

## RE Curriculum map

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>Nur</b>	Where do we belong?		Which people are special and why?		Which places are special and why?	
<b>Rec</b>	<b>Believing</b> F2 - Which people are special and why?	<b>Believing</b> F1 - Which stories are special and why?	<b>Expressing</b> F3 - Which places are special and why?	<b>Expressing</b> F4 - Which times are special and why?	<b>Living</b> F5 - Where do we belong?	<b>Living</b> F6 - What is special about our world and why?
<b>Yr 1</b> Trip to the Church	<b>Believing</b> 1.1 - Who is a Christian and what do they believe?		<b>Expressing</b> 1.5 - What makes some places sacred?	<b>Expressing</b> 1.6 - How and why do we celebrate special and sacred times?	<b>Living</b> 1.7 - What does it mean to belong to a faith community?	
<b>Yr 2</b> Trip to the Mosque	<b>Believing</b> 1.2 - Who is a Muslim and what do they believe?	<b>Believing</b> 1.4 - What can we learn from sacred books?	<b>Expressing</b> 1.6 - How and why do we celebrate special and sacred times?		<b>Living</b> 1.8 - How should we care for others and the world, and why does it matter?	
<b>Yr 3</b> Trip to the Hindu Temple	<b>Believing</b> L2.1 - What do different people believe about God? (Christians, Muslims and Hindus)	<b>Believing</b> L2.2 - Why is the Bible so important for Christians today?	<b>Expressing</b> L2.4 - Why do people pray? (Christians, Muslims and Hindus)	<b>Expressing</b> L2.5 - Why are festivals important to religious communities? (Christians, Muslims and Hindus)	<b>Living</b> L2.7 - What does it mean to be a Christian in Britain today?	
<b>Yr 4</b> Trip to the Jewish Synagogue/ Jewish Museum	<b>Believing</b> L2.8 - What does it mean to be a Hindu in Britain today?	<b>Expressing</b> L2.6 - Why do some people think that life is like a journey and what significant experiences mark this? (Christians, Hindus, Jewish & non-religious responses e.g. Humanist)		<b>Living</b> L2.3 - Why is Jesus inspiring to some people?	<b>Living</b> L2.9 - What can we learn from religions about deciding what is right and wrong? (Christians, Jewish people and non-religious responses e.g. Humanists)	
<b>Yr 5</b>	<b>Believing</b> U2.1 - Why do some people think God exists? (Christians and non-religious e.g. Humanists)	<b>Believing</b> U2.2 - What would Jesus do? (Can we live by the values of Jesus in the 21st century?)	<b>Expressing</b> U2.4 - If God is everywhere, why go to a place of worship? (Christians, Hindus and Jewish people)		<b>Living</b> U2.6 - What does it mean to be a Muslim in Britain today?	
<b>Yr 6</b>	<b>Believing</b> U2.3 - What do religions say to us when life gets hard? (Christians, Hindus and non-religious e.g. Humanists)		<b>Living</b> U2.7 - What matters most to Christians and Humanists?		<b>Expressing</b> U2.5 - Is it better to express your beliefs in arts and architecture or in charity and generosity? (Christians, Muslims and non-religious e.g. Humanists)	

Nursery - Understanding the World					
Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Where do we belong?		Which people are special and why?		Which places are special and why?	
<p>Develop an understanding all about me, who am I? (name, age, likes, dislikes)</p> <p>Name the members in my family (who I live with as well as aunts, uncles, cousins, grandparents, pets)</p> <p><b>Key Text - Who are you?</b></p>	<p>Develop an understanding of events that are special to me e.g. Birthdays, holidays, religious celebrations, festivals</p> <p><b>Key Text - When's my Birthday</b></p> <p>Notice differences between people in my family (physical traits and personality traits)</p> <p>Begin to make sense of their own life-story with support and engagement from parents.</p> <p><b>Key Text - The Family Book</b></p>	<p>Name someone in my family who is special to me and give a reason why.</p> <p>Make connections between the features of their family and other families.</p> <p>Notice differences between people from different families.</p> <p><b>Key Text - The Family Book</b></p>	<p>Know and understand who helps us in our school community and how/ what they do to help us.</p> <p><b>Key Text - All are Welcome</b></p> <p><b>Key Text - Superhero Like You</b></p> <p>Begin to make sense of their own life-story and family's history.</p>	<p>Know who helps us in the local community. Looking at job roles and breaking stereotypes.</p>	<p>Know that there are different countries in the world and talk about the differences between people (how they look and how they live).</p> <p>Continue developing positive attitudes about the differences between people.</p> <p><b>Key Text - Hats of Faith</b></p> <p><b>Key Text - A Tale of Two Mummies</b></p>

