



R.E. - Nursery

What comes before...	<p>It is hoped that prior to Nursery pupils will have:</p> <ul style="list-style-type: none"> • Began to establish their sense of self. • Expressed preferences and decisions. • Engaged with others through gestures and talk. • Enjoyed exploring new places with a key person. • Noticed and asked questions about differences between people. • Made connections between the features of their family and other families. 								
Taken from Discovery RE (to help inform planning)	<p>By the end of Nursery pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • Understand gradually how others might be feeling. • Increasingly follow rules, understanding why they are important. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life story and family's history. • Begin to understand the need to respect and care for the natural environment and all living things. • Continue developing 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. 								
What do they need to know and understand	<table border="1" data-bbox="339 1081 2010 1473"> <tr> <td data-bbox="339 1081 759 1192"> <u>Christianity</u> <u>Unit: Christmas</u> <u>(Autumn 2)</u> </td><td data-bbox="759 1081 1131 1192"> <u>Multi-faith</u> <u>Unit: Celebrations</u> <u>(Spring 1)</u> </td><td data-bbox="1131 1081 1507 1192"> <u>Christianity</u> <u>Unit: Easter</u> <u>(Spring 2)</u> </td><td data-bbox="1507 1081 2010 1192"> <u>Multi-faith</u> <u>Unit: Special Places</u> <u>(Summer)</u> </td></tr> <tr> <td data-bbox="339 1192 759 1473"> Pupils will know some of the ways that Christians celebrate Christmas. Pupils will know the names of the main figures from the </td><td data-bbox="759 1192 1131 1473"> Pupils will understand the phrase 'Happy New Year'. Pupils will know some of the activities that take </td><td data-bbox="1131 1192 1507 1473"> Pupils will know that the symbol of the cross is connected to Christianity and Easter. </td><td data-bbox="1507 1192 2010 1473"> Pupils will know that some Christians go to Church, and some features of a Church. Pupils will know that some Muslims go to the Mosque, and some features </td></tr> </table>	<u>Christianity</u> <u>Unit: Christmas</u> <u>(Autumn 2)</u>	<u>Multi-faith</u> <u>Unit: Celebrations</u> <u>(Spring 1)</u>	<u>Christianity</u> <u>Unit: Easter</u> <u>(Spring 2)</u>	<u>Multi-faith</u> <u>Unit: Special Places</u> <u>(Summer)</u>	Pupils will know some of the ways that Christians celebrate Christmas. Pupils will know the names of the main figures from the	Pupils will understand the phrase 'Happy New Year'. Pupils will know some of the activities that take	Pupils will know that the symbol of the cross is connected to Christianity and Easter.	Pupils will know that some Christians go to Church, and some features of a Church. Pupils will know that some Muslims go to the Mosque, and some features
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	<p>Christmas Story (see vocabulary below).</p> <p>Pupils will know that Christians celebrate Christmas because Jesus was born.</p> <p>Pupils will understand that different people have different religions.</p>	<p>place during New Year (e.g. count down).</p> <p>Pupils will know some of the events that happen during Chinese New Year.</p> <p>Pupils will know the names of the animals in the 'Chinese New Year Story'.</p>	<p>Pupils will know the key events of the Easter Story – Palm Sunday, Good Friday, Easter Sunday.</p> <p>Pupils will understand why Easter is celebrated in Spring.</p>	<p>of a Mosque.</p> <p>Pupils will know that some Jews go to a Synagogue, and some features a Synagogue.</p> <p>Pupils will understand that everyone has special places that they go to (religious or otherwise).</p>
Skills	<p>Recall and name different beliefs and festivals.</p> <p>Show interest in the lives of people who are familiar to them and talk about significant events in their lives.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p>	<p>Talk about and recognise significant events for family and friends.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced, or seen in photos.</p> <p>Ask and respond to questions about what individuals and communities do, and why.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Notice detailed features their environment.</p> <p>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>Describe special events for others and enjoy joining in with celebrations and customs.</p>	<p>Ask and respond to questions about what individuals and communities do, and why.</p> <p>Recognise some different symbols and actions which express a community's way of life.</p> <p>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>Continue developing positive attitudes about the differences between people.</p>
Vocabulary	God, Christian, Christmas, Christianity, religion, Mary,	Chinese New Year, 'Happy New Year'	Easter, Cross, Good Friday, Easter Sunday,	Church, Mosque, Synagogue, Muslim, Jew, Islam, Judaism

