



World Faiths Planning

Dialogue

"Dialogue" highlights the importance of respectful engagement between Catholicism and other faiths, beliefs and worldviews. This dialogue is central to living in a diverse world, where Catholics are called to communicate the message of their faith, just as Jesus engaged with humanity. The Church teaches that dialogue is rooted in God's relationship with us through Jesus and is driven by a desire to love and understand our neighbours.

Pope St. Paul VI emphasised the need for self-knowledge in dialogue, and he described it as a gradual process, starting with conversations with other Christians, then moving to interfaith dialogue with Jews, Muslims and others who believe in one God. The relationship with Judaism is particularly significant, as Catholicism shares its roots in the Jewish faith. Beyond specific religions, dialogue also extends to all people, recognising our shared human nature, experiences and the goal of working together for the common good.

Encounter

"Encounter" encourages our pupils to actively learn about and engage with different religions and worldviews. This study is meant to foster respect for others' cultures, help Catholics live peacefully with differences, and deepen their own understanding. Children will study:

- **Other Christian denominations**
- **Judaism**
- **Islam**
- **Dharmic religions (such as Hinduism and Buddhism)**
- **Other worldviews, including non-religious ones**

The focus is on understanding each religion or worldview from the perspective of its followers, avoiding comparative approaches that may lead to relativism. This approach helps pupils appreciate the diversity of beliefs while respecting others' views.

EYFS

In the Early Years curriculum, the first principles of dialogue are laid out to understand how to listen when others speak, develop attitudes of respect, and embrace similarities and differences. Many children will begin to encounter Christianity for the first time. They will learn about some of the religious and secular times that are part of British cultural life, for example, the importance of Diwali in some Dharmic traditions or Remembrance Day. Developing these behaviours and understandings forms part of good Early Years provision. These opportunities will happen across the year, not only in the summer term alongside a broad sensory curriculum where children learn about the music, food, smells, tastes, and types of clothing worn to enrich their understanding of different religious and cultural traditions.

Teachers should also use visitors to the school (where possible), create spaces for children to talk about their beliefs and religious practices with each other, and begin to understand what it means to be a good neighbour. Children should have opportunities to speak about their experiences and understandings of religion and spirituality in a local context as part of the community they encounter each day.

Throughout their time in Early Years, children should experience diverse representations of Christianity to appreciate that it is a global faith. In learning about Jesus, children could begin to understand that Jesus lived in the past in a place called Nazareth in Palestine. Children should begin to understand that Jesus would have looked and dressed like everyone else in Palestine at that time and would have had brown skin and dark hair. Re-imagined historical images from the time of Jesus (e.g. Nazareth Village website) could help deepen this appreciation.

In the same way that children learn respect for Christianity, through respectful sitting during prayer and liturgy, careful handling of religious artefacts, and thoughtful learning, they should foster attitudes of respect for other people's spiritual and cultural traditions. The first religion they study beyond Catholicism will be Judaism because Jesus was born and lived his earthly life as part of the Jewish community and Hebrew scriptures are an integral part of Christian beliefs.

Weekly theme	Learning Objectives	Activities	Key areas of learning
Week 1: Friends of Jesus - St. Peter & St. Paul	To explore the lives of St. Peter and St. Paul as friends of Jesus	<ul style="list-style-type: none">• Hear simple stories of St. Peter and St. Paul, focusing on their friendship with Jesus.• Explore the significance of their feast day.	<ul style="list-style-type: none">• Learning about Christian figures.• Exploring the concept of friendship with Jesus.
Week 2: Inviting a guest to share their faith	To develop respect for others' faiths and listen to personal stories about faith	<ul style="list-style-type: none">• Invite someone from the local parish to share their faith and explain why being a friend of Jesus is important to them.• Ask the guest about how their faith influences their daily life and community involvement.	<ul style="list-style-type: none">• Respectful listening.• Dialogue about spiritual beliefs and personal experiences.

<p>Week 3: Exploring diverse representations of Jesus</p>	<p>To know that Jesus is shown in many different ways by people all around the world</p>	<ul style="list-style-type: none"> • View and discuss images of Jesus from non-European traditions. • Explore how different cultures depict Jesus and why this diversity exists. 	<ul style="list-style-type: none"> • Respect for cultural diversity. • Understanding Christianity's global reach.
<p>Week 4: Encountering local community & cultural traditions</p>	<p>To explore the sights, sounds and smells that are special in other cultures and religions</p>	<ul style="list-style-type: none"> • Invite a local community member (e.g. from a different faith or cultural background) to talk about their religious practices or cultural traditions. • Explore sensory experiences (e.g. food, music, smells, clothing) related to their culture or religion. 	<ul style="list-style-type: none"> • Sensory exploration of culture and faith. • Respect for diverse traditions and practices.
<p>Week 5: Exploring Judaism</p>	<p>To learn that Christianity and Judaism share some of the same beliefs and stories</p>	<ul style="list-style-type: none"> • Learn that Jesus was born and lived as part of the Jewish community, exploring Jewish customs and traditions. • Introduce the importance of Hebrew Scriptures in Christianity. 	<ul style="list-style-type: none"> • Introduction to Judaism. • Exploring the connection between Christianity and Judaism.
<p>Week 6: Reflection & celebration of dialogue & encounter learning</p>	<p>To celebrate the diversity of faith traditions and how they bring people together</p>	<ul style="list-style-type: none"> • Reflect on what it means to be a friend of Jesus and how we can embrace different faiths and cultures. • Celebrate the learning journey with creative activities (e.g. art, performances, discussions). 	<ul style="list-style-type: none"> • Reflection on the learning journey. • Celebration of diversity, respect and community.

