



Bishop Bridgeman C.E. Primary School

Part of Archbishop Temple Multi Academy Trust

We Work, We Play, We Care, We Pray

“Love God, Love Yourself, Love Your Neighbour” Luke 10:27

RE Curriculum Intent



RE 2023 -2024

	Autumn Term		Spring Term		Summer Term	
Nursery	F4 Being special: <u>where</u> do we belong?	F2 Why is Christmas special for Christians? [Incarnation]	F1 Why is the word 'God' so important to Christians? [God]	F3 Why is Easter special for Christians? [Salvation]	F6 Which stories are special and why?	F5 Which places are special and why?
Reception	F4 Being special: <u>where</u> do we belong?	F2 Why is Christmas special for Christians? [Incarnation]	F1 Why is the word 'God' so important to Christians? [God]	F3 Why is Easter special for Christians? [Salvation]	F6 Which stories are special and why?	F5 Which places are special and why?
Year 1	1.10 What does it mean to belong to a faith community?	1.1 What do Christians believe God is like? [God]	1.7 Who is Jewish and how do they live?		1.2 Who do Christians say made the world? [Creation]	1.9 How should we care for the world and for others, and why does it matter? (C, J, NR)
Year 2	1.6 Who is a Muslim and how do they live? Part 1.	1.3 Why does Christmas matter to Christians? [Incarnation]	1.6 Who is a Muslim and how do they live? Part 2.	1.5 Why does Easter matter to Christians? [Salvation]	1.4 What is the 'good news' Christians believe Jesus brings? [Gospel]	1.8 What makes some places sacred to believers? (C,M)
Year 3	L2.1 What do Christians learn from the Creation story? [Creation/Fall] L2.2 What is it like for someone to follow God? [People of God]		L2.9 How do festivals and worship show what matters to a Muslim?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.4 What kind of world did Jesus want? [Gospel]	L2.12 How and why do people try to make the world a better place? (C, M/J, NR)
Year 4	L2.3 What is the 'Trinity' and why is it important for Christians? [Incarnation]	L2.7 What do Hindus believe God is like?	L2.8 What does it mean to be Hindu in Britain today?	L2.5 Why do Christians call the day Jesus died 'Good Friday'? [Salvation]	L2.6 For Christians, when Jesus left, what was the impact of Pentecost? [Kingdom of God]	L2.11 How and why do people mark the significant events of life? (C, H, NR)
Year 5	U2.1 What does it mean if Christians believe God is holy and loving? [God]	U2.8 What does it mean to be a Muslim in Britain today?	U2.3 Why do Christians believe Jesus was the Messiah? [Incarnation]	U2.9 Why is the Torah so important to Jewish people?	U2.4 How do Christians decide how to live? 'What would Jesus do?' [Gospel]	U2.10 What matters most to Humanists and Christians? (C, M/J, NR)
Year 6	U2.2 Creation and science: conflicting or complementary? [Creation/Fall]	U2.11 Why do some people believe in God and some people not? (C, NR)	U2.7 Why do Hindus want to be good?	U2.5 What do Christians believe Jesus did to 'save' people? [Salvation]	U2.6 For Christians, what kind of king is Jesus? [Kingdom of God]	U2.12 How does faith help people when life gets hard?

Nursery D/M	Substantive Knowledge	Disciplinary Knowledge
Being special: where do we belong?	<p>Where do you belong? How do you know you belong? Make connections: Share and record groups that they belong to</p> <p>What makes us special? Make connections: Share occasions when others have made them feel special.</p>	<p>Where do you belong? How do you know you belong? Make connections: I can say which groups I belong to I can talk about groups I belong to I can talk about groups that others belong to What makes us special? Make connections: I can talk about my ideas about how I am special. I can share occasions when I have felt special.</p>
Why is Christmas special for Christians?	<p>In this unit, the children will learn the key events from the Christian Christmas story. They will find out about the term incarnation (God come to earth as a human and as God) and learn about the Christian belief that this happened in Jesus. The children will learn about who Christians believe first visited Jesus in the stable and why. They will find out about the timeline of the story and that most Christians believe that the wise men/Magi arrived when Jesus was one or two years old. By the end of the unit, children will understand that some stories change over time and that it is important for believers to return to and study the original text. They will find out that some Christians perform nativity plays to retell the story so that others can find out more about the Christian belief of incarnate.</p>	<p>Make connections: I can talk about people who are special to them I can say what makes their family and friends special to them Understand the impact: I can recall simply what happens at a traditional Christian festival (Christmas) Make sense of belief: I can begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus I can retell religious stories, making connections with personal experiences.</p>
Why is the word 'God' special to Christians?	<p>In this unit, pupils find out about the Christian belief that God created the heavens and the earth. They will learn the key events from the creation story found in Genesis 1. They will find out many Christians believe the earth and everything in it belongs to God and that God gave people the job of taking care of the world. Pupils will find out the story of Adam being tasked with naming animals. Pupils will learn that many Christians try to treat God's name with respect. They will learn that Christians believe Jesus told stories or parables about how much God loves them and find out what this means for believers today.</p>	<p>Make connections: I can talk about things I find interesting, puzzling or wonderful and also about my own experiences and feelings about the world. I can think about the wonders of the natural world, expressing ideas and feelings. I can talk about what people do to mess up the world and what they do to look after it. Make sense of belief: I can retell stories, talking about what they say about the world, God, human beings Understand the impact: I can say how and when Christians like to thank their Creator</p>
Why is Easter special to Christians?	<p>In this unit, pupils find out about the key events from Palm Sunday until Easter Day in the Christian Salvation story. They will find out about the Christian belief that Jesus saved his people from their sins by dying on the cross and rising again three days later. During the unit, pupils will encounter signs and symbols linked to the celebration of Easter and be able to talk about why these are important for believers.</p>	<p>Make connections: I can talk about ideas of new life in nature Make sense of belief: I can recognise and retell stories connected with celebration of Easter I can say why Easter is a special time for Christians Understand the impact: I can talk about some ways Christians remember these stories at Easter. I can recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature</p>

<p>Which stories are special and why?</p>	<p>What is your favourite story? Make connections: Identify some of their own feelings linked to the stories they hear</p> <p>How can a story from the Bible show a Christian how to treat other people? Make sense of belief: Talk about a story where Jesus shows friendship to another Make connections: Identify some of the qualities of a good friend</p>	<p>What is your favourite story? Make connections: I can listen to stories carefully</p> <p>How can a story from the Bible show a Christian how to treat other people? Make sense of belief: I can talk about how Jesus showed how to be a good friend</p>
<p>Which places are special and why?</p>	<p>Where is special to me? Talk about somewhere that is special to themselves, saying why.</p> <p>Where is a special place for Christians to go? Understand the impact: Recognise that some religious people have places which have special meaning for them</p> <p>What makes a church special to Christians? Recognise that some religious people have places which have special meaning for them</p>	<p>Where is special to me? Make connections: I can talk about a place that is special to me</p> <p>Where is a special place for Christians to go? I can recognise a church</p> <p>What makes a church special to Christians? I can recognise a church</p>

Reception D/M	Substantive Knowledge	Disciplinary Knowledge
Being special: where do we belong?	<p>What makes many Christians believe they are special to God?</p> <p>Make sense of belief: Begin to recognise the Christian belief that God loves and knows all people.</p> <p>Make connections: Share and record occasions when things have happened in their lives that made them feel special</p>	<p>What makes many Christians believe they are special to God?</p> <p>Make connections: I can talk about my ideas about how I am special. I can share occasions when I have felt special.</p> <p>Make sense of belief: I can talk about some Christian beliefs about how people are special to God.</p>
	<p>What makes many Christians believe they are special to God?</p> <p>Make sense of belief: Re-tell the story of Jesus blessing the children.</p> <p>Make connections: Make simple connections between the story of Jesus blessing the children and their own personal experiences.</p>	<p>What makes many Christians believe they are special to God?</p> <p>Make sense of belief: I can re-tell the story of Jesus blessing the children I can listen to a religious story I can talk sensibly about the plot of a religious story and ask good questions about it too</p> <p>Make connections: I can talk about my ideas and feelings about a religious story linked to my personal experiences I can talk about and show how key characters within a religious story would feel</p>
	<p>Where do you belong? How do you know you belong? What groups do religious people belong to?</p> <p>Make sense of belief: Know three different religious groups and the main symbol associated with each</p> <p>Make connections: Share and record groups that they belong to</p>	<p>Where do you belong? How do you know you belong? What groups do religious people belong to?</p> <p>Make connections: I can say which groups I belong to I can talk about groups I belong to I can talk about groups that others belong to</p> <p>Make sense of belief: I can recognise symbols or badges which show belonging, including religious ones I can use the right words to talk about different religious groups and symbols that they use</p>
	<p>How do we show people that they are welcome? How are babies welcomed into the Christian family?</p> <p>Understand the impact: Recall simply what happens at a traditional Christian infant baptism</p>	<p>How do we show people that they are welcome? How are babies welcomed into the Christian family?</p> <p>Make connections: I can talk about how babies are welcomed I can show respect for the way that my family and other families welcome babies</p> <p>Understand the impact: I can talk simply about what happens at a traditional infant baptism</p>

	<p>How are some babies welcomed in the Muslim tradition? Understand the impact: Recall simply what happens when a baby is welcomed into the Muslim tradition Make connections: Decide upon appropriate, meaningful words to say to a baby based on the knowledge that important words are said to babies in a range of welcoming ceremonies</p>	<p>How are some babies welcomed in the Muslim tradition? Understand the impact: I can talk about how babies are welcomed in the Muslim tradition Make connections: I can show respect for the way that my family and other families welcome babies I can choose some sensible words to say to welcome a new baby</p>
	<p>How do Hindu brothers and sisters show their love for each other at a festival? Make sense of belief: Recognise that Raksha Bandhan is a time to focus on the bond between siblings. Understand the impact: Talk about some of the practices at Raksha Bandhan. Make connections: Share occasions when things have happened in their lives that made them feel special.</p>	<p>How do Hindu brothers and sisters show their love for each other at a festival? Make sense of belief: I can ask questions about religious artefacts Make connections: I can talk about my feelings and how others feel about Raksha Bandhan and feeling special Understand the impact: I can explore and find out about objects that matter in Hinduism I can talk about what happens at Raksha Bandhan and why</p>
<p>Why is Christmas special for Christians?</p>	<p>In this unit, the children will learn the key events from the Christian Christmas story. They will find out about the term incarnation (God come to earth as a human and as God) and learn about the Christian belief that this happened in Jesus. The children will learn about who Christians believe first visited Jesus in the stable and why. They will find out about the timeline of the story and that most Christians believe that the wise men/Magi arrived when Jesus was one or two years old. By the end of the unit, children will understand that some stories change over time and that it is important for believers to return to and study the original text. They will find out that some Christians perform nativity plays to retell the story so that others can find out more about the Christian belief of incarnate.</p>	<p>Make connections: I can talk about people who are special to them I can say what makes their family and friends special to them Understand the impact: I can recall simply what happens at a traditional Christian festival (Christmas) Make sense of belief: I can begin to recognise the word ‘incarnation’ as describing the belief that God came to Earth as Jesus I can retell religious stories, making connections with personal experiences.</p>
	<p>In this unit, pupils find out about the Christian belief that God created the heavens and the earth. They will learn the key events from the creation story found in Genesis 1. They will find out many Christians believe the earth and everything in it belongs to God and that God gave people the job of taking care of the world. Pupils will find out the story of Adam being tasked with naming animals. Pupils will learn that many Christians try to treat God’s name with respect. They will learn that Christians believe Jesus told stories or parables about how much God loves them and find out what this means for believers today.</p>	<p>Make connections: I can talk about things I find interesting, puzzling or wonderful and also about my own experiences and feelings about the world. I can think about the wonders of the natural world, expressing ideas and feelings. I can talk about what people do to mess up the world and what they do to look after it. Make sense of belief: I can retell stories, talking about what they say about the world, God, human beings Understand the impact: I can say how and when Christians like to thank their Creator</p>
<p>Why is Easter special to Christians?</p>	<p>In this unit, pupils find out about the key events from Palm Sunday until Easter Day in the Christian Salvation story. They will find out about the Christian belief that Jesus saved his people from their sins by dying on the cross and rising again three days later. During the unit, pupils will encounter signs and symbols linked</p>	<p>Make connections: I can talk about ideas of new life in nature Make sense of belief: I can recognise and retell stories connected with celebration of Easter I can say why Easter is a special time for Christians</p>

