

Unit	Lesson name	Lesson No.	Learning objective	Expected Standard (EXS)	Greater depth (GDS)
Commnity - Hindu Living: How is Hindu belief expressed personally and collectively?	What is the Hindu Worldview? What are the key beliefs?	1	To know the key beliefs of Brahman, the Trimurti, samsara, atman, karma, moksha and dharma.	<p>I can identify key Hindu beliefs: Brahman, Trimurti, Samsara, Atman, Karma, Dharma, Moksha.</p> <p>I can describe what each belief means in simple terms.</p> <p>I can state that Hindus believe life is a cycle of birth, death, and rebirth (Samsara).</p> <p>I can recognise that Hindus believe actions have consequences (Karma).</p> <p>I can make simple links between beliefs and how Hindus try to live.</p>	<p>I can explain how key Hindu beliefs work together as a worldview.</p> <p>I can make clear links between Brahman, Atman, Samsara, Karma, Dharma, and Moksha.</p> <p>I can explain why following Dharma and Karma is important for spiritual progress.</p> <p>I can use key vocabulary accurately and confidently.</p> <p>I can explain the role of the Trimurti in helping understand Brahman.</p> <p>I can evaluate how these beliefs influence how Hindus understand life, death, and purpose.</p>
	How does worship in the mandir build a sense of community?	2	To know the significance of the objects on the puja tray, the arti ceremony as a key part of puja.	<p>I can identify key features of worship in a Hindu mandir (temple), including puja and arti.</p> <p>I can describe the purpose of a puja tray and some of its objects (e.g. candle/light, incense, flowers, offerings).</p> <p>I can state that the arti ceremony is an important part of puja.</p> <p>I can recognise that worship in the mandir is often shared and helps build a sense of community.</p> <p>I can make simple links between worship practices and Hindu beliefs (e.g. showing respect to deities and Brahman).</p>	<p>I can explain how different elements of puja and arti build a sense of community.</p> <p>I can make clear links between worship practices and Hindu beliefs about Brahman and the deities.</p> <p>I can explain the significance of objects on the puja tray in helping focus worship and devotion.</p> <p>I can use key vocabulary accurately (e.g. mandir, puja, arti, devotion, community, ritual).</p> <p>I can evaluate how shared worship experiences strengthen belonging and identity within Hindu communities.</p>
	How does worship at home help Hindus show respect to God?	3	To know that the home shrine often includes a murti, devotion to particular deities, importance of the family, and the way in which dharma relates to family life.	<p>I can identify that many Hindus worship at home using a home shrine.</p> <p>I can describe features of a home shrine (e.g. murti, pictures, candles, offerings).</p> <p>I can state that Hindus show respect to God/deities through prayer and daily devotion at home.</p> <p>I can recognise that family is important in Hindu worship and practice.</p> <p>I can make simple links between worship at home and Hindu beliefs such as dharma and devotion to deities.</p>	<p>I can explain how home worship shows respect and devotion to deities and Brahman.</p> <p>I can make clear links between home worship, family life, and dharma.</p> <p>I can explain the significance of the home shrine in daily religious practice and spiritual discipline.</p> <p>I can use key vocabulary accurately (e.g. murti, shrine, devotion, dharma, puja, family duty).</p> <p>I can evaluate how home worship supports identity, responsibility, and connection to God in everyday life.</p>
	How does Diwali help Hindus understand dhama?	4	To know the story of Rama and Sita. To know how this story helps Hindus understand dharma.	<p>Retell the story of Rama and Sita in simple terms</p> <p>Identify that Diwali celebrates Rama and Sita returning home after exile</p> <p>State that the story helps Hindus understand dharma (doing the right thing / duty)</p> <p>Describe examples of dharma in the story (e.g. Rama keeping promises, following duty even when it is hard)</p> <p>Make simple links between the story and Hindu beliefs about right and wrong behaviour</p>	<p>Explain how the story of Rama and Sita teaches the concept of dharma</p> <p>Make clear links between events in the story and Hindu ideas about duty, morality, and responsibility</p> <p>Explain why Diwali is important in helping Hindus understand how to live according to dharma</p> <p>Use key vocabulary accurately (e.g. dharma, duty, righteousness, exile, devotion)</p> <p>Evaluate how the story influences Hindu behaviour and moral choices today</p>
	How does Raksha Bandham help Hindus understand karma and dharma?	5	To know how the festival of Raksha Bandhan helps Hindus understand karma and dharma.	<p>I can identify that Raksha Bandhan is a Hindu festival.</p> <p>I can describe what happens in the festival (e.g. sisters tie a rakhi on brothers' wrists, promises of care and protection).</p> <p>I can state that the festival is linked to ideas of karma (actions and consequences) and dharma (duty/responsibility).</p> <p>I can recognise that it celebrates love, duty, and family relationships.</p> <p>I can make simple links between the festival and Hindu beliefs about behaving well.</p>	<p>I can explain how Raksha Bandhan teaches Hindu ideas of dharma and karma.</p> <p>I can make clear links between actions (e.g. promises of protection) and consequences (karma).</p> <p>I can explain why fulfilling family duties is an important part of Hindu belief.</p> <p>I can use key vocabulary accurately (e.g. dharma, karma, responsibility, rakhi, duty, relationship).</p> <p>I can evaluate how the festival helps strengthen family bonds and moral behaviour.</p>

