

Curriculum Toolkit for Religious Education

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Reception

Knowledge, skills and understanding build on Development Matters statements from Early Years settings / home. RE is based I UW but has links to all areas of Development Matters, in particular PSED, CLL.

Development Matters

Understanding the World

3-4 years

- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history
- Show interest in different occupations.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Continue to develop positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Reception

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.
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ELG UW

Past and Present

- Talk about the lives of the people around them and their roles in society.

People cultures and communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

Element	RE curriculum objectives
Making sense	<ul style="list-style-type: none"> • Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus • Retell religious stories. • Recognise and retell stories connected with celebration of Easter • Say why Easter is a special time for Christians • Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God • Recognise some religious words, e.g. about God • Identify a sacred text e.g. Bible, Torah
Understanding impact	<ul style="list-style-type: none"> • Recall simply what happens at a traditional Christian festival (Christmas) • Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc. • Talk about some ways Christians remember these stories at Easter. • Recall simply what happens at a traditional Christian infant baptism and dedication • Recall simply what happens when a baby is welcomed into a religion other than Christianity. • Recognise that some religious people have places which have special meaning for them • Talk about the things that are special and valued in a place of worship • Talk about some of the things these stories teach believers
Making connections	<ul style="list-style-type: none"> • Talk about people who are special to them • Say what makes their family and friends special to them • make connections between religious stories and personal experiences • Talk about ideas of new life in nature • Express a personal response to the natural world • Make connections with signs of new life in nature • Share and record occasions when things have happened in their lives that made them feel special • Talk about somewhere that is special to themselves, saying why • Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church • Identify some of their own feelings in the stories they hear

<u>Reception</u>			
<u>Covered in these topics:</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Topic Title:	We're going on a Bear Hunt/Dinosaur Hunt Space	Explorers! Down on The Farm	Ship Ahoy!
RE unit	<p>F4 Being special – where do we belong? Belonging to Woodmancote school / new class. Learning routines and rules AH visit - Baptism</p> <p>F2 Why is Christmas Special to Christians? Link to Nativity Christmas discussion of celebrations</p> <p>Introduction to Forest School</p> <p>Diwali – how is it celebrated? (aspects of F6)</p>	<p>F5 Which places are special and why?</p> <p>F3 Why is Easter Special to Christians? Link to St. Michael's church Experience Easter</p> <p>Looking at changes in the season</p> <p>Describing changes in chicks as they hatch and grow</p>	<p>F6 Which stories are special and why? Make links to OTB and other religions</p>

	Talking about their families and home experiences		
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Key Stage 1 Overview

Purpose of study

During key stage 1, pupils will be taught knowledge, skills and understanding through learning about Christians, Muslims and Jews.

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject-specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

Aims

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

RE teaching and learning should enable pupils to;

- make sense of a range of religious and non religious beliefs
- Understand the impact and significance of religious and non religious beliefs
- Make connections between religious and non religious beliefs, concepts, practices and ideas studied

Element	End of KS1 outcomes
Making sense	<ul style="list-style-type: none"> -Identify the core beliefs and concepts studied and give a simple description of what they mean -Give examples of how stories show what people believe -Give clear, simple accounts of what stories and other texts mean to believers
Understanding impact	<ul style="list-style-type: none"> - Give examples of how people use stories, texts and teachings to guide their beliefs and actions - Give examples of ways in which believers put their beliefs into action
Making connections	<ul style="list-style-type: none"> - Think, talk and ask questions about whether the ideas they have been studying have something to say to them - Give a good reason for the views they have and the connections they make

In Year One the focus is on Muslims and Christians - exploring parables, The Gospels, Bible Stories such (the creation story, the birth of Jesus and Holy Week), the words of the Shahadah and stories about the Prophet.