	<p>to the celebration of Easter and be able to talk about why these are important for believers.</p>	<p>Understand the impact: I can talk about some ways Christians remember these stories at Easter. I can recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature</p>
<p>Which stories are special and why?</p>	<p>What is your favourite story? What do you like about it, and why? Make connections: Identify some of their own feelings linked to the stories they hear</p>	<p>What is your favourite story? What do you like about it, and why? Make connections: I can listen to stories carefully I can notice and talk about some of my feelings linked to a story I have heard I can talk about/draw/write about books and objects that are special to me</p>
	<p>Do you know any Bible stories? Make sense of belief: Identify that the Bible is a sacred text. Talk about the Calming of the Storm</p>	<p>Do you know any Bible stories? Make sense of belief: I can name and identify features of a Bible I can listen carefully to a religious story I can talk about the plot of the Calming of the Storm Understand the impact: I can recognise that religious stories have meanings for believers I can talk about what the Calming of the Storm teaches many Christians about Jesus. Make connections: I can say what I find amazing in the story of the Calming of the Storm</p>
	<p>What happens in a story from the Bible? Make sense of belief: Talk about some religious stories Recognise some religious words, e.g. about God</p>	<p>What happens in a story from the Bible? Make sense of belief: I can listen to and talk about the story of David and Goliath Understand the impact: I can recognise some words that religious people might use to describe God in the story of David and Goliath</p>
	<p>How can a story from the Bible show a Christian how to treat other people? Make sense of belief: Recall and talk about a story where Jesus shows friendship to another Understand the impact: Talk about what the story of Zacchaeus teaches many Christians about being friends with the friendless Make connections: Identify some of the qualities of a good friend</p>	<p>How can a story from the Bible show a Christian how to treat other people? Make sense of belief: I can use good words to retell the story of Zacchaeus I can talk about how Jesus showed how to be a good friend in a story Understand the impact: I can talk about what the story of Zacchaeus teaches many Christians about being friends</p>
	<p>What stories are special to Muslims? Make sense of belief: Talk about the story of the first revelation of the Qur'an Recognise some religious words, e.g. messenger, Muhammad, Angel Make connections: Identify some of their own feelings in response to events in the story</p>	<p>What stories are special to Muslims? Make sense of belief: I can listen carefully to and talk about the story of Muhammad receiving the Qur'an Make connections: I can recognise and talk about some of my own feelings linked to events in the story</p>
	<p>What is the holy book for Muslims? Make sense of belief: Identify that the Qur'an is a sacred text Say that the Qur'an is a sacred text for Muslims</p>	<p>What is the holy book for Muslims? Make sense of belief: I can name and identify features of a Qur'an</p>

	<p>What are the similarities and differences between different people's special stories? Make sense of belief: Talk about some religious stories Recognise some religious words and use the correct ones in their own retellings</p>	<p>What are the similarities and differences between different people's special stories? Make sense of belief: I can talk about some religious stories that I have heard I can say which religion stories belong to I can retell a religious story using correct religious words to help</p>
<p>Which places are special and why?</p>	<p>Where is special to me? Understand the impact: Begin to recognise that some religious people have places that have special meaning for them</p>	<p>Where is special to me? Make connections: I can say why somewhere is special to me Understand the impact: I can say what place is special to a Christian or a Muslim</p>
	<p>Where is a special place for Christians to go? Make connections: Get to know and use appropriate words to talk about a church Make sense of belief: Begin to recognise that for Christians, these special things connect with beliefs about God Understand the impact: Begin to talk about the things that are special and valued in a place of worship</p>	<p>Where is a special place for Christians to go? Make connections: I can use the right words to talk about what is important to a Christian leader about church Understand the impact: I can recognise that churches can have special meanings for Christians I can talk about things that are special and valued in a church</p>
	<p>What makes a church special to Christians? Understand the impact: Begin to talk about the things that are special and valued in a place of worship Make sense of belief: Begin to recognise that for Christians, these special things connect with beliefs about God Make connections: Get to know and use appropriate words to talk about a church</p>	<p>What makes a church special to Christians? Understand the impact: I can recognise that churches can have special meanings for Christians I can talk about things that are special and valued in a church Make connections: I can use the right words to talk about my thoughts and feelings when visiting a church</p>
	<p>Where is a holy place for Muslims to go? Understand the impact: Recognise that the mosque has special meaning for Muslims Begin to talk about the things that are special and valued in a mosque Make sense of belief: Begin to recognise that for Muslims, these special things connect with beliefs about God Make connections: Get to know and use appropriate words to talk about a mosque</p>	<p>Where is a holy place for Muslims to go? Make sense of belief: I can recognise a mosque Understand the impact: I can recognise that mosques can have special meanings for Muslims I can talk about things that are special and valued in a mosque Make connections: I can use the right words to talk about what is important in a mosque</p>
	<p>What makes a mosque holy for Muslims? Understand the impact: Recognise that the mosque has special meaning for Muslims Begin to talk about the things that are special and valued in a mosque Make sense of belief: Begin to recognise that for Muslims, these special things connect with beliefs about God Make connections: Get to know and use appropriate words to talk about a mosque</p>	<p>What makes a mosque holy for Muslims? Make sense of belief: I can recognise a mosque I can recognise that mosques can have special meanings for Muslims I can talk about things that are special and valued in a mosque I can use the right words to talk about my thoughts and feelings in a mosque</p>

What is important in a church and a mosque? How are holy buildings similar and different?
 Understand the impact:
 Recognise that churches and mosques have special meaning for Christians and Muslims
 Talk about the things that are special and valued in a church and in a mosque
 Make sense of belief:
 Begin to recognise that for Christians and Muslims, the special things connect with beliefs about God
 Make connections:
 Get to know and use appropriate words to talk about a church and a mosque

What is important in a church and a mosque? How are holy buildings similar and different?
 Make sense of belief:
 I can recognise a mosque and a church
 I can identify some ideas about God that can be shown in a church or a mosque
 Understand the impact:
 I can recognise that mosques can have special meanings for Muslims
 I can recognise that churches can have special meanings for Christians
 I can talk about things that are special and valued in a church and a mosque
 Make connections:
 I can use the right words to talk about my thoughts and feelings in a church or a mosque

What is needed to make a truly special place of our own?
 Understand the impact:
 Recognise that some places have special meaning for religious and non-religious people
 Talk about the things that are special and valued in the world, as well as in a church, a mosque and other special places
 Make sense of belief:
 Begin to recognise that for Christians and Muslims, the special things connect with beliefs about God
 Make connections:
 Talk about somewhere that is special to them, saying why
 Get to know and use appropriate words to talk about a church and a mosque
 Express a personal response to the natural world.

What is needed to make a truly special place of our own?
 Make connections:
 I can talk about somewhere that is special to me, saying why
 I can use the right words to talk about my thoughts and feelings in my special place
 I can use the right words to talk about my thoughts and feelings when I think about the natural world.
 Make sense of belief:
 I can recognise a mosque and a church
 I can identify some ideas about God that can be shown in a church or a mosque
 Understand the impact:
 I can recognise that mosques can have special meanings for Muslims
 I can recognise that churches can have special meanings for Christians
 I can talk about things that are special and valued in a church and a mosque

Year 1	Substantive Knowledge	Disciplinary Knowledge
What does it mean to belong to a faith community	<p>Do we all belong to something? Make connections: Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.</p>	<p>Do we all belong to something? Make connections: I can say a group or community that I belong I can talk about what is special and important about belonging to a group that is important to me</p>
	<p>How do Christians/Muslims/Jewish people show they belong? Make connections: Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences</p>	<p>How do Christians/Muslims/Jewish people show they belong? Make connections: I can show that I know that people belong to different communities (religious and non-religious) recognise symbols of belonging for Christians I can recognise symbols of belonging for Jews or Muslims I can think about why symbols of belonging matter to believers</p>
	<p>Is every person valuable? Make sense of belief: Recognise that loving others is important in lots of communities Say simply what Jesus and one other religious leader taught about loving other people</p>	<p>Is every person valuable? Make sense of belief: I can give an example of how a person might show they love people I can say what Jesus says about loving other people I can say what a religious leader from Judaism or Islam says about loving other people</p>
	<p>How do Christians welcome a new baby? How do Muslims welcome a new baby? Understand the impact: Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean Make connections: Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.</p>	<p>How do Christians welcome a new baby? How do Muslims welcome a new baby? Understand the impact: I can say what happens at a traditional Christian infant baptism, and suggest what the actions and symbols mean I can say what happens when a baby is born into a Muslim family I can identify some similarities and differences between the ceremonies studied Make connections: I can give a suggestion for what is the best thing about these ceremonies, for the families I can talk about some ways I celebrated when a baby was born in my family, comparing with what I have learned in RE</p>
	<p>How do some people show they belong to one another? Make sense of belief: Say simply what Jesus and one other religious leader taught about loving other people Understand the impact: Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)</p>	<p>How do some people show they belong to one another? Understand the impact: I can identify two ways Christian people show they belong to each other when they get married I can identify two ways Jewish people show they belong to each other when they get married I can identify some similarities and differences between the marriage ceremonies studied</p>
	<p>What matters about being in a community? Make sense of beliefs: Recognise that loving others is important in lots of communities</p>	<p>What matters about being in a community? Make connections: I can give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences I can talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.</p>