Year 1

In the document, '*The Identity of the Catholic School for a Culture of Dialogue (2022)*', the Congregation for Catholic Education stresses the importance of maintaining a clear Catholic identity in schools, especially as many pupils may not come from Catholic families. Catholic schools should promote a culture of dialogue, while being confident in their Catholic identity. The document emphasises that schools must balance being open to others and actively sharing the universal message of Catholicism.

For younger pupils, this begins with tangible experiences, like meeting local Christians, including the parish priest, and learning about how they live their Christian faith. If possible, visits to the local parish church help pupils understand it as a place where Catholics gather to celebrate faith through liturgies. If there are pupils from different Catholic traditions (e.g. Syro-Malabar or Ukrainian Catholic), they can share aspects of their tradition, fostering a broader understanding of the global Christian family.

Additionally, teachers might choose to explore expressions of Christianity, such as Welsh choral singing or other cultural aspects, to connect Catholic identity to their local context. The cross, as a symbol of faith in Jesus, can also be a central teaching tool, helping pupils understand its significance in Catholic daily life.

In terms of Judaism, the focus should be on the Jewish belief in one God and the Torah, which contains sacred stories and laws. Teachers can help pupils understand the importance of the Torah to Jewish culture. It's recommended that teachers use authentic resources, such as those from the Jewish Museum of London, to avoid stereotypes and foster an accurate understanding of Jewish beliefs.

Learning Objectives	Activities	Key areas of learning
Week 1: Introduction to the Church Community		
Lesson 1: To understand that the Church is the community of all those who belong to Christ	<ul style="list-style-type: none">• Introduce the Church as a community of believers.• Discuss the role of the Church in helping people grow in faith and live as Christians.	<ul style="list-style-type: none">• Church as a community.• Symbolism of the cross in Christianity.
Lesson 2: To know that the cross is a symbol of Christianity	<ul style="list-style-type: none">• Explore the cross as a symbol of Christianity, discussing its meaning in Jesus' life, death, and resurrection.• Reflect on the significance of the cross in daily Catholic life.	
Week 2: Understanding the Sign of the Cross		
Lesson 1: To understand that the sign of the cross is a summary of the Catholic faith	<ul style="list-style-type: none">• Teach the actions and words involved in making the sign of the cross.• Discuss its meaning as a prayer to the Father, Son, and Holy Spirit.	<ul style="list-style-type: none">• The sign of the cross as a daily prayer.

Lesson 2: To recognise the sign of the cross as a special prayer	<ul style="list-style-type: none"> • Explore how the sign of the cross is used in daily Catholic life, especially in prayer and liturgies. • Reflect on when and why we use the sign of the cross. 	<ul style="list-style-type: none"> • The Trinity in Catholic belief (Father, Son and Holy Spirit).
Week 3: Exploring Local Christian Communities		
Lesson 1: To learn about our local parish community	<ul style="list-style-type: none"> • Discuss the role of the local parish community in supporting people in their faith journey. • Introduce the parish priest and other key figures in the community. 	<ul style="list-style-type: none"> • Local parish community. • Exploring the local church building.
Lesson 2: To understand the role of the local parish church	<ul style="list-style-type: none"> • Visit or explore the local parish church to see where Christians gather to worship. • Learn about the different parts of the church and their significance. 	
Week 4: Encountering Christianity Beyond the Local Parish		
Lesson 1: To experience art, music or religious objects that reflect Christian communities outside their local area	<ul style="list-style-type: none"> • Explore examples of Christian art, music, or religious objects from other Christian communities (e.g., Welsh choral singing, Syro-Malabar or Ukrainian traditions). • Discuss how different Christian communities express their faith. 	<ul style="list-style-type: none"> • Christian expressions of faith in different parts of the world. • The global Christian family.
Lesson 2: To know that the Christian family extends worldwide	<ul style="list-style-type: none"> • Reflect on the global nature of the Christian family and how it extends beyond local communities. • Share stories or experiences of Christians from other parts of the world. 	
Week 5: Encountering Judaism - Belief in One God		
Lesson 1: To learn about the Jewish belief in one God	<ul style="list-style-type: none"> • Introduce the concept of one God in Judaism and how this belief shapes Jewish life. • Discuss the centrality of the Torah in Jewish faith and practices. 	<ul style="list-style-type: none"> • Jewish belief in one God. • The Torah as a sacred text in Judaism.
Lesson 2: To know that the Torah is a sacred text for Jews	<ul style="list-style-type: none"> • Learn about the five books of the Torah and explore the stories, laws, and poetry within it. • Use age-appropriate resources, such as Torah chanting or images, to bring the Torah to life. 	
Week 6: Encountering Judaism - Torah and Jewish Life		
Lesson 1: To explore how the Torah guides Jewish life	<ul style="list-style-type: none"> • Explore the Torah's role as a guide for living a good life and its stories of the Jewish people's history. • Introduce key figures from the Torah. 	<ul style="list-style-type: none"> • The Torah's role in Jewish life.

Lesson 2: To understand that the Torah contains stories of the Jewish people's history

- Discuss how Jewish people use the Torah in their daily lives and religious practices.
- Reflect on the shared values between Christianity and Judaism, such as respect for sacred texts.

- Shared values between Christianity and Judaism.

Year 2

In the context of dialogue, pupils will start by studying the Parable of the Good Samaritan, which teaches about loving others, even those who are different from us. Pope Francis explains that, in Jesus' time, "neighbour" often referred to people from the same group or race. However, Jesus teaches that we should be a neighbour to all, crossing social and cultural boundaries to help those in need. Pupils will reflect on how this message applies to their own lives and the local community. They may explore ways Christians work together to support others, such as food banks or helping refugees.