<ul style="list-style-type: none"> <li>• Creative play, make-believe, role play, dance and drama</li> <li>• Dressing up and acting out scenes from stories, celebrations or festivals</li> <li>• Making and eating festival food</li> <li>• Listening to religious music</li> <li>• Starting to introduce religious terminology</li> <li>• Work on nature, growing and life cycles or harvest</li> <li>• Starting to talk about the different ways in which people believe and behave, and encouraging children to ask questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Talking and listening to each other; hearing and discussing stories of all kinds, including religious and secular stories with themes such as goodness, difference, the inner world of thoughts and feelings, and imagination</li> <li>• Exploring authentic religious artifacts, including those designed for small children such as 'soft toy' artefacts or story books</li> <li>• Seeing pictures, books and videos of places of worship and meeting believers in class</li> <li>• Seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, the birth of a new baby, weddings or the death of a pet</li> </ul>
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**Reception - Understanding the World**

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>Believing</b> F2 - Which people are special and why?	<b>Believing</b> F1 - Which stories are special and why?	<b>Expressing</b> F3 - Which places are special and why?	<b>Expressing</b> F4 - Which times are special and why?	<b>Living</b> F5 - Where do we belong?	<b>Living</b> F6 - What is special about our world and why?
<p>1. I can talk about people who are special to me</p> <p>2. I know what makes my family special to me.</p> <p>3. I can identify qualities that make a good friend.</p> <p>4. I know what makes me a good friend.</p> <p><b>Extend:</b> I can talk about a story that made Jesus a good friend.</p>	<p>1. What is your favourite story? What do you like about it, and why?</p> <p>2. Which stories are special and why? (The Diwali story)</p> <p>3. What stories do you know about Jesus? (I can recognise some religious words: Jesus/ Bible)</p> <p>4. What do you think Jesus was (is) like? <a href="#">Parable of two sons. Sully the Seagull   A Story About Keeping Promises ( Youtube)</a></p> <p>5. Do you know any Bible stories?</p> <p>6. Which stories are special and why? (<a href="#">The Nativity story</a>)</p>	<p>1. Where do you feel safe? Why?</p> <p>2. Where do you feel happy? Why?</p> <p>3. Where is special to me?</p> <p>4. Where is a special place for believers to go?</p> <p>5. What makes this place special?</p>	<p>1. What special times have you had? What did you celebrate and how?</p> <p>2. What do other people celebrate?</p> <p>3. What happens at festivals, and why?</p> <p>4. What stories can you remember about festivals?</p> <p>5. What are the similarities and differences between different people's special times?</p>	<p>1. How do we show love and respect/how do I know I am loved?</p> <p>2. How do we show people they are welcome?</p> <p>3. Where do you belong? How do you know you belong?</p> <p>4. What makes us feel special about being welcomed into a group of people? <a href="#">(recall simply what happens at a traditional Christian infant baptism &amp; what happens when a baby is welcomed into Islam - ask a new mum to bring a baby into the class and talk about how the baby was welcomed into their family)</a></p>	<p>1. What do you like in nature? What is your favourite thing and why?</p> <p>2. Why do some people say the world is special? What do you think is special about the world?</p> <p>3. What stories of creation do Christians tell? (<a href="#">biblical creation story, e.g 'In the beginning' by Steve Turner</a>)</p> <p>4. What do people say about how we should look after the world? How do you think we should look after the world? (<a href="#">e.g. From Islam: 'Muhammad and the ant' and 'Muhammad and the thirsty camel'</a>)</p>

**What do we want children to know by the end of the year?**

To be able to talk about why they are special.  
 To be able to talk about their own family.  
 To begin to understand that some people have different religions and celebrations.  
 To be able to share their own experiences of festivals they celebrate.  
 To begin to understand why our world is special.