	How is Hindu belief expressed in daily life?	6	<p>To understand how Hindu beliefs are expressed in daily life through worship, duties, festivals, and key ideas such as dharma, karma, and devotion to Brahman and deities.</p>	<p>I can identify ways Hindu beliefs are expressed in daily life (e.g. home worship, visiting the mandir, festivals, prayer, family duties). I can describe how Hindus show belief through actions such as puja, offering prayers, or celebrating festivals. I can state that Hindu beliefs such as dharma and karma influence how they behave. I can give simple examples of how belief affects daily choices (e.g. kindness, respect, responsibility). I can make simple links between beliefs and everyday practice.</p>	<p>I can explain how Hindu beliefs shape everyday decisions and behaviour. I can make clear links between key beliefs (Brahman, dharma, karma, samsara) and daily practice. I can explain the importance of both home and community worship in expressing belief. I can use key vocabulary accurately and confidently in context. I can evaluate how strongly belief influences daily life compared to other factors (family, culture, personal choice). I can draw reasoned conclusions about how belief is lived out in different ways by different Hindus.</p>
How and why do we celebrate? (additional unit)	Can I identify different celebrations?	1	<p>To think about celebrations in my life and religious celebrations. To make connections between happy celebrations and celebrations that help us remember events</p>	<p>I can identify different types of celebrations in their own lives (e.g. birthdays, weddings, achievements). I can recognise that religious celebrations mark important events in faith communities. I can describe simple features of celebrations (e.g. food, family, gifts, prayer, special clothes). I can make simple connections between celebrations that are happy events and those that help people remember important events. I can give examples of both religious and non-religious celebrations.</p>	<p>I can explain similarities and differences between religious and non-religious celebrations. I can make clear connections between celebrations of joy and celebrations of remembrance. I can describe how celebrations can express meaning, identity, and beliefs. I can begin to explain why different celebrations are important to different people. I can use examples to support their ideas and show reasoning.</p>
	What is confirmation and why is it important?	2	<p>To know that confirmation is when a Christian reaffirms promises made in baptism (sometimes by their parents). To know that in some denominations this is the first time a Christian is able to participate in Holy Communion.</p>	<p>I can identify that confirmation is a Christian ceremony. I can describe that confirmation is when a Christian reaffirms promises made at baptism (often made by parents when they were a baby). I can state that in some Christian denominations, confirmation allows a person to take part in Holy Communion for the first time. I can recognise that confirmation is an important step in becoming more committed to their faith. I can make simple links between confirmation and belonging to the Christian community.</p>	<p>I can explain why confirmation is an important rite of passage for Christians. I can make clear links between baptism, confirmation, and commitment to faith. I can explain the significance of Holy Communion in some denominations. I can use key vocabulary accurately (e.g. baptism, confirmation, commitment, Holy Communion, faith, responsibility). I can begin to evaluate how confirmation helps a Christian take ownership of their beliefs.</p>
	Why did humans need rescuing and who was the rescuer?	3	<p>To connect the Christian belief of Incarnation with Confirmation.</p>	<p>I can identify that Christians believe humans needed rescuing because of sin / wrongdoing / separation from God. I can state that Christians believe the rescuer is Jesus. I can describe the belief of the Incarnation (God coming to Earth as Jesus). I can make simple links between Jesus as rescuer and Christian beliefs about salvation. I can recognise that Confirmation is linked to accepting Christian beliefs and following Jesus.</p>	<p>I can explain why Christians believe humans needed rescuing (sin separating humans from God). I can make clear links between the Incarnation and Jesus as the rescuer I can explain how Confirmation connects to personal commitment to this belief. I can use key vocabulary accurately (Incarnation, salvation, sin, rescuer, commitment, faith). I can begin to evaluate how belief in Jesus as rescuer might affect a Christian's life choices.</p>

	Do non-religious people celebrate?	4	To explore a celebration from a non-religious worldview.	<p>I can identify that non-religious people also have celebrations.</p> <p>I can describe examples of non-religious celebrations (e.g. birthdays, anniversaries, naming ceremonies, achievements).</p> <p>I can state that Humanists and other non-religious people celebrate important life events without religion.</p> <p>I can recognise that celebrations help people feel happy, included, and valued.</p> <p>I can make simple links between celebrations and marking important moments in life.</p>	<p>I can explain why non-religious people celebrate life events (to mark meaning, identity, and relationships).</p> <p>I can make clear comparisons between religious and non-religious celebrations.</p> <p>I can describe how Humanist celebrations reflect values such as happiness, empathy, and human relationships.</p> <p>I can use examples to support ideas and show reasoning.</p> <p>Begin to evaluate how celebrations create meaning without religion.</p>