Pupils will also learn about Christian unity, as all baptized people are part of the Church of Jesus. Exploring a Christian charity that operates across national borders can help make this understanding more concrete, especially if pupils can connect with local groups that work internationally.

Pope Francis highlights how living according to this parable can change society by encouraging us to reject exclusion and help those who are vulnerable. It's important for pupils to think deeply about the true meaning of the parable, beyond just helping someone who has fallen on the playground.

In the encounter dimension, pupils will learn about Judaism by exploring religious laws and beliefs from the Torah. For example, they might learn about the Jewish commandment to keep the Sabbath day holy by studying how Shabbat is celebrated, both in the home and at the synagogue. Alternatively, pupils could explore Jewish food laws (kashrut) and how they relate to the Torah. This helps pupils understand the connection between Jewish beliefs and practices.

Pupils will also see examples of Hebrew writing, such as the word Shabbat, and learn about the significance of hand-copying the Torah in Judaism. The focus is on helping pupils understand and respect different religious practices, fostering mutual respect and neighbourliness.

Overall, pupils should be encouraged to share their own religious experiences and engage in dialogue to build understanding and respect, living out the message of being good neighbours.

Learning Objectives	Activities	Key areas of learning
Week 1: Introduction to the Parable of the Good Samaritan		
Lesson 1: To understand the key message of the parable of the Good Samaritan (Luke 10:25-37)	<ul style="list-style-type: none">• Introduce the parable of the Good Samaritan, reading and discussing the key elements of the story.• Reflect on the meaning of "Who is my neighbour?"	<ul style="list-style-type: none">• Parable of the Good Samaritan.• The Christian concept of "neighbour."
Lesson 2: To learn about the concept of "neighbour" and what it means to be a neighbour to others	<ul style="list-style-type: none">• Discuss the context of the parable in Jesus' time and its relevance today.• Reflect on the ways in which we can be good neighbours in our local community.	

Week 2: The Good Samaritan – Being a Neighbour

Lesson 1: To recognise that Jesus wants us to show compassion to everyone, regardless of differences	<ul style="list-style-type: none">• Explore the cultural context of the parable and why the Samaritan was an unexpected helper.• Discuss how the message of the parable challenges societal norms about neighbourliness.	<ul style="list-style-type: none">• Compassion and service.• Acting as a neighbour in society.
Lesson 2: To reflect on how we can live out the message of the Good Samaritan in everyday life	<ul style="list-style-type: none">• Reflect on real-life examples of neighbourly acts, such as community service, helping others, and showing kindness.• Encourage pupils to think about how they can be a neighbour to others.	

Week 3: Christians Collaborating in Service

Lesson 1: To know that Christians should work together to serve and help others	<ul style="list-style-type: none">• Discuss the importance of collaboration in Christian life, especially in service to others.• Explore Christian initiatives such as food banks, refugee support and local charity work.	<ul style="list-style-type: none">• Service to others.• Christian community involvement.
Lesson 2: To explore how local Christians work together to support the community	<ul style="list-style-type: none">• Look at specific examples of Christian community service, focusing on how local Christians help those in need.• Discuss the impact of these actions on individuals and the wider community.	

Week 4: Encountering Christian Charity and Global Service

Lesson 1: To explore the role of Christian charities (working in other countries)	<ul style="list-style-type: none">• Explore examples of Christian charity organisations that work globally, especially those supported by local parishes.• Discuss the impact of global Christian charity efforts on people in need.	<ul style="list-style-type: none">• Global Christian charity.• The universal call to serve.
Lesson 2: To understand the Christian duty to love and serve our neighbour beyond the local community	<ul style="list-style-type: none">• Encourage reflection on how supporting global causes connects us to the wider Christian community.• Look at examples of how love for neighbour transcends borders.	

Week 5: Encountering Jewish Beliefs – Keeping the Sabbath Holy

Lesson 1: To understand the importance of the Sabbath in Jewish life	<ul style="list-style-type: none">• Discuss the commandment to keep the Sabbath holy and the significance of this practice in Judaism.• Look at how Jewish families celebrate Shabbat, including traditions such as lighting candles and blessing the meal.	<ul style="list-style-type: none">• Jewish religious laws and practices.• Shabbat and its importance.
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<p>Lesson 2: To recognise how keeping the Sabbath holy is celebrated in Jewish homes and synagogues</p>	<ul style="list-style-type: none"> • Visit or learn about a synagogue and how Shabbat is celebrated in the community. • Reflect on the similarities between Shabbat and Christian practices of rest and worship. 	
<p>Week 6: Encountering Jewish Religious Words and Hebrew</p>		
<p>Lesson 1: To learn about the significance of Hebrew as the language of the Torah</p>	<ul style="list-style-type: none"> • Introduce Hebrew as the original language of the Torah and other Jewish sacred texts. • Explore simple Jewish religious words and their meanings, such as Shalom (peace) and Shabbat. 	<ul style="list-style-type: none"> • Hebrew language in Judaism. • The sacredness of Jewish religious words.
<p>Lesson 2: To recognise some Jewish religious words, such as Shabbat, in Hebrew</p>	<ul style="list-style-type: none"> • Discuss the role of writing and preserving the Torah in Judaism. • Reflect on the importance of sacred language and how it connects Jewish people to their faith. 	