<p>What do Christians believe God is like?</p>	<p>Christians believe in God, and that they find out about God in the Bible. Christians believe God is loving, kind, fair and forgiving, and also Lord and King. Some stories show these Christian beliefs. Christians worship God and try to live in ways that please him.</p>			<p>Making sense of belief: I can identify what a parable is. I can tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father. I can give clear, simple accounts of what the story means to Christians. Understand the impact: I can give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g., by saying sorry, by seeing God as welcoming them back, by forgiving others). I can give an example of how Christians put their beliefs into practice in worship (e.g., by saying sorry to God). Making connections: I can think, talk and ask questions about whether I can learn anything from the story as I explore different ideas. I can give a reason for the ideas I have and the connections I make.</p>		
	<p>God</p>	<p>Christian</p>	<p>Christianity</p>	<p>Parable</p>	<p>Bible</p>	<p>Belief</p>
<p>Who is Jewish and how do they live?</p>	<p>What is precious to Jewish people? What does a mezuzah remind Jewish people about? Make sense of belief: Recognise the words of the Shema as a Jewish prayer Understand the impact: Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) Make links between Jewish ideas of God found in the stories and how people live Make connections: Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</p>			<p>What is precious to Jewish people? What does a mezuzah remind Jewish people about? Make sense of belief: I can identify a line from the Jewish Shema I can say what the Shema is I can repeat one of the lines of the Shema I can give a meaning for one of the lines of the Shema Understand the impact: I know what some of the words inside a mezuzah mean I know that Jewish people believe in one God I can say why a mezuzah is put on the doorposts of houses I can talk about how some Jewish people use mezuzot I can say why some Jewish people touch the mezuzot Make connections: I can say why it might be good for Jewish people to remember and/or thank God I can give an example of important words to me I can say why these words are important to me I can explain what my important words remind me of I can say why these words would or would not be good to have in my home...</p>		

	<p>How and why do Jewish people celebrate Shabbat? Make sense of belief: Re-tell simply some stories used in Jewish celebrations Give examples of how the stories used in celebrations remind Jews about what God is like. (e.g. on Shabbat) Understand the impact: Give examples of how Jewish people celebrate special times Make links between Jewish ideas of God found in the stories and how people live Give an example of how some Jewish people might remember God in different ways (e.g. on Shabbat) Make connections: Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</p>	<p>How and why do Jewish people celebrate Shabbat? Make sense of belief: I can say which story from the Torah is remembered on Shabbat I can retell the 7 day creation story I can say which day of the creation story is being remembered on Shabbat Understand the impact: I can list 3 things that Jewish people do on Shabbat I can say how one thing that Jewish people do (or don't do) on Shabbat reminds them of the creation story I can draw some of the things that are used on Shabbat Make connections: I can say something that you think is important about saying thank you, remembering or praising on Shabbat I can give an example of a time that you say thank you, praise or remember important events or people</p>
	<p>What stories do Jewish people tell from the Jewish Bible? Make sense of belief: Re-tell simply some stories used in Jewish celebrations Understand the impact: Make links between Jewish ideas of God found in the stories and how people live Make connections: Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas</p>	<p>What stories do Jewish people tell from the Jewish Bible? Make sense of belief: I can retell the outline of the story of David and Goliath I can talk about where God might be in the Story Understand the impact: I can give one way the story of David and Goliath might teach Jewish person about God Make connections: I can say one way this story teaches Jewish people about praising or remembering</p>
	<p>What does the story of Chanukah make us think about? How do Jewish people think about miracles at Chanukah? Make sense of belief: Re-tell simply some stories used in Jewish celebrations (e.g.Chanukah) Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. Understand the impact: Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) Make links between Jewish ideas of God found in the stories and how people live Make connections: Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</p>	<p>What does the story of Chanukah make us think about? How do Jewish people think about miracles at Chanukah? Make sense of belief: I can retell the outline of the story of Chanukah I can give one idea of what the story of Chanukah might tell Jewish people God is like Understand the impact: I can list two things that Jewish people do to celebrate Chanukah I can say how lighting the Chanukiah might remind Jewish people about God Make connections: I can talk about one thing that is good for Jewish people when celebrating Chanukah I can give one example of what Jewish people are saying thank you for, praising or remembering at Chanukah I can say a reason why remembering, praising, blessing or saying thank you is important or not for me</p>
<p>Who do Christians say made the world?</p>	<p>God created the universe. The Earth and everything in it are important to God. God has a unique relationship with human beings as their Creator and Sustainer. Humans should care for the world because it belongs to God.</p>	<p>Making sense of belief: I can retell the story of creation from Genesis 1:1–2.3 simply. I can recognise that 'Creation' is the beginning of the 'big story' of the Bible. I can say what the story tells Christians about God, Creation and the world. Understand the impact: I can give at least one example of what Christians do to say 'thank you' to God for the Creation.</p>

		<p>Make connections: I can think, talk and ask questions about living in an amazing world. I can give a reason for my ideas and the connections I make between the Jewish/Christian Creation story and the world I live in.</p>
<p>How should we care for others and for the world, and why does it matter?</p>	<p>What do Christian, Jewish and non-religious people believe about caring for people? Make sense of belief: Identify a story or text that says something about each person being unique and valuable Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) Understand the impact: Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories</p>	<p>What do Christian, Jewish and non-religious people believe about caring for people? Make sense of belief: I can give an example of story that teaches about people being valued and/or unique I can give an example of a key belief from Psalm 8 I can give an example of a key belief from the story of people bringing children to Jesus I can give an example of a key belief from a Christian text or story about the value of people Understand the impact: I can give an example of how people care for others showing how it links to the good Samaritan/the story of the four friends/the story of Jesus' special friends</p>
	<p>How do some religious and non-religious people show that they care for people? Make sense of belief: Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) Understand the impact: Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories Make connections: Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</p>	<p>How do some religious and non-religious people show that they care for people? Make sense of belief: I can give an example of the Jewish key belief that leads to Tzedekah Understand the impact: I can give an example of how Jewish people show they care at Sukkot and how it links to their beliefs I can give an example of how (insert name of person studied) showed they care for other people and how it links to their beliefs I can give an example of how (insert name of charity studied) showed they care for other people and how it links to their beliefs Make connections: I can give a good reason why non-religious and religious people care for others I can give ideas about what difference believing in God makes to how people treat others</p>
	<p>What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world? Make sense of belief: Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world Understand the impact: Give examples of how Christians and Jews can show care for the natural earth Say why Christians and Jews might look after the natural world Make connections: Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</p>	<p>What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world? Make sense of belief: I can give a simple account of the 7-day creation story from Genesis 1 I can say one thing Genesis 1 tells Christians and Jewish people about the natural world Understand the impact: I can give a reason why Jewish people and/or Christian people might try to look after the natural world I can give an example of a way Christians and/or Jewish people might look after the natural world Make connections: I can give good reasons why everyone should look after the natural world I can give ideas about what difference believing in God makes to how people look after the natural world</p>

Year 2	Substantive Knowledge	Disciplinary Knowledge
Who is Muslim and how do they live?	<p>What do Muslims think about God? Make sense of belief: Recognise the words of the Shahadah and that it is very important for Muslims Understand the impact: Give examples of how Muslims use the Shahadah to show what matters to them Make connections: Think, talk about and ask questions about Muslim beliefs and ways of living</p>	<p>What do Muslims think about God? Make sense of belief: I can talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad I can say what the words of the Shahadah are and give (at least) one reason why the Shahadah is important to Muslims. Make connections: I can ask some questions about what Muslims believe and how they live Understand the impact: I can give one or two examples of how Muslims use the Shahadah and say how this shows what is important to Muslims.</p>
	<p>What do Muslims think about God? Make sense of belief: Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean Make connections: Think, talk about and ask questions about Muslim beliefs and ways of living</p>	<p>What do Muslims think about God? Make sense of belief: I can talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad I can talk about three important things Muslims believe about God/Allah, using the Shahadah and some of the 99 Names of Allah. Make connections: I can ask some questions about what Muslims believe and how they live Understand the impact: I can recognise that Muslims do not draw Allah or the Prophet, but often use calligraphy to say what God is like</p>
	<p>Who was the Prophet Muhammad and why is he important to Muslims? Make sense of belief: Recognise the words of the Shahadah and that it is very important for Muslims Give examples of how stories about the Prophet show what Muslims believe about Muhammad. Understand the impact: Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) Make connections: Think, talk about and ask questions about Muslim beliefs and ways of living Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas.</p>	<p>Who was the Prophet Muhammad and why is he important to Muslims? Make connections: I can ask some questions about what Muslims believe and how they live I can talk about what I think is good about the example of the Prophet from what I have learned, giving a good reason for my ideas. Make sense of belief: I can talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad I can say who Muhammad is, why Muslims put PBUH after his name, and why they believe he is so important. I can retell some of the stories about the Prophet and say what their message is for Muslims today. Understand the impact: I can give at least one example of how a story of the Prophet shows a Muslim how to behave I can recognise that Muslims do not draw Allah or the Prophet I can say why Muslims do not draw Allah or the Prophet</p>
Why does Christmas matter to Christians?	<p>Christians believe that Jesus is God and that he was born as a baby in Bethlehem. The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped)</p>	<p>Making sense of belief: I can recognise that stories of Jesus' life come from the Gospels. I can give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</p>

	<p>as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.</p>	<p>Understand the impact: I can give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</p> <p>Make connections: I can think, talk and ask questions about Christmas for people who are Christians and for people who are not I can decide what I have to be thankful for and give reasons why.</p>
<p>Who is Muslim and how do they live?</p>	<p>What can people learn from Muslim holy words? Make sense of belief: Recognise the words of the Shahadah and that it is very important for Muslims Give examples of how stories about the Prophet show what Muslims believe about Muhammad. Understand the impact: Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) Make connections: Think, talk about and ask questions about Muslim beliefs and ways of living Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p>	<p>What can people learn from Muslim holy words? Make sense of belief: I can talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad I can retell the story of the giving of the Holy Qur'an to Muhammad Understand the impact: I can give examples of how, where, when and why Muslims read the Qur'an and why they treat it as they do. Make connections: I can ask some questions about what Muslims believe and how they live I can talk about what I think is good about how Muslims show respect for their holy book and how Muslims obey its teaching, giving a good reason for my ideas</p>
	<p>What difference does worshipping God make to Muslims? Make sense of belief: Recognise the words of the Shahadah and that it is very important for Muslims Give examples of how stories about the Prophet show what Muslims believe about Muhammad. Understand the impact: Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) Give examples of how Muslims put their beliefs about prayer into action. Make connections: Think, talk about and ask questions about Muslim beliefs and ways of living Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas Give a good reason for their ideas about whether prayer, respect</p>	<p>What difference does worshipping God make to Muslims? Make connections: I can ask some questions about what Muslims believe and how they live I can talk about what I think is good for Muslims about the way they practise their faith, giving a good reason for my ideas. I can talk about what I think is good about the example of how Muslims live – e.g. ideas of respect, self-control, gratitude etc, giving a good reason for my ideas Understand the impact: I can recognise and name the Five Pillars. I can describe simply some examples of how and why Muslims pray</p>
<p>Why does Easter matter to Christians?</p>	<p>Easter is very important in the 'big story' of the Bible. Christians believe Jesus rose again, giving people hope of a new life.</p>	<p>Making sense of belief: I can recognise that Incarnation and Salvation are part of a 'big story' of the Bible. I can tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). Understand the impact: I can give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. Make connections: I can think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say about sadness, hope or heaven, exploring different ideas. I can give a good reason for my ideas.</p>

