believe it is impossible to capture fully what God is like, but they use 99 Names for Allah to help them understand Allah better. Explore some of the names and</i></p>                                                                                                                                                                                                                                                                                                                    | GTBM | <p>Mutual Respect and Tolerance</p> <p>Individual Liberty</p> |

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|                                 | <p><i>what they mean; look at some of them written in beautiful calligraphy. Ask the pupils to choose one of the names, think about what the name means and how this quality might be seen in their life or the lives of others. Respond to the sentence starters: One beautiful name found in the Qur'an for Allah is... If I was... I would... If other people were... they would... Ask the pupils to create some calligraphy around a 'beautiful name' of Allah; ask them to explain why this characteristic of God might be important to a Muslim.</i></p> <p><b>World Watercolour Month</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                  |      |                                                               |
| <b>END OF TERM</b>              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |      |                                                               |
| <b>Extra assemblies if time</b> | <p>L2.8 What does it mean to be Hindu in Britain today? [Dharma]</p> <p><i>Note that the word 'Hinduism' is a European word for describing a diverse religious tradition that developed in what is now northern India.</i></p> <p><i>Find out about how Hindus show their faith within their families. Show pupils objects you might find in a Hindu's home and why e.g. murtis; a family shrine; statues and pictures of deities; a puja tray including incense, fruit, bells, flowers, candles; some sacred texts such as the Bhagavad Gita, Aum symbols. Find out what they mean, how they are used, when and why.</i></p> <p><i>Explore the kinds of things Hindu families would do during the week e.g. daily puja, blessing food, arti ceremony, singing hymns, reading holy texts, visiting the temple, etc. Talk about which objects and actions are most important and why.</i></p> <p><i>What similarities and differences are there with the family values and home rituals of pupils in the class?</i></p> | GTBM | <p>Mutual Respect and Tolerance</p> <p>Individual Liberty</p> |

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|  | <p>U2.12 How does faith help when life gets hard?</p> <p>Explore ways in which religions help people to live, even when times are tough, e.g. through prayer, giving a sense of purpose, a guide to deciding what is right and wrong, membership of a community who care for each other, opportunities to celebrate together.</p> <p>Ask some religious believers (staff or pupils) to explain how their faith has helped them in difficult times, and how it encourages them to enjoy life too.</p> <p>Use the story of Job in the <b>Jewish</b> and <b>Christian</b> scriptures.</p> <p>Respond to the question, 'How does religion help people when life gets hard?' Consider how important this role of religion is, in a country where religious belief is declining, but in a world where religious belief is growing.</p> | GTBM | Individual Liberty |
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| KEY          |                                                                                     |
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| Religion     | Colour                                                                              |
| Christianity |  |
| Judaism      |  |
| Hinduism     |  |
| Islam        |  |
| Buddhism     |  |