Year 3

Teachers can begin by introducing the Jewish Passover (Pesach), which celebrates the Hebrew people's liberation from slavery in Egypt. Pupils should understand the significance of this festival, including the special Passover meal, or Seder, where Jewish families read the story of Exodus from a book called the Haggadah. During the meal, symbolic foods, such as unleavened bread, are served. The bread symbolizes the haste with which the Hebrews left Egypt, as they didn't have time for their bread to rise. It's important for pupils to grasp that Passover is a celebration observed by Jewish people worldwide, both today and historically.

For Christians, Passover is also significant because they believe it connects to Jesus' Last Supper with his disciples, which was a Passover meal. In Christian tradition, Jesus is seen as the Paschal lamb, whose death and resurrection free people from sin. Pupils can explore how this relates to the Christian understanding of the Eucharist, where unleavened bread and wine are shared, symbolizing Jesus' body and blood. Teachers can help pupils make simple connections between the Jewish Passover, the Last Supper, and the sharing of the Eucharist in Mass.

When learning about Islam, pupils should explore how Muslims live out their beliefs through religious practices. Teachers can select aspects of Islam based on the time of year and the pupils' context, particularly focusing on one of the five central beliefs, such as the declaration of faith, prayer, or almsgiving. It's important for pupils to recognise that Islam has a rich cultural heritage, including art, music, poetry, and architecture, in addition to its core religious beliefs. By fostering a deeper understanding of both the practices and culture of Islam, pupils will appreciate the diversity of religious expression.

Learning Objectives	Activities	Key areas of learning
Week 1: Introduction to Passover and the Exodus Story		
Lesson 1: To understand the historical context of the Jewish festival of Passover (Pesach)	<ul style="list-style-type: none">Introduce the story of Exodus 12:1-8, 15-20, and explain the context of the Israelites' liberation from slavery in Egypt.Discuss the meaning of the Passover for Jewish people today.	<ul style="list-style-type: none">The Exodus story.The meaning and symbolism of Passover.
Lesson 2: To recognise the significance of the Exodus story for Jewish people	<ul style="list-style-type: none">Learn about the Seder meal and the symbolic foods involved, such as unleavened bread.Explore the rituals and prayers involved in the Passover celebration.	
Week 2: The Passover Seder and Its Christian Connection		
Lesson 1: To explore connections between Passover and the Christian Eucharist	<ul style="list-style-type: none">Discuss the Seder meal in more detail, exploring its components and their meanings.Introduce the link between the Passover meal and the Last Supper.	<ul style="list-style-type: none">The connection between the Last Supper and Passover.

<p>Lesson 2: To recognise that Jesus' Last Supper was a Passover meal</p>	<ul style="list-style-type: none"> • Read Luke 22:14-23 (The Last Supper) and discuss how the meal Jesus shared with his disciples was connected to the Jewish Passover. • Reflect on the meaning of the Eucharist in Christianity as a fulfilment of the Passover, with Jesus as the Paschal lamb. 	<ul style="list-style-type: none"> • The Christian understanding of the Eucharist.
<p>Week 3: The Significance of the Eucharist</p>		
<p>Lesson 1: To recognise that for Christians, the Eucharist connects to the Jewish tradition of Passover</p>	<ul style="list-style-type: none"> • Explore the symbolism of the Eucharist and how it recalls Jesus' sacrifice (Paschal lamb). • Discuss the importance of remembering and repeating Jesus' actions in Mass. 	<ul style="list-style-type: none"> • The Eucharist as a sacrament of remembrance. • Connections between Eucharist and Passover.
<p>Lesson 2: To reflect on the significance of the Eucharist in the Catholic faith</p>	<ul style="list-style-type: none"> • Reflect on how the Eucharist is celebrated in Mass and its connection to the Passover tradition. • Encourage children to make connections between the Eucharist and other acts of service or remembrance in their own lives. 	
<p>Week 4: Introduction to Islam - Beliefs and Practices</p>		
<p>Lesson 1: To recognise the central beliefs of Islam, including the belief in one God (Allah) and the significance of Muhammad</p>	<ul style="list-style-type: none"> • Introduce the five central beliefs of Islam, focusing on the belief in one God and Muhammad as the final prophet. • Discuss the importance of Allah and the teachings of the Qur'an. 	<ul style="list-style-type: none"> • The belief in one God (Tawhid). • The importance of prayer (Salat) in Islam.
<p>Lesson 2: To understand some of the key practices in Islam</p>	<ul style="list-style-type: none"> • Learn about the practice of daily prayer in Islam (Salat) and its role in the life of a Muslim. • Reflect on how prayer is a form of connection to Allah. 	
<p>Week 5: Islamic Art and Religious Music</p>		
<p>Lesson 1: To recognise the importance of artistic expression in Islam, including Islamic art and religious music</p>	<ul style="list-style-type: none"> • Introduce Islamic art, focusing on geometric patterns and calligraphy. • Discuss the significance of art in expressing faith without depicting human or divine images. 	<ul style="list-style-type: none"> • Islamic art and calligraphy. • Religious music and Qur'anic recitation.

<p>Lesson 2: To explore how Islamic beliefs are reflected in art</p>	<ul style="list-style-type: none"> • Learn about the role of music in Islamic worship, including the importance of reciting the Qur'an in prayer. • Listen to examples of Qur'anic recitation and reflect on its spiritual significance. 	
<p>Week 6: Encountering the Celebration of Passover and Islam</p>		
<p>Lesson 1: To reflect on the ways that Jewish and Islamic faiths are celebrated in daily life and festivals</p>	<ul style="list-style-type: none"> • Discuss how the Jewish festival of Passover is celebrated in Britain today, including any changes or adaptations. • Reflect on how these practices serve to strengthen community bonds. 	<ul style="list-style-type: none"> • Celebrating faith through rituals. • Living out religious beliefs in community.
<p>Lesson 2: To understand how religious festivals like Passover and practices like Islamic prayer serve to connect people to their faith</p>	<ul style="list-style-type: none"> • Review the Islamic practices learned so far, focusing on how Muslims live out their beliefs in everyday life, especially during Ramadan or other significant events. • Encourage dialogue about how different religious communities use festivals and practices to connect with their faith. 	