	Joseph, Jesus, Angel.		Palm Sunday	
What comes after...	<p>In Reception pupils will be taught to:</p> <ul style="list-style-type: none"> • Recall and talk about some religious stories, and what we can learn from them. • Identify a sacred text e.g. Bible, Qur'an. • Discuss Jesus and what his teachings mean to Christians. • Reflect on people who are special to them, and say what makes their family and friends special. • Demonstrate awareness that some religious people have places which have special meaning for them. • Identify some significant features of sacred places. • Recognise a place of worship in the Christian, Muslim and Jewish faith. • Name a variety of special occasions and suggest features of a good celebration. • Share and record occasions when things have happened in their lives that made them feel special. • Recall simply what happens when a baby is welcomed into a religion. • Reflect on things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world. • Re-tell stories, talking about what they say about the world, God, and human beings. • Express ideas about how to look after animals and plants. 			

R.E. - Reception

	<p>By the end of EYFS pupils should be taught to:</p> <ul style="list-style-type: none"> • Recall and talk about some religious stories, and what we can learn from them. • Identify a sacred text e.g. Bible, Qur'an. • Discuss Jesus and what his teachings mean to Christians. • Reflect on people who are special to them, and say what makes their family and friends special. • Demonstrate awareness that some religious people have places which have special meaning for them. • Identify some significant features of sacred places. • Recognise a place of worship in the Christian, Muslim and Jewish faith. • Name a variety of special occasions and suggest features of a good celebration. • Share and record occasions when things have happened in their lives that made them feel special.
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What comes before...	<p>In Nursery pupils will have been taught to:</p> <ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. Understand gradually how others might be feeling. Increasingly follow rules, understanding why they are important. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life story and family's history. Begin to understand the need to respect and care for the natural environment and all living things. Continue developing 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. 		
What do they need to know and understand	<p>Autumn</p> <p>Key Question (Believing): Which stories and people are special and why?</p> <p>Know how to re-tell their favourite story.</p> <p>Know that the Bible is the Christian's Holy Book.</p> <p>Know and understand stories from the life of Jesus: Jesus as a friend to the friendless (Zacchaeus, Luke 19), saying 'thank you' (Ten Lepers Luke 17:11–19) Blind Bartimaeus (Mark 11.46–52).</p> <p>Know the story of Prophet Muhammad and the night of power.</p> <p>Know which people are special to them.</p>	<p>Spring</p> <p>Key Question (Expressing): Which times and places are special and why?</p> <p>Know why some places are special and what makes them significant.</p> <p>Understand why people like to go to special places and what they like to do there.</p> <p>Know that a Church is a special place for Christians, a Synagogue is a special place for Jews, and a Mosque is a special place for Muslims.</p> <p>Understand the importance and value of celebration in our own lives</p> <p>Know some major religious festivals and celebrations Easter, Eid-ul-Adha & Diwali – recalling the stories that go alongside them, and the ways in which they are celebrated.</p>	<p>Summer</p> <p>Key Question (Living): Where do we belong, and what is special about our world?</p> <p>Understand that each person is unique and valuable.</p> <p>Know that Christian's believe God's love for children is shown in Christianity through infant baptism.</p> <p>Know how children are welcomed into the Muslim & Humanist community: Islam - Aqiqah ceremony, Humanist – naming ceremony.</p> <p>Know that some people believe the world was created by God, and understand a simple Christian Creation Story.</p> <p>Understand that lots of religions believe in caring for animals, and know the Islamic story 'Muhammad and the ant'.</p>
Skills	<p>Recall and talk about some religious stories, and what we can learn from them.</p> <p>Recognise some religious words.</p> <p>Identify some of their own feelings in the stories they hear.</p>	<p>Demonstrate awareness that some religious people have places which have special meaning for them.</p> <p>Identify some significant features of sacred places.</p> <p>Recognise a place of worship in the Christian, Muslim and Jewish faith.</p>	<p>Re-tell religious stories making connections with personal experiences.</p> <p>Share and record occasions when things have happened in their lives that made them feel special.</p> <p>Recall simply what happens when a baby is welcomed</p>