Year 1					
Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>Believing</b> 1.1 - Who is a Christian and what do they believe?		<b>Expressing</b> 1.5 - What makes some places sacred?	<b>Expressing</b> 1.6 - How and why do we celebrate special and sacred times?	<b>Living</b> 1.7 - What does it mean to belong to a faith community?	
<p>1. I can recall some simple facts about Christian beliefs. (Jesus, Bible, Church, Father, Son and the Holy Spirit)</p> <p>2. I can recognise some Christian symbols and images used to express ideas about God. (cross, fish, candle, Bible and bread and wine)</p> <p>3. I can retell a story that shows what Christians might think about God. (The book of Jonah in the Old Testament, The Lost Son (Luke 15:11–32)The Creation story)</p> <p>4. I can talk about issues of good and bad, right and wrong arising from the stories. (The Lost Son's story to talk about right and wrong).</p> <p>5. I can ask some questions about believing in God and offer some ideas of my own.</p> <p><b>Extend:</b> I can make links between what Jesus taught and what Christians believe and do. I can respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1).</p>		<p>1. I can Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used.</p> <p>2. I can talk about ways in which stories, objects, symbols and actions used in churches show what people believe. (church: altar, cross, crucifix, font, lectern, candles and the symbol of light; plus specific features from different denominations as appropriate: icons, stations of the cross; baptismal pool; pulpit)</p> <p>3. I can describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (gospel/ hymns)</p>	<p>1. I can identify a special time I celebrate and explain simply what celebration means.</p> <p>2. I can retell stories connected with Easter.</p> <p>3. I can identify some ways Christians celebrate Easter.</p> <p>4. I can ask questions and suggest answers about stories to do with Christian festivals.</p> <p><b>Extend:</b> I can suggest meanings for some symbols and actions used in religious celebrations, including Easter</p>	<p>1. I can talk about what is special and of value about belonging to a group that is important to them and show awareness that some people belong to different religions.</p> <p>2. I can recognise and name some symbols of belonging for Christians and at least one other religion (Islam), suggesting what these might mean and why they matter to believers.</p> <p>3. I can give an account of what happens at a traditional Christian infant baptism dedication and suggest what the actions and symbols mean (Baptism, font, holy water, baby, parents God -parents)</p> <p>4. I can identify two ways people show they belong to each other when they get married</p> <p>5. I can respond to examples of cooperation between different people (Find out about times when people from different religions work together, e.g. in charity work or to remember special events. Examples might include Christian Aid and Islamic Relief)</p> <p><b>Extend:</b> I can give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences.</p>	

	<p>4. I can ask good questions during a school visit about what happens in a church (<a href="#">trip to the Church</a>)</p> <p><b>Extend:</b> I can suggest meanings to religious songs, responding sensitively to ideas about thanking and praising (A2).</p> <p>I can show that I have begun to be aware that some people regularly worship God in different ways and in different places (B3).</p>		I can identify some similarities and differences between wedding ceremonies across different religions (B3).
<p><b>Links: Questions in this thread:</b></p> <p>1.2 Who is a Muslim and what do they believe?  1.3 Who is Jewish and what do they believe?  L2.1 What do different people believe about God?  U2.1 Why do some people believe God exists?  3.1 Do we need to prove God's existence?</p>	<p><b>Links: Questions in this thread:</b></p> <p>F3 Which places are special and why?  L2.4 Why do people pray?  U2.4 If God is everywhere, why go to a place of worship?  3.6 Should religious buildings be sold to feed the starving?</p>	<p><b>Links: Questions in this thread:</b></p> <p>F4 Which times are special and why?  L2.5 Why are festivals important to religious communities?  U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?  3.7 How can people express the spiritual through the arts?</p>	<p><b>Links:: Questions in this thread:</b></p> <p>F5 Where do we belong?  L2.7 What does it mean to be a Christian in Britain today? L2.8 What does it mean to be a Hindu in Britain today?  U2.6 What does it mean to be a Muslim in Britain today?  3.8 What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today?</p>

**What do we want children to know by the end of the year?**

- To be able to recall some simple facts about Christianity.
- To recognise and name some religious symbols for Christianity and Islam.
- To be able to ask some questions about believing in God.
- To recall a story about Easter.
- To be able to explain a special time they celebrate.
- To be able to talk about belonging to a group and understand some people belong to different religious groups.