Year 4

Teachers should begin by exploring the life and work of St. Paul, one of the most influential figures in the New Testament. Pupils will learn about his dramatic encounter with Christ on the road to Damascus, his missionary journeys around the Mediterranean, and the thirteen letters (epistles) attributed to him, which form a significant part of the New Testament. Teachers can use maps of St. Paul's journeys to give historical context, helping pupils understand his role in spreading Christianity.

St. Paul is a model of intercultural dialogue, as he worked to spread the Christian message across different cultures and regions. Teachers will highlight Paul's commitment to sharing the gospel and the gift of unity that Christ established. This can also lead to reflections on the importance of interreligious and intercultural dialogue today, based on St. Paul's example. The feast of St. Peter and St. Paul can also be celebrated during this term to emphasise the importance of these two apostles in the history of the Church.

In the context of the Catholic Church, pupils will learn about the many different communities of faith that make up the global Church. Teachers should start by focusing on the school and local community, then explore the diversity within the wider Catholic Church. Additionally, pupils will explore how Christians of different denominations, such as Anglicans or Free Methodists, share similar beliefs and work together for the common good.

The encounter part of this branch focuses on Islam's Five Pillars, which are central to the Muslim faith. Teachers will guide pupils to understand how these pillars shape the daily lives of Muslims.

Learning Objectives	Activities	Key areas of learning
Week 1: Introduction to St. Paul and the Road to Damascus		
Lesson 1: To explore St. Paul's conversion on the road to Damascus	<ul style="list-style-type: none">• Introduce St. Paul's background, including his role as a persecutor of Christians before his conversion.• Read and discuss Acts 9:3-9, 17-19, focusing on his dramatic encounter with Christ.	<ul style="list-style-type: none">• St. Paul's conversion story.• The call to mission and dialogue in St. Paul's life.
Lesson 2: To reflect on how Paul's life and mission can be a model for dialogue	<ul style="list-style-type: none">• Explore the transformation in Paul's life post-conversion and how his mission was shaped by his encounter with Christ.• Reflect on the significance of his conversion as an example of God's grace and the power of personal transformation.	
Week 2: St. Paul's Mission and Teachings		
Lesson 1: To explore some of St. Paul's letters, focusing on his teachings about love and unity	<ul style="list-style-type: none">• Read 1 Corinthians 13:1-7,13, exploring Paul's teachings on love, which he describes as the greatest gift.	<ul style="list-style-type: none">• St. Paul's teachings on love and unity.

	<ul style="list-style-type: none"> Discuss how these principles of love can promote unity and dialogue between different groups. 	<ul style="list-style-type: none"> St. Paul's letters as guidance for Christian living and intercultural dialogue.
Lesson 2: To understand St. Paul's role in spreading Christianity across cultures	<ul style="list-style-type: none"> Study additional letters of St. Paul (e.g. Galatians 3:27-28, Galatians 1:11-24). Reflect on the role of unity in the Christian community, particularly in St. Paul's emphasis on inclusivity and equality. 	
Week 3: St. Paul's Journeys and Global Church		
Lesson 1: To explore St. Paul's missionary journeys and how they contributed to the spread of Christianity	<ul style="list-style-type: none"> Explore maps of St. Paul's journeys to understand his travels across the Mediterranean. Discuss how St. Paul encountered diverse cultures and shared the message of Christianity. 	<ul style="list-style-type: none"> St. Paul's missionary journeys and the spread of Christianity. The universal Catholic Church and diverse Christian communities.
Lesson 2: To recognise the diversity of Christian communities and the universal nature of the Church	<ul style="list-style-type: none"> Discuss the importance of unity in the Catholic Church and how different Christian communities work together. Consider opportunities to learn from other Christian denominations in the local community. 	
Week 4: Introduction to Islamic Beliefs - The Five Pillars of Islam		
Lesson 1: To know the five pillars of Islam and how they shape the lives of Muslims	<ul style="list-style-type: none"> Introduce the five pillars of Islam: Shahada (faith), Salah (prayer), Zakat (almsgiving), Sawm (fasting), and Hajj (pilgrimage). Discuss the significance of each pillar in the life of a Muslim. 	<ul style="list-style-type: none"> The Five Pillars of Islam. The role of prayer and charity in Muslim life.
Lesson 2: To explore how the Five Pillars guide Islamic beliefs and practices	<ul style="list-style-type: none"> Focus on the importance of Salah (prayer) and Zakat (almsgiving) as practices that connect Muslims to their faith and community. Discuss how these pillars promote unity and service to others. 	
Week 5: Living Out Islam in Britain		
Lesson 1: To explain how Muslims in the UK live out their faith through the Five Pillars	<ul style="list-style-type: none"> Discuss how Muslims in the UK practice Ramadan, focusing on fasting (Sawm) and the communal aspects of this pillar. Watch videos or read testimonies of Muslims in the UK sharing their Ramadan experiences. 	<ul style="list-style-type: none"> Islamic practices in Britain, including Ramadan and daily prayers.