Year 1			
	Autumn	Spring	Summer
Covered in these units:	<p>God (unit 1.1)</p> <ul style="list-style-type: none"> -Identify what a parable is -Tell the story of the Good Samaritan from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father. -Give clear, simple accounts of what the story means to Christians -Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying 'sorry', by seeing God as welcoming them back; by forgiving others) -Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) -Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas -Give a reason for the ideas they have and the connections they make. <p>Incarnation (unit 1.3)</p> <ul style="list-style-type: none"> -Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians -Recognise that stories of Jesus' life come from the Gospels -Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas -Decide what they personally have to be thankful for, giving a reason for their ideas -Think, talk and ask questions about Christmas for people who are Christians and for people who are not. 	<p>Creation (unit 1.2)</p> <ul style="list-style-type: none"> -Retell the story of creation from Genesis 1:1–2:3 simply -Recognise that 'Creation' is the beginning of the 'big story' of the Bible -Say what the story tells Christians about God, Creation and the world -Give at least one example of what Christians do to say 'thank you' to God for Creation -Think, talk and ask questions about living in an amazing world -Give a reason for the ideas they have and the connections they make between the Christian/ Jewish Creation story and the world they live in. <p>Salvation (unit 1.5)</p> <ul style="list-style-type: none"> -Recognise that Incarnation and Salvation are part of a 'big story' of the Bible -Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) -Recognise that Jesus gives instructions about how to behave -Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter -Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas. 	<p>Muslims (unit 1.6)</p> <ul style="list-style-type: none"> -Recognise the words of the <i>Shahadah</i> and that it is very important for Muslims -Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names, and give a simple description of what some of them mean -Give examples of how stories about the Prophet* show what Muslims believe about Muhammad -Give examples of how Muslims use the <i>Shahadah</i> to show what matters to them -Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) -Give examples of how Muslims put their beliefs about prayer into action -Think, talk and ask questions about Muslim beliefs and ways of living -Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas -Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.

In Year Two the children focus on Jews and Christians - exploring The Gospels, Bible Stories, the words of the Shema, stories used in Jewish celebrations and Christian and Jewish ceremonies.

Year 2			
	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Covered in these units:</u>	<p>Gospel (unit 1.4)</p> <ul style="list-style-type: none"> -Tell stories from the Bible and recognise a link with the concept of 'Gospel' or good news -Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians Recognise that Jesus gives instructions to people about how to behave -Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless -Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) -Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas. <p>Jews (unit 1.7)</p> <ul style="list-style-type: none"> -Recognise the words of the Shema as a Jewish prayer -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 -Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) -Make links between Jewish ideas of God found in the stories and how people live -Give an example of how some Jewish people might remember God in different ways (e.g. <i>mezuzah</i>, on Shabbat) -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>Belonging (unit 1.10)</p> <ul style="list-style-type: none"> -Recognise that loving others is important in lots of communities -Say simply what Jesus and one other religious leader taught about loving other people -Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean -Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) -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>Sacred Places (unit 1.8)</p> <ul style="list-style-type: none"> -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 -Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe -Give simple examples of how people worship at a church, mosque or synagogue -Talk about why some people like to belong to a sacred building or a community -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>World and others (unit 1.9)</p> <ul style="list-style-type: none"> -Identify a story or text that says something about each person being unique and valuable -Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) -Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world -Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories -Give examples of how Christians and Jews can show care for the natural Earth -Say why Christians and Jews might look after the natural world -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.

Key Stage 2 Overview

Pupils Should be taught:

Purpose of study

During KS2 pupils will extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They will be introduced to an extended range of sources and subject-specific vocabulary.

They will be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils will learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

Element	End of lower KS2 outcomes
Making sense	<ul style="list-style-type: none"> -identify and describe the core beliefs and concepts studied -make clear links between texts/ sources of authority and the core concepts studied -offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers
Understanding impact	<ul style="list-style-type: none"> -make simple links between stories, teachings and concepts studied and how people live, individually and in communities -describe how people show their beliefs in how they worship and in the way they live -identify some differences in how people put their beliefs into practice
Making connections	<ul style="list-style-type: none"> -make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly -raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live -give good reasons for the views they have and the connections they make

Element	End of upper KS2 outcomes
Making sense	<ul style="list-style-type: none"> -identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions -describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts -give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority
Understanding impact	<ul style="list-style-type: none"> -make clear connections between what people believe and how they live, individually and in communities -using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures
Making connections	<ul style="list-style-type: none"> -make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) -reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently -consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make