Year 2					
Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>Believing</b> 1.2 - Who is a Muslim and what do they believe?	<b>Believing</b> 1.4 - What can we learn from sacred books?	<b>Expressing</b> 1.6- How and why do we celebrate special and sacred times?		<b>Living</b> 1.8 - How should we care for others and the world, and why does it matter?	
<p>1. I can talk about Muslim beliefs (Allah, the example of the Prophet Muhammad, Quran, Mosque, 5 Pillars of Islam)</p> <p>2. I recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like (A3). (99 names of Allah)</p> <p>3. I can talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).</p> <p>4. I can retell a story about the life of the Prophet Muhammad. (Share the story of the Revelation of the Holy Qur'an)</p> <p>5. I can recognise some</p>	<p>1. I can recognise that sacred texts contain stories which are special to many people and should be treated with respect. (Bible and Quran- investigate how these books are used and treated)</p> <p>2. I can retell a story from the Bible and suggest a meaning behind it (Christianity - The lost sheep/lost coin Luke 15 to identify how they treat each other)</p> <p>3. I can retell a story from the Quran and suggest a meaning behind it (Islam - Prophet Muhammad -The Crying Camel)</p> <p>4. I can ask and suggest answers to questions arising from stories from the Bible and Quran</p>	<p>1. I can identify how people express the spiritual through the arts. (hymns and gospel songs in Christianity: Amazing Grace &amp; Swing Low Sweet Chariot and Islamic art)</p> <p>2. I can identify a special time I celebrate and explain simply what celebration means (A1).</p> <p>3. I can identify why festivals are important to religious communities</p> <p>4. I can retell a story connected with Ramadan and say why it is important to Muslims</p> <p>5. I can ask questions and suggest answers about stories to do with Ramadan.</p> <p>6. I can identify some ways Muslims celebrate Ramadan and Eid-ul-Fitr. I can collect examples of what people do, give, sing, remember or think about and say why they matter to believers.</p> <p>7. I can identify some ways Christians celebrate Easter. I can collect examples of what people do, give, sing, remember or think about and say why they matter to believers.</p>		<p>1. Talk about how religions teach that people are valuable, giving simple examples (B1). (Christian teachings that God values everyone (Matthew 6.26); Jesus blesses the children (Matthew 19, Mark 10, Luke 18)</p> <p>2. I can recognise that some people believe God created the world and so we should look after it (A2). (Islamic story: Bilal and the Beautiful Butterfly)</p> <p>3. I can re-tell Bible stories and stories from the Quran about caring for others and the world. (Four friends take the paralyzed man to Jesus (Luke 5 v 17–26), 'The good Samaritan' (Luke 10: 25–37). Be My guest story in Islam)</p> <p>4. I can identify ways that some people make a response to God by caring for others and the world (Giving Zakat in Islam)</p> <p>5. I can talk about issues of good and bad, right and wrong arising from the stories (see stories above)</p> <p>6. I can talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more.</p> <p>7. I can use creative ways to express myr own ideas about the</p>	

<p>objects used by Muslims and suggest why they are important. (Prayer beads, prayer mat, Quran and stand, compass and head scarf).</p> <p><b>Extend:</b> I can make links between what the Holy Qur'an says and how Muslims behave (A2).</p>	<p>5. I can talk about issues of good and bad, right and wrong arising from the stories (using stories above)</p> <p><b>Extend:</b> I can make links between the messages within sacred texts and the way people live (A2).</p>	<p><b>Extend:</b> I can suggest meanings for some symbols and actions used in Easter and Eid-ul-Fitr (A3).</p> <p>I can identify some similarities and differences between Easter and Eid-ul-Fitr (B3).</p>	<p>creation story and what it says about what God is like. (Creation stories in Christianity and Islam)</p> <p><b>Extend:</b> I can give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1)</p> <p>How should we care for others and the world, and why does it matter? (C1)</p>
<p><b>Links: Questions in this thread:</b> 1.1 Who is a Christian and what do they believe? 1.3 Who is Jewish and what do they believe? L2.1 What do different people believe about God? U2.1 Why do some people believe God exists? 3.1 Do we need to prove God's existence?</p>	<p><b>Links: Questions in this thread:</b> F1: Which stories are special and why? L2.2 Why is the Bible so important for Christians today? 3.2 Does living biblically mean obeying the whole Bible?</p>	<p><b>Links: Questions in this thread:</b> F4 Which times are special and why? L2.5 Why are festivals important to religious communities? U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? 3.7 How can people express the spiritual through the arts?</p>	<p><b>Links: Questions in this thread:</b> F6. What is special about our world? L2.9 What can we learn from religions about deciding what is right and wrong? U2.7 What matters most to Christians and Humanists? U2.8 What difference does it make to believe in...? 3.10 Does religion help people to be good? 3.11 What difference does it make to believe in...? 3.12 Is religion a power for peace or a cause of conflict in the world today?</p>

### What do we want children to know by the end of the year?

- To be able to name the God, religious text , places of worship of Christians and Muslims.
- To be able to recognise and name some religious objects that represent Christianity and Islam.
- To be able to ask some questions about believing in God.
- To be able to share their own ideas about their own religious or non religious beliefs.
- To be able to explain some ways that Christians and Muslims celebrate key religious festivals.
- To begin to identify similarities and differences between Christians and Muslims.
- To have a good understanding of how we need to care for others and our world we live in.