	What do we do on Remembrance Sunday?	5	To think about the practices associated with Remembrance Sunday and how they help people to remember.	<p>I can identify that Remembrance Sunday is a time when people remember those who died in wars.</p> <p>I can describe key practices such as a two-minute silence, wearing a poppy, and attending memorial services.</p> <p>I can state that these practices help people to remember and show respect.</p> <p>I can recognise that remembrance is about honouring people who served or sacrificed their lives.</p> <p>I can make simple links between symbols (like the poppy) and remembering.</p>	<p>I can explain how different practices help people remember and show respect.</p> <p>I can make clear links between symbols (poppy), actions (silence), and meaning (remembrance, sacrifice, respect).</p> <p>I can explain why remembrance is important for individuals and communities.</p> <p>I can use examples to support ideas and show understanding of symbolism.</p> <p>I can begin to evaluate how remembrance practices help people understand history and loss.</p>
	Can you explain your reasons about why we remember?	6	To ask big questions and explain reasons about why we remember.	<p>I can ask simple “big questions” about remembering (e.g. Why do we remember? Who do we remember?).</p> <p>I can identify different reasons why people remember important events or people.</p> <p>I can describe ways people remember (e.g. ceremonies, silence, symbols, stories).</p> <p>I can give a simple reason for why remembering is important.</p> <p>I can make simple links between remembrance and feelings such as respect, sadness, or gratitude.</p>	<p>I can ask thoughtful big questions and begin to explore different viewpoints about remembering.</p> <p>I can explain several reasons why remembering is important (e.g. respect, learning from the past, honouring sacrifice, community identity).</p> <p>I can make clear links between practices (symbols, ceremonies) and their meaning.</p> <p>I can use reasoning and examples to support their ideas.</p> <p>I can begin to evaluate why remembering matters to individuals, communities, and society.</p>
Community: Islam Living - How do Muslims build a sense of community?	What is the Muslim worldview? What are their key beliefs?	1	To know that Muslims believe in one God (tawhid) and that everything is created in harmony (muslim). To know that humans (through ‘abd and khalifa) help keep everything in harmony and they follow the straight path (shariah) they follow to help them do this. To know that God provides guidance to help them follow the straight path – through the natural world, the Qur’an and the prophets.	<p>I can explain that Muslims believe in one God (Allah), known as tawhid, and that God created the world in balance and harmony.</p> <p>I can describe how Muslims believe humans have responsibilities as ‘abd (servant of God) and khalifa (caretaker of the world) to look after creation.</p> <p>I can identify that Muslims follow the straight path (shariah) to help them live in the right way and keep harmony in the world.</p> <p>I can give examples of how Muslims believe God provides guidance through the natural world, the Qur’an, and the prophets.</p>	<p>I can explain connections between tawhid, creation being in harmony, and the roles of humans as ‘abd and khalifa.</p> <p>I can explore why following the straight path (shariah) is important for Muslims in maintaining harmony with God, others, and the world.</p> <p>I can compare and evaluate different forms of guidance (nature, Qur’an, prophets), explaining how and why they help Muslims make good choices.</p> <p>I can use religious vocabulary accurately and confidently to explain Muslim beliefs, showing thoughtful understanding rather than simple description.</p>

<p>How do Muslims work together to create harmony?</p>	2	<p>To know that ummah is the global community of Muslims and this helps promote harmony and the straight path.</p> <p>To know that each of the Five Pillars helps to strengthen their beliefs and reinforce a sense of community.</p>	<p>I can explain that the ummah is the global community of Muslims and describe how belonging to the ummah helps Muslims live in harmony and follow the straight path.</p> <p>I can identify and describe the Five Pillars of Islam, explaining how each one helps to strengthen a Muslim's faith.</p> <p>I can give examples of how the Five Pillars help Muslims feel a sense of belonging and community, both locally and globally.</p>	<p>I can explain links between the idea of ummah, harmony, and following the straight path, using clear religious vocabulary.</p> <p>I can explore and explain how different Five Pillars support Muslims in different ways, both personally and as part of a community.</p> <p>I can evaluate why practising the Five Pillars is important for strengthening unity and shared identity within the global Muslim community.</p> <p>I can use examples thoughtfully to show deeper understanding of how beliefs influence actions and community life.</p>