<p>What is the 'good news' Christians believe Jesus brings?</p>	<p>Christians believe Jesus brings good news for all people. For Christians, this good news includes being loved by God, and being forgiven for bad things. Christians believe Jesus is a friend to the poor and friendless. Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</p>	<p>Making sense of belief: I can tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. I can give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. I can recognise that Jesus gives instructions to people about how to behave. Understand the impact: I can give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. I can give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). Make connections: I can think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.</p>
<p>What makes some places sacred to believers?</p>	<p>Where is a sacred place for believers to go? Make sense of belief: Recognise that there are special places where people go to worship, and talk about what people do there Understand the impact: Talk about why some people like to belong to a sacred building or a community. Make connections: Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</p>	<p>Where is a sacred place for believers to go? Make sense of belief: I can give an example of a place of worship that is important to the local community and say why it is important I can give two ways you can tell that a church and a mosque or synagogue are sacred buildings I can give three examples of objects that might be found in a place of worship I can describe what the objects mean or how they are used Understand the impact: I can give two reasons that a person might want to belong to a place of worship I can give an example object from a church and an example from a synagogue or mosque that shows what people believe Make connections: I can ask three questions about what happens in church and a mosque or synagogue I can give two ways that the places of worship are different to other important places in the community I can give two ways that the places of worship are the same as other important places in the community</p>

Which place of worship is sacred to Christians?
 Make sense of belief:
 Recognise that there are special places where people go to worship, and talk about what people do there
 Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean
 Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship
 Understand the impact:
 Give examples of stories, objects, symbols and actions used in churches which show what people believe
 Give simple examples of how people worship at a church.
 Make connections:
 Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas

Which place of worship is sacred to Christians?
 Make sense of belief:
 I can give three examples of what people do in a church and why they do it I can describe how three objects are used in Christian worship
 I can say what the three objects used in Christian worship mean or represent
 I can give an example of a part of worship that shows what Christians believe about God
 Understand the impact:
 I can describe a story, object, symbol or action and describe the Christian belief that it shows
 I can describe three ways that people worship in a church
 Make connections:
 I can ask and answer two questions about what happens in a church

What place of worship is sacred for Jewish people?
 Make sense of belief:
 Recognise that there are special places where people go to worship, and talk about what people do there
 Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean
 Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship
 Understand the impact:
 Give examples of stories, objects, symbols and actions used in synagogues which show what people believe
 Give simple examples of how people worship at a synagogue.
 Make connections:
 Think, talk and ask good questions about what happens in a synagogue, saying what they think about these questions, giving good reasons for their ideas

What place of worship is sacred for Jewish people?
 Make sense of belief:
 I can give three examples of what people do in a synagogue and why they do it
 I can describe how three objects are used in Jewish worship
 I can say what the three objects used in Jewish worship mean or represent
 I can give an example of a part of worship that shows what Jewish people believe about God
 Understand the impact:
 I can describe a story, object, symbol or action and describe the Jewish belief that it shows
 I can describe three ways that people worship in a synagogue
 Make connections:
 I can ask and answer two questions about what happens in a synagogue
 I can ask and answer two questions about what is similar or different about what happens in a synagogue and church

Which place of worship is sacred for Muslims?
 Make sense of belief:
 Recognise that there are special places where people go to worship, and talk about what people do there
 Identify at least three objects used in worship in Islam and give a simple account of how they are used and something about what they mean
 Identify a belief about worship and a belief about God, connecting these beliefs simply to a mosque
 Understand the impact:
 Give examples of stories, objects, symbols and actions used in synagogues which show what people believe
 Give simple examples of how people worship at a mosque.
 Make connections:
 Think, talk and ask good questions about what happens in a mosque, saying what they think about these questions, giving good reasons for their ideas

Which place of worship is sacred for Muslims?
 Make sense of belief:
 I can give three examples of what people do in a mosque and why they do it I can describe how three objects or actions or are used in Muslim worship
 I can say what the three objects or actions used in Muslim worship mean or represent
 I can give an example of a part of worship or the Mosque that shows what Muslim people believe about God
 Understand the impact:
 I can describe a story, object, symbol or action and describe the Muslim belief that it shows
 I can describe three ways that people worship in a mosque or at home
 Make connections:
 I can ask and answer two questions about what happens in a mosque
 I can ask and answer two questions about what is similar or different about what happens in a mosque and a church or synagogue

How are places of worship similar and different?
Make sense of belief:
Recognise that there are special places where people go to worship, and talk about what people do there
Understand the impact:
Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe
Talk about why some people like to belong to a sacred building or a community.
Make connections:
Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.

How are places of worship similar and different?
Make sense of belief:
I can describe how key artefacts/symbols are used in more than one place of worship
I can describe three aspects of what happens in two places of worship during a time of worship
Understand the impact:
I can describe how a story, object, symbol or action show a Christian belief
I can describe how a story, object, symbol or action show a Muslim or Jewish belief
I can give three reasons why people like to belong to places of worship
Make connections:
I can give two reasons why a place of worship is sacred to believers
I can give two similarities and two differences between a religious and non-religious place in your community

Year 3	Substantive Knowledge	Disciplinary Knowledge
<p>What do Christians learn from the Creation story?</p>	<p>God the Creator cares for the creation, including human beings. As human beings are part of God’s good creation, they do best when they listen to God. The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments). [Building block from EYFS: Christians believe God made our wonderful world and so we should look after it.]</p>	<p>Make sense of belief: I can place the concepts of God and Creation on a timeline of the Bible’s ‘Big Story’. I can make clear links between Genesis 1 and what Christians believe about God and Creation. I can recognise that the story of ‘the Fall’ in Genesis 3 gives an explanation of why things go wrong in the world Understand the impact: I can describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God’s creation is; care for the Earth in some specific ways). I can describe how and why Christians might pray to God, say sorry and ask for forgiveness. Make connections: I can ask questions and suggest answers about what might be important in the creation story for Christians and for non-Christians living today.</p>
<p>What is it like for someone to follow God?</p>	<p>The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God. The People of God try to live in the way God wants, following his commands and worshipping him. They believe he promises to stay with them and Bible stories show how God keeps his promises.</p>	<p>Make sense of belief: Make clear links between the story of Noah and the idea of covenant. Understand the impact: Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. Make connections: Make links between the story of Noah and how we live in school and the wider world.</p>
<p>How do festivals and worship show what matters to Muslims?</p>	<p>What do we already know about Muslims and Islam? Make sense of belief: Identify some beliefs about God in Islam. Make links between beliefs about God and ibadah (e.g. how Muslims submit to God) Understand the impact: Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) Make connections: Raise questions and suggest answers about the value of submission to Muslims.</p> <p>What does the opening chapter of the Qur’an teach Muslim about God? Make sense of belief: Identify some beliefs about God in Islam, expressed in Surah 1. Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping) Understand the impact:</p>	<p>What do we already know about Muslims and Islam? Make sense of belief: I can recognise some words from Islam I can identify some key words in Islam, such as Allah, Shahadah and Qur’an I can give simple definitions of some of these words from Islam I can make links between some key words from Islam Understand the impact: I can give two examples of things Muslims do to worship God I can say what the words Islam and Muslim have to do with peace Make connections: I can give an example of what it means for a Muslim to submit to God I can say why submission to God is a good thing for a Muslim</p> <p>What does the opening chapter of the Qur’an teach Muslim about God? Make sense of belief: I can say three things that Muslims believe about God I can explain the word tawhid Understand the impact: I can give three examples of how Muslims show that God has no equals</p>

<p>Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer, at home and in the mosque)</p>	
<p>Why does prayer matter to Muslim? Understand the impact: Make links between Muslim beliefs about God and salah/prayer Make connections: Raise questions about prayer and suggest answers about how valuable it is for many Muslims.</p>	<p>Why does prayer matter to Muslim? Understand the impact: I can describe at least three things Muslims do as part of ritual prayer (salah) I can describe at least two prayer positions in Muslim prayer and say what they symbolise I can give two examples of things Muslims recite during prayer and say what they mean I can suggest at least one reason why prayer is important to Muslims</p>
<p>Why is the mosque a special place for Muslims? Understand the impact: Give examples of ibadah (worship) in Islam (e.g. at the mosque) Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in the mosque) Make connections: Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims.</p>	<p>Why is the mosque a special place for Muslims? Understand the impact: I can describe three things about a mosque and say what happens there I can label the main features of a mosque I can describe at least five ways that Muslims show respect for God at the mosque Make connections: I can ask questions about how important the mosque is for Muslims I can talk about how the mosque helps a Muslim to worship God</p>
<p>Why do Muslims celebrate at the end of Ramadan? Understand the impact: Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) Make connections: Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims.</p>	<p>Why do Muslims celebrate at the end of Ramadan? Understand the impact: I can explain what fasting is I can describe how and why Muslims fast at Ramadan I can make links between what Muslims believe about God, fasting in Ramadan and celebrating Eid-ul-Fitr I can describe three things that happen at Eid-ul-Fitr Make connections: I can ask questions about the value of fasting for Muslims and for me I can suggest reasons why fasting is seen as good for self-control and submission to God for Muslims I can suggest ways in which fasting can be good for people who are not Muslims I can give three reasons why it can be good for any of us to control our desires sometimes.</p>
<p>How does festivals and worship show what matters to a Muslim? What can I learn from this? Make sense of belief: Identify some beliefs about God in Islam, expressed in Surah 1. Make clear links between beliefs about God and ibadah Understand the impact: Give examples of ibadah (worship) in Islam and describe what they involve. Make links between Muslim beliefs about God and a range of ways in which Muslims worship Make connections: Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims. Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.</p>	<p>How does festivals and worship show what matters to a Muslim? What can I learn from this?</p>

How do festivals and family life show what matters to Jewish people?

What do Jewish families celebrate every week?
 Understand the impact:
 Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities
 Make connections:
 Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.

What do Jewish families celebrate every week?
 I can describe how Jews show their beliefs about the importance of family and rest through the marking of Shabbat
 I can describe how the celebration of Shabbat links to the Jewish story of creation
 I can describe the key features of festivals
 I can say what you think about whether not celebrations are important

Why do Jewish people celebrate Rosh Hashanah and Yom Kippur?
 Make sense of belief:
 Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean.
 Understand the impact:
 Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)
 Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities
 Make connections:
 Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future.
 Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.

Why do Jewish people celebrate Rosh Hashanah and Yom Kippur?
 I can explain two ways the story of Jonah shows Jewish beliefs about sin and forgiveness
 I can say what Jewish people believe about repentance
 I can list at least four things that Jewish people do when marking Rosh Hashanah and Yom Kippur that show their beliefs
 I can say simply how two parts of Rosh Hashanah and Yom Kippur ceremonies and actions link to forgiveness and repentance
 I can ask a question and suggest an answer about why it is good or not good for Jewish people to look to the past and to the future at Jewish new year
 I can say why you think saying sorry, being forgiven and being grateful are important, whether or not you are Jewish
 I can give an example of how you could demonstrate the importance of saying sorry, being forgiven and being grateful.

