

RE Knowledge Progression 2022-2023

Year Group	Unit Title	Substantive RE Content Core knowledge in bold	Procedural	Disciplinary aspects of RE
Reception Terms 1 and 2	F2 Which people are special and why?	<p>Talk about people who are special to us, whom we admire.</p> <p>Meet a special person that helps them, e.g. crossing guide. 'Hot seat' the invited guest. Question the guest about likes and dislikes of their job. Ask how they cope with the difficult aspects.</p> <p>Meet a person with a religious faith, e.g. vicar or a parent. 'Hot seat' the invited guest. Ask why he/she believes and what is important in his/her life.</p> <p>Discuss the benefits and responsibilities of friendship and the ways that people care for others. Tell stories from the Bible about friendship and care for others, with a focus on what Jesus did and said, e.g. Zacchaeus (Luke 19); Jesus choosing the twelve disciples (his special friends and helpers) (Matthew 4.17–22); stories of Jesus helping and healing people e.g. Jairus' daughter (Mark 5.21–43); healing the man at the pool (John 5.5–9); Blind Bartimaeus (Mark 11.46–52).</p> <p>Discuss stories of a key religious leader from another religion and how these are important to people today (e.g. Guru Nanak, Prophet Muhammad, the Buddha).</p>	<p>-talk about people who are special to them</p> <p>-say what makes their family and friends special to them</p> <p>-identify some of the qualities of a good friend</p> <p>-reflect on the question 'Am I a good friend?'</p> <p>-recall and talk about stories of Jesus as a friend to others</p> <p>-recall stories about special people in other religions and talk about what we can learn from them.</p>	
Reception Terms 3 and 4	F4 What times are special and why?	<p>Discuss the importance and value of celebration in children's own lives.</p> <p>Look at reminders (cards, invitations, photos, wrapping paper) of special days, e.g. birthday, wedding, christening, Christmas, mother's day.</p> <p>Consider some major religious festivals and celebrations, e.g. seasonal festivals including Christmas and Easter, and the stories associated with them; Sukkoth; Eid-ul-Adha; Diwali (choose at least 1).</p> <p>Use a variety of media to explore ways of celebrating, and how religious believers celebrate festivals and special times.</p>	<p>-give examples of special occasions and suggest features of a good celebration</p> <p>-recall simple stories connected with Christmas/Easter and a festival from another faith</p> <p>-say why Christmas/Easter and a festival from another faith is a special time for Christians/ members of the other faith.</p>	
Reception Terms 5 and 6	F6 What is special about our world?	<p>Experience and explore the wonders and beauty of the natural world and life cycles of new life, growth and decay; explore the idea that the world is special and that some people believe it was created by God.</p> <p>Use art and creative activities to explore natural objects – shapes, pattern, or use micro-hike or listening walk; grow and look after some plants and creatures.</p>	<p>-talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</p> <p>-re-tell stories, talking about what they say about the world, God, human beings</p> <p>-think about the wonders of the natural world,</p>	

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		<p>Use stories and poems to talk about creation (e.g. 'God's quiet things' by Nancy Sweetland); explore stories with stilling exercises, acting out stories etc; link with ideas of how special children are (marvel at moving toes, wiggling fingers, listening ears, clever thoughts).</p> <p>Use a simple child-friendly, but authentic version of the biblical creation story, e.g 'In the beginning' by Steve Turner; explore in mime, express through art; reflect on ways in which the world is 'very good'.</p> <p>Hear/role-play stories from faiths about care for animals and the world. E.g. From Islam: 'Muhammad and the ant' (talk about caring for animals, looking after pets); 'Muhammad and the thirsty camel' (talk about how the camel felt; whether they have ever done something they are sorry for).</p> <p>"Seven new kittens'/ 'The tiny ant' (Muslim stories retold by Gill Vaisey www.booksatpress.co.uk www.articlesoffaith.co.uk).</p>	<p>expressing ideas and feelings -express ideas about how to look after animals and plants -talk about what people do to mess up the world and what they do to look after it.</p>	
Year 1 Terms 1 and 2	1.1 Who is a Christian and what do they believe?	<p>Share stories that help to show how Christians think of God e.g. the book of Jonah in the Old Testament, the lost son (Luke 15:11–32)</p> <p>Describe some of the beliefs that Christians hold about God e.g. all-powerful, loving, close to every person, forgiving.</p> <p>Look at art and recognise some symbols and images used to express ideas about God.</p> <p>Talk to Christians about what they believe about God. Give opportunities for children to reflect on and express their own big questions about life and God, in particular through discussion, art, music and drama e.g responding to the question 'Where is God?' through art.</p> <p>Using a suitable children's Bible (e.g. The Lion Storyteller Bible or New International Children's Version), share stories that show the importance of Jesus to Christians e.g. a parable, a miracle, a teaching of Jesus, birth and death and resurrection of Jesus.