

Whole school Substantive Concepts

Holy/ Sacred Connected with God/ god or dedicated to a religious purpose. Something revered/ treated with respect by members of a religion.	Symbolism The use of a shape, mark or character that represents important concepts, ideas and beliefs in a religion.	Prayer The channel of communication between a person/ soul and their god.	Creation The belief that the universe and various forms of life were created out of nothing by a divine being.	Duty/ Obedience Adherence to a religion's principles, morality, teachings.	Worship Reverence offered to a divine being/ supernatural power. Can be a form of religious practice with its creed a ritual.	Festival A time of celebration for a religion, marked by feasting, ceremonies or other observances. Often in memory of a special event.
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Christianity

God (Trinity) The unity of Father, Son and Holy Spirit in one Godhead. One of the central Christian affirmations)	Incarnation The belief that God took human form in the body of Jesus Christ.	Resurrection The belief that Jesus rose from the dead. Jesus's victory over death paves the way for Christians to be with him in heaven after death.	New Covenant A contract/ promise between God and his people. Through Jesus, Christians receive forgiveness, live in relationship with God and have eternal life.	Belonging (Church) Christians belong to the 'Church'. This is not a building. It is a family of believers.
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Judaism

God (HaShem) The word most commonly used by Jews to refer to God. Meaning = 'The Name'. Belief in one God who created the universe. God does not have multiple parts. He is eternal and communicates with his people through the prophets.	Resurrection Jewish belief that the good will rise from the dead when the Messiah returns. Jesus is not the Messiah spoken of in Jewish scripture.	Covenant Jewish belief in themselves as a 'chosen people'. God promised Abraham that he would be the father of a great people and that God would give them land and protection.	Belonging (Israel) Jews believe they are God's chosen people. They are part of a community and a tradition, as well as a religion.	Mitzvot Jewish laws. There are 613 Mitzvot in the Torah. Jews believe that God gave the Mitzvot to Moses at Mount Sinai. Jews believe that disobeying Mitzvot will result in punishment.	Shabbat The Jewish day of rest. From sunset on Friday to sunset on Saturday. Commemorates God resting after 6 days of creation. Shabbat meal, visit to the synagogue, reading of Torah.
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Hinduism

Puja Ceremonial worship, ranging from brief daily rites in the home, to more elaborate temple rituals.	Atman A person's soul/ spirit. This is eternal. A person's soul is part of the spirit of Brahman.	Dharma The divine law. The rights, laws, conduct, virtues and 'right ways of living' required to make life and the universe possible.	Karma Belief that good behaviour (that corresponds to dharma) will result in a positive future. Good karma = a better rebirth.	Brahman The supreme spirit. Other Gods and Goddesses in Hinduism are different representations of Brahman. The creator and writer of the Vedas.	Avatar The incarnation of a deity as a person/ animal.	Samsara Reincarnation into a human or animal form. The soul (Atman) is reborn over and over in accordance with Karma.	Moksha The ultimate goal. To leave the cycle of reincarnation and be at one with the ultimate God Brahma.	Incarnation A god or goddess taking animal or human form on earth, e.g. Sita
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EYFS	Unit D – Myself: Who am I? Belonging Idea of family and where I belong. Idea that a community can share a building (a home, a school/ a Church) God Christians belong to God and believe he will take care of them. Symbolism Idea that a picture/ image can represent a group that we belong to, e.g. school logo. Christians use the sign of the cross.	Unit A/B – Stories of Leaders and Followers Belonging Christians believe that they belong to God, a powerful being who created the universe. God Idea that for Christians, Jesus is God's son on Earth Sacred The Bible is a special book for Christians because it has lots of stories about God. The new part has stories about Jesus. The old part is before Jesus was born. Duty/ Obedience Idea from Jonah, Noah that God wants his followers to be obedient to his will Covenant A covenant is a promise (God sent a rainbow to Noah)	Unit A/C – Special Times Visit to St Nicholas Church Symbolism The cross is a special symbol for Christians. The candle is a symbol of our age at birthdays. A baptismal candle represents the light of Jesus entering the child's life. Church Ideas that this is a special building for Christians. Special events for Christians, such as weddings and baptisms happen in a church. Belonging We were welcomed into our families in different ways. Idea that a baptism is a way for some Christians to welcome a new baby into the Church. Sacred Idea that a building and some objects (e.g. font) are sacred to Christians
