

Religious Education Subject Content and Outcomes

End of Key Stage 1	As a theologian:
Pupils should be taught:	<p>Making sense of belief</p> <p>To identify core beliefs and concepts studied and give a simple description of what they mean.</p> <p>To give examples of how stories show what people believe (e.g. the meaning behind a festival).</p> <p>To give clear, simple accounts of what stories and other texts mean to believers.</p> <p>Understanding the impact</p> <p>To give examples of how people use stories, texts and teachings to guide their beliefs and actions.</p> <p>To give examples of ways in which believers put their beliefs into practice.</p> <p>Make connections</p> <p>To think, talk and ask questions about whether the ideas they have been studying, have something to say to them.</p> <p>To give a good reason for the views they have and the connections they make.</p>
Learning Outcomes	
EYFS	<p>F4 Being special: Where do we belong?</p> <p><i>Suggested questions to explore:</i></p> <p>How do we show respect for one another?</p> <p>How do we show love/how do I know I am loved?</p> <p>Who do you care about? How do we show care/how do I know I am cared for?</p> <p>How do you know what people are feeling?</p> <p>How do we show people they are welcome?</p> <p>What things can we do better together rather than on our own?</p> <p>Where do you belong? How do you know you belong?</p> <p>What makes us feel special about being welcomed into a group of people?</p> <p>Making sense/Understanding impact</p> <ul style="list-style-type: none"> - Retell religious stories making connections with personal experiences <p>Making connections</p> <ul style="list-style-type: none"> - Share and record occasions when things have happened in their lives that made them feel special <p>Understanding impact</p> <ul style="list-style-type: none"> - Recall simply what happens at a traditional Christian infant baptism and dedication - Recall simply what happens when a baby is welcomed into a religion other than Christianity. <p>F2 Why is Christmas special for Christians?</p> <p><i>Suggested questions to explore:</i></p> <p>What special stories about Jesus are in the Bible?</p> <p>Why do Christians perform Nativity plays at Christmas?</p> <p>Why do Christians celebrate Jesus' birthday?</p>

What special things do Christians do at Christmas to share God's love?

What makes every single person unique and precious?

How does the Christmas story tell Christians they are precious to God?

Making connections

- Talk about people who are special to them
- Say what makes their family and friends special to them
- Retell religious stories, making connections with personal experiences.

Understanding impact

- Recall simply what happens at a traditional Christian festival (Christmas)

Making sense

- Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus

F1 Why is the word God so important to Christians?

What does the word 'God' mean?

Which people believe in God?

Which people believe God is the creator of everything?

What is amazing about the world?

What do Christians say about God as creator?

Making connections

- Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world.
- Think about the wonders of the natural world, expressing ideas and feelings.
- Talk about what people do to mess up the world and what they do to look after it.

Making sense

- Re-tell stories talking about what they say about the world, God, human beings.

Understanding impact

- Say how and when Christians like to thank their Creator.

F3 Why is Easter special to Christians?

Suggested questions to explore:

What happens at the end of winter and the beginning of spring? How do 'dead' plants and trees come alive again?

What do Christians believe happened to Jesus? Why do Christians think this is such an important story?

What do Christians do at Easter?

Why do we have Easter eggs?

Making sense

- Recognise and retell stories connected with celebration of Easter
- Say why Easter is a special time for Christians

Making connections

- Talk about ideas of new life in nature

Understanding the impact

- Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature
- Talk about some ways Christians remember these stories at Easter.

F5 What places are special and why?

Suggested questions to explore:

Where do you feel safe? Why?

Where do you feel happy? Why?

Where is special to me? Where is a special place for believers to go?

What makes this place special?

Making connections

- Talk about somewhere that is special to themselves, saying why
- Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church
- Express a personal response to the natural world.

Understanding impact

- Recognise that some religious people have places which have special meaning for them
- Talk about the things that are special and valued in a place of worship

Making sense

- Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God

F6 What times/stories are special and why?

Suggested questions to explore:

What is your favourite story? What do you like about it, and why?

What stories do you know about Jesus? What do you think Jesus was (is) like?

Do you know any Bible stories? What stories do you know that are special to Christians (or other faiths)? Who are the stories about? What happens in the story? Does the story tell you about God? What do you learn?

What stories do you know that tell you how you should behave towards other people?

What are the similarities and differences between different people's special stories?

