



SOUND & DISTRICT PRIMARY SCHOOL

Whole School Religious Education Progression Map,
Substantive Knowledge & Disciplinary Concepts
2023-2024

Scheme: Cheshire East Syllabus adapted



Who is this document for?

This progression has been made to help both Class Teachers and the Religious Education Subject Lead. For Class Teachers, this progression document allows teachers to clearly see what has already been covered in the previous year, the areas which are to be covered in the current year but also where learning continues into the next year. This progression document allows us to see how topics are developed over time and skills and knowledge built on.

It also allows the Religious Education Subject Lead to track when topics are being taught and which resources may be needed across the school at a particular time.





































Religious Education Overview


































	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Belonging: What makes people special? What do religious people learn from stories?</p> <p>How do Christians have special ways of welcoming babies?</p>	<p>Belonging: What makes people special? What do religious people learn from stories?</p> <p>Christmas Story focus (Jesus)- Why do most Christians perform special nativity plays at Christmas?</p>	<p>Belonging: How do celebrations bring Christians together in different ways?</p> <p>How do people/Christians describe God?</p> <p>Simple bible stories/parables.</p>	<p>Belonging: How do celebrations bring Christians together in different ways?</p> <p>Easter focus- Introduce events of Easter story.</p>	<p>World, personal belief & belonging: Who & what is special to me? Why should we look after the world?</p> <p>Church & religious buildings (Jewish synagogues).</p>	<p>World, personal belief & belonging: Who & what is special to me? Why should we look after the world?</p> <p>Creation story & stewardship of the Earth (including Jewish Torah).</p>
Year 1	<p>God the world & self: What do people believe about God? How are people special?</p> <p>How do people describe God as a creator? Harvest festival & Jewish Shabbat.</p>	<p>Belonging: How do people celebrate special times?</p> <p>Christmas focus (Shepherds & Wise Men)- What can we learn that most Christians believe about Jesus from the nativity story?</p>	<p>Personal belief: How do people decide what is right and what is wrong?</p> <p>Is it ever right to do something wrong?</p>	<p>Belonging: Why do people mark Easter in different ways?</p> <p>Easter focus – What happened when Jesus went to Jerusalem?</p>	<p>Belonging: What does it mean to belong?</p> <p>Features of church artefacts and symbols.</p>	<p>Belonging: Why are some places more important than others?</p> <p>Why is going to synagogues important to some Jews? What is the role of the Rabbi?</p>
Year 2	<p>Authority & personal belief: What are stories important in different ways? How can they be puzzling? What can people learn from them?</p> <p>What is a sacred text? How is the Bible seen</p>	<p>Authority & personal belief: What are stories important in different ways? How can they be puzzling? What can people learn from them?</p>	<p>Authority: What might people learn from the story of Abraham?</p> <p>Judaism – what might we learn from the story of Abraham? 6 key events in Abraham's life. Covenant with God.</p>	<p>Personal Belief: How do people choose right & wrong?</p> <p>Easter focus-What is puzzling about the story of Easter? Why do some people obey God? Why did Moses not want to do what God asked of</p>	<p>Authority: Why are leaders, symbols and artefacts important?</p> <p>Why are leads many Christian communities? Who can lead a Jewish community? How do different Christian/Jewish</p>	<p>Belonging: How do religious/non-religious families show they belong?</p> <p>How & why do people have special ways of welcoming babies? (Christians/Jews/Hindu & Humanists). What are the</p>


	as important to different groups of Christians?	Christmas focus: What does the visit of the magi from the East teach Christians about Jesus? What questions might the story of Christmas make you ask?		him? How do people choose what is right & wrong in their daily life?	communities use artefacts?	ways many Humanists mark special events?
Year 3 YEAR B (3/4 in 2023-24)	God & the world & self: How do religious & non-religious people talk about God? How do Christians use symbols to describe God? Why is the concept of God important to Jews, Christians and Muslims? What do others believe about God? e.g. humanist, Buddhists and Hindus.	Authority: How do people decide what they believe is right or wrong? Is there a right way to welcome a new baby? Why do Christians call Jesus a saviour at Christmas?	R/W in wider world: Why is there diversity within beliefs? How do different Muslims express their beliefs? Why is Muhammad important to many Muslims in the UK?	Marking life's journeys: How do people talk about life after death? What difference does believing in the resurrection make? Why do most Christians believe God rescued people? What do differing groups say? Can people come back to life? Is there life after death?	The self, Authority: How do beliefs shape identity? Are you a Christian if you don't go to church? How do Christian/humanist beliefs shape their individual identity?	Belonging: What does it mean to be part of a religious group? Do all Jewish groups mark important events in the same way? How and why do Jews celebrate? How and why is freedom linked to Passover?
Year 4 YEAR A (3/4 & 4/5 in 2022-23 & 24/25)	Personal belief: How do beliefs shape people's lives? How have they changed over time? How do beliefs shape people's lives? How do they differ? What does it mean to a Christian to live according to what the Bible says?	God the world & self: What do different Christians believe God is like? What does Christian art teach about the Trinity? Why is Jesus seen as King, Saviour, and brother? Why do Christians say 'Father, Son & Holy Spirit'?	R/WV in wider world: How have religious people contributed to local & global society? Is Muhammad important to all Muslims? How have Muslims contributed to local & world history?	R/WV in wider world: Where do religious & non-religious ideas come from? Judaism – How and why is the TORAH important to most Jews? Where do we get our beliefs from? How does following a set of rules make you a good person?	God the world & self: What kind of world do we want to live in? What impact can I have? How do Christians respond to poverty? How does this differ across religions? Is it always right to give to charity?	Enquiry: What kind of world do we want to live in? What impact can I have? Does having a religious/non-religious worldview affect the way we care for the planet? Why is community and equality equally important to most Sikhs?

<p>Year 5 YEAR B (4/5 in 2023-24)</p>	<p>Authority & personal belief: How do people use sources of authority to determine beliefs? Where can we find guidance? What is truth? How does the Bible help Christians to live? Are sources of sacred texts reliable? Are angels real? Quran, other views e.g. Bahai</p>	<p>Marking life's Journey: Are journeys important to people? Is life like a journey? What does pilgrimage teach religious people? What influences how religious/non-religious people live? Why was the journey to Bethlehem important?</p>	<p>God, world & self: Hinduism - How do Hindus make sense of their world? Why is light important? Is the idea of one God important in Sanatana Dharma (Hinduism)? Why is Rama important to many Hindus? How & why do Hindus celebrate?</p>	<p>Authority & personal belief: Islam – How do people use sources of authority to determine beliefs? Where can we find guidance? Why is Muhammad important to Muslim people? Why are there so many prophets in Islam? What do Muslims believe about the origins of the Qur'an? What do Muslims believe about angels?</p>	<p>R/W in wider world: How have expressions of belief influenced art & music? How have religious/non-religious worldviews influenced art and music historically? Now?</p>	<p>Authority: Enquiry – What do people believe about the origins of the world? Creation & Science conflicting or complimentary? Does Science prove Genesis to be false?</p>
<p>Year 6</p>	<p>Personal Belief, Authority: Hinduism- How have beliefs about God changed over time? How & why do most Hindus show respect for living things? How do ideas differ between groups?</p>	<p>Authority, life's journey: How religious/ non-religious people explain suffering? How does the bible describe Jesus as messiah? Is believing Jesus was the messiah reasonable? Why is there suffering in the world? How do differing views attempt to explain it?</p>	<p>Authority & personal belief: Islam focus What does it mean to be a Muslim in the UK today? How do Muslims show the idea of one community across the world? Marriage, Life after death, Ummah – everyone is equal.</p>	<p>Authority, personal belief: What difference does the resurrection make for Christians? Why is the resurrection story different & similar in the gospel stories? What happens when you die? (Christianity, Hinduism & Humanist comparison)</p>	<p>God the world self & personal belief & R/W in wider world: What does it mean to be human? How do beliefs shape a person's identity? How do religious/non-religious groups contribute to society? Does the media impact people's worldviews? How do people decide what to believe?</p>	<p>Enquiry: Bahai faith & how it links with other religions. What are their key beliefs? How does it link to other religions?</p>