In Year Three the children consolidate their understanding of Jews and Christians through exploring Bible stories (Noah, The Holy Story, Pentecost), The Gospels, Christian ceremonies (weddings), words from the Torah, and Jewish festivals (Rosh Hashanah, Yom Kippur and Passover)

Year 3			
	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Covered in these units:</u>	<p>Creation (unit L2.1)</p> <ul style="list-style-type: none"> - Place the concepts of God and Creation on a timeline of the Bible's 'big story' -Make clear links between Genesis 1 and what Christians believe about God and Creation -Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world -Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways) -Describe how and why Christians might pray to God, say sorry and ask for forgiveness -Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today. <p>Incarnation / God (unit L2.3)</p> <ul style="list-style-type: none"> -Recognise what a 'Gospel' is and give an example of the kinds of stories it contains -Offer suggestions about what texts about baptism and Trinity mean -Give examples of what these texts mean to some Christians today -Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live -Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like. 	<p>Salvation (unit L2.5)</p> <ul style="list-style-type: none"> -Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live -Offer informed suggestions about what the events of Holy Week mean to Christians -Give examples of what Christians say about the importance of the events of Holy Week -Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities -Describe how Christians show their beliefs about Jesus in worship in different ways -Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions. <p>Kingdom of God (unit L2.6)</p> <ul style="list-style-type: none"> -Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth -Offer informed suggestions about what the events of Pentecost in Acts 2 might mean -Give examples of what Pentecost means to some Christians now -Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now -Describe how Christians show their beliefs about the Holy Spirit in worship -Make 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>People of God (unit L2.2)</p> <p>Make clear links between the story of Noah and the idea of covenant</p> <p>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony</p> <p>Make links between the story of Noah and how we live in school and the wider world.</p> <p>Jews (unit L2.10)</p> <ul style="list-style-type: none"> -Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean -Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people -Offer informed suggestions about the meaning of the Exodus story for Jews today -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 -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.

In Year Four the children focus on Christians, Hindus and Muslims - exploring Bible stories, Gospels, worship, places of worship, the lives of religious leaders, symbols, Hindu stories, images of Gods, Hindu beliefs and practices, the festival of Diwali, the five pillars, prayer, passages from the Qur'an, religious ceremonies (including Ramadan and Eid-ul-Fitr) and charity.

Year 4			
	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Covered in these units:</u>	<p>Hindus and God (unit L2.7)</p> <ul style="list-style-type: none"> -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 -Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) -Identify some different ways in which Hindus worship -Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/ destroy in the world today -Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas. <p>Hindus in Britain (unit L2.8)</p> <ul style="list-style-type: none"> -Identify the terms '<i>dharma</i>', '<i>Sanatan Dharma</i>' and 'Hinduism' and say what they mean -Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (<i>dharma</i>) -Describe how Hindus show their faith within their families in Britain today (e.g. home <i>puja</i>) -Describe how Hindus show their faith within their faith communities in Britain today (e.g. <i>arti</i> and <i>bhajans</i> at the mandir; in festivals such as Diwali) -Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) -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>Gospel (unit L2.4)</p> <ul style="list-style-type: none"> -Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus -Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' -Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian -Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways -Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. <p>Muslims (unit L2.9)</p> <ul style="list-style-type: none"> -Identify some beliefs about God in Islam, expressed in Surah 1 -Make clear links between beliefs about God and <i>ibadah</i> (e.g. how God is worth worshiping; how Muslims submit to God) -Give examples of <i>ibadah</i> (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) -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>Stages of life (unit L2.11)</p> <ul style="list-style-type: none"> -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 nonreligious people today -Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean -Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) -Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) -Raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones -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. <p>Make the world better (unit L2.12)</p> <ul style="list-style-type: none"> -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 -Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. <i>tikkun olam</i> 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 -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.

In Year Five the children focus on Jews and Christians - exploring a range of Bible texts, prayer, discussion, places of worship and passages from the Torah.