</p> <p>Linking with these stories, describe some of the beliefs that Christians hold about Jesus e.g. that he was kind to people in need, that he performed miracles, that he is the son of God, that he lives.</p> <p>Investigate how Christians follow teaching from the Bible about how to live their lives e.g. prayer and worship, treating others kindly.</p> <p>Hear and think about some prayers Christians use. Experience thanking and being thanked, praising and being praised, and connect this</p>	<p>Expected: Talk about some simple ideas about Christian beliefs about God and Jesus (A1). Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). Talk about issues of good and bad, right and wrong arising from the stories (C3). Ask some questions about believing in God and offer some ideas of their own (C1).</p>	<p>Believing: Religious beliefs, teaching, sources; questions about meaning, purpose and truth</p> <p>Theology</p>

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		<p>experience simply to an idea about worship.</p> <p>Explore what the idea of God means for the children themselves.</p>		
Years 1 Terms 3 and 4	1.5 What makes some places sacred?	<p>Talk about how the words 'sacred' and 'holy' are used; what makes some places and things special, sacred or holy; consider what things and places are special to pupils and their families, and why; do they have things that are holy and sacred?</p> <p>Talk about why it is important to show respect for other people's precious or sacred belongings (including the importance of having clean hands or dressing in certain ways).</p> <p>Explore the main features of places of worship in Christianity and at least one other religion, ideally by visiting some places of worship.</p> <p>Find out how the place of worship is used and talk to some Christians, Muslims and/or Jewish people about how and why it is important in their lives.</p> <p>Notice some similarities and differences between places of worship and how they are used.</p> <p>Explore the meanings of signs, symbols, artefacts and actions and how they help in worship e.g. o church: altar, cross, crucifix, font, lectern, candles and the symbol of light; plus specific features from different denominations as appropriate: icons, stations of the cross; baptismal pool; pulpit o synagogue: ark, Ner Tamid, Torah scroll, tzitzit (tassels), tefillin, tallit (prayer shawl) and kippah (skullcap), hanukkah, bimah o mosque/masjid: wudu; calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin.</p> <p>Explore how religious believers sometimes use music to help them in worship e.g. Christians singing traditional hymns with an organ or using contemporary songs and instruments to praise God, thank God, say sorry, to prepare for prayer etc; children's songs to help learn stories; to celebrate at a wedding.</p>	<p>Expected: Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1). Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).</p> <p>Exceeding: suggest meanings to religious songs, responding sensitively to ideas about thanking and praising (A2). Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3).</p>	<p>Expressing: Religious and spiritual forms of expression; questions about identity and diversity</p> <p>Philosophy and human and social sciences</p>
Years 1 Terms 5 and 6	1.8 How should we care for others and the world, and why does it matter?	<p>Introduce the idea that each person is unique and important, using e.g. Christian teachings that God values everyone (Matthew 6.26); Jesus blesses the children (Matthew 19, Mark 10, Luke 18); Psalm 8 (David praises God's creation and how each person is special in it).</p> <p>Talk about the benefits and responsibilities of friendship and the ways in</p>	<p>Expected: Re-tell Bible stories and stories from another faith about caring for others and the world (A2). Identify ways that some people make a response to God by caring for others and the world (B1). Talk about issues of good and bad, right and wrong arising from the stories (C3).</p>	<p>Living: Religious practices and ways of living; questions about values and commitments</p> <p>Human and social</p>

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		<p>which people care for others. Explore stories from the Bible about friendship and care for others and how these show ideas of good and bad, right and wrong, e.g. Jesus' special friends (Luke 5 v.1–11), four friends take the paralysed man to Jesus (Luke 5 v 17–26), 'The good Samaritan' (Luke 10: 25–37).</p> <p>Consider the idea that we all have special gifts we can use to benefit others. · Learn that some religions believe that serving others and supporting the poor are important parts of being a religious believer e.g. Zakat, alms giving, in Islam; tzedekah (charity) in Judaism. · Read stories about how some people have been inspired to care for people because of their religious beliefs e.g. Mother Teresa, Dr Barnardo, Sister Frances Dominica; people known in the local area.</p> <p>Having studied the teachings of one religion on caring, work together as a group to create an event e.g. a 'Thank you' tea party for some school helpers – make cakes and thank-you cards, write invitations and provide cake and drink, or organise a small fund-raising event and donate the money to a local charity.