Key Knowledge End Points & Vocabulary Progression by Year Group

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p><i>Belonging: What makes people special? What do religious people learn from stories?</i></p> <p> Identify that Christians welcome babies.</p> <p>  Talk about a special ceremony that welcomes babies in a Christian church.</p> <p>   Explain how Christians welcome babies in church through baptism. Make links with the ways Jesus was welcomed as a baby.</p>	<p><i>Belonging: What makes people special? What do religious people learn from stories?</i></p> <p> Retell some of the Christmas story. Make a link between nativity plays and the Christmas story.</p> <p>  Retell most of the Christmas story. Explain nativity plays help Christians remember and celebrate the birth of Jesus.</p> <p>   Talk about the different characters in the Christmas story. Make links with modern nativity plays.</p>	<p><i>Belonging: How do celebrations bring Christians together in different ways?</i></p> <p> Say what Christians think God might be like. Explain that Christians say God loves people. Retell some parts of a story I have heard that shows what God is like.</p> <p>  Say what God is like for Christians. Retell the main parts of a story I have heard about God.</p> <p>   Retell a story from the Bible and say what it says about God.</p>	<p><i>Belonging: How do celebrations bring Christians together in different ways?</i></p> <p> Identify Easter is special for Christians.</p> <p>  Talk about a special time called Easter that Christian people celebrate in church and identify several features.</p> <p>   Describe what people do in our local church at Easter time and suggest why they celebrate. Explain how others might celebrate</p>	<p><i>World, personal belief & belonging: Who & what is special to me? Why should we look after the world?</i></p> <p> Identify the church is a special place for Christians.</p> <p>  Talk about what Christian people might do in a church and identify several features. Talk about how other religious people use a special building</p> <p>   Describe what people do in our local church and in different churches and suggest why they are different. Explain how others might worship in mosques etc</p>	<p><i>World, personal belief & belonging: Who & what is special to me? Why should we look after the world?</i></p> <p> Talk about aspects in the creation story and understand we need to look after the world.</p> <p>  Retell the creation story and understand that the world is being spoilt and it is our responsibility to look after it</p> <p>   Retell the creation story and understand what is good and bad in our world today. Offer ways in which I can look after God's creation.</p>
Vocabulary	God creator creation Incarnation Belonging Respect all Baptism Church of England welcome	Christmas Incarnation Bible Gospels nativity	God Holy book Belief Rescue Allah Brahman Shepherd lost	Resurrection Easter Good Friday Jesus New life	Church Mandir Gurdwara Synagogue bible	Creation Muslim Jew Christian

<p>Year 1</p>	<p><i>God the world & self: What do people believe about God? How are people special?</i></p> <p> Remember a Christian/Jewish story and talk about it.</p> <p>  Say what some Christians/Jews believe about God as creator and respond to a Torah/Biblical story. Identify at least 2 ways in which some Jews might celebrate Shabbat. Recount all main details of the creation story. Identify what it teaches Jews about rest. Identify Shabbat as a special meal eaten at home with family and describe the main things that take place</p> <p>   Make links between stories that Jesus told and how they show God's love for the world. Suggest what makes Shabbat special to Jews 7 harvest to Christians. Identify how Shabbat shows the promise that Jews try</p>	<p><i>Belonging: How do people celebrate special times?</i></p> <p> Remember a Christian story and talk about it. Identify Christians believe Christmas is Jesus' birthday and they may go to church.</p> <p>  Identify 4 ways Christians might celebrate Jesus' birth at Christmas referring back to the story, eg gifts, Christingles, using lights, singing carols, giving to the poor. Retell a story from the Bible and say what it teaches believers about God.</p> <p>   Suggest questions the Christmas story might cause people to ask. Include your own ideas. Make links back to the Christmas story. Describe why the Magi's gifts were given to Jesus to represent his kingship. Evaluate why the shepherds and wise men were chosen to visit Jesus and why he was born in a stable, not a palace, explaining how</p>	<p><i>Personal belief: How do people decide what is right and what is wrong?</i></p> <p> I can identify and give 2 examples of right and wrong actions.</p> <p>  I can give examples of what helps people decide what is right and wrong. I can give several examples of how beliefs help people. I can recognise a puzzling question.</p> <p>   I can make connections with religious and non-religious worldviews and explain how beliefs and values guide people.</p>	<p><i>Belonging: Why do people mark Easter in different ways?</i></p> <p> I can remember some of the key events of the Easter story and talk about them.</p> <p>  I can recall the key events of Easter and respond to a Christian story. I can ask puzzling questions.</p> <p>   I can recall the key events of Easter and can make links between the Easter story and how Christians celebrate today</p>	<p><i>Belonging: What does it mean to belong?</i></p> <p> I can identify a church as a place of worship.</p> <p>  I can describe the key features/artefacts of a church and some activities that go on there.</p> <p>   I can explain why a church is an important place for Christians and how they show they belong.</p>	<p><i>Belonging: Why are some places more important than others?</i></p> <p> Know a synagogue is a holy place for Jews to meet in & name 2 things that might happen there. Identify a rabbi from a group of people and say they are a religious leader who leads Jewish gatherings. Talk about some of what a rabbi does. Eg weddings, funerals, lead prayers on Shabbat</p> <p>  Talk about the ark, yad, bimah, ner tamid (eternal light), mezuzah, Torah scroll and kosher kitchen. Explain why they are important to Jews and where they may be found in synagogues. Identify the importance of a rabbi's role for Jews and can name some of the clothing they might wear. Eg prayer shawl, Kippah. Describe at least 3 things a rabbi might do. Know some of the</p>
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	to keep to God each week. Retell a story from the Bible/Torah and say what it teaches believers about God.	Christians believe Jesus came as good news.				<p>history of the development of a synagogue.</p>  <p>Explain how people show how they belong to a synagogue as a house of prayer. Simply explain the differences between a Christian minster and a rabbi eg a rabbi speaks Hebrew and reads the Torah & the Hebrew word rabbi means teacher, counsellor, spiritual leader, whilst a minster may be similar, he/she reads their holy book; Bible and may/may not speak Greek. Compare with other religious/non-religious leaders.</p>
Vocabulary	God creation Holy book Torah Bible Shabbat Sabbath Harvest Judaism Jew King	Christmas Christian Saviour Angel Magi Christingle	Right Wrong Lie Truth Holy book God Allah	Church Palm Sunday Sacrifice Communion Eucharist Cross Easter prophesy	Church Community Cross Bible Worship Vicar Leader pastor	ark, tallit - prayer shawl, Torah, Yad, Bimah, ner tamid (eternal light), mezuzah, house of prayer.