<p>How does the mosque promote a sense of community?</p>	3	<p>To explore the features of a Mosque and how a Mosque is used by the Muslim community.</p> <p>To describe how these practices link to key Muslim beliefs.</p> <p>To consider the key symbols in a Mosque and how they connect to key Muslim beliefs.</p>	<p>I can identify and describe key features of a mosque (for example, prayer hall, mihrab, minbar, wudu area) and explain how Muslims use a mosque for prayer and community life.</p> <p>I can describe how activities in a mosque (such as prayer and learning) link to key Muslim beliefs, including worship of one God (Allah).</p> <p>I can recognise and describe key symbols found in a mosque and explain what they represent in relation to Muslim beliefs.</p>	<p>I can explain how the design and features of a mosque support Muslim worship and community life.</p> <p>I can make clear connections between mosque practices (such as prayer, cleanliness, and community gathering) and key Muslim beliefs.</p> <p>I can explain the meaning of key symbols in a mosque and why they are important, linking them thoughtfully to beliefs about God and worship.</p> <p>I can use religious vocabulary accurately and confidently to show deeper understanding rather than simple description.</p>
<p>How does Hajj create a sense of community?</p>	4	<p>To know key facts about the fifth pillar, hajj.</p> <p>To understand how hajj helps to strengthen Muslim beliefs and reinforce a sense of community.</p>	<p>I can recall key facts about Hajj, including where it takes place, who must attend, and some of the main rituals (e.g., Tawaf, Sa'i, standing at Arafat).</p> <p>I can describe how taking part in Hajj helps Muslims strengthen their beliefs and feel closer to God.</p> <p>I can explain how Hajj helps Muslims feel a sense of community with other Muslims around the world.</p>	<p>I can explain in detail the significance of the main Hajj rituals and why they are important for Muslims' beliefs.</p> <p>I can explore and explain how Hajj reinforces faith and the idea of unity within the global Muslim community (ummah).</p> <p>I can make connections between Hajj and other aspects of Muslim life, showing how pilgrimage reflects and strengthens key beliefs and practices.</p> <p>I can use religious vocabulary accurately and confidently to show a deeper understanding of Hajj's spiritual and communal meaning.</p>
<p>How does Eid-ul-Adha reinforce a sense of community?</p>	5	<p>To know that key practices associated Eid-ul-Adhr (festival of sacrifice) enable Muslims to give thanks to God and reinforces the sense of community.</p> <p>To explain how Eid ul-Adha celebrates and supports a feeling of community.</p> <p>To retell the story of Ibrahim which is remembered at Eid-ul-Adha.</p> <p>To compare the story of Ibrahim in the Qur'an and the Bible.</p>	<p>I can describe key practices associated with Eid-ul-Adha, such as prayer, giving charity (Zakah), and sacrifice, and explain how these help Muslims give thanks to God.</p> <p>I can explain how the festival strengthens a sense of community among Muslims.</p> <p>I can retell the story of Ibrahim and his willingness to obey God, which is remembered during Eid-ul-Adha.</p> <p>I can identify similarities and differences between the story of Ibrahim in the Qur'an and the Bible.</p>	<p>I can explain the significance of key practices during Eid-ul-Adha, linking them to beliefs about God and community.</p> <p>I can analyse how Eid-ul-Adha supports community, gratitude, and faith, giving examples of how Muslims worldwide celebrate together.</p> <p>I can compare and contrast the story of Ibrahim in the Qur'an and Bible, explaining how each version highlights different lessons about faith, obedience, and God's guidance.</p> <p>I can use religious vocabulary accurately (e.g., sacrifice, obedience, gratitude, community) to express deeper understanding of the festival and its meanings.</p>
<p>Is celebrating together important?</p>	6	<p>To know that key practices associated with with Eid-ul-Fitr (the end of Ramadan) enables Muslims to give thanks to God and reinforces the sense of community.</p> <p>To explain how Eid ul-Fitr links to community.</p>	<p>I can describe key practices associated with Eid-ul-Fitr, such as prayer, charity (Zakah al-Fitr), and feasting, and explain how these help Muslims give thanks to God.</p> <p>I can explain how the festival strengthens a sense of community, bringing Muslims together to celebrate the end of Ramadan.</p>	<p>I can explain in detail how the practices of Eid-ul-Fitr reflect thankfulness to God and promote unity among Muslims.</p> <p>I can analyse how Eid-ul-Fitr supports community, including connections between family, friends, and the wider ummah (global Muslim community).</p> <p>I can use religious vocabulary accurately (e.g., gratitude, charity, celebration, community) to show a deeper understanding of the festival and its significance.</p>

<p>Creation: What do Christians learn from the creation story?</p>	<p>What do Christians believe about the creation of the world/</p>	<p>1</p> <p>To identify features of the natural world that inspire wonder and amazement. To retell key parts of the Jewish and Christian creation story (Genesis 1:25) and understand different Christian interpretations of “six days.” To recognise language used to describe goodness in creation (e.g., “good” or “very good”) in the Genesis story. To appreciate the beauty and variety of God’s creation and understand that people can see it as “wonderful.”</p>	<p>i can identify features of the natural world that inspire wonder and describe why they are amazing. I can retell key parts of the Jewish and Christian creation story (Genesis 1:25), including what was created on each “day.” I can recognise language in Genesis that describes creation as “good” or “very good.” I can explain why people might find the world beautiful and wonderful, showing an appreciation of God’s creation.</p>	<p>I can explain why certain features of the natural world inspire awe, giving examples from their own observations. I can compare different interpretations of Genesis 1 (literal six-day vs. symbolic “periods of time”) and explain what these mean for Christians’ understanding of God. I can analyse the use of language in Genesis (“good” / “very good”) and explain how it reflects God’s attitude towards creation. I can reflect on and evaluate the beauty of creation, explaining how and why people might respond with feelings of wonder and amazement. I can use religious vocabulary accurately (e.g., creation, awe, God, Genesis) to show thoughtful understanding rather than simple description.</p>