</p> <p>Look carefully at some texts from different religious scriptures about the 'Golden Rule' and see if the children can suggest times when it has been followed and times when it has not been followed. Talk about how the golden rule can make life better for everyone. Make cartoons to show their ideas.</p> <p>Explore the creation account in Genesis 1 in varied and creative ways, to find out what it tells Jewish and Christian believers about what God is like, and what these stories tell believers about God and creation (e.g. that God is great, creative, and concerned with creation; that creation is important, that humans are important within it).</p> <p>Explore the account in Genesis 2. Talk about ways in which religious believers might treat the world, making connections with the Genesis account (e.g. humans are important but have a role as God's representatives on God's creation, to care for it, as a gardener tends a garden). Investigate ways that people can look after the world and think of good reasons why this is important. Make links with the Jewish idea of tikkun olam (repairing the world) and Tu B'shevat (new year for trees).</p>	<p>Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2).</p> <p>Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).</p> <p>Exceeding: Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1). Answer the title question thoughtfully, in the light of their learning in this unit (C1).</p>	<p>sciences</p>
<p>Year 2 Terms 1 and 2</p>	<p>1.3 Who is Jewish and what do they believe?</p>	<p>Discuss what precious items they have in their home. Why are they important? Experience celebrating in the classroom, with music, food or fun, and talk about how special times can make people happy and thoughtful. Ensure children know that the Star of David is a symbol of Judaism.</p>	<p>Expected: Talk about how the mezuzah in the home reminds Jewish people about God (A3). Talk about how Shabbat is a special day of the week for Jewish people, and give some examples</p>	<p>Believing: Religious beliefs, teaching, sources; questions about meaning,</p>

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		<p>Talk about remembering what really matters: how do people make a special time to remember?</p> <p>Introduce Jewish beliefs about God (some Jewish people write G-d, because they do not want the name of God to be erased or defaced) – as expressed in the Shema i.e. God is one, creator and cares for all people.</p> <p>Look at a Mezuzah, how it is used and how it has the words of the Shema inside. Why do Jews have this in their home? What words would they like to have displayed in their home?</p> <p>Find out what Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, challah bread, family meal, rest. Explore how some Jewish people call it the 'day of delight', and celebrate God's creation (God rested on the seventh day). What is really good about having times of rest when life is busy? When do pupils have times of rest and for family in their home? Learn that Jews worship in a synagogue.</p> <p>Consider the importance and value of celebration and remembrance in children's own lives; learn about the festival of Chanukah the stories and meanings associated with it; find out about how the 9-branched Chanukiah links to the story of Chanukah.</p> <p>Use play, artefacts, photographs and storytelling to explore questions about Jewish life for themselves.</p>	<p>of what they might do to celebrate Shabbat (B1). Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means (A2).</p> <p>Exceeding: Make links between some Jewish teachings and how Jewish people live (A2). Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1).</p>	<p>purpose and truth</p> <p>Theology</p>
<p>Year 2 Terms 3 and 4</p>	<p>1.6 How and why do we celebrate special and sacred times?</p>	<p>Consider the importance and value of celebration and remembrance in children's own lives.</p> <p>Learn about festivals in Christianity, including Christmas, Easter, Harvest and Pentecost in Christianity: the stories and meanings associated with them.</p> <p>For example, from Easter:</p> <ul style="list-style-type: none"> o Explore stories of Jesus in Holy Week such as riding into Jerusalem on a donkey, turning over tables in the temple, washing his friends' feet, being arrested, being deserted, crucifixion, resurrection on Sunday morning. o Explore feelings of Jesus and disciples. o Explore how these are shown in the ways Christians celebrate Easter today e.g. Palm Sunday processions; washing feet; sorrow of Good Friday; darkness on Saturday services; light and joy of Easter day etc. <p>Learn about the significance of festivals to the Jewish way of life and what they mean, e.g. Shabbat (Genesis 1; God as creator), Pesach (Moses and the Exodus; freedom), Chanukah (hope and dedication), Sukkot (reliance on</p>	<p>Expected: Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</p> <p>Exceeding: Suggest meanings for some symbols and actions</p>	<p>Expressing: Religious and spiritual forms of expression; questions about identity and diversity</p> <p>Philosophy and human and social sciences</p>