Making sense

- Talk about some religious stories
- Recognise some religious words, e.g. about God
- Identify a sacred text e.g. Bible, Torah

Making connections

- Identify some of their own feelings in the stories they hear

Understanding the impact

- Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying

	<p>'thank you', and why it is good to thank and be thanked; what the <i>Chanukah</i> story teaches Jews about standing up for what is right), etc.</p>
<p>Year 1</p>	<p>1.1 What do Christians believe God is like?</p> <p>Make sense of belief: Identify what a parable is Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father Give clear, simple accounts of what the story means to Christians</p> <p>Understand the impact: Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)</p> <p>Make connections: Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas Give a reason for the ideas they have and the connections they make.</p> <p>1.2 Who do Christians say made the world?</p> <p>Make sense of belief: Retell the story of creation from Genesis 1:1–2:3 simply Recognise that 'Creation' is the beginning of the 'big story' of the Bible Say what the story tells Christians about God, Creation and the world</p> <p>Understand the impact: Give at least one example of what Christians do to say 'thank you' to God for Creation</p> <p>Make connections: Think, talk and ask questions about living in an amazing world Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.</p> <p>1.7 Who is Jewish and how do they live?</p> <p>Make sense of belief: Recognise the words of the Shema as a Jewish prayer Retell simply some stories used in Jewish celebrations (e.g. Chanukah) Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like</p> <p>Understand the impact: Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) Make links between Jewish ideas of God found in the stories and how people live Give an example of how some Jewish people might remember God in different ways (e.g. <i>mezuzah</i>, on Shabbat)</p> <p>Make connections: Talk about what they think is good about reflecting, thanking, praising and</p>

remembering for Jewish people, giving a good reason for their ideas
Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.

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

Make sense of belief:

Identify a story or text that says something about each person being unique and valuable

Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)

Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world

Understand the impact:

Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories

Give examples of how Christians and Jews can show care for the natural earth
Say why Christians and Jews might look after the natural world

Make connections:

Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world

Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.

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

Make sense of beliefs:

Recognise that loving others is important in lots of communities

Say simply what Jesus and one other religious leader taught about loving other people

Understand the impact:

Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean
Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)

Make connections:

Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences

Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.

<p>Year 2</p>	<p>1.3 Why does Christmas matter to Christians?</p> <p>Make sense of beliefs: Recognise that stories of Jesus' life come from the Gospels Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians</p> <p>Understand the impact: Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas.</p> <p>Make connections: Think, talk and ask questions about Christmas for people who are Christians and for people who are not Decide what they personally have to be thankful for, giving a reason for their ideas.</p> <p>1.4 What is the "good news" Christians say Jesus brings?</p> <p>Make sense of belief: Tell stories from the Bible and recognise a link with the concept of 'Gospel' or or 'good news' Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians Recognise that Jesus gives instructions to people about how to behave.</p> <p>Understand the impact: Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession)</p> <p>Make connections:</p>
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Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.

1.5 Why does Easter matter to Christians?

Make sense of belief:

Recognise that Incarnation and Salvation are part of a 'big story' of the Bible
Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)

Recognise that Jesus gives instructions about how to behave

Understand the impact:

Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter

Make connections:

Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.

1.6 Who is a Muslim and how do they live?

Make sense of belief:

Recognise the words of the *Shahadah* and that it is very important for Muslims

Identify some of the key Muslim beliefs about God found in the *Shahadah* and the 99 names of Allah, and give a simple description of what some of them mean

Give examples of how stories about the Prophet show what Muslims believe about Muhammad

Understand the impact:

Give examples of how Muslims use the *Shahadah* to show what matters to them

Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)

Give examples of how Muslims put their beliefs about prayer into action

Make connections:

Think, talk about and ask questions about Muslim beliefs and ways of living

Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas

Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.

1.8 What makes some places sacred for believers?

Make sense of belief:

	<p>Recognise that there are special places where people go to worship, and talk about what people do there</p> <p>Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean</p> <p>Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</p> <p>Understand the impact:</p> <p>Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe</p> <p>Give simple examples of how people worship at a church, mosque or synagogue</p> <p>Talk about why some people like to belong to a sacred building or a community</p> <p>Make connections:</p> <p>Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas</p> <p>Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</p>
End of Lower Key Stage 2	As a theologian:
Pupils should be taught:	<p>Making sense of beliefs</p> <p>To identify and describe the core beliefs and concepts studied</p> <p>To make clear links between texts/ sources of authority and the core concepts studied</p> <p>To offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</p> <p>Understanding the impact</p> <p>To make simple links between stories, teachings and concepts studied and how people live, individually and in communities</p> <p>To describe how people show their beliefs in how they worship and in the way they live</p> <p>To identify some differences in how people put their beliefs into practice</p> <p>Make connections</p> <p>To make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</p> <p>To raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</p> <p>To give good reasons for the views they have and the connections they make</p>
Learning Outcomes	
Year 3	<p>2.1 What do Christians learn from the creation story?</p> <p>Make sense of belief:</p> <p>Place the concepts of God and Creation on a timeline of the Bible's 'big story'</p>

Make clear links between Genesis 1 and what Christians believe about God and Creation

Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world

Understand the impact:

Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways)

Describe how and why Christians might pray to God, say sorry and ask for forgiveness

Make connections:

Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.