	<p>What do Christians believe about God? What does Genesis 1 teach Christians about God and the importance of the world?</p>	<p>2</p> <p>To know that Christians believe in one God who created and sustains the world (God the Creator). To understand that Genesis 1 teaches Christians about God as powerful, loving, and orderly. To recognise that the world is important to God and that Christians are called to care for it. To retell key events from Genesis 1 and identify the meaning of “good” and “very good” in the creation story. To make links between Christian beliefs about God and how Christians treat the world today.</p>	<p>I know that Christians believe in one God who created and sustains the world (God the Creator). I understand that Genesis 1 teaches Christians about God as powerful, loving, and orderly. I recognise that the world is important to God and that Christians are called to care for it. I can retell key events from Genesis 1 and identify the meaning of “good” and “very good” in the creation story. I can make simple links between Christian beliefs about God and how Christians treat the world today.</p>	<p>I can explain in detail how Genesis 1 shows God as powerful, loving, and orderly, using examples from the text. I can analyse why the world is important to God and how this belief influences Christian actions towards the environment. I can retell key events from Genesis 1 accurately and explain the deeper meaning of “good” and “very good” in the context of creation. i can make thoughtful connections between Christian beliefs about God and real-life examples of how Christians care for the world today. I can use religious vocabulary confidently (e.g., Creator, Genesis, stewardship, God, order) to show deeper understanding rather than simple description</p>
	<p>What do Christians believe about the Bible?</p>	<p>3</p> <p>To know that Christians believe the Bible is a special book that guides them in life. To understand that Christians believe God (their Creator) provides guidance through the Bible. To recognise that Christians try to follow God’s guidance because they believe it helps them live well. To know that Genesis 1:28–30 teaches Christians about human responsibility in the world. To read and interpret parts of the Bible. To appreciate the Bible is important to Christians as a source of inspiration and moral guidance.</p>	<p>I know that Christians believe the Bible is a special book that guides them in life. I understand that Christians believe God provides guidance through the Bible. I recognise that Christians try to follow God’s guidance because it helps them live well. I know that Genesis 1:28–30 teaches Christians about human responsibility in the world. I can read and begin to interpret parts of the Bible, identifying key messages. I appreciate that the Bible is important to Christians as a source of inspiration and moral guidance.</p>	<p>I can explain in detail why Christians believe the Bible is special and how it guides their actions and choices. I can analyse how God’s guidance through the Bible influences Christian behaviour and decisions in daily life. I can interpret passages from Genesis 1:28–30, explaining what they teach about human responsibility and stewardship of the world. I can make thoughtful connections between Christian beliefs and practical examples of living by God’s guidance. I can reflect on why the Bible inspires Christians morally and spiritually, using religious vocabulary accurately (e.g., guidance, Creator, stewardship, inspiration).</p>

<p>Why should we look after the world?</p>	<p>4</p>	<p>To know that Christians learn important lessons from the creation story, such as human responsibility, the goodness of the world, and that God created it. To understand that Christians believe humans are called to care for the world and all living things. To recognise that not everyone is Christian, and there are other reasons why people value nature and should look after the world. To discuss and interpret the creation story in relation to humans, animals, nature, and God’s design. To evaluate and decide which lessons from the story are most important for Christians, supporting their views with reasons To consider moral and ethical responsibility, whether or not they follow a religious belief.</p>	<p>I know that Christians learn important lessons from the creation story, including human responsibility, the goodness of the world, and that God created it. I understand that Christians believe humans are called to care for the world and all living things. I recognise that not everyone is Christian, and there are other reasons why people value nature and should care for the world. I can discuss and interpret the creation story in relation to humans, animals, nature, and God’s design. I can identify and explain which lessons from the story are important for Christians, giving simple reasons. I can consider moral and ethical responsibility, thinking about how people should care for the world and others.</p>	<p>I can explain in detail the lessons Christians learn from the creation story, including human responsibility, stewardship, and the goodness of creation. I can analyse how Christian beliefs about caring for the world influence the way people act towards animals, plants, and the environment. I can compare Christian and non-Christian reasons for valuing and protecting the natural world. I can interpret the creation story thoughtfully, considering the roles of humans, animals, and nature in God’s design. I can evaluate which lessons are most important for Christians, giving well-reasoned and justified opinions. I can reflect on moral and ethical responsibility, linking ideas about care for the world to personal choices and wider society, whether or not they follow a religious belief.</p>