Year 2	<p><i>Authority & personal belief:</i> What are stories important in different ways? How can they be puzzling? What can people learn from them?</p> <p> Retell the main events of a story about Jesus or God and can explain that the stories are important to Christians. Explain that the bible is an important book for Christians and suggest there are different types of writing in the bible.</p> <p>  Explain what the word 'holy' might mean, (ie set apart, sacred, related to God). Identify a few different styles of writing in the Bible eg poems, letters, songs, stories. Sort types and styles of Biblical writing into groups. Evaluate 2 key teachings/stories studied from the Bible and explain why they may be important to Christians, eg Moses, 2 most important commandments; Lost</p>	<p><i>Authority & personal belief:</i> What are stories important in different ways? How can they be puzzling? What can people learn from them?</p> <p> Explain Jesus how Jesus came to earth as a baby born in a stable. Give some simple details from the story eg Jesus came to earth and was born in a stable; his parents were Mary and Joseph. Explain that an angel appeared to tell Mary that she would have a special baby called Jesus. Recognise some of the baby Jesus' visitors. Identify that Christians take their children to church to be baptised and use special 'blessed' water. Identify Christians believe Christmas is Jesus' birthday and they may go to church.</p> <p>  Retell the Christmas story by putting six main events in order to show what happened on the first Christmas eg using pictures. Describe key</p>	<p><i>Authority:</i> What might people learn from the story of Abraham?</p> <p> Explain Abraham had a special relationship with God. Retell some simple details about when God and Abraham made a promise to each other, (cf Genesis Chapters 12 and 15). Retell key details of the Jewish & Christian stories studied. Retell key details of a non- religious story about values. Ask relevant questions about all stories studied using who, what & when.</p> <p>  Order correctly the 6 key events of Abrahams life found above. Explain simply how God made a covenant with him using promises. Refer to at least 2 parts of the story. Understand Abraham was the first father of the Jewish nation (Israelite nation) after the flood. Raise some simple questions. Identify that Christians also believe that Abraham was a spiritual father. Raise</p>	<p><i>Personal Belief:</i> How do people choose right & wrong?</p> <p> Retell a story about Moses (where he is seen to find it hard to obey God. see Exodus chapters 3-6). Talk about key facts from the Moses & Easter story. Identify Christians believe that Easter is when Jesus died and came back to life.</p> <p>  Raise relevant questions using who, what, where, when, how and why about Moses & Easter stories. Suggest suitable answers. Explain 3 reasons why Moses found it difficult to obey God. Eg Raise relevant questions using who, what, where, when and why about the Moses & Easter stories. Recognise and talk thoughtfully about values of different characters in all the stories. Identify at least 4 aspects of how Christians celebrate Easter explaining why each event might be important to them. Identify 4 ways Christians might celebrate Jesus' death and resurrection at Easter referring back to the story,</p>	<p><i>Authority:</i> Why are leaders, symbols and artefacts important?</p> <p> I can identify and give 2 examples of right and wrong actions.</p> <p>  I can give examples of what helps people decide what is right & wrong. I can give several examples of how beliefs help people. I can recognise a puzzling question.</p> <p>   I can make connections with religious and non-religious world views and explain how beliefs and values guide people.</p>	<p><i>Belonging:</i> How do religious/non-religious families show they belong?</p> <p> Identify a rabbi from a group of people and say they are a religious leader who leads Jewish gatherings & Identify a church minister/church leader from a group of people linking them with a Christian church. Talk about one or two things a rabbi does & one or two a Christian minister does. Talk about one of the ceremonies a rabbi & a Christian minister might lead. Link a rabbi with a Jewish place of worship a synagogue. Link a minister/church leader with a Christian church. Know sometimes ministers wears special clothing.</p> <p>  Identify the importance of a rabbi's role for Jews and can name some of the clothing they might wear. Describe at least 3 things a rabbi might do. Identify what a minister/church</p>
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	<p>sheep, Good Samaritan.</p>  <p>Name the 2 parts of the Bible: Old Testament and the New Testament and say what is the difference between the 2 parts. Name a story from the Old Testament and one from the New Testament. Eg a parable or story of Moses. Make links with the stories studied and any Christian teaching eg Love your neighbour.</p>	<p>things Christians learn about Jesus from the story studied. Make links to main ideas from the story. Describe a few ways about how Jesus birthday is celebrated at Christmas time and refer to the story. Raise questions about what people believe about Jesus eg God made man, messiah, saviour). Identify 4 ways Christians might celebrate Jesus' birth at Christmas referring back to the story. Explain how Christians use a font, candles, and promises to baptise babies. Suggest why promises are made at baptisms to welcome babies into the Christian family.</p>  <p>Make further links to ideas from the story explaining how Christians believe Jesus came as good news. Identify and explain the meaning of two different Advent customs. Evaluate why the shepherds and wise men were chosen to visit Jesus and why he was born in a stable, not a palace. Describe why</p>	<p>relevant questions using who, what, where, when how and why about Abraham stories. Suggest suitable answers. Raise simple questions and lines of enquiry to be explored. Recognise and talk thoughtfully about values of different characters in all the stories.</p>  <p>Raise more complex questions about the Abraham story. Know Jews, Christians and Muslims all have a story about Abraham. Explain that in Christianity Abraham is not such a big figure, he is just the first of believers in Old Testament (prototype). Raise more complex questions and suggest lines of enquiry about all the other stories studied.</p>	<p>eg Easter gardens, palm crosses, eggs.</p>  <p>Suggest /explain reasons why some people say they find it difficult to obey God eg lack of confidence, God doesn't love me; I can't do it, worry or anxiety. Raise more complex questions and suggest lines of enquiry about all the other stories studied. Evaluate the type of questions Easter events make people ask and make links with the Easter story. Explain why Christians see the key events of Christmas and Easter as an important part of their faith.</p>	<p>leader is, explain reasons for their choice & can name some of the clothing some ministers might/might not wear all the time or sometimes. Eg dog collar Describe at least 3 things all minsters & church leaders have in common/do eg lead services, take weddings, funerals, preach a sermon/a talk, visit the sick Compare & contrast with other leaders of communities eg Humanist celebrant.</p>  <p>Simply explain the differences between a Christian minster and a rabbi eg a rabbi speaks Hebrew and reads the Torah & the Hebrew word rabbi means teacher, counsellor, spiritual leader, whilst a minster may be similar eg services, etc reads the Bible and may/may not speak Greek. Simply explain the differences between different church leaders.eg many Baptist ministers don't always wear a dog</p>
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		the Magi's gifts were given to Jesus to represent his kingship. Suggest questions the Christmas story might cause people to ask. Include your own ideas. Make links back to the Christmas story. Explain why Christians see the key events of Christmas as an important part of their faith.				collar. Identify & explain any symbolism on some clothing worn by Anglican ministers from Church of England eg ministers in Anglican churches may wear different colours at different times of the church year; bishops wear purple and often have a cross on their hat (mitre). Raise questions about a minister's job.
Vocabulary	Sacred Text Bible Jesus Religious Jesus Christians letters, poetry, history, prophecy, gospels, letters, song	Magi Angels Son of God /Son of Man Christmas Incarnation	Covenant Abraham Abram	Moses Covenant Pillar slavery Pharaoh Plaque Bulrushes Leader Idolatry Passover Commandments Shema Exodus Freedom Jewish Christians Torah Egypt Easter Resurrection Pilate Jesus Cross	Right, Wrong Lie, Truth Holy book God Allah	Kippah Mezuzah Tefillin Yad Torah Bible Chalice Paten Cross Communion cup Priest Minister Rabbi Pastor Leader Humanism Judaism Christianity