	<p>Identify a sacred text e.g. Bible, Qur'an.</p> <p>Discuss Jesus and what his teachings mean to Christians.</p> <p>Reflect on people who are special to them, and say what makes their family and friends special.</p> <p>Identify some of the qualities of a good friend, and reflect on the question 'Am I a good friend?'</p>	<p>Develop vocabulary to talk about their thoughts and feelings when visiting a special place.</p> <p>Name a variety of special occasions and suggest features of a good celebration.</p> <p>Recall stories connected with Easter and a festival from another faith.</p>	<p>into a religion.</p> <p>Reflect on 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, and human beings.</p> <p>Express ideas about how to look after animals and plants.</p>
Vocabulary	Bible, Holy, Prophet Muhammad, Qur'an, Allah	Eid-ul-Adha, Diwali, Sacred	Baptism, Humanist, Aqiqah ceremony, Creation
What comes after...	<p>In Year 1:</p> <ul style="list-style-type: none"> • 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). • Re-tell a story about the life of the Prophet Muhammad (A2). • Recognise some objects used by Muslims and suggest why they are important (A2). • Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). • 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, and mosques 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, or mosque (B1). • 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). • Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). • Identify two ways people show they belong to each other when they get married (A1). • Respond to examples of co-operation between different people (C2). 		

	<p>By the end of KS1 pupils should be taught to:</p> <ul style="list-style-type: none"> Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. Notice and respond sensitively to some similarities between different religions and world views. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. Find out about and respond with ideas to examples of co-operation between people who are different. Find out about questions of right and wrong and begin to express their ideas and opinions in response. 			
What comes before...	<p>Prior to Year 1 pupils will have been taught to:</p> <ul style="list-style-type: none"> Recall and talk about some religious stories, and what we can learn from them. Identify a sacred text e.g. Bible, Qur'an. Discuss Jesus and what his teachings mean to Christians. Reflect on people who are special to them, and say what makes their family and friends special. Demonstrate awareness that some religious people have places which have special meaning for them. Identify some significant features of sacred places. Recognise a place of worship in the Christian, Muslim and Jewish faith. Name a variety of special occasions and suggest features of a good celebration. Share and record occasions when things have happened in their lives that made them feel special. Recall simply what happens when a baby is welcomed into a religion. Reflect on things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world. Re-tell stories, talking about what they say about the world, God, and human beings. Express ideas about how to look after animals and plants. 			
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			work together, e.g. in charity work or to remember special events e.g. Christian Aid and Islamic Relief.
Skills (intended to enable pupils to achieve end of key stage outcomes).	<p>Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</p> <p>Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p> <p>Ask some questions about believing in God and offer some ideas of their own (C1).</p> <p>Make links between what Jesus taught and what Christians believe and do (A2).</p> <p>Ask some questions about believing in God and offer some ideas of their own (C1).</p>	<p>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).</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).</p> <p>Describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel (C1).</p> <p>Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).</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 co-operation between different people (C2)</p>
Vocabulary	Jonah, miracle, Son of God, Samaritan, parable	Altar, crucifix, font, lectern, masjid, wudu; prayer mat, compass, minbar, mihrab, muezzin.	Baptismal candles, wedding, dedication, hymns
What comes after...	<p>In Year two pupils will:</p> <ul style="list-style-type: none"> • Make links between what Jesus taught and what Christians believe and do (A2). • Ask some questions about believing in God and offer some ideas of their own (C1). • Discuss 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 of what they might do to celebrate Shabbat (B1). • Re-tell a story that shows what Jewish people at the festivals of Chanukah might think about God, suggesting what it means (A2). • Identify some ways Christians celebrate Easter, and some ways Passover is celebrated in the Jewish faith (A1). • Re-tell stories connected with Easter and Passover 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 Jewish festival (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). • 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). • 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) • Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1). 		