<p>What do Christians believe about humans?</p>	<p>5</p>	<p>To know that Christians believe humans are created by God with free will and can make choices. To understand temptation and its potential to lead to wrong choices. To retell the story of Adam and Eve and identify key events and messages, including disobedience, blame, and consequences. To reflect on the story and make links to their own experiences of temptation and responsibility. To consider how to act responsibly and honestly and develop empathy and moral understanding.</p>	<p>I know that Christians believe humans are created by God and have free will to make choices. I understand the concept of temptation and how it can lead to wrong choices. I can retell the story of Adam and Eve, including key events such as God’s command, the serpent, eating the fruit, disobedience, hiding from God, and consequences. I can identify moments of temptation, disobedience, and blame in the story. I can reflect on choices and consequences, making simple links to their own experiences. I can recognise the moral lessons in the story and understand the importance of responsibility</p>	<p>I can explain how Christians believe humans have free will and why making the right choices matters. I can analyse temptation and disobedience in the story and how these affect relationships with God and others. I can interpret the hidden messages or moral lessons in the story of Adam and Eve, including responsibility and honesty. I can make thoughtful links between the story and their own experiences, reflecting on times they have faced temptation or made choices. I can suggest how Adam and Eve could have acted differently, showing moral reasoning and empathy. I can use religious vocabulary confidently (e.g., temptation, disobedience, free will, responsibility, consequences) to explain ideas clearly.</p>
<p>What are the Ten Commandments?</p>	<p>6</p>	<p>To place God, Creation, and the Fall on the Bible’s timeline and recall the story of Adam and Eve. To understand the consequences of disobedience and how the Fall affected relationships with God, others, and the world. To know that Christians receive guidance from God, including the Ten Commandments, to help them live well. To recognise the importance of saying sorry and accepting responsibility. To interpret the Fall in art and explain its meaning. To explain what the Ten Commandments teach and make links to rules in their own lives. To compare and justify which commandments are most important for Christians and themselves. To reflect on responses to wrongdoing and understand that freedom comes with responsibility.</p>	<p>I can place God, Creation, and the Fall on the Bible’s timeline and recall the story of Adam and Eve, including the consequences of disobedience. I understand how the Fall damaged relationships with God, others, and the natural world. I know that Christians receive guidance from God, such as the Ten Commandments, to help them live well. I can recognise the importance of saying sorry and accepting responsibility for wrongdoing. I can identify how the Fall is shown in art and explain what it depicts. I can explain what the Ten Commandments teach and make simple links to rules in their own lives. I can compare views on which commandments are most important, giving simple reasons. I can reflect on responses to wrongdoing and understand that freedom comes with responsibility.</p>	<p>I can explain the story of Adam and Eve and the Fall in detail, including its impact on relationships and human responsibility. I can analyse how the Fall is depicted in art and explain the artist’s choices and symbolism. I can interpret the Ten Commandments thoughtfully, showing how they guide Christian behaviour and moral decisions. I can compare and justify which commandments are most important for God’s people, Christians today, and themselves, giving reasoned explanations. I can reflect critically on moral choices, linking ideas of freedom, responsibility, and consequences to real-life situations. I can demonstrate understanding of Christian beliefs about forgiveness and apology, explaining why taking responsibility is important. I can use religious vocabulary confidently (e.g., disobedience, stewardship, commandments, Fall, forgiveness, responsibility) to express ideas clearly.</p>

<p>What is a pilgrimage? (additional unit)</p>	<p>What is a pilgrimage?</p>	<p>1</p> <p>To know pilgrimage as a significant journey carried out for a special reason and a pilgrim is the traveller on the journey to the special place. To know pilgrimages can be religious and non-religious. To know that the destination for a pilgrim is a place of significance to them.</p>	<p>I can identify that a pilgrimage is a special journey to a meaningful place. I can state that a pilgrim is the person who makes the journey. I can describe that pilgrimages can be religious or non-religious. I can recognise that pilgrimage destinations are important or special to the traveller. I can give examples of places that could be pilgrimage destinations (religious or personal significance). I can make simple links between journeys and reasons for going.</p>	<p>I can explain why pilgrimage is important to different people (religious and non-religious). I can make clear links between the journey, the destination, and personal or spiritual meaning. I can compare different types of pilgrimage (religious vs non-religious). I can explain how pilgrimage can change or affect a person's beliefs or feelings. I can use key vocabulary accurately (pilgrimage, pilgrim, sacred, significance, journey, belief). I can begin to evaluate why journeys to meaningful places matter to people.</p>