**Year 3**

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>Believing</b> L2.1 - What do different people believe about God? (Christians, Muslims and Hindus)	<b>Believing</b> L2.2 - Why is the Bible so important for Christians today?	<b>Expressing</b> L2.4 - Why do people pray? (Christians, Muslims and Hindus)	<b>Expressing</b> L2.5 - Why are festivals important to religious communities? (Christians, Muslims and Hindus)	<b>Living</b> L2.7 - What does it mean to be a Christian in Britain today?	
<p>1. I understand the key facts about Hinduism</p> <p>2. I can describe some of the ways in which Christians, Hindus and Muslims describe God.</p> <p>3. I can ask questions and suggest some of my own responses to ideas about God.</p> <p>4. I can suggest why having faith or belief in something can be hard.</p> <p>5. I can identify how and say why it makes a difference in people's lives to believe in God.</p>	<p>1. I can recall and name some Bible stories that inspire Christians.</p> <p>2. I can make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation.</p> <p>3. I can give examples of how and suggest reasons why Christians use the Bible today.</p> <p>4. I can describe some ways Christians say what God is like, with examples from the Bible, using different forms of expression.</p> <p>5. I can discuss my own and</p>	<p>1. I can describe the practice of prayer in Christianity, Islam and Hinduism (A2)</p> <p>2. I can make connections between what people believe about prayer and what they do when they pray.</p> <p>3. I can describe ways in which prayer can comfort and challenge believers</p> <p>4. I can describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.</p> <p><b>Extend:</b> I can consider and evaluate the significance of</p>	<p>1. I can make connections between stories, symbols and beliefs with what happens in at least two festivals (A2) (Easter and Eid)</p> <p>2. I can ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid, Holi) (B2).</p> <p>3. I can identify similarities and differences in the way festivals are celebrated within and between religions (A3).(e.g. Easter, Eid, Holi)</p> <p>4. I can explore and suggest ideas about what is worth celebrating and remembering in religious communities and</p>	<p>1. I can identify and name examples of what Christians have and do in their families and at church to show their faith. I can ask questions about what Christians do to show their faith (B1).</p> <p>2. I can describe some examples of what Christians do to show their faith and make connections with some Christian beliefs and teachings.</p> <p>3. I can describe some ways in which Christians express their faith through hymns and modern worship songs.</p> <p>4. I can suggest at least two reasons why being a Christian is a good thing in Britain today and two reasons why it might be hard sometimes.</p> <p>5. I can discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves help others.</p> <p><b>Extend:</b> I can explain similarities and differences between at least two different ways of worshiping in two different</p>	



<p><b>Extend:</b> I can identify some similarities and differences between ideas about what God is like in different religions.</p> <p>I can discuss and present my own ideas about why there are many ideas about God and express my own understanding of God through words, symbols and the arts (C1).</p>	<p>others' ideas about why humans do bad things and how people try to put things right (C3).</p> <p><b>Extend:</b> I can suggest why Christians believe that God needs to rescue/save human beings (B2).</p>	<p>prayer in the lives of people today.</p>	<p>in their own lives (C1).</p> <p><b>Extend:</b> I can discuss and present my own responses about the role of festivals in the life of Britain today, showing my understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2).</p>	<p>Christian churches. (<a href="#">Catholics and Church of England</a>)</p> <p>Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1).</p>
<p><b>Links: Questions in this thread:</b></p> <p>1.1-3 Who is Christian/ Muslim / Jewish and what do they believe?  U2.1 Why do some people believe God exists?  3.2 Do we need to prove God's existence?</p>	<p><b>Links: Questions in this thread:</b></p> <p>F1 Which stories are special and why?  1.4 What can we learn from sacred books?  3.2 Does living biblically mean obeying the whole Bible?</p>	<p><b>Links: Questions in this thread:</b></p> <p>F3 Which places are special and why?  1.5 What makes some places sacred?  U2.4 If God is everywhere, why go to a place of worship?  3.6 Should religious buildings be sold to feed the starving?</p>	<p><b>Links: Questions in this thread:</b></p> <p>F4 Which times are special and why?  1.6 How and why do we celebrate special and sacred times?  U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?  3.7 How can people express the spiritual through the arts?</p>	<p><b>Links: Questions in this thread:</b></p> <p>F5 Where do we belong?  1.7 What does it mean to belong to a faith community?  L2.8 What does it mean to be a Hindu in Britain today?  U2.6 What does it mean to be a Muslim in Britain today?  3.8 What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today?</p>