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		<p>God).</p> <p>Explore the meaning and significance of Jewish rituals and practices during each festival.</p> <p>Learn about how Muslims celebrate Eid-ul-Fitr as the completion of a month of fasting (Ramadan). Find out what happens in a Muslim household at Eid-ul-Fitr.</p> <p>Talk about what the stories and events means for the children themselves.</p>	<p>used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr (A3).</p> <p>Identify some similarities and differences between the celebrations studied (B3).</p>	
Year 2 Terms 5 and 6	1.7 What does it mean to belong to a faith community?	<p>Talk about stories of people who belong to groups; groups to which children belong, including their families and school, what they enjoy about them and why they are important to them.</p> <p>Find out about some symbols of 'belonging' used in Christianity and at least one other religion, and what they mean (Christianity e.g. baptismal candles, christening clothes, crosses as badges or necklaces, fish/ICHTHUS badges, What Would Jesus Do bracelets WWJD); symbols of belonging in children's own lives and experience.</p> <p>Explore the idea that everyone is valuable and how Christians show this through infant baptism and dedication, finding out what the actions and symbols mean.</p> <p>Compare this with a welcoming ceremony from another religion e.g. Judaism: Brit Milah; Islam: Aqiqah.</p> <p>Find out how people can show they belong with another person, for example, through the promises made in a wedding ceremony, through symbols (e.g. rings, gifts; standing under the chuppah in Jewish weddings). Listen to some music used at Christian weddings. Find out about what the words mean in promises, hymns and prayers at a wedding.</p> <p>Compare the promises made in a Christian wedding with the Jewish ketubah (wedding contract).</p>	<p>Expected:</p> <p>Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).</p> <p>Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).</p> <p>Identify two ways people show they belong to each other when they get married (A1).</p> <p>Respond to examples of cooperation between different people (C2).</p> <p>Exceeding:</p> <p>Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2).</p> <p>Identify some similarities and differences between the ceremonies studied (B3).</p>	<p>Living:</p> <p>Religious practices and ways of living; questions about values and commitments</p> <p>Human and social sciences</p>
Years 3 and 4 Terms 1 and 2	L2.1 What do different people believe about God?	<p>Talk about ways in which we exercise trust and faith in our everyday lives, linking to the idea of believing in God.</p> <p>Find some examples of how we know about something we have not seen or experienced for ourselves.</p> <p>Consider the question: What do people believe about God?</p> <p>Explore some of the ways in which Christianity expresses ideas about God, including how Christians think of God as Trinity – Father, Son and Holy</p>	<p>Expected:</p> <p>Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).</p> <p>Ask questions and suggest some of their own responses to ideas about God (C1).</p> <p>Suggest why having a faith or belief in something can be hard (B2).</p> <p>Identify how and say why it makes a difference</p>	<p>Believing:</p> <p>Religious beliefs, teaching, sources; questions about meaning, purpose and truth</p> <p>Theology</p>

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		<p>Spirit; how Christian create art expressing ideas about God, how Christians reflect on biblical stories to develop ideas about God and how religious experiences help believers to understand God. Examples will include Moses and the Burning Bush (Exodus 3.1–15), and Paul's conversion (Acts 9. 1–19).</p> <p>Explore some of the ways in which Islam expresses ideas about Allah / God including how Muslims use the 99 Names of Allah; calligraphy to express ideas, stories which help Muslims understand the nature of God e.g. the story of first revelation of the Qur'an to Prophet Muhammad [PBUH].</p> <p>Explore some of the ways in which Hindus express ideas about ultimate reality and the gods and goddesses including beliefs about the Trimurti – Brahma (creator), Vishnu (preserver), Shiva (destroyer);</p> <p>Examine similarities and differences between varied ideas about God.</p> <p>Explore the influence believing in God has on the lives of believers.</p> <p>Explore the fact that many people do not believe in God.</p> <p>Reflect on pupils' own questions and ideas about God in light of their learning</p>	<p>in people's lives to believe in God (B1).</p> <p>Exceeding: Identify some similarities and differences between ideas about what God is like in different religions (B3). Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1).</p>	