	<p>Where are some key pilgrimage sites?</p>	<p>2</p> <p>To know Jerusalem is a place of pilgrimage for Christians, Muslim and Jews. To know Lincoln and Epworth are local sites of pilgrimage. To know the Hajj is one of the Five Pillars of Islam.</p>	<p>I can identify key pilgrimage sites: Jerusalem, Lincoln, Epworth I can state that Jerusalem is important for Christians, Muslims, and Jews I can describe simple reasons why these places are special I can recognise that pilgrimage is an important journey for religious believers I can state that the Hajj is a special pilgrimage in Islam and is one of the Five Pillars of Islam I can make simple links between sacred places and religious beliefs</p>	<p>I can explain why different pilgrimage sites are important to different faiths. I can make clear links between belief and place (e.g. sacred history, prophets, religious events). I can compare local and global pilgrimage sites (e.g. Lincoln/Epworth vs Jerusalem/Hajj). I can explain the importance of Hajj as a Pillar of Islam and what it represents. I can use key vocabulary accurately (pilgrimage, sacred, Hajj, Five Pillars, significance, faith). I can begin to evaluate how pilgrimage helps strengthen belief and identity.</p>
	<p>Why is Jerusalem so important?</p>	<p>3</p> <p>To know that Jerusalem is a place of pilgrimage of Christians, Muslim and Jews. To explain the significance of Jerusalem for people belonging to different religious groups. To describe key features of pilgrimage to Jerusalem for each religious group.</p>	<p>I can identify that Jerusalem is a place of pilgrimage for Christians, Muslims, and Jews I can describe simple reasons why Jerusalem is important to each religious group I can recognise that pilgrimage involves visiting special or sacred places I can identify some key features of pilgrimage to Jerusalem (e.g. prayer, visiting holy sites, reflection, worship) I can make simple links between Jerusalem and religious beliefs</p>	<p>I can explain the significance of Jerusalem for each religious group using accurate knowledge. I can make clear comparisons between how Christians, Muslims, and Jews view Jerusalem. I can describe key pilgrimage features for each group in detail (e.g. prayer at the Church of the Holy Sepulchre, visiting the Western Wall, Al-Aqsa Mosque). I can explain why pilgrimage to Jerusalem strengthens faith and identity I can use key vocabulary accurately (pilgrimage, sacred, significance, worship, faith, holy city). I can begin to evaluate why one place can be so important to more than one religion.</p>
	<p>Where else do Christian pilgrims visit?</p>	<p>4</p> <p>To know that Lincoln and Epworth are local sites of pilgrimage for Christians. To explore two sites of Christian pilgrimage. To make connections between key features of a pilgrimage and key beliefs. To give reasoned answers about questions relating to pilgrimage.</p>	<p>I can identify that Lincoln and Epworth are local Christian pilgrimage sites. I can describe key features of a Christian pilgrimage (e.g. visiting holy places, prayer, reflection, worship, remembering faith stories). I can state that pilgrimage is a special journey made for religious reasons. I can recognise that pilgrimage sites are connected to Christian beliefs and history. I can make simple connections between pilgrimage activities and Christian beliefs.</p>	<p>I can explain how features of pilgrimage link to Christian beliefs (e.g. faith, Jesus, church history, worship). I can make clear connections between different pilgrimage sites (Lincoln and Epworth) and their significance. I can give reasoned answers to questions about pilgrimage using evidence and examples. I can explain why pilgrimage can strengthen belief and identity for Christians. I can use key vocabulary accurately (pilgrimage, sacred, reflection, worship, belief, significance). I can begin to evaluate the importance of pilgrimage in expressing faith.</p>

	Do non-believers go on pilgrimage?	5	To know the five concepts of Humanism and how these lead to pilgrimage.	I can identify that non-religious people (e.g. Humanists) can also go on meaningful journeys. I can describe that pilgrimage is a special journey to a place that is important to a person. I can identify the five key Humanist concepts (e.g. reason, empathy, evidence, responsibility, human happiness/wellbeing). I can recognise that Humanists may visit places that are important for learning, reflection, or personal meaning. I can make simple links between Humanist values and meaningful journeys.	I can explain how Humanist values can lead to meaningful journeys (non-religious pilgrimage). I can make clear links between Humanist concepts (reason, empathy, evidence, responsibility, happiness) and chosen destinations. I can compare religious pilgrimage with non-religious pilgrimage. I can explain why non-believers may still seek meaning, reflection, or connection through travel. I can use key vocabulary accurately (Humanism, secular, pilgrimage, values, meaning, reflection). I can begin to evaluate whether pilgrimage must be religious to be meaningful.