<p>Lesson 2: To understand some of the practices that Muslims in the UK engage in today</p>	<ul style="list-style-type: none"> • Explore how Muslims in the UK observe daily prayers (Salah) and the role of mosques in the community. • Discuss how the Five Pillars help create a sense of unity and belonging within Muslim communities in the UK. 	<ul style="list-style-type: none"> • The importance of unity in the Muslim community.
<p>Week 6: Interreligious Dialogue and Christian-Muslim Cooperation</p>		
<p>Lesson 1: To reflect on how Christians and Muslims can work together for the common good</p>	<ul style="list-style-type: none"> • Discuss how Christians and Muslims can collaborate to address social issues, such as poverty or inequality, in the local community. • Share examples of interfaith projects or initiatives that bring Christians and Muslims together for the common good. 	<ul style="list-style-type: none"> • Interreligious dialogue and cooperation for the common good.
<p>Lesson 2: To recognise the importance of interreligious dialogue and mutual respect</p>	<ul style="list-style-type: none"> • Reflect on the role of dialogue in building bridges between different faith communities. • Consider how the teachings of St. Paul about unity and the Five Pillars of Islam can guide Christians and Muslims to work together. 	<ul style="list-style-type: none"> • The role of St. Paul's teachings and Islamic principles in fostering unity and mutual respect.

Year 5

The Bible itself is a dialogue between humanity and God, with the writers conveying their efforts to "converse" with the Divine. Teachers should help pupils understand how Christians view the Bible, not as one large book but as a collection of diverse writings compiled over time. These writings, from various sources, including possibly oral accounts, have been edited and shaped over centuries. Despite the variety of authors, Christians believe these texts were inspired by the Holy Spirit. The Church teaches that "all scripture is inspired by God" (2 Tim 3:16), and it plays a central role in guiding people's lives and teaching holiness.

Pupils should learn that the Bible includes different types of literature, and that understanding it requires more than just reading the text—interpretation is also needed. The Church helps guide Catholics in interpreting the Bible's meaning. Pupils should also recognise that the Old Testament is part of Jewish sacred scripture. For Christians, the Old Testament is read in light of Christ, but it remains a crucial part of their faith. It's important to respect that Jews interpret the Old Testament differently. This approach helps pupils understand intercultural dialogue and the diversity of sacred texts.

In the encounter dimension, pupils will explore the significance of Hebrew, the holy language for Jewish people, and learn about Jewish prayer, beliefs, and sacred objects. The Torah, the central text of Judaism, is a key focus. Pupils should understand that the Torah is preserved in synagogues as sacred scrolls and that many of its names for God are familiar to Christians. They will learn about the Shema, a central Jewish prayer that affirms the belief in one God, and the Mezuzah, a small box containing this prayer, which is affixed to the doorposts of Jewish homes. This exploration fosters respect for Jewish traditions and deepens pupils' understanding of religious practices across cultures.

Teachers may encourage pupils to use resources such as the Jewish Museum in London for more detailed exploration of Jewish rituals and sacred objects, like the Mezuzah.

Learning Objectives	Activities	Key areas of learning
Week 1: Exploring the Bible's Divine Inspiration		
Lesson 1: To understand that the Bible is a collection of writings inspired by the Holy Spirit	<ul style="list-style-type: none">• Discuss what the Bible is, emphasising that it is a collection of books written by many authors over time. Introduce the Greek word <i>biblia</i> meaning "little books".• Explain how the Bible is composed of different types of literature, including history, poetry, laws, and prophecy.	<ul style="list-style-type: none">• The Bible as a sacred collection of inspired writings.• The importance of understanding the Bible in the light of the Church's teaching.
Lesson 2: To recognise the Bible as a dialogue between humanity and God	<ul style="list-style-type: none">• Reflect on the inspiration of the Holy Spirit in the writing of the Bible. Discuss the quote from 2 Timothy 3:16: "All scripture is inspired by God...".• Emphasise the role of the Church in interpreting the Bible's meaning beyond the literal text.	

Week 2: The Old Testament and its Importance for Christians and Jews

Lesson 1: To understand that the Old Testament is sacred to both Jews and Christians	<ul style="list-style-type: none">• Discuss the Old Testament as the foundation of both Jewish and Christian faiths. Explain how for Christians, it points to the fulfilment of God's promises in Christ.• Introduce the concept of the covenant between God and Abraham and its significance in both Judaism and Christianity.	<ul style="list-style-type: none">• The shared roots of Christianity and Judaism in the Old Testament.• The covenant with Abraham and its significance in both faiths.
Lesson 2: To know that the covenant between God and Abraham is important in Judaism and Christianity	<ul style="list-style-type: none">• Explore how Christians view the Old Testament in the light of Christ, looking for signs of Jesus in the Old Testament.• Discuss the respectful understanding of sacred texts in interreligious dialogue and the different interpretations held by Christians and Jews.	

Week 3: The Hebrew Scriptures and Jewish Beliefs

Lesson 1: To recognise the significance of Hebrew as the sacred language for Jewish people	<ul style="list-style-type: none">• Introduce Hebrew as the language of the Hebrew Bible (Tanakh) and its central role in Jewish worship and life.• Discuss different names for God in the Hebrew Bible and their meanings, such as El Shaddai (God Almighty), Elohim (Creator) and Adonai (Lord).	<ul style="list-style-type: none">• The Shema as the core of Jewish belief.• The significance of Hebrew and sacred objects in Jewish life.
Lesson 2: To understand how the Shema prayer reflects the unity of God	<ul style="list-style-type: none">• Learn about the Shema prayer: "Hear, O Israel, the Lord our God, the Lord is One." Discuss how it expresses the unity of God and is central to Jewish belief.• Introduce the Mezuzah as a sacred object containing the Shema prayer, and explore its use in Jewish homes.	

