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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 3** | **CREATION/ FALL**  **What do Christians learn from the Creation story?**  **Understanding Christianity**  **Lower KS2 unit** | **GOSPEL**  **What kind of world did Jesus want?**  **Understanding Christianity Lower KS2 unit** | **How did the people of Cornwall learn about Jesus?**  **Key figures in the history of the Church especially with reference to Christianity coming to and developing in Britain.**  **Cornwall as a place of Christianity**  How Christianity came to Cornwall  The Celtic Church and Celtic Christian spirituality  The development of local celebrations which look beyond the origins of Christianity in Cornwall | **Why are prayer and the Mosque important to Muslims?**  Qur’an  Sunnah – the custom and practice of the prophet Muhammed  Hadith-the record of the sayings and actions of the Prophet Muhammed.  Books of Guidance.  Muslims recognise that God has given other books such as the scrolls of Ibrahim, Tawreh (Torah), Zabur (The Book of the Psalms) and Injil (Gospel)  Messengers of Allah  The prophet Muhammed-his key role as the final Prophet and recipient of the final Divine revelation in the Arabic language  Other prophets associated with books of guidance, e.g. Ibrahim, Musa. | **What can be learnt from the stories of Muhammad?**  **Introduction to Islam**  Stories of Muhammad  Muhammad and the crying camel  Muhammad and the kitten  Imam (Faith)  Six articles of faith belief in:  The unity of God  The angels (messengers)of God  The Books of God especially the Qur’an  The prophets of God, especially Muhammad  The Day of Judgement  The supremacy of God’s will  Ibadah (Worship & Belief in action)  The five Pillars of Islam  Sawn: such as Ramadan and Eid. Hajj. | **INCARNATION**  **What is the Trinity?**  **Understanding Christianity Lower KS2 unit**  Baptism of Jesus and the symbolism of the dove |
| **Year 4** | **PEOPLE OF GOD**  **What is it like for Christians to follow God?**  **Understanding Christianity Lower KS2 unit** | **How do Christians make a difference in Cornwall?**  **Mention of baptism, ordination and confirmation in the Christian Way of Life.**  Personal and Corporate commitment and action.  This may be expressed in:   * Personal relationships * Caring and healing * Attitudes to social issues * Attitudes to global issues   How Christian beliefs and values are expressed through exemplars of the faith and through Christian organisations. | **SALVATION**  **Why do Christians call the day that Jesus died Good Friday?**  **Understanding Christianity Lower KS2 unit** | **KINGDOM OF GOD**  **When Jesus left, what was the impact of Pentecost?**  **Understanding Christianity Lower KS2 unit** | **What do Sikh’s believe in?**  **Sikhs believe in One God who is**  **+ the Supreme Truth**  **+ the Ultimate Reality**  **+ the Creator of all things**  Gurbani (teachings of the Gurus)  The lives and teachings of the ten Gurus  Guru Nanak, the first Guru - his call, journeys and  teachings  Guru Arjan, the first martyr- compiled the Adi Granth;  built the Golden Temple (Harmandir Sahib)  Guru Har Gobind - taught about earthly and spiritual  authority (‘Miri’ and ‘Piri’)  Guru Tegh Bahadur- martyred for the principle of  religious tolerance  Guru Gobind Singh - founded the Khalsa. | **How do Sikh’s worship?**  **Gurdwara**  A place of Sikh worship, which extends a welcome to  men and women of all races and creeds  Features include  + congregation/community (sangat)  + common meal (langar)  Significant people include  + Granthi, who reads the Guru Granth Sahib and  preaches and explains the text  + musicians and singers  The Golden Temple  **The Five K’s** (obligatory for members of the Khalsa)  Kesh, Kangha, Kara, Kachera, Kirpan |