<p>Years 3 and 4 Terms 3 and 4</p>	<p>L2.6 Why do some people think life is a journey and what significant experiences mark this?</p>	<p>Explore and use the religious metaphor of life as a journey. What are the significant milestones on this journey? What other metaphors could be used for life?</p> <p>Consider the value and meaning of ceremonies which mark milestones in life, particularly those associated with growing up and taking responsibility within a faith community: in Christianity, confirmation and 'believers' baptism' or adult baptism, first communion and confession (Roman Catholic); sacred thread ceremony in Hinduism; bar/bat mitzvah/chayil in Judaism. Explore the symbols and rituals used, and the promises made. Do non-religious people e.g. Humanists mark these moments?</p> <p>What meaning do these ceremonies have to the individual, their family and their communities?</p> <p>Rank, sort and order some different commitments held by believers in different religions – and by the pupils themselves.</p> <p>Think about the symbolism, meaning and value of ceremonies that mark the commitment of a loving relationship between two people: compare marriage ceremonies and commitments in two religious traditions. What promises are made? Why are they important? Compare with non-religious ceremonies.</p>	<p>Expected: Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3). Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).</p> <p>Exceeding: Explain similarities and differences between ceremonies of commitment (B3). Discuss and present their own ideas about the value and challenge of religious commitment in Britain today (C2).</p>	<p>Expressing: Religious and spiritual forms of expression; questions about identity and diversity</p> <p>Philosophy and human and social sciences</p>

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		<p>Explore some basic ideas about what Christians, Hindus and Jewish people believe about life after death; how do they mark the end of life? Work with the metaphor of life as a journey: what might be the signposts, guidebooks, stopping points or traffic jams? Does religious or spiritual teaching help believers to move on in life's journey?</p> <p><i>Question U2.3 (What do religions say to us when life gets hard?) will explore beliefs about death and afterlife in Upper KS2, so this unit need only introduce some key ideas and ways believers mark the end of life.</i></p> <p>Create a 'map of life' for a Hindu, Jewish or Christian person, showing what these religions offer to guide people through life's journey. Can anyone learn from another person's 'map of life'? Is a religion like a 'map of life'?</p> <p>Reflect on their own ideas about community, belonging and belief.</p>		
Years 3 and 4 Terms 5 and 6	L2.9 What can we learn from religions about deciding what is right and wrong?	<p>Explore teachings which act as guides for living within Judaism, Christianity, and a non-religious belief system, e.g. the Ten Commandments (Exodus 20:1–21, Deuteronomy 5:1–22), the Two Commandments of Jesus (Mark 12:28–34), the golden rule for Humanists. What difference would it make if people keep these guides for living?</p> <p>Use religious stories to explore the idea of temptation, and how it affects how people choose between good and bad, e.g. in Christianity, use Genesis 3 and the 'Fall', and Jesus resisting temptation in Matthew 4. Share teachings from different religions that give examples of how to live 'a good life', e.g. Christian teaching from Jesus on the Beatitudes (Matthew 5: 2– 13).</p> <p>Talk about how pupils learn the difference between right and wrong. Is it always clear? How do people know? Sometimes the commands or guidance from religions help people to work out what the right thing is. Consider how helpful it is to have guidance like this for making choices and decisions in everyday life. Is it sometimes difficult for believers to follow the guidance? If religions say that God inspires their rules for living, where do Humanists look for guidance?</p> <p>Explore the lives of some inspirational religious individuals (e.g. Desmond Tutu, Martin Luther King Jr). Consider how their religious faith inspired and guided them in their lives.</p>	<p>Expected: Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). Make connections between stories of temptation and why people can find it difficult to be good (A2). Give examples of ways in which some inspirational people have been guided by their religion (B1). Discuss their own and others' ideas about how people decide right and wrong (C3).</p> <p>Exceeding: Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system (B3). Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity (C3).</p>	<p>Living: Religious practices and ways of living; questions about values and commitments</p> <p>Human and social sciences</p>
Year 5 Terms 1 and 2	U2.1 Why do some people believe God exists?	<p>Find out about how many people in the world and in your local area believe in God – using global statistics and the 2011 UK census. Ask pupils why they think so many people believe in God. Collect these reasons. Find out about how many do not believe. Learn the words 'theist' (believes in God), agnostic (cannot say if God exists or not) and atheist (believes</p>	<p>Expected: Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).</p>	<p>Believing: Religious beliefs, teaching, sources; questions about meaning,</p>