Year 3 (YEAR B)	God & the world & self: How do religious & non-religious people talk about God?  Explain that Christians believe sin into the world was when Adam and Eve disobeyed God after creation. Identify the 3 parts of the Trinity Father Son & Holy Spirit. Explain that Christians believe sin into the world was when Adam and Eve disobeyed God after creation. Describe some similarities & differences between Christians, Jews & Muslims beliefs in God. Talk about how Humanists don't belief in God and talk about some of their own ideas.   Investigate and use some of the words Christians use to describe God the Father, Son and Holy Spirit, eg. know God the father is known to Christians as the Creator. Talk about what is important to them. Explain what	Authority: How do people decide what they believe is right or wrong?  o Know that the name 'Jesus' means 'Saviour'. o Describe at least 3 key facts about infant baptism. Describe at least 3 key facts about believers' baptism, eg. words said, actions performed, simple symbolism of the water. o Explain 3 key facts about how Jews, Muslims & Christians welcome babies. o Identify 2 differences & any similarities between them. o Identify two titles used to describe Jesus at Christmas time and suggest some of the meaning behind them   o Describe all the key events in a believer's baptism and in an infant baptism. o Explain the choices made for infants by their parents at baptism. o Explain the differences and similarities in the 2 baptisms. o Suggest reasons why different Christians have	R/W in wider world: Why is there diversity within beliefs?  Describe at least 4 of the 99 names used for Allah and say what they mean. Talk about why Muslims call Muhammad (pbuh) the 'Messenger of God'. Recall some events of the 'Night of Power.' Describe in general terms how Islam has impacted the world.   Explain what some Muslims believe about Allah. Describe at least 10 of the 99 names used for Allah explaining what characteristics they show. Describe how the 99 names are used in worship. Make links with my own ideas about God. Talk about the Prophet Muhammad (pbuh) and explain why he is important. to Muslims as the prophet of Allah. Recall 5 key facts about Muhammad & the night of Power (see above). Explain one aspect of life that Islam has influenced historically.	Marking life's journeys: How do people talk about life after death?  I can recall some of the main details of the resurrection story and suggest how it may have affected the disciples. Suggest one view about life after death and use the correct vocabulary when describing a work of art.   I can explain all the main details of the Easter resurrection story. I can explain by referring to the Biblical text at least 1- or 2-ways Christians believe in the resurrection. Using art, I can explain the main beliefs in the resurrection using the correct vocabulary.    I can recount the entire resurrection story and explain how this story was an important event in the life of the disciples. I can suggest how it may affect Christian belief in the resurrection today.	The self, Authority: How do beliefs shape identity?  Describe a few ways Christians might show love in everyday life. Suggest why they live as they do.   Suggest what it means to a Christian to love God and to love their neighbour. Give illustrations. Include references to Bible teaching, eg. the two most important commandments, Zacchaeus-love & forgiveness stories. Explain why the 'The Lord's Prayer' might be important to Christians and how it is used in daily prayer. Explain why Pentecost is important to Christians. Make links to local and global communities.    Describe 2 modern stories where Christians show forgiveness for sin. Consider what I believe about love, forgiveness, and sin.	Belonging: What does it mean to be part of a religious group? <u>Bar/Bat mitzvah</u>  Describe 3 keyways in which Jews celebrate Bar/Bat Mitzvah. Explain that a Bar/Bat Mitzvah is a Jewish coming of age ritual ceremony for Jewish boys and girls (Bar Mitzvah- 13/Bat Mitzvah- 12)   Recall key events that happen in Bar/bat Mitzvah ceremony, e.g. Reading from the Torah, give a short speech or prayer. Explain how the events of the ceremonies affect how they continue to lead their life.    Make links with the events of the ceremony and how it will impact on their role within the Jewish community and the wider world <u>Passover</u>
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	<p>some Jews believe about Yahweh & Muslims believe about Allah. Know that Jesus' death gave Christians a way to have a new relationship with God (Fall). Describe at least 3 facts that Christians, Jews and Muslims believe about God. Identify a few difference and similarities between differing views. Describe what a humanist view might be and how it differs from a religious view of God. Debate the ideas and think about if the idea of God makes sense. Give different arguments.</p> <p> Make links with the idea of Trinity and own ideas about God. Make links between Christians, Jews and Muslims beliefs about God and explain how it influences how they live their life. Explain some secular (not connected with religious matters) or other ideas about</p>	<p>different baptisms and why each one might be important in a different way, eg. new life, fresh start, a public act of declaring a life belongs to God.</p> <ul style="list-style-type: none"> o Using all the religions studied explain all the key facts about how Jews, Muslims & Christians welcome babies. Identify all differences & any similarities between them. Make links to non-religious ways of celebrating or welcoming a baby, eg. a Humanist naming ceremony. o Suggest your ideal ways of welcoming a baby and justify your viewpoint. o Make links with the Christmas story and several titles used to describe Jesus at Christmas time. o Explain why these titles are used by Christians and suggest what they might mean. o Understand that the story of Zacchaeus is about Jesus the saviour. <p></p>	<p> Explain how the 99 names of Allah influence a Muslim in daily life, eg when looking at creation or attempting to describe what Allah is like. Raise questions and suggest answers about how God might speak today. Ext: draw a map of the world and track Islamic impact across centuries.</p>			<p> Identify key features of the story of Moses and the escape from Egypt. Talk about a Jewish festival and recall some of the events. Suggest why at least 1 Jewish festival is important to Jews today.</p> <p> Describe how Jews still live and await the fulfilment of this promise from God, eg. through awaiting a messiah, wanting their own land, Festivals such as Passover. Explain some of the key ideas behind the Passover festival celebrated by Jews. (Light triumphing over darkness, fresh start). Describe how Jews re-enact the celebration of Passover. Explain the idea of God as 'rescuer' means God and give at least 2 examples from the story of Moses.</p> <p> Link the idea of God the 'sustainer & rescuer' with other stories for the OT, eg. Joseph.</p>
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	God. Compare all views studied.	<ul style="list-style-type: none"> o Explain how Christians understand that they are rescued through the sacrifice of Jesus and suggest why that is important to them. o Explain the next steps that might happen in a believer's life after adult baptism. o Explain the diversity between different groups within the same religions and reasons for it, eg. Christianity – infant baptism and thanksgiving. o Using the titles used of Jesus and the Christmas story make links to the story of Zacchaeus explain how Jesus is seen as a saviour. 				Make links with the Jewish idea of freedom found in the OT covenant and freedom found in other religions (eg. Christian idea of salvation). Make links between freedom in other religions and my own life.
Vocabulary	God Trinity Saviour Yahweh Allah Brahman Buddha Enlightenment Humanist Atheism Agnostic one, eternal, omnipotent, omniscient,	Infant baptism Believers Baptism Christians Prophecies Isaiah Saviour Messiah Anointed one Hebrew Bible Prophet Mighty God Prince of Peace Emmanuel Salvation Zacchaeus Sin Humanist baptist	Muhammad Jibril Qur'an Allah Lailat al Qadr Muslim Islam Prophet Al- Khwarazmi	Resurrection Life after death Easter Salvation Easter Good Friday Forgiveness Sin Incarnation	Church Discipleship Community New Testament Pentecost Artefacts Holy Spirit Baptism infant & believers	Bat Mitzvah Brit Milah Torah Tefillin Passover Freedom Exodus Moses Rescuer Sustainer Seder