Week 4: Sacred Objects and Practices in Judaism

Lesson 1: To explore sacred Jewish objects, such as the Mezuzah and Torah scrolls	<ul style="list-style-type: none">• Introduce the Torah as the central sacred text in Judaism. Discuss its importance in Jewish worship and its presence in synagogues as a scroll.• Show images of Torah scrolls and discuss how they are carefully handwritten by a sofer (scribe) using quill and ink.	<ul style="list-style-type: none">• The Torah and its sacred role in Jewish life.• The Mezuzah and its symbolic significance in Jewish homes.
Lesson 2: To understand the role of prayer and ritual in Jewish worship	<ul style="list-style-type: none">• Explore the Mezuzah in more detail: what it contains (the Shema prayer), its significance, and how it is displayed on Jewish doorposts.• Discuss the role of ritual objects and practices in fostering Jewish identity and devotion.	

Week 5: The Relationship Between Judaism and Christianity

<p>Lesson 1: To recognise the shared heritage of Judaism and Christianity through the Old Testament</p>	<ul style="list-style-type: none"> • Discuss the shared texts and stories in the Old Testament between Judaism and Christianity. • Focus on key events like the covenant with Abraham and their significance in both traditions. 	<ul style="list-style-type: none"> • The shared foundation of the Old Testament in Judaism and Christianity. • The role of interreligious dialogue in fostering understanding and respect.
<p>Lesson 2: To appreciate the differences in how Jews and Christians interpret sacred texts</p>	<ul style="list-style-type: none"> • Reflect on how Christians and Jews interpret the Old Testament differently. Highlight the Christian belief in the fulfilment of God's promises through Jesus. • Emphasise the importance of respectful dialogue and mutual understanding between these two faiths. 	
<p>Week 6: Interreligious Dialogue and Respectful Understanding</p>		
<p>Lesson 1: To understand the importance of interreligious dialogue, recognising that some people do not hold any religious views</p>	<ul style="list-style-type: none"> • Discuss the concept of dialogue: Explore what dialogue means in the context of sharing beliefs and learning from others. Highlight the significance of listening and engaging in respectful conversations, especially when differing views are present. • Introduce the idea of learning from differences: Emphasise that understanding differences in beliefs, including those of people who do not hold any religious views, is vital for fostering mutual respect and learning. • Reflect on St. Paul's teachings on love and unity: Discuss how St. Paul's messages on love, acceptance, and unity can guide Christians in engaging in respectful and open interreligious dialogue. • Recognise that some people do not hold religious views: Acknowledge the diversity of worldviews, including secular or non-religious perspectives, and the importance of approaching all beliefs with respect and openness. 	<ul style="list-style-type: none"> • Interreligious dialogue as a path to mutual understanding and respect. • The importance of working together for peace and unity, despite differences in belief.
<p>Lesson 2: To reflect on how Christians can respect and appreciate Jewish beliefs and practices</p>	<ul style="list-style-type: none"> • Explore real-world examples of Christian-Jewish dialogue and cooperation, such as interfaith community events or shared social action projects. • Encourage pupils to reflect on how they can be respectful of others' beliefs and work together for the common good. 	

Year 6

As pupils approach the end of the primary phase of their education, they should reflect on what it means to put dialogue into action. The Catholic Bishops' Conference of England and Wales outlines three key pathways for dialogue, which are especially relevant for pupils:

- **The Dialogue of Life:** Understanding what it means to be a good neighbour and fostering relationships of care and respect.
- **The Dialogue of Action:** How Christians and others collaborate for justice and freedom for all people.
- **The Dialogue of Religious Experience:** How people share their spiritual riches.

Pupils do not need to be familiar with the technical language of dialogue, but they should begin to experience and understand the concepts of neighbourliness, collaboration, and the sharing of spiritual values. Teachers can incorporate these concepts into practical projects, such as local community initiatives focusing on caring for the environment or justice. Pupils can also learn about individuals committed to interreligious dialogue, such as St. Francis of Assisi, who met Sultan Al Malik during a conflict between Christians and Muslims. St. Francis taught his followers to be gentle, peaceful, and respectful in their interactions with others.

Pupils could also explore figures like Katharine Drexel, Ruth Pfau, Mateo Ricci, or the Trappist monks of Tibhirine, and examine how these individuals worked toward peace and justice. Additionally, charitable organizations that work for justice and promote human dignity can be studied to highlight how the principles of Catholic social teaching align with dialogue in action. Teachers can also help pupils understand their role in the local community and encourage participation in these values.

The concept of "worldview" goes beyond simply holding a point of view; it acknowledges that people's beliefs are shaped by their life experiences and that multiple worldviews can coexist. For example, a person may be both a vegan and a Christian. Teachers can use resources like Theos Think Tank's video on worldviews to explain this concept to pupils.

The encounter dimension of this branch introduces Dharmic faith pathways, which originated in the Indian subcontinent. These include Hinduism, Jainism, Buddhism, and Sikhism. Pupils are expected to learn about one of these Dharmic pathways, and teachers should choose the one that best reflects the pupils' context and community. The goal is to help pupils engage with these faith traditions in the context of modern Britain and to appreciate the diversity of beliefs in the world.