Why is Pesach important for Jews?
 Make sense of belief:
 Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people
 Offer informed suggestions about the meaning of the Exodus story for Jews today.
 Understand the impact:
 Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)
 Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities
 Make connections:
 Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future.

Why is Pesach important for Jews?
 I can explain two ways the story of Exodus shows Jewish beliefs about God
 I can say a way the story of Exodus leads to Jewish people being called chosen people
 I can describe two meanings of the story of Exodus for Jews today.
 I can list at least four things that Jewish people do when celebrating Pesach that show their beliefs at Pesach
 I can say simply how two parts of Pesach celebrations link to freedom
 I can ask a question and suggest an answer about why it is good or not good for Jewish people to look to the past at Pesach
 I can ask a question and suggest an answer about why it is good or not good for Jewish people to look forward to the future at Pesach

Why are commandments and blessings important to Jewish people?
 Make sense of belief:
 Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean.
 Offer informed suggestions about the meaning of the Exodus story for Jews today.
 Understand the impact:
 Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities
 Make connections:

Why are commandments and blessings important to Jewish people?
 I can explain what the commandments say about Jewish beliefs about God
 I can say two ways the commandments from Exodus are important to Jewish people today
 I can give two examples of how Jewish people show the importance of the words of the Torah
 I can give an example of how Jewish people show the importance of following the commandments

	<p>Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.</p>	<p>I can give an example of how Jewish people show the importance of their beliefs about thankfulness I can say why you think saying being grateful is important, whether or not you are Jewish I can give an example of how you could demonstrate the importance of being grateful.</p>
<p>What kind of world did Jesus want?</p>	<p>Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. Jesus shows love and forgiveness to unlikely people. Christians try to be like Jesus — they want to know him better and better. Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.</p>	<p>Make sense of belief I can identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. I can make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. I can offer suggestions about what Jesus' actions towards outcasts mean for a Christian. Understand the impact: I can give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching indifferent ways Make connections: I can make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.</p>
<p>How and why do people try to make the world a better place?</p>	<p>Make sense of belief: Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin). Make links between religious beliefs and teachings and why people try to live and make the world a better place. Understand the impact: Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) Describe some examples of how people try to live (e.g. individuals and organisations) Identify some differences in how people put their beliefs into action Make connections: Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better Make links between some commands for living from religious traditions, non religious worldviews and pupils' own ideas Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.</p>	<p>Make sense of belief: I can identify what different religions and worldviews say about what is wrong with the world I can connect ideas about the 'Golden Rule' from different religions and beliefs I can express my own ideas about a version of the Golden Rule. I can identify an inspirational Christian Understand the impact: I can connect our own list of problems in the world with some simple religious ideas I can identify the ways in which following the Golden Rule can make a difference in different communities I can describe Jewish beliefs and actions I can identify the meaning of 'tikkun olam' I can describe an inspiring life story Make connections: I can raise questions about what is wrong with the world I can express my own ideas about some ways of explaining the problems of the worldmaking links with religious ideas studied, giving good reasons for their views. I can say why anyone might want to 'repair the world' I can connect Jewish texts with Jewish ways of repairing the world I can express my own ideas about 'wise proverbs.' I can connect the story they study to the teaching of Jesus I can suggest answers as to why some people are inspiring, referring to an example I have learned about.</p>

Year 4	Substantive Knowledge	Disciplinary Knowledge
<p>What is the 'Trinity' and why is it important to Christians?</p>	<p>Christians believe God is Trinity: Father, Son and Holy Spirit. Christians believe The Father creates; he sends the Son who saves his people; the son sends the Holy Spirit to his followers. Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief. Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</p>	<p>Make sense of belief: I can recognise what a 'Gospel' is and give an example of the kind of stories it contains. I can offer suggestions about what texts about baptism and Trinity mean. I can give examples of what these texts mean to some Christians today. Understand the impact: I can describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. Make connections: I can make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.</p>
<p>What do Hindus believe God is like?</p>	<p>What do Hindu symbols and stories show about belief in Brahman? Make sense of belief: Make clear links between the story of Svetaketu and what Hindus believe about Brahman</p> <p>What can we find out about Hindu ideas about Brahman from looking at images of deities? Make sense of belief: Identify some Hindu deities and say how they help Hindus describe God Offer informed suggestions about what Hindu murtis express about God</p> <p>Is the cycle of create/preserve/destroy important? Make sense of belief: Offer informed suggestions about what Hindu murtis express about God Make connections: Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today</p> <p>What do Hindu deities show about Brahman? Make sense of belief: Identify some Hindu deities and say how they help Hindus describe God Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God Offer informed suggestions about what Hindu murtis express about God</p>	<p>What do Hindu symbols and stories show about belief in Brahman? Make sense of belief: I can talk about Hindu ideas of God being everywhere and in everything I can explain what a Hindu might understand about Brahman from the story of Svetaketu.</p> <p>What can we find out about Hindu ideas about Brahman from looking at images of deities? Make sense of belief: I can identify some Hindu images of gods and goddesses and name at least two I can talk about aspects of Brahman represented by at least four deities I can say why there are images of many deities, even though Hindus generally do not believe that there are many gods and goddesses.</p> <p>Is the cycle of create/preserve/destroy important? Make connections: I can talk about cycles of life/death/rebirth in nature I can suggest ideas about the importance of the cycle of create/preserve/destroy in the world I can connect this idea with Hindu ideas about the gods Make sense of belief: I can spot and explain features of images of Brahma, Vishnu and Shiva that show their links with creation, preservation and destruction</p> <p>What do Hindu deities show about Brahman? Make sense of belief: I can say what a deity represents. ...talk about the nature of Brahman, taking into account lots of the deities I have learnt about. I can link a story about Ganesh/Krishna/another with what Hindus believe about Brahman. I can explain how I use a story about Ganesh/Krishna/another to help me understand more about Brahman in Hinduism. I can spot and explain features of an image of Ganesh that are linked to a story I have learnt about him.</p>

		<p>I can spot and explain features of an image of Ganesh that are linked to his role as deity of remover of obstacles and new beginnings.</p> <p>I can show my understanding of symbolism by ensuring that there are at least three relevant symbols on my powerful helper.</p>
	<p>What can we find out about Hindu worship in the home? Understand the impact: Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a Home Shrine; celebrating Diwali) Identify some different ways in which Hindus worship</p>	<p>What can we find out about Hindu worship in the home? Understand the impact: I can say what is often found on a puja tray. I can talk about what objects on a puja tray are used for. I can explain what objects on a puja tray represent. I can show clear understanding that many Hindus choose to worship at home. I can explain why murtis are used as part of Hindu worship.</p>
	<p>How does the Diwali story link to a Hindu deity? Make sense of belief: Make clear links between the story of Diwali and what Hindus believe about God</p>	<p>How does the Diwali story link to a Hindu deity? Make sense of belief: I can say how Rama is linked to Vishnu. I can explain why Vishnu comes to earth in bodies in Hindu stories. I can explain how the Diwali story shows Vishnu as preserver.</p>
	<p>How might the idea of Brahman being in everything affect the actions of a Hindu? Make connections: Make links between the Hindu idea of everyone having a ‘spark’ of God in them and ideas about the value of people in the world today, giving good reasons for their ideas</p>	<p>How might the idea of Brahman being in everything affect the actions of a Hindu? Make connections: I can suggest some ways in which a Hindu might treat creation, bearing in mind the idea of atman. I can reason whether or not people outside of the Hindu tradition should treat creation in the same way that many Hindus might treat it.</p>
<p>What does it mean to be a Hindu in Britain today?</p>	<p>How do Hindus show their faith at home? Understand the impact: Describe how Hindus show their faith within their families in Britain today (e.g. home puja) Make sense of belief: Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean Make links between Hindu practices and the idea that Hinduism is a whole ‘way of life’ (dharma) Make connections: Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas</p>	<p>How do Hindus show their faith at home? Understand the impact: I can list at least [four] ways in which Hindus worship in the home I can identify and name at least [two] objects Hindus use in worship I can say simply what objects and rituals in Hindu worship mean (e.g. say what it means for Hindus to put their hands over the flame and then over their heads) Make sense of belief: I can say what Sanatan dharma and dharma mean I can give at least [three] examples of things Hindus do as part of dharma at home Make connections: I can ask some thoughtful questions about Hindu living I can talk about some connections between Hindu ways of living and my own I can identify some ways in which my life is the same and different from some Hindu people I can talk about some good things Hindus get from these rituals in their lives.</p>

How do Hindus show their faith when they're together?
 Understand the impact:
 Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)
 Make sense of belief:
 Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean
 Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)
 Make connections:
 Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas

How do Hindus show their faith when they're together?
 Understand the impact:
 I can identify and name the Hindu place of worship and name at least [two] objects Hindus use in worship there
 I can give an example of Hindu worship (e.g. bhajans)
 I can talk about how bhajans help some Hindus in worship
 Make sense of belief:
 I can say what Sanatan dharma and dharma mean
 I can give at least [three] examples of things Hindus do as part of dharma at the mandir
 Make connections:
 I can ask some thoughtful questions about Hindu living
 I can talk about some connections between Hindu ways of community living and my own
 I can identify some ways in which my community life (e.g. at school, clubs, faith communities etc) is the same and different from some Hindu people (e.g. types of music, celebrations)
 I can talk about some good things Hindus get from these rituals in their lives.
 I can talk about whether there are good things like this in my own life.

How do Hindus celebrate Diwali today?
 Understand the impact:
 Describe how Hindus show their faith within their families and faith communities in Britain today (e.g. in festivals such as Diwali)
 Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)
 Make sense of belief:
 Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)
 Make connections:
 Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their idea.

How do Hindus celebrate Diwali today?
 Understand the impact:
 I can describe at least [two] things Hindus do to celebrate Diwali
 I can identify at least [two] of the main characters in the story behind Diwali and say what they did
 I can offer some thoughtful ideas about what is most important about Diwali to Hindus, saying why
 I can identify some ways in which Diwali is celebrated around the UK and other parts of the world, pointing out similarities and differences.
 Make sense of belief:
 I can make a connection between Diwali and the idea of dharma
 Make connections:
 I can talk about why Hindus like to celebrate Diwali, giving a/some good reason(s) for my idea(s)
 I can make a link with the good things Hindus get from Diwali and good thing I get from celebrating festivals.

What is it like to be a Hindu in Britain today?
 Understand the impact:
 Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)
 Make sense of belief:
 Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)
 Make connections:
 Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.

What is it like to be a Hindu in Britain today?
 Understand the impact:
 I can recognise some places where Hindus live in the UK and the world ...point out some things that are the same and some things that are different between how Hindus live in my area and in India (for example)
 Make sense of belief:
 I can make a connection between the word dharma and Hindu living in my local area
 Make connections:
 I can ask some questions about what Hindus believe and how they live
 I can talk about some examples of people with different beliefs (e.g. class, in school, in local area, on TV) and what I think is good about people being different.