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		<p>there is no god).</p> <p>Set up an enquiry to explore the key question. Ask pupils to raise questions about the existence and nature of God. Focus on Christian ideas of God, in order to make this more manageable. Start by clarifying what Christians believe God is like. Build on learning from Key Question L2.1, and explore some of the names of God and metaphors for God in the Bible (e.g. God as Father, Spirit, Son, eternal, almighty, holy, shepherd, rock, fortress, light). If this God exists, what difference would 'he' make to the way people live? Make links with prior learning about the Bible and its 'big story' (Key Question L2.2).</p> <p>Explore some reasons why people do or do not believe in God. Consider some of the main reasons. These include: family background – many people believe (or don't believe) because of their home background; religious experience – many people say they have experienced a sense of 'the presence of God' or had prayer answered; many would argue that the universe, the Earth and life are extraordinary and are best explained as the result of an all-powerful Creator. Many people who do not believe in God point to the existence of terrible suffering as a key reason. Some argue that there is no need to use a Creator to explain the existence of the universe and life.</p> <p>Consider ways in which Christians read the Genesis account of creation. Explore why some Christians read it literally; explore how lots of Christians read it as expressing some truths about God and human beings without reading it literally. Find out about Christians who are also scientists (e.g. Jennifer Wiseman, John Polkinghorne, Denis Alexander).</p> <p>Invite some Christians, agnostics and atheists in to answer questions about why they do or do not believe in God.</p> <p>Explore what impact believing in God might make on the way someone lives his or her everyday life. Talk about and reflect upon the possible benefits and challenges of believing or not believing in God in Britain today.</p>	<p>Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2).</p> <p>Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).</p> <p>Present different views on why people believe in God or not, including their own ideas (C1).</p> <p>Exceeding:</p> <p>Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently (B3).</p> <p>Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples (C1).</p>	<p>purpose and truth</p> <p>Theology</p>
<p>Years 5 Terms 3 and 4</p>	<p>U2.4 If God is everywhere, why go to a place of worship?</p>	<p>Find out some of the key features of places of worship: e.g. some differences between Anglican and Baptist churches; mandir; differences between an Orthodox and a Reform synagogue. Recap - Mosque.</p> <p>Explore the duty of pilgrimage in Hinduism, which is seen as a wider part of worship. This concerns the need for Hindus to be <i>seen</i> by the deity worshipping at a particular shrine. Does this mean that God is concentrated more intensely in particular places?</p>	<p>Expected:</p> <p>Make connections between how believers feel about places of worship in different traditions (A3).</p> <p>Select and describe the most important functions of a place of worship for the community (B3).</p> <p>Give examples of how places of worship</p>	<p>Expressing: Religious and spiritual forms of expression; questions about identity and diversity</p> <p>Philosophy and human and social sciences</p>

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		<p>Can pupils talk about a place where people might say or feel God is somehow more 'present'? What is special about these places? · Consider images of the Western Wall in Jerusalem. Explore what this wall means to Jews worldwide.</p> <p>Learn about the destruction of the Jewish temple, the 'house of God', in 70 CE. Find out what purpose modern synagogues serve in the absence of a 'house of God'.</p> <p>Consider these definitions: 'synagogue' = 'house of assembly' (a place to get together), also called 'schul' = school (a place to learn). Answer the key question in light of these definitions.</p> <p>What different ways of worshipping can they find within Christianity? Reflect on why some Christians like to go to church to meet with God, and why some meet in a school or in a home; e.g. community, being part of the 'body of Christ', mutual support through prayer and encouragement, music vs meditation, silence, simplicity, nature; some don't like institutions, hierarchies, crowds! Why do Christians worship in different ways?</p> <p>Find out about alternative forms of Christian communities, e.g. www.freshexpressions.org.uk Consider the appeal of these to some Christians.</p>	<p>support believers in difficult times, explaining why this matters to believers (B2).</p> <p>Present ideas about the importance of people in a place of worship, rather than the place itself (C1).</p> <p>Exceeding: Outline how and why places of worship fulfil special functions in the lives of believers (A3). Comment thoughtfully on the value and purpose of places of worship in religious communities (B1).</p>	