Learning Objectives	Activities	Key areas of learning
Week 1: Introduction to Dialogue and Unity		
Lesson 1: To understand the Catholic Church's teaching on promoting unity and love among all people	<ul style="list-style-type: none">• Explore the Catholic Church's teaching on promoting unity and love in the world.• Discuss the document <i>Nostra Aetate</i> and the Church's call for dialogue with people of goodwill, focusing on the importance of fostering relationships across cultures and beliefs.	<ul style="list-style-type: none">• Catholic teaching on unity and dialogue.• The concept of worldview and how it affects people's

<p>Lesson 2: To recognise that Catholics are called to engage in dialogue with the world</p>	<ul style="list-style-type: none"> • Delve into <i>Ecclesiam Suam</i> and reflect on the Church's message to engage with the world. Discuss practical ways Christians can contribute to a better world through dialogue. • Introduce the concept of a worldview: what it means, and how different worldviews shape beliefs and actions. 	<p>perspectives and actions.</p>
<p>Week 2: The Dialogue of Life: Being a Good Neighbour</p>		
<p>Lesson 1: To understand the dialogue of life and what it means to be a good neighbour</p>	<ul style="list-style-type: none"> • Introduce the dialogue of life, discussing the importance of living peacefully with others and how Christians and people of other faiths or no faith can live together harmoniously. • Reflect on the role of kindness, respect, and understanding in fostering good relationships with neighbours. 	<ul style="list-style-type: none"> • The importance of neighbourliness and peaceful coexistence. • Living out Christian values of kindness and love in daily life.
<p>Lesson 2: To Explore practical ways to live out neighbourliness</p>	<ul style="list-style-type: none"> • Explore examples of being a good neighbour through stories, such as the Parable of the Good Samaritan. • Discuss how acts of kindness, charity, and service are part of Christian living and how they promote unity in the community. 	
<p>Week 3: The Dialogue of Action: Working for Justice and the Common Good</p>		
<p>Lesson 1: To recognise the role of dialogue in working for justice and freedom</p>	<ul style="list-style-type: none"> • Introduce the dialogue of action, focusing on how people of different faiths can work together for common goals like justice, peace, and freedom. • Discuss the role of social justice in the Catholic faith, linking to Catholic social teaching on the dignity of the human person and the common good. 	<ul style="list-style-type: none"> • Working together for justice and freedom. • Understanding Catholic responsibility for promoting the common good through actions.
<p>Lesson 2: To understand how Christians can contribute to the common good</p>	<ul style="list-style-type: none"> • Explore real-world examples of dialogue in action, such as charitable organizations or interfaith initiatives working for social justice. • Discuss how individuals and groups can collaborate to create a fairer, more just world, and what Catholics can do to promote the common good. 	
<p>Week 4: The Dialogue of Religious Experience: Sharing Spiritual Riches</p>		
<p>Lesson 1: To understand the dialogue of religious experience and how people of different faiths share their spiritual practices</p>	<ul style="list-style-type: none"> • Introduce the dialogue of religious experience, explaining how people share their spiritual practices and experiences of God. • Discuss examples of interreligious dialogue where people of different faiths share their spiritual journeys in a respectful and enriching way. 	<ul style="list-style-type: none"> • Sharing spiritual experiences and learning from other faiths.

<p>Lesson 2: To explore how Christians can learn from the spiritual experiences of others</p>	<ul style="list-style-type: none"> • Study examples from the lives of religious figures, such as St. Francis of Assisi and his peaceful encounter with Sultan Al Malik. • Explore other examples of interfaith dialogue, such as the gathering of world religious leaders at Assisi in 1986, and how shared prayer can promote peace. 	<ul style="list-style-type: none"> • Interreligious dialogue as a tool for peace and mutual respect.
<p>Week 5: Encountering Dharmic Faiths - Hinduism, Buddhism, Sikhism, Jainism</p>		
<p>Lesson 1: To encounter a Dharmic faith and recognise key beliefs and practices</p>	<ul style="list-style-type: none"> • Introduce the Dharmic faiths, focusing on one pathway (e.g., Hinduism, Sikhism, Buddhism, or Jainism). Discuss the significance of dharma (the ethical path) in these religions. • Discuss some core beliefs of the chosen faith, such as karma, dharma, reincarnation, and how they influence the way followers live their lives. 	<ul style="list-style-type: none"> • The beliefs and practices of a Dharmic faith. • The impact of these beliefs on followers' worldview and actions.
<p>Lesson 2: To understand the diversity within Dharmic traditions and how they shape people's worldview</p>	<ul style="list-style-type: none"> • Explore the practices and ways of life of adherents to the chosen Dharmic faith. For example, in Hinduism, discuss the significance of rituals, temples, and festivals like Diwali and Holi. • Reflect on the commonalities between Catholicism and the Dharmic faith, such as striving for justice, peace, and the dignity of all people. 	
<p>Week 6: Living the Spirit of Assisi - Practicing Dialogue</p>		
<p>Lesson 1: To reflect on how Christians can embody dialogue in their daily lives</p>	<ul style="list-style-type: none"> • Recap the Spirit of Assisi, where religious leaders came together for prayer and peace. Discuss Pope St. John Paul II's call for dialogue and peace among all people. • Reflect on the importance of dialogue in promoting peace, understanding, and cooperation among people of different faiths. 	<ul style="list-style-type: none"> • Living out dialogue in action. • Practical steps for working together towards the common good.
<p>Lesson 2: To understand the importance of working together for the common good, peace and justice</p>	<ul style="list-style-type: none"> • Discuss practical ways that students can live out the principles of dialogue in their own lives. This could include small projects like community service, interfaith events, or peace-building activities. • Encourage students to consider how they can contribute to creating a more just, peaceful, and understanding world. 	