|  | **SPIRITUAL DEVELOPMENT – SELF**  **Encounter: *Learning about life: providing openings for spiritual development through an exploration of identity & personal values.***  SEAL 5: Good to be me – understanding emotions and controlling them.  Stilling activities such as ‘Problem in a Puddle’ from Stilling  **Reflection: *Learning from life: providing openings for spiritual development through an exploration of identity and personal values.***  What are feelings?  Don’t we deserve to be happy?  What should I do about right and wrong?  What do I deserve in life?  Who should I look up to?  What type of person do I want to be?  What difference does being loved make?  Is belief in something important?  What rights do I have?  **Transormation: *Learning to live; responding as a means of expressing an idea of self: developing a personal set of beliefs***  The awareness that the development of a personal identity is an important aspect of being human. A growing realisation that an emphasis on self alone is not sufficient as a means of living out the self. An evolving sense of the concept of identity as more than purely physical characteristics or our likes and hobbies. Can set goals for my work and behaviour that will help me to progress. | | | | | |
|  | **SPIRITUAL DEVELOPMENT – OTHERS**  ***Encounter: Learning about life: providing openings for spiritual development: recognising the values and worth of others***  SEAL 2:Developing behaviour towards others.  SEAL 7: Changes – how influence can be both positive and negative.  The importance of decision making.  Engaging with parables and the teachings of Jesus i.e. Good Samaritan/ Sermon on the mount  Reflection on stories such as ‘If the world were a village’  ***Encounter: Learning from life: providing openings for spiritual development: recognising the values and worth of others***  Why do people ignore others when they need help?  Is being a good friend easy?  Why do we sometimes hurt the feelings of our friends?  How sincerely can I care for those who may be in need but I have never met?  Why should we care for them? Will we ever live in a world without fighting?  What responsibilities do I have for others?  ***Transformation: Learning to live life: responding as a means of expressing an idea of a relationship with others: expressing innermost thoughts through words, art or actions.***  Acknowledgement and respect for the rights of others to have their own deep thoughts that shape their inner self. A developing ability to enter into discussions with others about their values and opinions. | | | | | |
|  | **SPIRITUAL DEVELOPMENT – WORLD & BEAUTY**  **Encounter: Learning about life: providing openings for spiritual development: challenging experiences of beauty**  Art, Music Science Geography Exploring diversity within the created world environments; Natural world DVD  ***Reflection: Learning from life: reflecting on experiences of beauty – a search for meaning, critical reasoning & big questions***  How do we know that we’ve found all the colours in the world?  What season do you feel most reflects your personality?  What is the difference between hearing and listening?  Should we try to tame nature?  What does it mean that beauty is in the eye of the beholder?  What would it be like without seasons?  **Transformation: Learning to live life: responding as a means of expressing an idea of the meaning of beauty: expressing innermost thoughts through words art or actions. Being moved emotionally by beauty.**  To be able to understand & give meaning to something wonderful/ exciting or awesome.  Be able to verbalise their sensory responses and begin to explore their reactions to stimuli.  A growing confidence to explore concepts orally. | | | | | |
|  | **SPIRITUAL DEVELOPMENT - BEYOND**  **Encounter: Learning about life: providing openings for spiritual development: a growing appreciation of the intangible – truth, love**  Science – life processes  Exploring children’s stories that deal with death ie Heaven by Nicolas Allen / Badgers Parting Gifts by Susan Varley  Explore Symbolism of The Lion the Witch and the Wardrobe.  Visiting different churches comparing senses of worship.  **Reflection: Learning from life: reflecting on the beyond – a search for meaning, critical reasoning and big questions**  What is the purpose of the Earth?  Is God alive now?  Why is there illness?  Why do destructive things, like earthquakes, have to happen?  Which is stronger – love or hate?  Is it good that scientists can’t explain everything?  Why are there religions?  What is beyond the universe?  **Transformation: Learning to live life: responding as a means of expressing the need to understand the purpose of life.**  Understand what big questions are.  Be able to explain imaginative responses to questions of meaning. | | | | | |