### What do we want children to know by the end of the year?

- To be able to understand the key facts about Hinduism.
- To be able to name and describe the attributes of God:
  - Christians - Trinity: Father, Son & Holy Spirit
  - Muslims - 99 names of Allah
  - Hindus - Trimurti: Brahma (creator), Vishnu (preserver), Shiva (destroyer).
- To be able to explain ways in which believing in God impacts on the lives of believers.
- To be able to ask questions about God, looking at different religions.
- To Begin to identify similarities and differences about God and praying in Christianity, Islam and Hinduism.

Year 4					
Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<p><b>Believing</b></p> <p>L2.8 - What does it mean to be a Hindu in Britain today?</p>	<p><b>Expressing</b></p> <p>L2.6 - Why do some people think that life is like a journey and what significant experiences mark this? (Christians, Hindus, Jewish &amp; non-religious responses e.g. Humanist)</p>		<p><b>Living</b></p> <p>L2.3 - Why is Jesus inspiring to some people?</p>	<p><b>Living</b></p> <p>L2.9 - What can we learn from religions about deciding what is right and wrong? (Christians, Jewish people and non-religious responses e.g. Humanists)</p>	
<p>1. I can identify and name examples of what Hindus have and do in their families and at mandir to show their faith (A3). I can ask good questions about what Hindus do to show their faith (B1).</p> <p>2. I can describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life.</p> <p>3. I can describe some ways in which Hindus express their faith through puja, aarti and bhajans.</p> <p>4. I can suggest at least two</p>	<p>1. I know the key beliefs in Judaism</p> <p>2. I can recall and name some of the ways religions mark milestones of commitment (including marriage) (A1).</p> <p>3. I can identify at least two promises made by believers at these ceremonies and say why they are important (B1).</p> <p>4. I can suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).</p> <p>5. I can describe what happens in Christian, Jewish, and Hindu ceremonies of commitment and say what these rituals mean (A3).</p> <p>6. I can suggest reasons why marking the milestones of life are important to Christians, Hindus and Jewish people (B2).</p> <p>7. I can link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).</p>		<p>1. I can ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus (B1).</p> <p>2. I can make connections between some of Jesus' teachings and the way Christians live today.</p> <p>3. I can describe and record how Christians celebrate Holy Week and Easter Sunday.</p> <p>4. I can identify the most important parts of Easter for Christians and say why they are important.</p> <p>5. I can give simple definitions</p>	<p>1. I can recall and talk about some rules for living in religious traditions.</p> <p>2. I can find out at least two teachings from religions about how to live a good life.</p> <p>3. I can give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.</p> <p>4. I can make connections between stories of temptation and why people can find it difficult to be good.</p> <p>5. I can give examples of ways in which some inspirational people have been guided by their religion.</p> <p>6. I can discuss my own and others' ideas about how people decide right and wrong</p> <p>. <b>Extend:</b> I can explain some similarities and differences between the codes for living used by Christians and the followers of at</p>	

<p>reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.</p> <p>5. I can discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others</p> <p><b>Extend:</b> Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3).</p> <p>Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences.</p>	<p><b>Extend:</b> I can explain similarities and differences between ceremonies of commitment (B3).</p> <p>I can discuss and present their own ideas about the value and challenge of religious commitment in Britain today (C2).</p>	<p>of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter.</p> <p><b>Extend:</b> Make connections between the Easter story of Jesus and the wider 'big story' of the Bible</p>	<p>least one other religion or non-religious belief system (B3).</p> <p>I can express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity (C3).</p>
<p><b>Links: Questions in this thread:</b>  F5: Where do we belong?  1.7 What does it mean to belong to a faith community?  L2.7 What does it mean to be a Christian in Britain today?  U2.6 What does it mean to be a Muslim in Britain today?  3.8 What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today?</p>	<p><b>Links: Questions in this thread:</b>  FS: Which times are special and why?  1.6 How and why do we celebrate special and sacred times?</p>	<p><b>Links: Questions in this thread:</b>  F2 Which people are special and why?  U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?  3.3 What is so radical about Jesus?</p>	<p><b>Links: Questions in this thread:</b>  1.8 How should we care for others and the world, and why does it matter?  U2.7 What matters most to Christians and Humanists?  3.10 Does religion help people to be good?</p>