Year 5			
	Autumn	Spring	Summer
<u>Covered in these units:</u>	<p>God (Unit 2.1)</p> <ul style="list-style-type: none"> -Identify some different types of biblical texts, using technical terms accurately -Explain connections between biblical texts and Christian ideas of God, using theological terms -Make clear connections between Bible texts studied and what Christians believe about God, for example, through how cathedrals are designed -Show how Christians put their beliefs into practice in worship -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>Incarnation (Unit 2.3)</p> <ul style="list-style-type: none"> -Explain the place of Incarnation and Messiah within the 'big story' of the Bible -Identify Gospel and prophecy texts, using technical terms -Explain connections between biblical texts, Incarnation and Messiah, using theological terms -Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas -Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible -Weigh up how far the idea of Jesus as the 'Messiah' — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers. 	<p>Salvation (Unit 2.5)</p> <ul style="list-style-type: none"> -Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it -Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms -Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts -Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper -Show how Christians put their beliefs into practice in different ways -Weigh up the value and impact of ideas of sacrifice in their own lives and the world today -Articulate their own responses to the idea of sacrifice, recognising different points of view. <p>Gospel (Unit 2.4)</p> <ul style="list-style-type: none"> -Identify features of Gospel texts (for example, teachings, parable, narrative) -Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts -Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives -Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives -Articulate their own responses to the issues studied, recognising different points of view. 	<p>Kingdom of God (Unit 2.6)</p> <ul style="list-style-type: none"> -Explain connections between biblical texts and the concept of the kingdom of God -Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations -Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice -Show how Christians put their beliefs into practice in different ways -Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today -Articulate their own responses to the idea of the importance of love and service in the world today. <p>Jews (Unit 2.9)</p> <ul style="list-style-type: none"> -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 -Make clear connections between Jewish beliefs about the Torah and how they use and treat it -Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) -Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) -Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today -Consider and weigh up the value of 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.

In Year Six the children focus on Hindus, Christians and Muslims - exploring a range of Bible texts, scientific papers, Hindu ideas and beliefs, the Five Pillars, the Muslim festivals of Eid-ul-Adha, words from the the Holy Qur'an, architecture, artwork and discussion.

Year 6			
	Autumn	Spring	Summer
Covered in these units:	<p>Hindus (Unit 2.7)</p> <ul style="list-style-type: none"> -Identify and explain Hindu beliefs, e.g. <i>dharma</i>, <i>karma</i>, <i>samsara</i>, <i>moksha</i>, using technical terms accurately -Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about <i>samsara</i>, <i>moksha</i>, etc. -Make clear connections between Hindu beliefs about <i>dharma</i>, <i>karma</i>, <i>samsara</i> and <i>moksha</i> and ways in which Hindus live -Connect the four Hindu aims of life and the four stages of life with beliefs about <i>dharma</i>, <i>karma</i>, <i>moksha</i>, etc. -Give evidence and examples to show how Hindus put their beliefs into practice in different ways -Make connections between Hindu beliefs studied (e.g. <i>karma</i> and <i>dharma</i>), and explain how and why they are important to Hindus -Reflect on and articulate what impact belief in <i>karma</i> and <i>dharma</i> might have on individuals and the world, recognising different points of view. <p>Creation (Unit 2.2)</p> <ul style="list-style-type: none"> -Identify what type of text some Christians say Genesis 1 is, and its purpose -Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations -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 -Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses -Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views. 	<p>Why believe in God (Unit 2.11)</p> <ul style="list-style-type: none"> -Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs -Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from -Give examples of reasons why people do or do not believe in God -Make clear connections between what people believe about God and the impact of this belief on how they live -Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) -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>Humanists and Christians (Unit 2.10)</p> <ul style="list-style-type: none"> -Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) -Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God') -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 -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>Muslims (Unit 2.8)</p> <ul style="list-style-type: none"> -Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. <i>Tawhid</i>; Muhammad as the Messenger, Qur'an as the message) Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; <i>Hajj</i> practices follow example of the Prophet) -Make clear connections between Muslim beliefs and <i>ibadah</i> (e.g. Five Pillars, festivals, mosques, art) -Give evidence and examples to show how Muslims put their beliefs into practice in different ways -Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Gloucestershire today -Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims -Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views. <p>Life gets hard (Unit 2.12)</p> <ul style="list-style-type: none"> -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 accounting for similarities and differences -Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) -Give examples of ways in which beliefs about resurrection/judgement/heaven/<i>karma</i>/reincarnation make a difference to how someone lives -Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these -Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.