Year 4 (YEAR A)	Personal belief: How do beliefs shape people's lives? How have they changed over time?	God the world & self: What do different Christians believe God is like?	R/WV in wider world: How have religious people contributed to local & global society?	R/WV in wider world: Where do religious & non-religious ideas come from?	God the world & self: What kind of world do we want to live in? What impact can I have?	Enquiry: What kind of world do we want to live in? What impact can I have?
	<p> Identify that the Bible is a guide for how Christians live their lives. Suggest different ways Christians use the Bible, eg in church worship. Describe a few ways Christians might show love in everyday life. Suggest why they live as they do.</p> <p>  Identify and explain how the Bible is a guide for how Christians live their lives for strength, direction, hope, to encourage; raise faith levels. Explain at least 3 different ways Christians might use the Bible, eg. in communion; Bible study; daily in worship. Suggest what it means to a Christian to love God and to love their neighbour. Give illustrations. Include references to the Bible teaching, e.g. the two most important</p>	<p> Identify the 3 parts of the Trinity Father Son & Holy Spirit. Talk about the key reasons Christians believe Jesus was sent by God to earth as humankind. Describe how Christians believe the Holy Spirit first came at Pentecost. Refer to the Creation, Christmas & Easter stories to describe the Trinity. Know titles are used about Jesus at Christmas time. Describe one of the titles of Jesus used at Christmas time is 'Emmanuel'. Describe some similarities and difference between Christians, Jews and Muslims beliefs about God. Talk about what secular means and some of their ideas of God.</p> <p>  Investigate and use some of the words Christians use to describe God the Father, Son and Holy Spirit, eg. know God the father is known to Christians as the creator. Talk about</p>	<p> Identify key main Muslim artefacts, eg. Qur'an, prayer mat. Give examples of how Muslims might treat the Qur'an to show their respect for the word of Allah, eg. storage, wrapping it. Explain the key features of the celebration of Id-ul-fitr.</p> <p>  Describe 2 ways Muslims show the value they place on the Qur'an. Identify why a Qur'an, prayer mat, Qur'an stand, compass & prayer beads might be important in Muslim worship. Describe what the artefacts are used for how they are treated and why. Talk about all the key features of the celebration of Id-ul-fitr. Make links with the artefacts & the Id-ul-Fitr celebration & fasting during Ramadan.</p> <p>   Explain why Muslims consider the Qur'an to be sacred. Is it the message, the actual</p>	<p> • Identify some aspects of the contract and promise God made with Abraham.</p> <ul style="list-style-type: none"> • Know the Torah refers to the first 5 books of the Christian Bible. Know Jews & Christians both follow the 10 commandments. Explain 5 key facts about how the Torah e.g. how most Jews believe the Torah came into being, 613 commandments. • Explain some of the main events that led to the 10 commandments been given on Mt Sinai to Moses. (Exodus 20:2-17) • Identify key features of the story of Moses and the escape from Egypt. • Talk about the story of Joseph and why it's important to a Jewish idea of God. • Explain how some people don't believe in God and suggest why. <p>  • Explain how God made a covenant with Noah (Genesis 6:9 - 9:17) and Abraham by giving examples from the</p>	<p> Describe what the Prophet Muhammad, Jesus & a humanist might say about wealth/ poverty.</p> <ul style="list-style-type: none"> • Suggest reasons why some Muslims, Christians and Humanists might help the developing world. Suggest what some Muslims might say about Zakat by describing what it is. <p>  Describe a Christian Aid & Islamic Relief project.</p> <ul style="list-style-type: none"> • Make a link between religious/non-religious beliefs, texts & the actions of 2 religious & one non-religious approaches to charity eg Describe why it is important for some Muslims to help those in need, but Zakat is different than ordinary giving (it's a form of worship) as it is linked to Ramadan. • Make a link between their own ideas about 	<p> Explain some of the beliefs and ideas of some members of religious /non-religious groups to climate change. Identify a few action that are happening to put belief into action</p> <p>  Explain the beliefs and ideas of some Christian, Hindus, and other worldviews eg Humanists on caring for the planet. Make connections between beliefs and how they can be put into practice by caring for the environment. Recognise and evaluate the differing worldviews and what some adherents might put into practice. Recognise there is always diversity in a worldview. Explain why attention to community and equality of all humans is important to Sikhs and how that links to</p>



	<p>commandments, love & forgiveness stories. Explain what Jesus might have been trying to say when he taught these parables, 'The Parable of the Good Samaritan', 'The Parable of the Prodigal Son', 'The Parable of the Sower'. Explain why the 'The Lord's Prayer' might be important to different Christians and how it is used in daily prayer. Explain if the think the golden rule can change the world and why it hasn't so far.</p> <p> Identify and explain how the Bible might be interpreted, e.g. literally as the word of God; as an overall guide for life not taken literally but as a picture of what God wants. Describe 2 modern stories where Christians show forgiveness for sin. Consider what other groups and I believe about love, forgiveness, & sin.</p>	<p>what is important to them and to others about God. To know and describe Christians believe Jesus the son came to save the world. Describe some ideas about who the Holy Spirit is and what the Holy Spirit does. Identify some symbols that Christians use to represent beliefs about the Holy Spirit. Explain 'Emmanuel' means God with us. Explain that Christians believe that God with them means God gives peace, support, counsel. Compare and make links with the text in Isaiah 9:17 with Matthew 1:18-25. Describe at least 3 facts that Christians, Jews and Muslims believe about God. Identify a few difference and similarities between differing views. Describe what a secular view might be and how it differs from a religious view of God.</p> <p> Make links between how Christians see God as Trinity and how this helps them follow God in their everyday lives. Raise</p>	<p>words, the book that's sacred and why? Explain how artefacts are used in Muslim worship, celebration and Ramadan suggesting why they are important and what difficulties Muslims may have in using them in different places.</p>	<p>biblical texts. Eg Genesis 15:1-2 and Genesis 17:1-27, Exodus 20:1-21</p> <ul style="list-style-type: none"> Describe how Jews still live and await the fulfilment of this promise from God eg. through awaiting a Messiah, wanting their own land, Festivals such as Passover. Know the Torah means different things to different Jews eg Torah refers to all the revealed teachings or Torah is just the 5 books and understand that some Jews believe all teaching is inspired by God, but other progressive Jews apply the Torah as mere interpretation of the word of God. Identify 3 ways Jews show respect for the Torah eg Use of Yad, Storage Explain the main events that led to the 10 commandments been given on Mt Sinai to Moses. (Exodus 20:2-17) Know Jews believe Moses was given the commandments and they are known as 'important mitzvot' (Jewish laws) to follow. Although interpreted differently they unite the Jews in their relationship with GOD. 	<p>wealth and poverty and the charities.</p> <p>*Compare and contrast aspects of religious/non-religious views in action. Understand some ways some Muslims, Christians and Humanists are involved in charities and contribute to a global community.</p> <p> Explain with reasons similarities and differences between the work of charities and give reasons for this.</p> <p>* Describe the different priorities of the charities.</p> <ul style="list-style-type: none"> Think about and evaluate different ideas of generosity and charity. <p>* Use technical vocabulary to explain the impact of some projects of each of the charities examined.</p>	<p>climate change action.</p> <p> Identify the various responses and compare and contrast the similarities and differences of belief in action. Identify the most effective approaches. Think about your own views and whether what you have learnt impact your own response to climate change.</p>
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		<p>puzzling questions the idea of the Trinity raises. Make links with the idea of Trinity and own ideas about God. Describe other titles used at Christmas time and suggest their meaning, eg. Mighty God, Prince of Peace, Everlasting father. Isaiah 9:6-7. Suggest puzzling questions using those titles might present, how do we know God is everlasting? Make links between Christians, Jews and Muslims beliefs about God and explain how this might influence their life. Explain some secular ideas about God.</p>		<p>commandment 1 is key for Jews.</p> <ul style="list-style-type: none"> • Know Christians believe the 10 commandments are important principles for how to behave and live. • Give my own views on the 10 commandments and make links to The Golden Rule. • Explain the idea of God as 'sustainer' and give at least 2 examples from the story of Moses. • Describe at least 2 ways in which God is a guide and protector in the story of Joseph • Describe a few facts about what Christian and Jews can learn about God by using some stories from the OT.  <ul style="list-style-type: none"> • Make links with the Jewish idea of freedom found in the covenant, and freedom found in other religions. • Understand that there are different books and collections of books eg Tenakh is the Torah, Nevi'im (prophets) and Ketuvim (writings) combined; e.g. 2 Mishnah (Oral Torah) plus Gemara (extended commentary on it) is called the Talmud. 	
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				<ul style="list-style-type: none"> • Make links between the 10 commandments and Jesus' teaching on the 2 most important commandments • Explore the differences between how Christians & Jews might interpret the 10 commandments. • Link the idea of God the 'sustainer' with other stories for the OT. • Explain why the story of Joseph is important. 		
Vocabulary	Bible Prodigal Son Parable of the Sower Lord's Prayer 2 most important commandments Torah Qu'ran Guru Granth Sahib Golden Rule	Trinity God the Father God the Son God the Holy Spirit King saviour Brother Humanist	Qur'an, prayer mat, Ramadan & the celebration of Id-ul Fitr Human rights Ethics Values Humanist society	Covenant Promises Rules Torah Messiah Fulfilment Commandment	almsgiving, aid Zakat, Ummah Generosity charity, fellowship, justice and stewardship. Poverty Justice equality tithing	Climate change Eco friendly Places of worship Waheguru Creation Equality Community Sustainable