**What do we want children to know by the end of the year?**

To be able to name and describe the attributes of God:

Christians - Trinity: Father, Son & Holy Spirit

Muslims - 99 names of Allah

Hindus - Trimurti: Brahma (creator), Vishnu (preserver), Shiva (destroyer).

To be able to explain ways in which believing in God impacts on the lives of believers.

To be able to ask questions about God, looking at different religions.

To identify similarities and differences about God and praying in Christianity, Islam, Judaism and Hinduism.

Year 5					
Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<p><b>Believing</b> U2.1 - Why do some people think God exists? (Christians and non-religious e.g. Humanists)</p>	<p><b>Believing</b> U2.2 - What would Jesus do? (Can we live by the values of Jesus in the 21st century?)</p>	<p><b>Expressing</b> U2.4 - If God is everywhere, why go to a place of worship? (Christians, Hindus and Jewish people)</p>		<p><b>Living</b> U2.6 - What does it mean to be a Muslim in Britain today?</p>	
<p>1. I can define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs (B1).</p> <p>2. I can give two reasons why a Christian believes in God and one why an atheist does not (A3).</p> <p>3. I can outline clearly a Christian understanding of what God is like, using examples and evidence.</p> <p>4. I can give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which</p>	<p>1. I can discuss my own ideas about the importance of values to live by, comparing them to Christian ideas (C3).</p> <p>2. I can outline Jesus' teaching on how his followers should live.</p> <p>3. I can offer interpretations of two of Jesus's Parables and say what they might teach Christians about how to live (<a href="#">The Lost Son and the Good Samaritan</a>)</p> <p>4. I can explain the impact Jesus' example and teachings might have on Christians today (<a href="#">focus on Jesus's</a></p>	<p>1. I can recall and name some key features of places of worship studied (<a href="#">Focus on a church, mosque, temple and a synagogue</a>)</p> <p>2. I can find out about what believers say about their places of worship.</p> <p>3. I can make connections between how believers feel about places of worship in different traditions.</p> <p>4. I can select and describe the most important functions of a place of worship for the community.</p> <p>5. I can give examples of how places of worship support believers in difficult times, explaining why this matters to believers.</p> <p>6. I can present ideas about the importance of people in a place of worship, rather than the place itself.</p> <p><b>Extend:</b> I can outline how and why places of worship fulfill</p>		<p>1. I can describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims.</p> <p>2. I can identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live.</p> <p>3. I can make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.</p> <p>4. I can describe and reflect on the significance of the Holy Qur'an to Muslims.</p> <p>5. I can describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.</p> <p>6. I can make connections between the key functions of the mosque and the beliefs of Muslims.</p> <p><b>Extend:</b> I can comment thoughtfully on the value and purpose</p>	

<p>it can be challenging.</p> <p>5. I can express thoughtful ideas about the impact of believing or not believing in God on someone's life.</p> <p>6. I can present different views on why people believe in God or not, including their own ideas.</p> <p><b>Extend:</b> I can explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently.</p>	<p><a href="#">example of love , forgiveness, justice and fairness, generosity and not being greedy</a>).</p> <p>5. I can express my own understanding of what Jesus would do in relation to a moral dilemma from the world today.</p> <p><b>Extend:</b> I can explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus.</p>	<p>special functions in the lives of believers (A3).</p> <p>I can comment thoughtfully on the value and purpose of places of worship in religious communities (B1).</p>	<p>of religious practices and rituals in a Muslim's daily life (B1).</p> <p>I can answer the title key question from different perspectives, including their own (C1).</p>
<p><b>Links: Questions in this thread:</b></p> <p>1.1-3 Who is Christian/ Muslim / Jewish and what do they believe?</p> <p>L2.1 What do different people believe about God?</p> <p>3.1 Do we need to prove God's existence?</p>	<p><b>Links: Questions in this thread:</b></p> <p>F2 Which people are special and why?</p> <p>L2.3 Why is Jesus inspiring to some people?</p> <p>3.3 What is so radical about Jesus?</p>	<p><b>Links: Questions in this thread:</b></p> <p>F3: Which places are special and why?</p> <p>1.7: What makes some places sacred?</p> <p>L2.5: Why do people pray?</p> <p>3.6: Should religious buildings be sold to feed the starving?</p>	<p><b>Links: Questions in this thread:</b></p> <p>F5: Where do we belong?</p> <p>1.7 What does it mean to belong to a faith community?</p> <p>L2.7 What does it mean to be a Christian in Britain today? L2.8 What does it mean to be a Hindu in Britain today?</p> <p>3.8 What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today?</p>