L2.2 What is it like for someone to follow to God?

Make sense of belief:

Make clear links between the story of Noah and the idea of covenant

Understand the impact:

Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony

Make connections:

Make links between the story of Noah and how we live in school and the wider world.

L2.4 What kind of world did Jesus want?

Make sense of belief:

Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus

Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'

Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian

Understand the impact:

Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways

Make connections:

Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.

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

Make sense of belief:

Identify some beliefs about God in Islam, expressed in Surah 1

Make clear links between beliefs about God and *ibadah* (e.g. how God is worth worshipping; how Muslims submit to God)

Understand the impact:

Give examples of *ibadah* (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.

Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)

Make connections:

Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims

Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.

L2.10 How do festivals and family life show what matters to Jews?

Make sense of belief:

Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean

Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people

Offer informed suggestions about the meaning of the Exodus story for Jews today

Understand the impact:

Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)

Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities

Make connections:

Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future

Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.

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

Make sense of belief:

Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)

Make links between religious beliefs and teachings and why people try to live and make the world a better place

Understand the impact:

Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. *tikkun olam* and the charity Tzedek)

Describe some examples of how people try to live (e.g. individuals and organisations)

Identify some differences in how people put their beliefs into action

Make connections:

Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better

	<p>Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas</p> <p>Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.</p>
<p>Year 4</p>	<p>L2.3 What is the “Trinity” and why is it important for Christians?</p> <p>Make sense of belief:</p> <p>Recognise what a ‘Gospel’ is and give an example of the kinds of stories it contains</p> <p>Offer suggestions about what texts about baptism and Trinity mean</p> <p>Give examples of what these texts mean to some Christians today</p> <p>Understand the impact:</p> <p>Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live</p> <p>Make connections:</p> <p>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.</p> <p>L 2.5 Why do Christians call the day that Jesus died “Good Friday”?</p> <p>Make sense of belief:</p> <p>Recognise the word ‘Salvation’, and that Christians believe Jesus came to ‘save’ or ‘rescue’ people, e.g. by showing them how to live</p> <p>Offer informed suggestions about what the events of Holy Week mean to Christians</p> <p>Give examples of what Christians say about the importance of the events of Holy Week</p> <p>Understand the impact:</p> <p>Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities</p> <p>Describe how Christians show their beliefs about Jesus in worship in different ways</p> <p>Make connections:</p> <p>Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died ‘Good Friday’, giving good reasons for their suggestions.</p> <p>L2.6 For Christians, what was the importance of Pentecost?</p> <p>Make sense of belief:</p> <p>Make clear links between the story of Pentecost and Christian beliefs about the ‘kingdom of God’ on Earth</p>

Offer informed suggestions about what the events of Pentecost in Acts 2 might mean

Give examples of what Pentecost means to some Christians now

Understand the impact:

Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now

Describe how Christians show their beliefs about the Holy Spirit in worship

Make connections:

Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.

L2.7 What do Hindus believe that God is like?

Make sense of belief:

Identify some Hindu deities and say how they help Hindus describe God

Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God

Offer informed suggestions about what Hindu *murtis* express about God

Understand the impact:

Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali)

Identify some different ways in which Hindus worship

Make connections:

Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today

Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.

L2.8 What does it mean to be a Hindu in Britain today?

Make sense of belief:

Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean

Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (*dharma*)

Understand the impact:

Describe how Hindus show their faith within their families in Britain today (e.g. home *puja*)

Describe how Hindus show their faith within their faith communities in Britain today (e.g. *arti* and *bhajans* at the *mandir*; in festivals such as Diwali)

Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)

Make connections:

Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.

	<p>L2.11 How and why do people mark the significant events in life?</p> <p>Make sense of belief:</p> <p>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean</p> <p>Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today</p> <p>Understand the impact:</p> <p>Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean</p> <p>Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</p> <p>Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)</p> <p>Make connections:</p> <p>Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones</p> <p>Make links between ideas of love, commitment and promises in religious and non-religious ceremonies</p> <p>Give good reasons why they think ceremonies of commitment are or are not valuable today.</p>
<p>End of Upper KS2</p>	<p>As a theologian:</p>
<p>Pupils should be taught:</p>	<p>Make sense of belief</p> <p>To identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</p> <p>To describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</p> <p>To give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority</p> <p>Understand the impact</p> <p>To make clear connections between what people believe and how they live, individually and in communities</p> <p>To use evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</p> <p>Make connections</p>