<p>Year 5 (YEAR B)</p>	<p>Authority & personal belief: How do people use sources of authority to determine beliefs? Where can we find guidance?</p> <p> Talk about things in the Bible that make people ask questions about the Kingdom of God. Describe in detail two examples where the gospels encourage Christians to live as good news today.</p> <p>  What influences and inspires local Christians to use their talents/gifts to further the Kingdom on earth. Make links to Bible texts that may inspire them. Suggest ways the actions of local Christians might further God's Kingdom on earth by linking beliefs and actions. Evaluate the impact they have locally. Suggest a number of meanings for parables about the Kingdom of God. Compare & contrast the good news of the kingdom in</p>	<p>Marking life's Journey: Are journeys important to people? Is life like a journey?</p> <p> Describe 3 key facts about Christian, Muslim and Hindu pilgrimages. Consider why people go on a pilgrimage</p> <p>  Compare and contrast the main events in Christian/Hindu/Muslim pilgrimages e.g., Lourdes or Walsingham or The Two Saints Way (Cheshire), Hajj and River Ganges. Explain 5 key reasons people might go on a pilgrimage. Consider how a pilgrimage might affect a person's faith. Give your own viewpoint on pilgrimage with reasons to justify your views.</p> <p>   Make links between religious pilgrimages and a non-religious person having some time and space. Explain the similarities and differences. Which would you consider and why?</p>	<p>God, world & self: Hinduism - How do Hindus make sense of their world? Why is light important?</p> <p> • Identify 2 things many Hindus think you should believe about how you behave eg duty karma. (60)</p> <ul style="list-style-type: none"> • Identify Aum swastika as Hindu symbols. (60) • Name 2 different Hindu festivals and explain ways they are celebrated. (59,61) • Identify the key themes in the celebration eg Divali (light over darkness good over evil) eg 2 Holi Good over evil. (59, 61) • Identify Hindu families often have a shrine at home and name at least 4 (58) • artefacts that may be used eg incense, a murti, picture of god/goddess. (58) • Make links with shrines used in a temple. (58) <p>Key Outcomes:</p> <p>  • Explain the key events in the Divali & Holi stories and how Hindus may celebrate. (59, 61)</p>	<p>Authority & personal belief: Islam – How do people use sources of authority to determine beliefs? Where can we find guidance?</p> <p> Identify and talk about the 5 major prophets in Islam: Adam, Ibrahim, Musa (Moses), Isa (Jesus) & Muhammad. Describe Muslims respect all the prophets and may name their children after them. Know the word Islam means 'surrender' or 'submission' to Allah. Understand that Muslims find peace with Allah by obedience. Allah's 99 names help Muslims understand Allah's nature. Explain the 5 pillars previously studied help Muslims have peace with Allah. Explain key features of the Night of Power when the Qur'an was given to Muhammad. Explain the idea of words being 'revealed' & 'sacred'. Use some religious words to say how Muslims describe community in a mosque.</p> <p>  Explain & describe how the Quran</p>	<p>R/W in wider world: How have expressions of belief influenced art & music?</p> <p> • Investigate and use some of the words Christians use to describe God the Father, God the Son and God the Holy Spirit.</p> <ul style="list-style-type: none"> • Talk about what is important to them and to others about God. • Know and describe Christians believe Jesus the son came to save the world. • Describe some ideas about who the Holy Spirit is and what the Holy Spirit does. Identify some symbols that Christians use to represent beliefs about the Holy Spirit. • Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship at Easter. • Know that Easter is very important in the 'Big story' of the Bible. • Know the outline of events incl: Entry in Jerusalem; The last Supper: Jesus arrest & 	<p>Authority: Enquiry – What do people believe about the origins of the world?</p> <p> I can describe some of the main ideas related to the creation of the world. I can connect Genesis 1 and the Christian belief held by many that God is Creator.</p> <p>  I can talk about some of the differing ideas Christians might have about the origins of the world and explain why they hold their views. I can identify what type of text some Christians might say Genesis 1 is. I can suggest its purpose. I can suggest what Genesis 1 might mean, showing awareness of different interpretations. I can explain why many Christians find science and faith go together.</p> <p>   I can identify some of the puzzling questions raised by the ideas and suggest answers. I can compare and</p>
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	<p>two stories studied with other Bible stories or teachings.</p> 		<ul style="list-style-type: none"> • Identify the symbolism of the events and characters involved eg Rama & Sita are courageous and obedient, Ravannah is evil and • Holika is burnt and evil. (59, 61) • Make links with the behaviour of Rama & Sita in the Diwali story; aspects of how Hindus celebrate Diwali (e.g. cleaning out the house • & the goodness of Rama & Sita) and the idea of overcoming evil in life today/temptation. (59, 61) • Talk about what influences behaviour for good and for evil today (59, 61) • Describe what some Hindus do to fulfil their duties. (60) • Identify Aum swastika as Hindu symbols explaining their meaning and significance to a Hindu. (60) • Identify various types of shrines that Hindus use in temple or at home. (58) • Explain how artefacts are used in worship at home and in the temple 	<p>teaches the final prophet was Muhammad who received messages from divine revelation (angels) and the idea of risalah. Explain Muslims believe Allah guides people through prophets, and they all taught the same message, (monotheism). Allah sent prophets to remind people who forgot the original message of tawhid (oneness of Allah) to turn away from sin. Make links with the Prophets in the Bible and the Qur'an. Explain: Muslim believes Allah is immanent ie Allah takes an active role in society and transcendent ie infallible, eternal, and outside of the world. Understand that: Muslims believe the word of Allah found in the Qur'an helps them get to know and submit to him. Muslims believe people can choose to follow Allah or choose to do wrong. Give examples. Link the idea of belief in Allah as 'one' (tawhid) with the idea of the oneness in the Muslim community (Umma) referring to what happens in a mosque. Explain the Qur'an is arranged in 114</p>	<p>betrayal: trial; He was crucified: He came back to life & appeared to Mary Magdalene.</p> <ul style="list-style-type: none"> • Recognise the church is a local, national and a global place of belonging. Understand that there are different expressions of the church locally, nationally and globally. • Suggest how different forms of worship can help people in different ways eg Eucharist, praise worship, prayer night.  <ul style="list-style-type: none"> • Remember and retell using Christian stories how Christians view God • Describe what people can learn from Jesus' baptism story about how Christians view the different roles of God. Describe the roles of the Father, the Son and Holy Spirit. • Suggest how and why the Holy Spirit has become an influence in a Christian's understanding of God 	<p>contrast different theories related to the beginning of the world. I can identify key ideas Genesis 1 and analyse how far these are helpful or inspiring, justifying etc</p>
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			<p>eg bells, water, fruit, flowers, incense. (58)</p> <ul style="list-style-type: none"> • Explain different ways Hindu might worship eg in the temple, at home. (58) • Explain the symbolism of items found on a Hindu shrine. (58) • Understand that Hindu worship is largely individual not communal. (58)  <ul style="list-style-type: none"> • Understand how Diwali can be celebrated in different ways and is different again in the Sikhi community. (59,61) • Describe and make links with other key religious festivals that have the same idea of good over evil, eg Hanukkah. (59,61) • Compare and contrast Hindu and Christian beliefs about God. (60) • Make ref to texts studied eg prodigal son lost sheep taste in water text (60) • Explain the symbolism of different parts of a Hindu mandir/temple (58) 	<p>surah (chapters); given by the angel Jibril to Mohammad in Arabic so it is read in Arabic and not translatable. Explore how & why Muslims show respect for the Qur'an. Explain obedience is a Muslims duty. Know that Muhammad was the final revelation of Allah, and they are meant to follow his example eg fasting, prayer, Shahadah, kindness. Give examples from stories about Muhammad and Qur'an. Know Islam means submission to Allah.</p>  <p>Compare Muslim and Christian beliefs about Jesus, Moses, or Adam. Explain the Muslim belief in angels and the link to obeying Allah's will. Make links with a Muslim's ideas about the Qur'an and other sacred texts. Explain the differences and similarities between a mosque community and other communities making links to key Muslim beliefs.</p>	<p>after the day of Pentecost.</p> <ul style="list-style-type: none"> • Explain how the Holy Spirit is viewed by Christians today • Describe how the Holy Spirit is involved in believers' and infant baptism. • Explore their own and others views on challenging questions about God. • Applying their own ideas about God thoughtfully and respectfully. Express religious beliefs in styles & words used by believers & suggest what they mean; • Describe 3 examples where the Holy Spirit is expressed in symbolic form in art. • Talk about some things that make people ask questions about God. • Make links with the Easter story texts and what Christians do to celebrate at Easter. • Describe and explain that Christians believe: God sent Jesus into the world to 'save his people from their sins'. (Sin was dealt with by Jesus in his death and 	
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					<p>resurrection). Jesus forgave all people even those that put him to death on the cross. That Jesus sacrificed his life to build a bridge between man and God and reconcile them to one another. By rising from the dead, he gives Christians a hope in a new life. Make links with the stories and Biblical text.</p> <ul style="list-style-type: none"> • Explain at least 3 different types of church and their styles of worship. • Explain the differences and similarities between the communities studied and what they mean to those who belong there. • Explain why believers think going to church is important. • Give your own personal views of how worship may/may not be helpful to people and say why you think as you do.  <ul style="list-style-type: none"> • Suggest reasons why Christians believe God is omniscient; 	
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					<p>omnipotent and omnipresent</p> <ul style="list-style-type: none"> • Ask questions about aspects of Christian belief in God (eg using the Creed) which are puzzling or surprising & give different suggestions. How might a Christian answer this? • Describe Christian practice of confirmation & suggest how the Holy Spirit might be involved. • Ask important questions about life in relation to God and suggest answers which relate to the search for truth in their own and others' lives. • Explain how all the events of Holy Week were important in showing what Jesus came to do. • Know and explain that Christians believe Jesus came alive and is still alive today. • Describe diverse examples of Christian worship and make links to belief in action. 	
Vocabulary	<p>Truth Bible Kingdom, of God Old testament New testament Beatitudes Sermon on Mount sources parable</p>	<p>pilgrimage pilgrim spiritual sacred journey penance forgiveness ritual community umma worship prayer Hajj</p>	<p>Aum Swastika Rama Sita Vishnu Brahman Puja Diwali Holi Prahlad Durga Puja Santana Dharma Sanskrit</p>	<p>Risalah Tawhid Prophethood Quran Transcendent Eternal Shahada Muhammad (pbuh) Surah Immanent</p>	<p>Reconciliation Sacrifice Salvation Worship Trinity Humanist Islam Iconography</p>	<p>God Creation Big Bang Cosmology Metaphor Faith Science Evolution Atom Atheist Agnostic Christian</p>