R.E. - Year 2

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Know what a Mezuzah is, how it is used and how it has the words of the Shema inside. Know some of the activities that Jewish people do in the home on Shabbat, including preparation for Shabbat e.g. candles, blessing the children, wine, challah bread, family meal, rest. Understand why some Jewish</td><td>Key Question: How and why do we celebrate special and sacred times? (1.6) Understand the importance and value of celebration in our own lives. Know the story of Jesus in Holy Week - riding into Jerusalem, on a donkey, turning over tables in the temple, washing his friends' feet, being arrested, being deserted, crucifixion, and resurrection on Sunday morning. Know how these events 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. Understand the significance of Passover to the Jewish way of life and the significance of the associated rituals.</td><td>Key Question: How should we care for others and the world and why does it matter? (1.8) Understand that each person is unique and important. Use story 'Jesus blesses the children' to support understanding. Know stories from the Bible about friendship and care for others and how these show ideas of good and bad, right and wrong – four friends take the paralysed man to Jesus (Luke 5 v 17–26). Understand the benefits and responsibilities of friendship and the ways in which people care for others. Know that some religions believe that serving others and supporting the poor are important parts of being a religious believer - Zakat in Islam; tzedakah (charity) in Judaism. Know about how some people have been inspired to care for people because of their religious beliefs - Mother Teresa, Dr Barnardo. Know what different religions consider the 'Golden Rule'.</td></tr> </tbody> </table>	Autumn 1 (0.5 week) <u>Believing</u> Muslims	Autumn 2 (Full Week) <u>Believing</u> Jewish People	Spring 1 (0.5 Week) <u>Expressing</u> Christians and Jewish People	Summer 2 (Full Week) <u>Living</u> Christians, Jewish People, and Muslims	Who is Muslim and what do they believe? (1.2) Children will know how to re-tell the story of 'Muhammad and the cat', and understand that it helps to show how Muslims think of God (Allah). Children will know that Muslims believe there are 99 names for Allah. Children will know some objects that are significant to Muslims e.g. prayer beads, Qur'an an, headscarf. Children will know some of the ways that Ramadan and Eid-ul-Fitr is	Key Question: Who is Jewish and what do they believe? (1.3) Know that some Jewish people write G-d, because they do not want the name of God to be erased or defaced. 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	celebrated.	people call Shabbat the 'day of delight', and celebrate God's creation (God rested on the seventh day). Children will know the story of Chanukah, and some of the ways it is celebrated.	Understand the Christian festival of Pentecost and some of the ways in which it is celebrated.	Know the creation account in Genesis 1. Know the account in Genesis 2, and ways in which religious believers might treat the world, making connections with the Genesis account care for it, as a gardener tends a garden.
Skills	Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). Re-tell a story about the life of the Prophet Muhammad (A2). Recognise some objects used by Muslims and suggest why they are important (A2). Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1)	Discuss 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 of what they might do to celebrate Shabbat (B1). Re-tell a story that shows what Jewish people at the festivals of Chanukah might think about God, suggesting what it means (A2).	Identify some ways Christians celebrate Easter, and some ways Passover is celebrated in the Jewish faith (A1). Re-tell stories connected with Easter and Passover 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 Jewish festival (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).	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). 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) Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).
Vocabulary	PBUH, Minbar, prayer beads, Ramadan, Eid-ul-Fitr	Shema, Mezuzah, Shabbat, Chanukah, Torah	Jerusalem, Holy Week, disciple, resurrection, Crucifixion, Passover, Pentecost	Zakat, tzedakah, Golden Rule, Genesis, charity
What comes after...	<p>In Year 3:</p> <ul style="list-style-type: none"> Describe some of the ways in which Christians and Hindus describe God (A1). Ask questions and suggest some of their own responses to ideas about God (C1). Suggest why having a faith or belief in something can be hard (B2). Identify how and say why it makes a difference in people's lives to believe in God (B1). Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). Ask questions and give ideas about what matters most to believers in festivals (Easter, Passover, Eid) (B2). Identify similarities and differences in the way festivals are celebrated within and between religions (A3). Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1). Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). Describe some ways in which Christians express their faith through hymns and modern worship songs (A2). Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). 			