### What do we want children to know by the end of the year?

To have a good understanding of 4 key religions. ( Christianity , Islam, Hinduism and Judaism.)

To understand that not everyone has religious beliefs or views - none religious responses e.g. Humanists.

To be able to identify and talk about special celebrations and festivals for 4 key religions.

To be able to express ideas about people that believe in God or not believing in God.

To collaboratively share their own religious experiences, whilst understanding and respecting that their religious views may be different from their own.

Year 6					
Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<p style="text-align: center;"><b>Believing</b></p> <p>U2.3 - What do religions say to us when life gets hard? (Christians, Hindus and non-religious e.g. Humanists)</p>		<p style="text-align: center;"><b>Living</b></p> <p>U2.7 - What matters most to Christians and Humanists?</p>		<p style="text-align: center;"><b>Expressing</b></p> <p>U2.5 - Is it better to express your beliefs in arts and architecture or in charity and generosity? (Christians, Muslims and non-religious e.g. Humanists)</p>	

<p>1. I can raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life.</p> <p>2. I can give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3).</p> <p>3. I can express ideas about how and why religion can help believers when times are hard, giving examples.</p> <p>4. I can outline Christian, Hindu and/or non-religious beliefs about life after death.</p> <p>5. I can explain some similarities and differences between beliefs about life after death.</p> <p>6. I can explain some reasons why Christians and Humanists have different ideas about an afterlife.</p> <p><b>Extend:</b> I can explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples (B1).</p> <p>I can interpret a range of artistic expressions of the afterlife, offering and explaining different ways of understanding (B3).</p>	<p>1. I can identify the values found in stories and texts</p> <p>2. I can suggest ideas about why humans can be both good and bad, making links with Christian ideas.</p> <p>3. I can describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples</p> <p>4. I can describe some Christian and Humanist values simply</p> <p>5. I can express my own ideas about some big moral concepts, such as fairness, honesty etc. comparing them with the ideas of others they have studied.</p> <p>6. I can 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><b>Extend:</b> I can give examples of similarities and differences between Christian and Humanist values (B3).</p> <p>I can apply ideas about what really matters in life for myself, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2).</p>	<p>1. I can respond with ideas of my own to the title question (B2) - Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p>2. I can find out about religious teachings, charities and ways of expressing generosity (C3).</p> <p>3. I can describe and make connections between examples of religious creativity (buildings and art)</p> <p>4. I can show understanding of the value of sacred buildings and art.</p> <p>5. I can suggest reasons why some believers see generosity and charity as more important than buildings and art.</p> <p>6. I can apply ideas about values and from scriptures to the title question</p> <p><b>Extend:</b> I can outline how and why some Humanists criticise spending on religious buildings or art (A3).</p> <p>I can examine the title question from different perspectives, including my own (C1).</p>
<p><b>Links: Questions in this thread:</b>  3.4 Is death the end? Does it matter?  3.5 Why is there suffering? Are there any solutions?</p>	<p><b>Links: Questions in this thread:</b>  1.8 How should we care for others and the world, and why does it matter?  L2.9 What can we learn from religions about deciding right and wrong?  3.10 Does religion help people to be good?</p>	<p><b>Links: Questions in this thread:</b>  3.7 How can people express the spiritual through the arts?</p>

### What do we want children to know by the end of the year?

- To understand that not everyone have religious beliefs or views - none religious responses eg Humanists
- To be able to retrieve and remember key facts of each religion, place of worship, religious text, key symbols, religious leaders and name of the God.
- To be able to identify and talk about special celebrations and festivals.
- To be able to collaboratively share their own religious experiences, whilst understanding and respecting that their religious views may be different from their

own.

To be able to discuss and share their own personal views about bigger questions. Eg What do religions say to us when life gets hard?

To be able to compare key religions to identify similarities and differences between 4 key religions.