	Lord's Prayer Temptations Confess Parables Bhagavad Gita Vedas	Ganges Lourdes Camino de Santiago		Salah Opening: Al Fatihah Bilal Free will Sunni Shia Jibril revealed		
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Sound and District Primary School

<p>Year 6</p>	<p>Personal Belief, Authority: Hinduism- How have beliefs about God changed over time?</p> <p> • Explain why it is important to a Hindu to achieve good karma in this life. (63,65)</p> <p>• Describe some key facts that many Hindus believe about reincarnation, vegetarianism and caring for the environment. (63,65)</p> <p>• Identify key aspects of most Hindus when welcoming a child in the Hindu Dharma tradition. (62) Explain any elements of welcoming a child in different religions. (62)</p> <p>• Talk about why some people do not have a religious naming ceremony. (62)</p> <p>• Explain why the idea of the extended family is important to a Hindu. (64) Describe some key facts about family life in other religions and make links. (64)</p> <p>• Describe 3 things many Christians, Jews, Muslims, and Hindus</p>	<p>Authority, life's journey: How religious/ non-religious people explain suffering?</p> <p> • Investigate and use some of the words Christians use to describe God the Father, God the Son and God the Holy Spirit eg know God the father is known to Christians as the creator and Jesus , The Messiah.</p> <p>• Know that there are prophecies in the Old Testament that speak about Jesus coming as the messiah.</p> <p>• Describe religious and non-religious viewpoints connecting ideas and key facts(about suffering.)</p> <p>  • Talk about some things that make people ask questions about God. (suffering in the world)</p> <p>• Examine different prophecies about Jesus found in Isaiah 7:14; Micah 5:2; Isaiah 96-7; Isaiah 11:1-15 and make links to what Christians believe about Jesus coming as Messiah eg he was God incarnate;</p>	<p>Authority & personal belief: Islam focus What does it mean to be a Muslim in the UK today?</p> <p> Explain how by following the five pillars Muslims feel they "belong" to the bigger Islamic faith community (Umma). Suggest how the 5 pillars help Muslims to know how to live a life which is in obedience and pleasing to Allah. Explain at least 3 key facts about Muslim marriage eg Marriage is for companionship; to give children a secure home; choosing a partner is often a parent's responsibility. Explain 3 key facts that Muslims believe about life after death eg how we live affects what we do.</p> <p>  Explain why the five pillars of Islam support and challenge a Muslim to live as part of a bigger Islamic community, (the Umma) and explain how they help Muslims have peace with Allah and contribute to the wider</p>	<p>Authority, personal belief: What difference does the resurrection make for Christians?</p> <p> Recall main details of the stories and suggest ways they may be understood. Suggest 2 difficult questions the resurrection raises. Describe some of the main features of the church building that show evidence of belief in God and 'rescue'/salvation. Explain how some of these signs reinforce the idea of forgiveness</p> <p>  Explain all the main details of the two resurrection stories. Suggest how the two stories are similar and different. Suggest one way the stories might be understood and interpreted today Explain using some of the resurrection stories arguments for and against the resurrection. Luke 24:1-7;13-24 (Emmaus); Mark 16:1-11.; John 20:1-18 (Mary). Suggest puzzling questions each viewpoint raises and suggest answers What is the evidence for the</p>	<p>God the world self & personal belief & R/W in wider world: What does it mean to be human? How do beliefs shape a person's identity?</p> <p> • Explain people have different beliefs and worldviews. Give some eggs. Identify values some most or many people might have and why eg they follow a faith.</p> <p>• Explain a few different practices of welcoming babies and getting married.</p> <p>• Describe 3 things Christians, Jew, Muslims, and Hindus might do to make the world a better place. Islamic Aid, Christian Aid. Compare & Contrast with Humanism.</p> <p>  • Explain and define what a religious/non-religious worldview is. Explain what influences a worldview.</p> <p>• Compare religious/non-religious ways of being family eg welcoming a child</p>	<p>Enquiry: Bahai faith & how it links with other religions.</p> <p> Explain the key beliefs of the Bahai faith & the way they worship.</p> <p>  Explain and compare the Bahai faith and other religions.</p> <p>   Compare, contrast and reflect upon the Bahai faith and its impact on society.</p>
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	<p>might do to make the world a better place and take responsibility for the world, e.g. Through Islamic Aid; Christian Aid; https://www.christianaid.org.uk/get-involved/resources; http://tzedek.org; https://sewauk.org (68). Make links with www.humanism.org.uk and draw out simple comparisons. (68)</p>  <ul style="list-style-type: none"> • Explain why ideas of reincarnation, karma and moksha are important to Hindus. Give examples how these beliefs might affect the way a Hindu lives their life. (63, 65) • Know that many Hindus avoid meat as it stops them hurting other life forms, they believe are inhabited by Brahman, but it isn't absolutely required except for beef which is prohibited as the cow is sacred. Know that Hindus believe it is important to care for nature for the same reason. (63,65) 	<p>place where he was born his ancestors; person he would be & do.</p> <ul style="list-style-type: none"> • Express my own ideas/views in RE lessons and suggest answers to difficult questions e.g. how do religious/non-religious people explain suffering? • Investigate and explain the impact of ideas with reference to sacred texts, practices, and beliefs. • Express my own ideas/views in RE lessons and suggest answers to difficult questions.  <ul style="list-style-type: none"> • Ask questions about aspects of Christian belief in God (eg using the Creed) which are puzzling or surprising & give different suggestions. How might a Christian answer this? • Make links with the significance of Jesus life in the prophecies and what Christians believe today about how Jesus fulfilled the prophecies. • Explain diverse ideas (Suffering in the world) and hold them carefully 	<p>society. Explain all the key facts related to Muslim marriage see essential knowledge above. Give your own viewpoints on marriage and reasons for them. Know that Muslims believe Allah tests people in this life; Explain 7 key beliefs about life after death; Suggest own views on what happens after death.