	<p>By the end of KS2 pupils should be taught to:</p> <ul style="list-style-type: none"> Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response. 			
What comes before...	<p>Prior to Year 3 pupils will have been taught to:</p> <ul style="list-style-type: none"> Make links between what Jesus taught and what Christians believe and do (A2). Ask some questions about believing in God and offer some ideas of their own (C1). Discuss 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 of what they might do to celebrate Shabbat (B1). Re-tell a story that shows what Jewish people at the festivals of Chanukah might think about God, suggesting what it means (A2). Identify some ways Christians celebrate Easter, and some ways Passover is celebrated in the Jewish faith (A1). Re-tell stories connected with Easter and Passover 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 Jewish festival (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). 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). 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) Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1). 			
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	<p>15.11–32), and understand how these encounters help believers to understand God's relationship with people.</p> <p>Know some similarities and differences between the Christian and Hindu view of God.</p> <p>Understand the influence believing in God has on the lives of believers.</p>	<p>Understand the benefits of celebration to religious communities.</p>	<p>Know about some ways in which Christians make a difference in the worldwide community.</p>
Skills	<p>Describe some of the ways in which Christians and Hindus 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 in people's lives to believe in God (B1).</p>	<p>Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</p> <p>Ask questions and give ideas about what matters most to believers in festivals (Easter, Passover, Eid) (B2).</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions (A3).</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</p>	<p>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).</p> <p>Describe some ways in which Christians express their faith through hymns and modern worship songs (A2).</p> <p>Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</p> <p>Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p>
Vocabulary	Trinity, Holy Spirit, Hindu, Brahma, Vishnu, Shiva, Moses,	Pesach (Passover),	Cross, Grace, Anglican, Roman Catholic
What comes after...	<p>In Year 4:</p> <ul style="list-style-type: none"> • Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2). • Give examples of how and suggest reasons why Christians use the Bible today (B1). • Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1). • Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3). Describe the practice of prayer in the religions studied (A2). • Make connections between what people believe about prayer and what they do when they pray (A3). • Describe ways in which prayer can comfort and challenge believers (B2). • Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3). 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). 		

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<p><u>Autumn 1 (0.5)</u> <u>Believing Christians</u> <u>Key Q: Why is the Bible important to Christians today? (L2.2)</u></p> <p>Know that the Bible as a guide for Christians.</p> <p>Know the arrangement of the Christian Bible – Old and New Testaments, divided into books, chapters and verses; different types of writing - histories; prayers; biographies (Gospels).</p> <p>Understand that that what Christians call the 'Old Testament' is Jewish scripture too.</p> <p>Understand that for Christians, the Bible tells them about what God is like.</p> <p>Understand that the Bible tells a 'big story' of God's dealings with</p>	<p><u>Autumn 1 (0.5 week)</u> <u>Expressing Christians, Hindus, Muslims and Non-Religious</u> <u>Key Question: Why do people pray (L2.4)?</u></p> <p>Know the meanings of the words of key prayers in three religions – e.g. the Muslim First Surah of the Qur'an, the Christian Lord's Prayer and the Hindu Gayatri Mantra.</p> <p>Understand that Hindus, Muslims and Christians pray in many different ways, both using set forms of words and more spontaneously, and the three religions believe similar and different</p>	<p><u>Summer 2 (0.5)</u> <u>Living Christians, Jewish People and Non-Religious</u> <u>Key Q: What can we learn from religions about deciding what is right and wrong (L2.9)?</u></p> <p>Know teachings which act as guides for living within Judaism, Christianity, and a nonreligious belief system:</p> <ul style="list-style-type: none"> Ten Commandments (Exodus 20:1–21, Deuteronomy 5:1– 22). The Two Commandments of Jesus (Mark 12:28–34). The golden rule for Humanists. <p>Understand what people must have been doing if they needed to be given those rules.</p> <p>Use religious stories to explore the idea of temptation, and</p>		