	What is the lived reality of the Hajj?	6-7	To know the Hajj is one of the Five Pillars of Islam which Muslims are expected to complete once in their lifetime. To make connections bewtten key features of a pilgrimage and key beliefs. To give reasoned answers abut questions relating to pilgrimage.	I can identify that the Hajj is a pilgrimage in Islam. I can state that Hajj is one of the Five Pillars of Islam. I can describe that Muslims are expected to complete Hajj at least once in their lifetime if they are able. I can recognise key features of Hajj (e.g. travelling to Makkah, praying, wearing special clothing, joining with other Muslims). I can make simple links between Hajj and Muslim beliefs about Allah and equality.	I can explain how key features of Hajj link to Muslim beliefs (e.g. unity, equality, submission to Allah). I can make clear connections between pilgrimage practices and the importance of the Five Pillars. I can give reasoned answers to questions about why Hajj is important for Muslims. I can use key vocabulary accurately (Hajj, Makkah, Five Pillars, pilgrimage, worship, submission, Ummah). I can evaluate how Hajj influences a Muslim's faith, identity, and sense of community.
	Why is the Hajj so important to a Muslim?	8	To know the Hajj is one of the Five Pillars of Islam which Muslims are expected to complete once in their lifetime. To make connections bewtten key features of a pilgrimage and key beliefs. To give reasoned answers abut questions relating to pilgrimage.	I can identify that the Hajj is a pilgrimage in Islam I can state that Hajj is one of the Five Pillars of Islam I can describe that Muslims aim to complete Hajj at least once in their lifetime if they are able I can recognise key features of Hajj (e.g. travelling to Makkah, wearing special clothing, praying, joining other Muslims) I can make simple links between Hajj and Muslim beliefs about Allah, worship, and equality	I can explain how features of Hajj connect to key Muslim beliefs (e.g. unity, equality, submission to Allah, Ummah). I can make clear links between pilgrimage practices and the importance of the Five Pillars. I can give reasoned answers to questions about why Hajj is important for Muslims. I can use key vocabulary accurately (e.g. Hajj, Makkah, Five Pillars, pilgrimage, worship, submission, Ummah). I can evaluate how Hajj strengthens a Muslim's faith, identity, and sense of belonging.
	Do pilgrimages have a positive or negative effect on the world?	9	To know pilgrimages have a big impact on the local environment, both positive and negative. To give reasoned answers about questions relating to pilgrimage. To recognise the impact of pilgrimage on the natural world and the way this challenges the values of religious believers.	I can identify that pilgrimages can affect the local environment. I can describe simple positive and negative impacts (e.g. bringing money/jobs vs litter/crowds/damage). I can recognise that large numbers of visitors can change natural places. i can give simple reasons about how pilgrimage might affect places and people. I can make simple links between pilgrimage and care for the environment.	I can explain both positive and negative environmental impacts of pilgrimage in detail. I can give reasoned answers about the effects of pilgrimage using examples. I can recognise how environmental impact may challenge religious beliefs about caring for creation or the world. I can begin to evaluate how pilgrims and religious believers might respond to environmental concerns. I can use key vocabulary accurately (e.g. environment, impact, pilgrimage, responsibility, sustainability).

	What is pilgrimage and are they worth it?	10	<p>To know pilgrimage is a significant journey carried out for a special reason and a pilgrim is the traveller on the journey to the special place.</p> <p>To appreciate pilgrimages can be religious and non-religious.</p> <p>To know the destination for a pilgrim is a place of significance to them.</p> <p>To know that Jerusalem is a place of pilgrimage for Christians, Muslims and Jews.</p> <p>To know that Lincoln and Epworth are local sites of pilgrimage for Christians.</p> <p>To know the Hajj is one of the five pillars of Islam which Muslims are expected to complete once in their lifetime. Each year up to 900 thousand pilgrims take part.</p> <p>To appreciate that pilgrimages have a big impact on the local environment, both positive and negative. This may compromise the duty of care believers have for the world.</p>	<p>I can identify what a pilgrimage is and that it is a special journey to a significant place.</p> <p>I can state that pilgrims travel for religious or non-religious reasons.</p> <p>I can recognise key pilgrimage sites such as Jerusalem, Lincoln, Epworth, and Makkah (Hajj).</p> <p>I can describe simple reasons why pilgrimages might be "worth it" (e.g. worship, learning, feeling closer to God, personal meaning).</p> <p>I can describe simple downsides (e.g. travel cost, crowds, environmental impact).</p> <p>I can make simple judgements about whether pilgrimage is worthwhile using a reason.</p>	<p>I can explain in detail why pilgrimages may or may not be worth it for different people.</p> <p>i can compare different pilgrimage sites (local, global, religious, non-religious) in terms of meaning and value.</p> <p>I can explain the significance of Hajj as a major religious duty (Five Pillars of Islam) and why Muslims see it as highly worthwhile.</p> <p>I can evaluate both positive and negative impacts, including environmental concerns and responsibility to care for the world.</p> <p>I can use evidence and reasoning to justify a balanced conclusion.</p> <p>I can consider different viewpoints (religious believers vs non-religious travellers).</p>