</p>  <p>Explain the key duties of Muslims when following the 5 Pillars and how these affect the Umma. Compare and contrast the idea of the Umma with similar ideas in other religions. Express own views on how Muslim communities can maintain their own beliefs about God, marriage and life after death and still contribute to society well. Link the idea of belief in Allah as 'one' (tawhid) with the idea of the oneness in the Muslim community (Umma) referring to what happens in a mosque.</p>	<p>resurrection? How did Jesus rise from the dead? What happened to his body? Describe the main features of the religious buildings visited with reference to signs of 'salvation' in the church building. Explain how Christians understand that they are rescued and forgiven and suggest why these signs are important. Explain key concepts about life after death in Christianity (such as judgement, heaven, salvation through Jesus); and Santana Dharma (karma, soul, reincarnation, and moksha); Humanist view about what happens after death.</p>  <p>Recount both accounts and explain the significance of each. Explain by referring to the Bible text at least 2 ways the resurrection may be understood by Christians today Write/record the arguments for and/or against the resurrection happening drawing own conclusions. Record own solutions to puzzling questions raised Identify</p>	<p>or getting married e.g. naming ceremony. Identify reasons for diversity.</p> <ul style="list-style-type: none"> • Identify specific values held by some, many or most from each religious/non-religious worldview. Quote or paraphrase sacred texts where possible. • Explain how religious/non-religious people are influenced by their worldview to take action and to impact UK/global society. • Describe how views can change over time and give egs from lived real lives. • Give your own viewpoint/ideas on giving and making the world a more peaceful place and hold a class debate from different perspectives. • Explain what makes a non-religious person want to bring justice and fairness to the world. • Give your own viewpoint/ideas on giving and making the world a more peaceful place and hold a class 	
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	<ul style="list-style-type: none"> • Give own views with justified reasons on reincarnation, vegetarianism and caring for the environment. (63,65) • Make links with other religious/non-religious views on the concepts of reincarnation, vegetarianism and caring for the environment. (63,65) • Compare and contrast the main elements of welcoming a child in the Christian, Muslim, and Jewish traditions with the Hindu tradition. (62) • Explore and compare with non-religious ways of welcoming a child e.g. naming ceremony. (62) • Give own suggestions for welcoming a child and reasons for the choices made. (62) • Compare and contrast the main elements/values of family life in the Christian, Muslim and Jewish traditions and compare with the Hindu tradition (e.g. extended family ties; community responsibility; place of 	<p>in tension through explanation.</p> <ul style="list-style-type: none"> • Explain diverse ideas and hold them carefully in tension through explanation. 		<p>some of the symbolism in connection to salvation that remains important for Christians today but how this can differ with different denominations</p> <p>Explain fully your own personal view of life after death using egs from worldviews studied.</p>	<p>debate from different perspectives.</p>  <ul style="list-style-type: none"> • Make links with any special ceremonies people have for celebrating family eg mother's day; Raksha Bandhan, • Describe what place honour has in a many Hindu families and consider what values are seen as important in other worldviews. • Explore if all the values studied in different worldviews are explicit in aid organisations both religious and non-religious. • Connect values, actions and influences from different worldviews and suggest what can be done to work together for a better more peaceful world. • Attempt to evaluate the influences that make a personal viewpoint. 	
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	<p>respect (Namaste). (64)</p> <ul style="list-style-type: none"> • Explore and compare with non-religious ways of being family, (e.g. Humanists). (64) • Give own suggestions for what should be considered important in family life and reasons for the choices made. (64) • Using values from each religion studied explain how the believers are influenced by their faith to impact UK society, e.g. Christians and love; Jews and hope; Muslim value of peace; Hindu value of duty. Refer to sacred texts where possible. (68) • Explain what makes a non-religious person want to bring justice and fairness to the world. (68) • Give your own viewpoint/ideas on giving and making the world a better place and hold a class debate from different perspectives. (68) • Simply describe some traditional arguments 					
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	<p>for and against the existence of God use the words 'atheist', 'agnostic' and 'theist'</p>  <ul style="list-style-type: none"> • Raise questions the Hindu Dharma concepts of reincarnation, karma and moksha raise and attempt to give answers to questions raised. (63,65) • Compare & contrast Hindu Dharma & Christians beliefs and values. Make reference to texts studied where appropriate eg Lost Sheep, I am the taste in the water, Bhagavad Gita Creation stories (63,65) • Explore the idea of life as a journey as seen in the Hindu Dharma tradition including the constant cycle of rebirth, (samsara). Give and justify a viewpoint on this.(62) • Make links with any special ceremonies people have for celebrating family eg mother's day; Raksha Bandhan, (64) 					
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	<ul style="list-style-type: none"> • Describe what place honour has in most Hindu families and consider what values should be seen as important. (64) • Explore if all the values described above are involved in aid organisations both religious and non-religious. (68) • Connect them together and suggest what can be done to work together for a better world. (68) • Give arguments for and against the existence of God giving a reason for their view. 					
Vocabulary	Reincarnation/ Karma Life after death Vegetarianism Mandir Atman Samsara Puja Moksha Namaste Ghandi	Messiah Suffering Free will Prophecy Salvation Suffering evil	5 pillars Shahada Salat Zakat Hajj Sawm Ka'bah Mecca/Makah Ummah Aakhirah	Holy week Gethsemane Last Supper Resurrection Gospels Salvation Literal Metaphorical Heaven Hell Last judgment Ascension Reincarnation Moksha Karma One life Death Soul Hindu Atman	Raksha Bandhan Bat Mitzvah Bhagavad Gita Secularism Diversity	Bahá'u'lláh The Báb Adrianople Abdu'l-Bahá Jesus Muhammad Moses Buddha Krishna Palestine Arabia Egypt Nepal/India India Ira The Kitáb-i-Aqdas The Kitáb-i-Iqán The Hidden Words Summons of the Lord of Hosts Ringstone Symbol Alá