	Unit B – Celebrating Festivals: Diwali, Christmas and Easter		
	Diwali Christmas	Easter	
Year One	Unit A – Introduction to Judaism/ The story of Creation for Christians and Jews Symbolism The star of David is a symbol for Jews. Creation Jews and Christians share the same Creation story of a divine God who created the universe from nothing. God Both Jews and Christians believe in one God, who created the universe and wants to be involved with his creation. Worship Idea that some Christians express their thanks for the natural world through the festival of Harvest. Visit to the Church for Harvest. Duty/ Obedience Jews and Christians believe that it is their duty to care for God's wonderful world Shabbat For Jews Saturday marks the 'day of rest' that God had after his creation. For Christians this is Sunday. Jews celebrate with a Shabbat meal, with lots of rituals and special foods.	Unit B – Special Stories for Christians and Jews (David and Goliath, Daniel and the Lion's Den, the Feeding of the 5000, Jesus calms the storm) Sacred Idea that for Jews and Christians, the stories in their special books are seen as the word of God. Duty/ Obedience Idea that Jews and Christians both have stories about individuals who trust in God and show obedience to his will (David and Goliath, Daniel in the Lion's Den). Jews and Christians try to follow God's will too. God Both Christians and Jews believe in one God. Christians believe that Jesus is God's son/ New Testament. Jews believe that Jesus existed but that he was not God's son. Symbolism Idea that an eternal light burns next to the Torah, symbolising God's presence.	Unit D – Christian Churches and Jewish Synagogues Visit to a Synagogue Symbolism Idea that light is a symbol of God's presence in both religions. Cross, star of David. Church A building where Christians gather together. Worship Idea that Jews and Christians meet with other believers to venerate God through special words and actions, e.g. singing, special rituals. Jews meet on their day of rest, Saturday (Shabbat). Christians meet on a Sunday. Sacred Idea that a space/ building being a special place.
	Celebrating Festivals – Diwali, Christmas and Easter		
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Year Two	Unit A – Holy Books, Holy Words for Jews and Christians (The giving of the Ten Commandments, New Testament Parables, The Lord's Prayer) God Stories from sacred the writings can give us clues about how Christians and Jews see the nature of God. The New Testament is a special book for Christians, because they believe that Jesus is God's son. Sacred Bibles and the Torah are treated in special ways by Christians and Jews to show that they are special, e.g. use of the yad/ the eternal flame in Judaism Duty/ Obedience Christians and Jews believe that their sacred texts are the word of God, so try to follow its teachings. The ten commandments are important rules for living for both Jews and Christians.	Unit B – Symbols Visit to St Nicholas Church Symbolism Idea that symbols are used to remember events in celebrations, e.g. birthdays, Valentines day. Christian symbols - egg, cross, bread and wine (Easter), rainbow/ dove (Noah) Metaphorical words – The Good Shepherd, The Light of the World Worship Believers incorporate symbols into their sacred places to help believers to think about God/ Jesus. God Symbolic language such as 'The Good Shepherd' represent how Christians see the nature of Jesus.	Unit A – Respect for Everyone;; What can we learn from Christian and Jewish stories? (The Good Samaritan, The choosing of King David, The Story of Abraham) God 'I am the God of Abraham, Isaac and Jacob'. Idea that beliefs about Jesus marks the parting of the ways for Christianity and Judaism. Covenant A promise – God promised Abraham that he would be the father of a great nation. Belonging/ Symbolism Consolidation of symbols and artefacts of belonging for Jews and Christians. Duty/ obedience Both Jewish and Christian writings teach believers how they should live a life that pleases God. It is what is on the inside that counts.