	<p>To make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</p> <p>To reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently</p> <p>To consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make</p>
<p>Year 5</p>	<p>U2.1 What does it mean for Christians to believe that God is holy and loving?</p> <p>Make sense of belief: Identify some different types of biblical texts, using technical terms accurately Explain connections between biblical texts and Christian ideas of God, using theological terms</p> <p>Understand the impact: Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed Show how Christians put their beliefs into practice in worship</p> <p>Make connections: Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p> <p>U2.3 Why do Christians believe that God is the Messiah?</p> <p>Make sense of belief: Explain the place of Incarnation and Messiah within the ‘big story’ of the Bible Identify Gospel and prophecy texts, using technical terms Explain connections between biblical texts, Incarnation and Messiah, using theological terms</p> <p>Understand the impact: Show how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible</p> <p>Make connections: Weigh up how far the idea of Jesus as the ‘Messiah’ – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people’s lives, giving good reasons for their answers.</p> <p>U2.4 How do Christians decide how to live? “What would Jesus do?”</p> <p>Make sense of belief: Identify features of Gospel texts (for example, teachings, parable, narrative) Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts</p> <p>Understand the impact: Make clear connections between Gospel texts, Jesus’ ‘good news’, and how Christians live in the Christian community and in their individual lives</p>

Make connections:

Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives

Articulate their own responses to the issues studied, recognising different points of view.

U2.8 What does it mean to be a Muslim in Britain today?

Make sense of belief:

Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. *Tawhid*; Muhammad as the Messenger, Qur'an as the message)
Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; *Hajj* practices follow example of the Prophet)

Understand the impact:

Make clear connections between Muslim beliefs and *ibadah* (e.g. Five Pillars, festivals, mosques, art)

Give evidence and examples to show how Muslims put their beliefs into practice in different ways

Make connections:

Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Gloucestershire today

Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims

Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.

U2.9 Why is the Torah so important to Jewish people?

Make sense of belief:

Identify and explain Jewish beliefs about God

Give examples of some texts that say what God is like and explain how Jewish people interpret them

Understand the impact:

Make clear connections between Jewish beliefs about the Torah and how they use and treat it

Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)

Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)

Make connections:

Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today

Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.

	<p>U2.10 What matters most to Humanists and Christians?</p> <p>Make sense of belief: Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) Make links with sources of authority that tell people how to be good (e.g. Christian ideas of ‘being made in the image of God’ but ‘fallen’, and Humanists saying people can be ‘good without God’)</p> <p>Understand the impact: Make clear connections between Christian and Humanist ideas about being good and how people live Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</p> <p>Make connections: Raise important questions and suggest answers about how and why people should be good Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.</p>
<p>Year 6</p>	<p>U2.2 Creation and science: conflicting or complimentary?</p> <p>Make sense of belief: Identify what type of text some Christians say Genesis 1 is, and its purpose Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations</p> <p>Understand the impact: Make clear connections between Genesis 1 and Christian belief about God as Creator Show understanding of why many Christians find science and faith go together</p> <p>Make connections: Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.</p> <p>U2.5 What do Christians believe Jesus did to “save” people? Make sense of belief: Outline the ‘big story’ of the Bible, explaining how Incarnation and Salvation fit within it Explain what Christians mean when they say that Jesus’ death was a sacrifice</p> <p>Understand the impact: Make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate Holy Communion/Lord’s Supper</p>

Show how Christians put their beliefs into practice in different ways

Make connections:

Weigh up the value and impact of ideas of sacrifice in their own lives and the world today

Articulate their own responses to the idea of sacrifice, recognising different points of view.

U2.6 For Christians what kind of king was Jesus?

Make sense of belief:

Explain connections between biblical texts and the concept of the kingdom of God

Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations

Understand the impact:

Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice

Show how Christians put their beliefs into practice in different ways

Make connections:

Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today

Articulate their own responses to the idea of the importance of love and service in the world today.

U2.7 Why do Hindus try to be good?

Make sense of belief:

Identify and explain Hindu beliefs, e.g. *dharma*, *karma*, *samsara*, *moksha*, using technical terms accurately

Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about *samsara*, *moksha*, etc.

Understand the impact:

Make clear connections between Hindu beliefs about *dharma*, *karma*, *samsara* and *moksha* and ways in which Hindus live

Connect the four Hindu aims of life and the four stages of life with beliefs about *dharma*, *karma*, *moksha*, etc.

Give evidence and examples to show how Hindus put their beliefs into practice in different ways

Make connections:

Make connections between Hindu beliefs studied (e.g. *karma* and *dharma*), and explain how and why they are important to Hindus

Reflect on and articulate what impact belief in *karma* and *dharma* might have on individuals and the world, recognising different points of view.

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

Make sense of belief:

Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs

Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from

Give examples of reasons why people do or do not believe in God

Understand the impact:

Make clear connections between what people believe about God and the impact of this belief on how they live

Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)

Make connections:

Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging

Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not

Make connections between belief and behaviour in their own lives, in the light of their learning.

U2.12 How does faith help people when it hard?

Make sense of belief:

Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life

Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences

Understand the impact:

Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)

Give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives

Make connections:

Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these

Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.