Years 5 Terms 5 and 6	U2.6 What does it mean to be a Muslim in Britain today?	<p>Find out what pupils already know about Islam (e.g. from key question 1.2); how many Muslims do they think there are in Britain and in your local area? Find out and talk about the information from the 2011 Census.</p> <p>Explore the practice, meaning and significance of the Five Pillars of Islam as an expression of ibadah (worship and belief in action). Shahadah (belief in one God and his Prophet); salat (daily prayer); sawm (fasting); zakat (alms giving); hajj (pilgrimage). How do these affect the lives of Muslims, moment by moment, daily, annually, in a lifetime?</p> <p>Think about and discuss the value and challenge for Muslims of following the Five Pillars, and how they might make a difference to individual Muslims and to the Muslim community (Ummah). Investigate how they are practised by Muslims in Britain today. Consider what beliefs, practices and values are significant in pupils' lives.</p> <p>Talk about the Shahadah ('There is no god except Allah') and use the 99 names of Allah to explore the attributes of God. Make links with belief in tawhid. Explore Islamic art, looking at shape, pattern, colour and calligraphy. Ask: what is their significance for Muslims, in the context of</p>	<p>Expected: Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). Make connections between the key functions of the mosque and the beliefs of Muslims (A1).</p> <p>Exceeding: Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1). Answer the title key question from different perspectives, including their own (C1).</p>	<p>Living: Religious practices and ways of living; questions about values and commitments</p> <p>Human and social sciences</p>

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		<p>tawhid? (NB link with Key Question L2.1.)</p> <p>Consider the importance of the Holy Qur'an for Muslims: how it was revealed to the Prophet Muhammad, how it is used, treated, learnt. Share examples of stories and teaching, e.g. Surah 1, Al-Fatihah (The Opening); Surah 17 (the Prophet's Night Journey). Find out about people who memorise the Qur'an and why (hafiz, hafiza).</p> <p>Find out about the difference between the authority of the Qur'an and other forms of guidance for Muslims: Sunnah (practices, customs and traditions of the Prophet Muhammad); Hadith (sayings and actions of the Prophet Muhammad).</p> <p>Reflect on what forms of guidance pupils turn to when they need guidance or advice, and examine ways in which these are different from the Qur'an for Muslims.</p> <p>Investigate the design and purpose of a mosque/masjid and explain how and why the architecture and activities, such as preparing for prayer, reflect Muslim beliefs.</p>		
Year 6 Terms 1 and 2	U2.3 What do religions say to us when life gets hard?	<p>Use stimulus material to encourage pupils to ask questions about life, death, suffering, and what matters most in life.</p> <p>Analyse and evaluate pupils' questions, to recognise and reflect on how some 'big questions' do not have easy answers, and how people offer different answers to some of the big questions about life, death, suffering etc.</p> <p>Explore ways in which religions help people to live, even when times are tough, e.g. through prayer, giving a sense of purpose, a guide to deciding what is right and wrong, membership of a community who care for each other, opportunities to celebrate together. Ask some religious believers to explain how their faith has helped them in difficult times, and how it encourages them to enjoy life too.</p> <p>Introduce the idea that most religious traditions teach about some form of life after death, which can bring comfort to people as they face suffering, or if they are bereaved. Teach pupils that some people believe that death is the end of life, and that there is no afterlife.</p> <p>Learn some key concepts about life after death in Christianity (such as judgement, heaven, salvation through Jesus); and Hinduism (karma, soul, samsara, reincarnation and moksha); also one non-religious view about what happens after death, e.g. Humanism.</p> <p>Look at examples of 'art of heaven' in which religious believers imagine the afterlife; explore how these art works reflect Christian, Hindu and non-religious beliefs; get pupils to respond with art work of their own. How do ideas of life after death help</p>	<p>Expected: Express ideas about how and why religion can help believers when times are hard, giving examples (B2). Outline Christian, Hindu and/or non religious beliefs about life after death (A1). Explain some similarities and differences between beliefs about life after death (B2). Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).</p> <p>Exceeding: Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples (B1). Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B3).</p>	<p>Believing: Religious beliefs, teaching, sources; questions about meaning, purpose and truth</p> <p>Theology</p>

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		<p>people in difficult times?</p> <p>Consider similarities and differences in ceremonies that mark the end of life on Earth and how these express different beliefs.</p> <p>Read and respond to prayers, liturgies, meditation texts and songs/hymns used when someone has died, and think about the questions and beliefs they address. Reflect on and express clearly their own ideas, concerns and possibly worries about death and the idea of life beyond.</p>		