	Celebrating Festivals – Diwali, Christmas and Easter		

	Prayer Jesus gave the 'Lords Prayer' to Christians in the New Testament, as a model of how to pray. It is an important prayer for Christians today		
Celebrating Festivals - Diwali, Christmas and Easter			
Year 3/ 4 A	Introduction to Hinduism Year 3 Unit A – How and Why do Hindus celebrate Diwali?	Year 3 Unit B – Living in Harmony; How do we Show we Care? (The Good Samaritan, The Ten Commandments, Examples from today, e.g. Mother Thereasa Visit – The Salvation Army)	Year 3 Unit D – Life is a Journey (Comparing Christian and Hindu belief)
	Brahman Hindus recognise one god, Brahman. Brahman is the god of creation. The gods and goddesses are the many representations of Brahman.. They have special responsibilities, e.g. Lakshmi is the goddess of wealth and plays an important role in Diwali celebrations. Symbolism The Ohm as the most important symbol in Hinduism. Idea of light symbolising the victory of good over evil. Symbolism of diya lamps in people's homes. Avatar A god or goddess in human form. Rama and Sita are incarnations of the god Vishnu and goddess Lakshmi. Festival Idea that Diwali is celebrated by Hindus, Sikhs and Jains. For Hindus it is the celebration of light over dark and the main story is that of Rama and Sita. Puja The giving of offerings and prayers to a god/ goddess, either in the home and in the temple. At Diwal Hindus offer puja to the goddess Lakshmi.	Duty/ Obedience Christian's follow Jesus' summary of the commandments as 'Love the Lord your God with all your heart and love your neighbour as yourself'. Idea that caring for family is important in the Jewish faith, and is spoken of in the Ten Commandments (Honour Your Father and Mother) Sacred Idea that Shabbat is a special time for Jewish families to be together in the presence of God. It is celebrated with special words, foods and actions. Mitzvot The idea that 'Honour your Father and Mother' is on of the Mitzvot (commandments) given to Jews by God in the Torah.	Resurrection/ God (Trinity) The idea that Christians believe that their soul will rise again and that they will live with God in heaven, just as Jesus rose from the dead at Easter. Dharma The duties of a Hindu, living the right kind of live, following ones' path and duty. Kharma Belief that life is a journey from one body to another. By living according to dharma, one can attain a better rebirth. Samsara Reincarnation into a human or animal form. Moksha The ultimate aim; to leave the cycle of reincarnation and for one's Atman to become one with Brahman.
Celebrating Festivals - Diwali, Christmas and Easter			
Year3/ 4 B	Year 4 Unit A – Sacred Places; Are all Churches the Same? (Visit to the Methodist Church)	Year 3 Unit C - Leaders and Followers (Jesus, Moses)	Year 4 Unit B – Does a Wonderful World mean there is a Wonderful God? Christian, Jewish and Hindu traditions
	Sacred Idea that a Church is a scared building for Christians, but that not all Christian buildings are the same. Different Christian building reflect what is important to believers, .eg. the Methodist Church has the Bible as it's centrepiece, the C of E has the Communion table. Worship Ideas that sacred places use different things to help believers to focus on and worship God, e.g. music, stained glass, banners. Idea that special rituals happen in places of worship to help people to focus on God. Prayer Christians believe that they can communicate directly to God through prayer. Different churches use different rituals, artefacts to help people to pray. Symbolism Christian churches will have some symbols in common because they share the same belief about Jesus. Some of the robes of clergy have special significance.	God Ideas that for Christians, Jesus is God's son. Christians follow the teachings/ example of Jesus. For Jews, God speaks to his people through the prophets. Moses is one of the most important prophets in Jewish tradition. Covenant Idea that God renewed his promise to the Jewish people through Moses at Mount Sinai. Belonging (Israel) Idea that Jews believe that they are God's chosen people with a promised land (Israel), given to them by God. Duty/ Obedience Moses is an example of someone who was obedient to God. For Jews, the 10 commandments given to Moses are still commandments for today. To be a good Jew and follow a good life, one must follow the 10 commandments. God will judge Jews according to the 10 commandments.	Creation Idea that Jews and Christians believe that the universe was created by a creator God – same creation story (Old Testament/ Torah). Both believe God is still involved in his creation today. For Hindus, the universe was created from nothing by Brahma. His role is now over. Duty/ Obedience In Christian/ Jewish tradition, God gave people dominion over the animals on the 6 th day. Believers have a responsibility to care for God's world. Shabbat Idea that for Jews the seventh day of the week is to be kept as a sacred day of rest, in the marking of 'Shabbat' (Saturday).. For Christians, Sunday is traditionally a day of rest and the day Christians go to Church. Symbolism For many Jews/ Christians, the story of creation is metaphorical, rather than literal. The snake is a symbol of evil and the apple a symbol of temptation in the Jewish/ Christian story of creation. The ohm and the lotus flower are important symbols for Hindus and are found in the story of creation.