<p>Why do Christians call the day Jesus died 'Good Friday'?</p>	<p>Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. Christians today trust that Jesus really did rise from the dead, and so is still alive today. Christians remember and celebrate Jesus' last week, death and resurrection</p>	<p>Make sense of belief: I can recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g., by showing them how to live/ I can offer informed suggestions about what the events of Holy Week mean to Christians I can give examples of what Christians say about the importance of the events of Holy Week Understand the impact: I can make simple links between the Gospel accounts and how Christians mark the Easter events in their communities I can describe how Christians show their beliefs about Jesus in worship in different ways Make connections: Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.</p>
<p>For Christians, what was the impact of Pentecost?</p>	<p>Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven'). Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him. Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God. Christians celebrate Pentecost as the beginning of the Church.</p>	<p>Make sense of belief: I can make clear links between the story of the Day of Pentecost and Christian belief about the 'Kingdom of God' on Earth. I can offer informed suggestions about what the events of Pentecost in Acts 2 mean. I can give examples of what Pentecost means to some Christians now. Understand the impact: I can make simple links between the description Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians now. Make connections: Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.</p>
<p>How and why do people mark the significant events of life?</p>	<p>What does the idea of the journey of life mean to us? Make sense of belief: Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean Understand the impact: Make simple links between beliefs about love and commitment and how people in at least two religious traditions live Make connections: Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones</p>	<p>What does the idea of the journey of life mean to us? Make sense of belief: I can identify some beliefs and ideas about commitment along life's journey, e.g. that getting married is a big step, or becoming an adult is a key moment I can discuss what makes some days 'big days'. I can talk about whether loving God makes some big days particularly important for religious people I can find out and describe what big days matter to members of two religions Understand the impact: I can make simple links between beliefs about love and commitment and how people express their key beliefs along the journey I can make simple links between their own lives and religious rituals. Make connections: I can raise questions and suggest answers about whether it is good for everyone to see life as a journey I can consider what life's milestones might be and discuss different ways of marking the milestones. I can discuss and consider: what makes this or that day very significant? I can rank and order my own ideas about 'big days.</p>

What is the significance of baptism to Christians? What happens and what does it mean?

Make sense of belief:

Identify some beliefs about commitment and promises shown in Christian baptism and describe what they mean

Offer informed suggestions about the meaning and importance of ceremonies of commitment for Christians today

Understand the impact:

Describe what happens in baptism, a ceremony of commitment for Christians and say what the ritual means

Make simple links between beliefs about love and commitment and Christian baptism (e.g. as a celebration of forgiveness, salvation and freedom)

Identify some differences in how people celebrate commitment (e.g. different practices of Christian baptism)

Make connections:

Make links between ideas of love, commitment and promises in religious and non-religious ceremonies

Give good reasons why they think ceremonies of commitment are or are not valuable today.

What is the significance of baptism to Christians? What happens and what does it mean?

Make sense of belief:

I can identify some beliefs about love, commitment and promises shown in Christian baptism and describe what they mean

I can offer informed suggestions about why people choose infant baptism or believers' baptism

I can explain the meaning and importance of the symbolism of being baptised

I can explain the meaning of the Bible's teaching about baptism

I can consider the value Christians place on their ceremonies of commitment today

Understand the impact:

I can describe what happens in baptism

I can say what the ritual of baptism means

I can connect beliefs about love and commitment to the practice of Christian baptism

I can talk about how baptism can be seen as a celebration of forgiveness, salvation or freedom

I can identify some differences in different practices of Christian baptism

Make connections:

I can make links between ideas of love, commitment and promises in a baptism

I can give good reasons why you think baptism is or is not a good idea.

How do Jewish people mark becoming an adult?

Make sense of belief:

Identify some beliefs about commitment and promises in Judaism, describe what the meanings of the beliefs might be.

Offer informed suggestions about the meaning and importance of ceremonies of commitment for Jewish people today

Understand the impact:

Describe what happens in ceremonies of commitment in Judaism – Bar Mitzvah and Bat Mitzvah - saying what these rituals mean

Make simple links between beliefs about love and commitment and how Jewish young people live

Identify some differences in how people celebrate commitment (e.g. contrasting Jewish practice with another religion's rituals)

Make connections:

Make links between ideas of love, commitment and promises in Jewish ceremonies

Give good reasons why they think ceremonies of commitment are or are not valuable today.

How do Jewish people mark becoming an adult?

Make sense of belief:

I can write a letter showing my understanding of what happens at a Bar Mitzvah or Bat Mitzvah

I can identify what commitments are shown in a Bar or Bat Mitzvah and describe what the ritual means

I can suggest reasons why these ceremonies have lasted for thousands of years and matter a lot in Jewish communities today

Understand the impact:

I can describe what happens in ceremonies of commitment in Judaism – Bar Mitzvah and Bat Mitzvah - saying what these rituals mean

I can make simple links between learning to read the Torah in Hebrew and being a Jewish young person, connected to the past

I can identify how Jewish people celebrate commitment

Make connections:

I can give answers to questions such as: is Bar or Bat Mitzvah about love? Commitment? Promises? What matters most in this ceremony?

I can give good reasons why I think these ceremonies of commitment are or are not valuable today.

What ceremonies do Hindus mark in the journey of life?
 Make sense of belief:
 Identify some beliefs about love, commitment and promises in some Hindu communities and describe what they mean
 Offer informed suggestions about the meaning and importance of Hindu ceremonies of commitment today
 Understand the impact:
 Describe what happens in sacred thread ceremonies and say what these rituals mean to some Hindu people
 Make simple links between beliefs about love and commitment and how Hindu people live and celebrate
 Make connections:
 Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones
 Make links between ideas of love, commitment and promises in Hindu ceremonies
 Give good reasons why they think ceremonies of commitment are or are not valuable today.

What ceremonies do Hindus mark in the journey of life?
 Make sense of belief:
 I can describe Hindu belief about reincarnation
 I can use the words 'dharma, karma, moksha' appropriately
 I can offer informed suggestions about the meaning and importance of Hindu ceremonies of commitment today
 Understand the impact:
 I can describe what happens in sacred thread ceremonies
 I can consider what aspects of the ceremony show commitment or are about love
 I can say what these rituals mean to some Hindu people
 Make connections:
 I can raise questions about the value of the Sacred Thread
 I can suggest answers to the questions that others have asked about this Hindu milestone.
 I can connect the ceremony to some big ideas such as love, commitment and promises in Hindu community
 I can give good reasons why I think ceremonies of commitment are or are not valuable today.

What do wedding ceremonies show us about commitment, love, promises?
 Make sense of belief:
 Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean
 Offer informed suggestions about the meaning and importance of marriage ceremonies today
 Understand the impact:
 Describe what happens in marriage ceremonies and say what these rituals mean
 Make simple links between beliefs about love and commitment and how people in at least two religious traditions become partners in marriage
 Identify some different practices of marriage.
 Make connections:
 Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestone of marriage
 Make links between ideas of love, commitment and promises in religious and non-religious wedding ceremonies
 Give good reasons why they think ceremonies of marriage commitment are or are not valuable today.

What do wedding ceremonies show us about commitment, love, promises?
 Make sense of belief:
 I can identify some beliefs about love, commitment and promises from marriages in two religions
 I can offer informed suggestions about the meaning and importance of two marriage ceremonies today
 Understand the impact:
 I can describe what happens in two different marriage ceremonies and say what these rituals mean
 I can connect beliefs about love and commitment to what happens in wedding ceremonies
 I can identify some different practices of marriage.
 Make connections:
 I can raise questions about the value of wedding rituals
 I can suggest answers to questions about the place of weddings in life
 I can make links between ideas of love, commitment and promises in religious and non-religious wedding ceremonies
 I can give good reasons why I think ceremonies of marriage commitment are or are not valuable today.

Can we compare the milestones on the journeys of Christians, Jewish people and Hindus?

Make sense of belief:

Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean

Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today

Understand the impact:

Describe what happens in ceremonies of commitment

Identify some differences in how people celebrate commitment

Make connections:

Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones

Give good reasons why they think ceremonies of commitment are or are not valuable today.

Can we compare the milestones on the journeys of Christians, Jewish people and Hindus?

Make sense of belief:

I can offer informed suggestions about the meaning and importance of seeing life as a journey

Understand the impact:

I can give examples of how and why different religious and non-religious people celebrate life as a journey

Make connections:

I can raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones

I can give good reasons why I think ceremonies of commitment, community, belonging and belief are or are not valuable today.

Year 5	Substantive Knowledge	Disciplinary Knowledge
<p>What does it mean if Christians believe God is holy and loving?</p>	<p>Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.</p> <p>Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace.</p> <p>Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching.</p> <p>Christians believe getting to know God is like getting to know a person rather than learning information.</p>	<p>Make sense of belief: I can identify some different types of biblical texts, using technical terms accurately. I can explain connections between biblical texts and Christian ideas of God, using theological terms.</p> <p>Understand the impact: I can make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. I can show how Christians put their beliefs into practice in worship.</p> <p>Make connections: I can weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p>
<p>What does it mean to be Muslim in Britain today?</p>	<p>Who are the Muslims in your region? Make connections: Make connections between Muslim beliefs studied and Muslim ways of living in your region</p> <p>What helps Muslims through the journey of life? Understand the impact: Make clear connections between Muslim beliefs and worship i.e. Five Pillars Give evidence and examples to show how Muslims put their beliefs into practice in different ways. Make connections: Consider and weigh up the value of e.g. commitment (Shahadah), generosity (Zakat), self-control (Sawm) and worship (Salah) in the lives of Muslims today.</p> <p>Why is Zakah/charity important to Muslims? Make sense of belief: Describe and explain ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on zakat). Understand the impact: Give evidence and examples to show how Muslims put their beliefs into practice in different ways. Make connections: Consider and weigh up the value of generosity in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims</p> <p>Why do Muslims want to go on pilgrimage? Make sense of belief: Describe and explain ways in which Muslim sources of authority guide Muslim living (e.g. hajj practices follow example of the Prophet). Understand the impact: Make clear connections between Muslim beliefs and worship (e.g. hajj) Make connections:</p>	<p>Who are the Muslims in your region? Make connections: I can name two of the main branches of Islam I can talk about how many Muslims there are in your region, the UK and the world.</p> <p>What helps Muslims through the journey of life? Understand the impact: I can recall the Five Pillars and name them, using technical vocabulary I can explain how the Five Pillars express ibadah for Muslims I can describe some ways in which Muslims perform Shahadah and why it is important Make connections: I can give some suggestions about why Muslims and other people may think that commitment, generosity etc are important today</p> <p>Why is Zakah/charity important to Muslims? Make sense of belief: I can give three reasons why zakah is a good thing for Muslims I can explain the difference between zakah and sadaqah Make connections: I can give three examples of ways in which zakat might be used I can say why it is good for Muslims and for me to be generous</p> <p>Why do Muslims want to go on pilgrimage? Make sense of belief: I can describe three things that Muslims do on Hajj I can explain why Muslims do these things on Hajj I can explain why these things matter to Muslims Understand the impact: I can connect what Muslims do on Hajj to the Prophet Muhammad I can explain what benefits Muslims gain from Hajj rituals Make connections:</p>

	<p>Consider and weigh up the value of e.g. unity, self-control and ritual in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims</p>	<p>I can give three examples of how Hajj practices help Muslims to show unity, equality, purity, and self-control I can suggest two ways in which at least one of these values are useful in the wider world, including my own life.</p>
	<p>Where do Muslims get guidance for living? Make sense of belief: Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message) Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an and Hadith guidance on how to live) Understand the impact: Make clear connections between Muslim beliefs and ibadah Give evidence and examples to show how Muslims put their beliefs into practice in different ways Make connections: Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.</p>	<p>Where do Muslims get guidance for living? Make sense of belief: I can recall key Muslim beliefs about God, tawhid, the Prophet and the Qur'an, linking them to sources of authority Understand the impact: I can outline three teachings of the Qur'an about how to live, and give examples of how Muslims put this into practice Make connections: I can suggest two challenges and three opportunities Muslims might face in Britain today as they seek to follow the teachings of the Qur'an and Hadith.</p>
	<p>What does it mean to be a Muslim in Britain today? Make sense of belief: Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an Describe ways in which Muslim sources of authority guide Muslim living Understand the impact: Make clear connections between Muslim beliefs and ibadah Give evidence and examples to show how Muslims put their beliefs into practice in different ways Make connections: Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims</p>	
<p>Why do Christians believe Jesus was the Messiah?</p>	<p>Jesus was Jewish. Christians believe Jesus is God in the flesh. They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like. Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah). Christians see Jesus as their Saviour (See Salvation).</p>	<p>Make sense of belief: I can explain the place of Incarnation and Messiah within the 'big story' of the Bible. I can identify Gospel and prophecy texts, using technical terms. I can explain connections between biblical texts, Incarnation and Messiah, using theological terms. Understand the impact: I can show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. I can comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. Make connections: I can weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for my answer.</p>

Why is the Torah so important to Jewish people?