Year 6 Terms 3 and 4	U2.2 What would Jesus do? Can we live by the values of Jesus in the 21st century?	<p>Use the ideas below to explore Jesus' teachings and example and how they inspire Christians today.</p> <p>Consider the extent to which Jesus' values and example would benefit today's world, within the school community, local and national communities and out to the global community.</p> <p>Examine Luke 4:18–19 and find out what Jesus saw as his mission. Find examples of where he fulfilled this.</p> <ul style="list-style-type: none"> - Love: use some of Jesus' stories, teachings and example to understand what Christians believe he meant by loving others (e.g. greatest commandments, Matthew 22:37–40; 'Love your enemies', Matthew 5:43–48; compare Paul's letter, 1 Corinthians 13:4–7; explore the idea of agape love – self-sacrificial love; make a link with the Christian belief that Jesus died to show his love for all humans, (e.g. in John 3:16). - Forgiveness: use some of Jesus' stories, teachings and example to understand why he saw forgiveness as so important (e.g. forgive others, Mark 11:25/Luke 6:37; the two debtors, Luke 7:36–50; the unforgiving servant, Matthew 18:21–35; Jesus forgives those who crucify him, Luke 23:34). - Justice and fairness: use some of Jesus' stories, teaching and examples to understand the way Christians believe we should treat each other (serve others, Mark 9:35–37; not just speaking about justice but practising it, Luke 11:39–42). - Generosity and not being greedy: use some of Jesus' stories, teaching and examples to understand the way Christians believe we should handle wealth (the vineyard workers, Matthew 20:1–16; widow's offering, Mark 12:41–44; the rich young man, Mark 10:17–27; Zacchaeus, Luke 19:1–9). <p>Devise some moral dilemmas and ask pupils to say 'what would Jesus do', from their learning in this unit. Reflect on and discuss what impact following Jesus' example and teaching have on the school/local community/world? Some say Jesus' demands are impossible: is this true, and if so, is it worth aiming for them or not?</p>	<p>Expected: Outline Jesus' teaching on how his followers should live (A2). Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3). Explain the impact Jesus' example and teachings might have on Christians today (B1). Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).</p> <p>Exceeding: Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus (A2). Investigate and explain the challenges of following Jesus' teaching about love, forgiveness justice and/or generosity, expressing their own ideas (C3).</p>	<p>Expressing: Religious and spiritual forms of expression; questions about identity and diversity</p> <p>Philosophy and human and social sciences</p>
Year 6	U2.8 What difference	Discover and think about the meanings of some key ideas in three	Expected:	Living:

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<p>Terms 5 and 6</p>	<p>does it make to believe in ahimsa, grace and/or Ummah?</p>	<p>religions, building on prior learning:</p> <p>Learn that for Hindus being harmless means, for example, no violence, eating no meat and wearing no leather; find out how ahimsa links to ideas of karma and reincarnation.</p> <p>Find out about how Gandhi practised ahimsa in the liberation of India; if people believed in ahimsa, what difference would it make to farming, supermarkets, your meals, community relations, international relations? Why doesn't everybody believe in being harmless?</p> <p>Learn that for Christians the idea of grace from God means that God loves people unconditionally and is willing to offer forgiveness to anyone for anything. Find out how this is illustrated by the story of the forgiving father/lost son (Luke 15: 11–32).</p> <p>Make links between the idea of grace, Christian belief in Jesus' death and resurrection as an expression of God's love, and Christian forgiveness today (Luke 23:34, John 3:16, 1 John 1:7–9).</p> <p>Ask some Christians about what they understand by grace from God, and find out what difference it makes to their lives. If they believe God forgives them for anything, does that mean that it doesn't matter if they do bad things?</p> <p>Learn that for Muslims, the worldwide Muslim community is called the Ummah, and being part of the Ummah is expressed, e.g. in pilgrimage to Makkah and in shared welfare through zakat.</p> <p>Explore the impact of the practice of zakat and hajj on Muslims, locally, in the UK and globally.</p> <p>Ask good questions about these three key concepts and find out some answers to them.</p> <p>Discuss and consider the impact of ahimsa, grace and Ummah: if we all followed these ideas, how would life change?</p> <p>Make links between the three concepts: how are they similar and how different? Which has most impact and why? Weigh up the value and impact of these key ideas for themselves.</p>	<p>Make connections between beliefs and behaviour in different religions (A1). Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2). Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1). Consider similarities and differences between beliefs and behaviour in different faiths (B3).</p> <p>Exceeding: Explain similarities in ways in which key beliefs make a difference to life in two or three religions (A1). Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas (B3).</p>	<p>Religious practices and ways of living; questions about values and commitments</p> <p>Human and social sciences</p>
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