Celebrating Festivals - Diwali, Christmas and Easter			
Year 5/ 6 A	Year 5 Unit A – What can we learn from Christianity about Temptation? Adam and Eve, The temptation of Jesus, The Crucifixion	Year 6 Unit C – How do People Express their Beliefs through the Arts? (Christianity and Judaism)	Year 6 Unit D – Religions in the Local Community (Focus: Visit to a Hindu Mandir)
	God (Trinity) In Christian thinking, the Holy Spirit gives believers the strength to choose acts of goodness. Jesus was God and man and so was tempted like any other human. In Christian belief he was without sin. Duty/ Obedience Christians believe that they should follow God's teachings and commandments and make choices in line with his will. Creation Idea that in the Christian/ Jewish story of creation, God gave humans free choice. Humans often choose the wrong action/ attitude. Symbolism The snake is the symbol of temptation in the Jewish/ Christian creation story. Prayer Idea that Christians pray to God for help and guidance. The Lord's prayer has, 'Lead us not into temptation.'. Christians ask for forgiveness in prayer, e.g. forgive us our trespasses/ sins. Jesus himself asked forgiveness on the cross for his persecutors	God For Christians, Jesus is God's son. Different cultures have produced images of Jesus according to their own traditions. Worship Idea that believers use music/ art in worship to express feelings/ ideas to and about their god(s). Understanding that a psalm in a poem/ song written in the Old Testament/ Jewish writings Symbolism Idea that some Anglican/ Catholic churches use liturgical colours for certain times of year/events. Idea that symbolism can be used in religious art to show what believers thinks and believe. Sacred Ideas that Christians use special objects to help them think about/ concentrate on God.	God Idea that each Mandir is dedicated to a god and inside will be a shrine to that god. Hinduism has many gods and goddesses, each with their own special role. Offerings are made to the god/ goddess in worship. Belonging Idea that faith communities in Telford and Wrekin have their own sense of belonging, but are also part of a wider community, where attitudes of respect and diversity are valued and being nurtured. Understanding that the Mandir provides opportunities for Hindus to meet together as a community. Puja Idea that Hindus attend the Mandir to be peaceful, pray and sing religious songs. Puja also takes place in the home of Hindus. Symbolism Knowing that artefacts and images have specific meanings to Hindus, e.g. ringing a bell to let God know they have arrived, the ohm. Sacred The Vedas are the special writings for Hindus and are treated in a special way. Special rituals and artefacts are used to show that the Mandir is a sacred place, e.g. burning of incense, removal of shoes.
Year5/ 6 B	Year 5 Unit B – How and why do people pray? (Christianity, Judaism and Hindu Puja)	Year 5 Unit C - Values: What Matters most? Exploring right and wrong for Christians and Humanists (+ Hinduism)	Year 6 Unit D – Religions in the Local Community (Year 4 Unit D – The 5 Pillars of Islam) (Focus: Visit to a Mosque)
	Prayer Idea that for people of faith, prayer is a form communication between a believer and their god(s). Idea that prayer can take different forms, e.g. private, at home, in a place of worship and may involve certain rituals, routines and words Sacred Idea that there are special items that help people to engage in prayer, e.g. Jewish tallit (prayer shawl), Mazuzah (door frame box with a special scroll inside); Catholic rosary, Hindu images of deities/ shrine, use of puja tray. Idea that some prayers have are particularly special to believers, e.g. Lord's prayer, Jewish Shema Puja Hindu worship involves praying to images of deities. Hindu prayers are called 'mantras'.	God The ideas that not everyone believes in God. It is possible to be 'good without God'. Duty/ Obedience Idea that Christians base their behaviour on the teachings and example of Jesus, e.g. love, forgiveness, peace between people and God, honesty) Idea that non-religious people have rules for living. Dharma Idea that it is every Hindu's dharma (duty) to be kind honest, religious and a good member of society. Dharma changes according to the stage of life, e.g. a parents' dharma is to love and protect their family. Kharma For Hindus, living according to dharma leads to a better samsara (reincarnation) for the soul (Atma). This is a very philosophical unit and enables children to reflect on their own thoughts, ideas and beliefs.	Belonging Idea that faith communities in Telford and Wrekin have their own sense of belonging, but are also part of a wider community, where attitudes of respect and diversity are valued and being nurtured. God Islamic belief that 'There is no God except Allah and Mohammed is the prophet of Allah'. Abraham is the father of the Arab people through his son Ishmael. Allah communicates through the prophets. Mohammed is God's final prophet. 'Peace be upon him' is a sign of respect said by Muslims when using his name. Images of Allah cannot be created in Islamic tradition. Duty/ Obedience Idea that Muslims live by the 5 pillars of Islam: 1 st – no God but Allah and Mohammed is his prophet 2 nd - prayer 3 rd - charity 4 th – fasting (helps Muslims appreciate how poor people suffer, concentrates the mind on Allah and build discipline) 5 th – hajj (pilgrimage to Mekkah) Sacred Ritual washing, the removal of shoes and the covering of the head to show respect. The Quran is the Muslim special book and is seen as the word of God. It should be higher than any other book (wooden stand). Written in Arabic. Jews, Christians and Muslims share many stories through the Abrahamic tradition, e.g. Moses is a prophet to all. Prayer/ Worship Prayer is the 2 nd pillar of Islam. Muslims pray 5 times a day towards Makkah (5 th pillar – pilgrimage to Mekkah). Muslims pray/ worship using a prayer mat and special words/ actions.