What can we find out about Jewish communities in the Midlands and further afield?
 Understand the impact:
 Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)

What can we find out about Jewish communities in the Midlands and further afield?
 Understand the impact:
 I can show the diversity of people who are part of the Jewish community.
 I can give names of different types of Jewish community
 I can explain one difference between two different Jewish communities.

How do Jews remember their beliefs about God?
 Make sense of belief:
 Identify and explain Jewish beliefs about God
 Give examples of some texts that say what God is like and explain how Jewish people interpret them
 Understand the impact:
 Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. use of mezuzah, tefillin, etc.)
 Make connections:
 Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today

How do Jews remember their beliefs about God?
 Make sense of belief:
 I can explain some key Jewish beliefs about God
 I can name two texts that refer to what God is like
 I can explain what the Shema means for Jews
 Understand the impact:
 I can give examples of how some Jewish people value the words in the Shema through their use of mezuzah and/or tefillin
 Make connections:
 I can give examples of how the words of the Shema are being shared in modern contexts

What is a Sefer Torah? How is it used?
 Understand the impact:
 Make clear connections between Jewish beliefs about the Torah and how they use and treat it
 Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)
 Make connections:
 Consider and weigh up the value of tradition, ritual, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.

What is a Sefer Torah? How is it used?
 Understand the impact:
 I can give examples of Jewish beliefs about what the Torah is
 I can give examples of how the Torah is used and treated
 I can make connections between the beliefs of Jewish people about the sacredness of the Torah and how it is scribed and looked after in the synagogue
 I can make connections between the beliefs of Jewish people about the Torah and when it is read
 I can give examples of how traditions and rituals around the Torah might or might not be important today to Jewish people and to other people

Are there particular laws that Jewish people need to follow?
 Understand the impact:
 Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)
 Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)
 Make connections:
 Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today
 Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.

Are there particular laws that Jewish people need to follow?
 Understand the impact:
 I can explain which part of the Torah asks Jewish people to keep Kosher
 I can give examples of ways in which Orthodox and Progressive Jews might keep Kosher food laws in different ways
 I can give examples of ways in which Orthodox and Progressive Jews might keep Shabbat in different ways
 Make connections:
 I can explain why following Jewish food laws and/or keeping the laws of following Shabbat might be done differently by different Jewish people
 I can explain why following Jewish food laws and keeping Shabbat is still important to Jewish people today
 I can consider and weigh up the value of Shabbat as a time of rest and a time for worship, community and family for Jewish people and something similar for non- Jews.

	<p>What happens during worship at a synagogue? Understand the impact: Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) Make connections: Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish</p>	<p>What happens during worship at a synagogue? Understand the impact: I can explain what is important about worship in Judaism I can explain how worship might differ between different Jewish communities Make connections: I can explain why worship at the synagogue might still be of value to a Jewish person today</p>
<p>How do Christians decide how to live? 'What would Jesus do?'</p>	<p>The good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin. Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable. Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.</p>	<p>Make sense of belief: I can identify features of Gospel texts (for example, teachings, parable, narrative). I can take account of the context, suggest meanings of Gospel texts studied, and compare my own ideas with ways in which Christians interpret biblical texts Understand the impact: I can make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. Make connections: I can make connections between Christian teachings (e.g., about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives. I can articulate my responses to the issues studied, recognising different points of view.</p>
<p>What matters most to Humanists, Christians?</p>	<p>Rules: do we need them? Who breaks them? Make sense of belief: Identify and explain beliefs about why people are good and bad Make links with sources of authority that tell people how to be good Understand the impact: Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view Make connections: Raise important questions and suggest answers about how and why people should be good Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.</p>	<p>Rules: do we need them? Who breaks them? Make sense of belief: I can talk about why some characters in movies are naughty or bad I can say what I think the word 'conscience' means, and talk about what a conscience might tell you to do. Understand the impact: I can suggest reasons why it might be helpful to follow a moral code that comes from your conscience, and also why it might be difficult, offering different points of view Make connections: I can make up three or more sentences that suggest rules for a happier world I can suggest answers to my own questions and those others have raised about how and why people should be good I can make connections between the values studied (e.g. from Apostle Paul) and my own life: do I want to be the kind of person described by Paul in Galatians 5:22? I can give good reasons for the values I think matter most.</p>

What codes for living do non-religious people use?
 Make sense of belief:
 Identify and explain beliefs about why people are good and bad (e.g. Humanist ideas and values)
 Understand the impact:
 Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view
 Make connections:
 Raise important questions and suggest answers about how and why people should be good
 Make connections between the values studied and my own life, and their importance in the world today, giving good reasons for my views.

What codes for living do non-religious people use?
 Make sense of belief:
 I can identify and talk about four things Humanists say we should do to be good.
 I can talk thoughtfully about the idea of being 'good without God': are the Humanists right that we all have to try and be good for ourselves? • Use the word 'atheist' correctly
 Understand the impact:
 I can suggest reasons why fairness, justice, forgiveness and freedom matter in our world today.
 I can think and talk about consequences: 'what will happen if...?'
 Make connections:
 I can work in a group on a drama that raises a question about how we apply a moral idea or rule
 I can make a link between Humanist values and how people choose to behave.
 I can write thoughtfully about the links between our values, codes for living and behaviour and its consequences.

What values matter most to Christians? How does it show?
 Make sense of belief:
 Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)
 Make links with sources of authority that tell people how to be good
 Understand the impact:
 Make clear connections between Christian and Humanist ideas about being good and how people live
 Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view
 Make connections:
 Raise important questions and suggest answers about how and why people should be good
 Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.

What values matter most to Christians? How does it show?
 Make sense of belief:
 I can infer from some Bible texts some values that mattered to Jesus.
 I can connect sayings of Jesus with values which people might choose to hold today.
 Understand the impact:
 I can make a clear connection between Jesus' teaching and some ways Christians try to be good.
 I can explore and explain similarities and differences between how Humanists and Christians live.
 Make connections:
 I can work in teams and on my own to define which values I think are most important and why.
 I can connect the beliefs about the world which Humanists and Christians hold to the values I think matter most.
 I can give my own view clearly about ideas that Humanists and Christians values

What are the main agreements and disagreements about values between Humanists and Christians?
 Make sense of belief:
 Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)
 Make links with sources of authority that tell people how to be good
 Understand the impact:
 Make clear connections between Christian and Humanist ideas about being good and how people live
 Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view
 Make connections:
 Raise important questions and suggest answers about how and why people should be good
 Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.

What are the main agreements and disagreements about values between Humanists and Christians?
 I can identify and describe a peacemaker
 I can explain what a charity does to make peace
 I can write a text that expresses the beliefs about peace held by Christians or Humanists
 I can make clear connections between Christian and Humanist ideas about being good and how people contribute to peace in their communities
 I can contribute thoughtful work to a class project about peace-making, using religious and Humanist ideas
 I can suggest reasons why – even though most people say they love peace – not many people can be called 'peace MAKERS'. Why is peace-making hard work?
 I can discuss and express my thoughts about values connected with peace making
 I can discuss important questions about peace and other values thoughtfully
 I can select and explain the values I think matter most for a peaceful society.

Can we create a code for living that will help the world?

Make sense of belief:

Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)

Make links with sources of authority that tell people how to be good

Understand the impact:

Make clear connections between Christian and Humanist ideas about being good and how people live

Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view

Make connections:

Raise important questions and suggest answers about how and why people should be good

Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.

Can we create a code for living that will help the world?

I can compare what Humanists and Christians say is good – or bad.

I can make a link between what Humanists and Christians agree upon.

I can identify two rules about which Humanists and Christians do not agree.

I can identify the difference between getting my rules from a sacred text and thinking for myself about the rules I believe in.

I can make a clear list of similarities between Christian and Humanist values

I can make a clear list of differences between Christian and Humanist values

I can suggest what might help people to follow a moral code, and why it is useful

I can discuss why it is difficult to 'keep the rules'.

I can consider different ideas about what helps people to keep the rules of life

I can ask some good questions about whether and when rules should be left behind, or even broken.

I can respond with reasons to questions such as, What matters most? Rules, values, love or kindness?

Year 6	Substantive Knowledge	Disciplinary Knowledge
Creation and science: conflicting or complementary?	<p>There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.</p> <p>These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts? There are many scientists throughout history and now who are Christians.</p> <p>The discoveries of science make Christians wonder even more about the power and majesty of the Creator.</p>	<p>Make sense of belief: I can identify what type of text some Christians say Genesis 1 is, and its purpose Taking account of the context, I can suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations</p> <p>Understand the impact: Make clear connections between Genesis 1 and Christian belief about God as Creator. Show understanding of why many Christians find science and faith go together.</p> <p>Make connections: I can identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying my responses. WI can weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reason for my views.</p>
Why do some people believe in God and some people not?	<p>How many people believe in God?</p> <p>Make sense of belief: Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from</p> <p>Make connections: Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not</p>	<p>How many people believe in God?</p> <p>I can say what the words theist /atheist /agnostic mean I can give at least one example of what a theist, atheist and agnostic might say about God I can give some examples of what a theist (e.g. a Christian) believes about God I can give some examples of what an agnostic and atheist might say about God. I can begin to talk about some ideas to do with atheism, agnosticism and theism</p>
	<p>Is God real? What do people think?</p> <p>Make sense of belief: Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from Give examples of reasons why people do or do not believe in God</p> <p>Understand the impact: Make clear connections between what people believe about God and the impact of this belief on how they live</p> <p>Make connections: Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging</p>	<p>Is God real? What do people think?</p> <p>Make sense of belief: I can say where Christians get their ideas about God from I can give at least three ways in which Christians describe what they believe God is like</p> <p>Understand the impact: I can ask some questions of an atheist and a Christian about their beliefs I can give an example of what difference it makes for someone to believe in God</p> <p>Make connections: I can begin to talk about how believing in God is helpful to some people</p>
	<p>Why do people believe or not believe in God?</p> <p>Make sense of belief: Give examples of reasons why people do or do not believe in God</p> <p>Understand the impact: Make clear connections between what people believe about God and the impact of this belief on how they live</p> <p>Make connections: Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not</p>	<p>Why do people believe or not believe in God?</p> <p>Make sense of belief: I can give at least three reasons why a person believes in God I can give at least three reasons why a person doesn't believe in God</p> <p>Understand the impact: I can give an example of what difference it makes for someone to believe in God or not to believe in God</p> <p>Make connections:</p>

		<p>I can suggest why at least two reasons for believing in God would persuade/not persuade someone to believe</p> <p>I can express some of my own ideas about why people believe or not, giving reasons</p>
	<p>What do people say about science and believing in God? Make sense of belief: Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from Understand the impact: Give evidence and examples to show how Christians sometimes disagree about science and faith Make connections: Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging</p>	<p>What do people say about science and believing in God? Make sense of belief: I can give at least one explanation why someone can be a scientist and also believe in God I can give at least one explanation why someone might say that you cannot be a Christian and a scientist Understand the impact: I can give an example of what difference it makes for someone to be a scientist and to believe in God Make connections: I can express some of my own ideas about the connections between science, faith and God.</p>
	<p>What impact does believing in God have on how people think and live? Understand the impact: Make clear connections between what people believe about God and the impact of this belief on how they live Make connections: Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not Make connections between belief and behaviour in their own lives, in the light of their learning.</p>	<p>What impact does believing in God have on how people think and live? Make sense of belief: I can use technical vocabulary to explain what different people believe about God and why Understand the impact: I can give clear examples of what difference it makes for someone to believe or not believe in God Make connections: I can weigh up my own ideas about theism, atheism and agnosticism, in the light of my learning.</p>
<p>Why do Hindus want to be good?</p>	<p>What is Brahman? Make sense of belief: Identify and explain Hindu belief about Brahman using technical terms accurately.</p>	<p>What is Brahman? Make sense of belief: I can use correct vocabulary to express views about Hindu belief in Brahman.</p>
	<p>What is Atman? Make sense of belief: Identify and explain Hindu belief about atman using technical terms accurately.</p>	<p>What is Atman? Make sense of belief: I can give an accurate written definition of atman. I can make clear connections between a Hindu story and what it teaches about life.</p>
	<p>Samsara: why is atman important? Make sense of belief: Identify and explain Hindu beliefs about karma, samsara and moksha, using technical terms accurately Explain how the story of the man in the well relates to Hindu beliefs about samsara, moksha, etc Make connections: Make connections between Hindu beliefs studied (eg karma, dharma, samsara and moksha), and explain how and why they are important to Hindus</p>	<p>Samsara: why is atman important? Make connections: I can suggest ways in which the Moksha Chitram game teaches people about Hindu beliefs, using the words dharma, karma, samsara and moksha in my explanation. Make sense of belief: I can give accurate written definitions of karma, samsara and moksha. I can explain to the man in the well how and why his actions need to change if he is to reach moksha.</p>

How does dharma affect the way that someone might live their life?
 Make sense of belief:
 Identify and explain dharma accurately using technical terms.
 Understand the impact:
 Make clear connections between Hindu beliefs about dharma and ways in which Hindus live.
 Give examples to show how Hindus put their beliefs about dharma into practice in different ways.
 Connect the four stages of life with beliefs about dharma, moksha etc
 Make connections
 Reflect on and articulate what impact belief in dharma might have on individuals and the world, recognising different points of view.

How does dharma affect the way that someone might live their life?
 Make sense of belief:
 I can give an accurate, written definition of dharma.
 Understand the impact:
 I can say what actions a Hindu person might do because of their dharma.
 I can explain how a Hindu person might act during different parts of their life because of their dharma.
 Make connections:
 I can say how belief in dharma might impact the way that a Hindu person lives their life.

What example does Gandhi set about how to live?
 Understand the impact:
 Make clear connections between Hindu beliefs about Brahman, atman, dharma, samsara and moksha and ways in which Hindus live.
 Give evidence and examples to show how Hindus put their beliefs into practice in different ways.
 Make connections
 Make connections between Hindu beliefs studied and explain how and why they are important to Hindus.
 Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.

What example does Gandhi set about how to live?
 Understand the impact:
 I can use my understanding of Hindu beliefs to explain why a Hindu might think that ahimsa is important.
 I can talk about how Hindus' beliefs shape the way that they live their lives. To do this, I will use examples of at least two Hindu people that I have found out about.
 Make connections:
 I can use my understanding of Hindu beliefs to explain why a Hindu might think that ahimsa is important.
 I can talk about links between sewa, dharma and ahimsa and how belief in these and their importance shapes the ways in which many Hindus act.

Why do Hindus try to be good?
 Make sense of belief:
 Explain Hindu beliefs in context, using technical terms accurately.
 Understand the impact:
 Make clear connections between Hindu beliefs about dharma, karma samsara and moksha and ways in which Hindus live.
 Give evidence and examples to show how Hindus put their beliefs into practice in different ways.
 Make connections
 Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus.
 Reflect on and articulate what impact belief in karma and dharma might have, recognising different points of view.

Why do Hindus try to be good?
 Make sense of belief:
 I can explain how a Hindu who believes in samsara, karma, dharma and moksha might live his/her life.
 Understand the impact:
 I can use examples of Hindu people I have learnt about to explain how someone who holds Hindu beliefs might live.
 Make connections:
 I can use my paragraph to explain why karma and dharma are important to Hindus who believe in samsara and moksha.

<p>What do Christians believe Jesus did to 'save' people?</p>	<p>Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. The Gospels give accounts of Jesus' death and resurrection.</p> <p>The New Testament says that Jesus' death was somehow 'for us'.</p> <p>Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light.</p> <p>Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass)</p> <p>Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.</p>	<p>Make sense of belief: I can outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. I can explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.</p> <p>Understand the impact: I can make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. I can show how Christians put their beliefs into practice in different ways.</p> <p>Make connections: I can weigh up the value and impact of ideas of sacrifice in their own lives and the world today. I can articulate my own responses to the idea of sacrifice, recognising different points of view.</p>
<p>For Christians, what kind of king is Jesus?</p>	<p>Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.</p> <p>The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.</p> <p>Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.</p>	<p>Make sense of belief: I can explain connections between biblical texts and the concept of the Kingdom of God. I can consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.</p> <p>Understanding the impact: I can make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice. I can show how Christians put their beliefs into practice in different ways.</p> <p>Make connections: I can relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.</p>
<p>How does faith help people when life gets hard?</p>	<p>What is life like?</p> <p>Make sense of belief: Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life</p> <p>Understanding the impact: Make clear connections between what people believe about God and how they respond to challenges in life</p>	<p>What is life like?</p> <p>Make sense of belief: I can give at least three examples of how religions use symbolism to show that life has ups and downs</p> <p>Understanding the impact: I can give at least three examples of how religious believers find comfort and support from believing in God or being part of a believing community I can explain why Jews and Christians show gratitude to God I can explain how gratitude is good for people, giving some evidence to back up this view</p> <p>Making connections: I can talk about the value of gratitude in the lives of people, whether believers and non-religious, including my own views</p>

	<p>What questions have you got about what happens when we die?</p> <p>Making sense of belief: Identify beliefs about life after death in at least two religious traditions, comparing and explaining for similarities and differences.</p> <p>Understanding the impact: Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)</p> <p>Making connections: Consider and weigh up how religion might help people in good and bad times, giving good reasons for their ideas and insights</p>	<p>What questions have you got about what happens when we die?</p> <p>Make sense of belief: I can give at least three examples of what religious believers and atheists believe about life and death</p> <p>Understanding the impact: I can explain how life raises some difficult questions for people, whether religious or not</p> <p>Making connections: I can raise questions and suggest answers about life and life after death</p>
	<p>What is Christian teaching about life after death?</p> <p>Making sense of belief: Identify beliefs about life after death</p> <p>Understanding the impact: Make clear connections between what people believe about God and how they respond to challenges in life</p> <p>Making connections: Consider and weigh up how religion might help people in good and bad times, giving good reasons for their ideas and insights</p>	<p>What is Christian teaching about life after death?</p> <p>Make sense of belief: I can say what Christians believe about how people can gain eternal life</p> <p>Understanding the impact: I can make a link between the idea of Jesus, salvation and Christian beliefs about life after death</p> <p>Making connections: I can talk about how believing in life after death may make a difference to how someone lives, whether believers or non-religious, including my own views</p>
	<p>Why do some people believe that we do not only live once?</p> <p>Making sense of belief: Identify beliefs about life after death in Hinduism</p> <p>Understanding the impact: Use evidence and examples to show how beliefs about karma/ reincarnation make a difference to how someone lives.</p> <p>Making connections: Consider and weigh up how religion might help people in good and bad times, giving good reasons for their ideas and insights</p>	<p>Why do some people believe that we do not only live once?</p> <p>Make sense of belief: I can explain what the terms samsara, karma, moksha, dharma and reincarnation mean</p> <p>Understanding the impact: I can give at least three examples of how believing in karma and reincarnation can have an impact in the lives of Hindus</p> <p>Making connections: I can talk about how belief in karma and reincarnation might help Hindus in good and times, expressing my own views</p>
	<p>How do Christian's mark someone dies?</p> <p>Making sense of belief: Identify beliefs about life after death Christianity</p> <p>Understanding the impact: Make clear connections between Christian beliefs about God and how they respond to bereavement</p> <p>Use evidence and examples to show how beliefs about resurrection/judgement/ heaven make a difference to how a Christian lives.</p> <p>Making connections: Consider and weigh up how religion might help Christians when someone dies.</p>	<p>How do Christian's mark someone dies?</p> <p>Make sense of belief: I can describe and explain how Christians mark a person's death at a funeral</p> <p>Understanding the impact: I can explain how a funeral can help people during a difficult time after someone dies.</p>

What do people who don't believe in God think happens when we die?
Making sense of belief:
Identify non-religious beliefs about life after death
Understanding the impact:
Make clear connections between non-religious beliefs about death and how they respond to life.
Use evidence and examples to show how beliefs about death make a difference to how someone lives.
Making connections:
Consider and weigh up how non-religious people handle good and bad times, giving good reasons for their ideas and insights

What do people who don't believe in God think happens when we die?
Make sense of belief:
I can explain some ideas that non-religious people have about death and an afterlife
Understanding the impact:
I can give at least three examples of how non-religious people might handle the ups and downs of life

What different ideas are there about what happens when we die?
Making sense of belief:
Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life
Identify beliefs about life after death in at least two religious traditions, comparing and explaining for similarities and differences.
Understanding the impact:
Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)
Use evidence and examples to show how beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives.
Making connections:
Reflect on a range of artistic expressions of afterlife, articulating and explaining different ways of understanding these
Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own