	<p>human beings - God created a wonderful world for people (creation); humans disobey God and go their own way ('the Fall'), God sends his Son, Jesus (incarnation) to save people – to bring them back to God (salvation).</p> <p>Understand why Christians think the Bible is still important because it tells them about how to live, and why they should follow God.</p> <p>Understand the idea of temptation and know the story of Adam and Eve giving in to temptation (<i>Genesis</i> 3 – often called 'the Fall').</p> <p>Know the Lost Coin, Sheep and Son stories (Luke 15) and how Christians interpret them as showing how much God wants 'sinners' to turn back to him.</p>	<p>ideas about how God hears prayers.</p> <p>Understand the idea that some people are spiritual but not religious and like to pray in their own way.</p> <p>Know that some people are atheists who believe it is more useful to be kind or to help someone than to pray for them.</p> <p>Understand the impact of prayer: Does it enable people to feel calm, hopeful, inspired, close to God or challenged? How?</p>	<p>how it affects how people choose between good and bad:</p> <ul style="list-style-type: none"> • Jesus resisting temptation in Matthew 4. • Jewish teachings about being thankful (the Talmud teaches that Jews should say thank you 100 times a day!). • The Fall (Genesis) <p>Understand how people learn the difference between right and wrong. Explore where Humanists look for guidance.</p> <p>Know about the life of Desmond Tutu and why he is considered an inspirational religious figure.</p>
Skills	<p>Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2).</p> <p>Give examples of how and suggest reasons why Christians use the Bible today (B1).</p> <p>Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1).</p> <p>Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).</p>	<p>Describe the practice of prayer in the religions studied (A2).</p> <p>Make connections between what people believe about prayer and what they do when they pray (A3).</p> <p>Describe ways in which prayer can comfort and challenge believers (B2).</p> <p>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).</p>	<p>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).</p> <p>Make connections between stories of temptation and why people can find it difficult to be good (A2).</p> <p>Give examples of ways in which some inspirational people have been guided by their religion (B1).</p> <p>Discuss their own and others' ideas about how people decide right and wrong (C3).</p>
Vocabulary	Gospel, The Fall, Incarnation, Salvation, Adam and Eve, Sinner, temptation	First Surah, Gayatri Mantra, atheist	Humanism, Ten Commandments, The Two Commandments, The Beatitudes
What comes after...	<p>In Year 5:</p> <ul style="list-style-type: none"> • 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). • Make connections between how believers feel about places of worship in different traditions (A3). • Select and describe the most important functions of a place of worship for the community (B3). • Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). • Present ideas about the importance of people in a place of worship, rather than the place itself (C1). • 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>By the end of KS2 pupils should be taught to:</p> <ul style="list-style-type: none"> Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response. 			
What comes before...	<p>Prior to Year 5 pupils will:</p> <ul style="list-style-type: none"> Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2). Give examples of how and suggest reasons why Christians use the Bible today (B1). Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1). Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3). Describe the practice of prayer in the religions studied (A2). Make connections between what people believe about prayer and what they do when they pray (A3). Describe ways in which prayer can comfort and challenge believers (B2). Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3). 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). 			
What do they need to know and understand	<table border="0"> <tr> <td style="text-align: center;"> <u>Autumn 1 (Full Week)</u> <u>Believing</u> <u>Christians</u> <u>Key Q: What would Jesus do (can we live by the values of Jesus in the 21st Century)? (U2.2)</u> </td> <td style="text-align: center;"> <u>Autumn 1 (0.5 Week)</u> <u>Expressing</u> <u>Christians, Hindus, and Jewish People</u> <u>Key Question: If God is everywhere why go to a place of Worship (U2.4)?</u> </td> <td style="text-align: center;"> <u>Spring 2 (0.5)</u> <u>Living</u> <u>Muslims</u> <u>Key Q: What does it mean to be a Muslim in Britain today? (U2.6)</u> </td> </tr> </table> <p>Understand the extent to which Jesus' values and example would benefit today's world.</p> <p>Know Luke 4:18–19 and find out what Jesus saw as his mission. Find examples of where he fulfilled this.</p> <p>Understand what Christians believe Jesus meant by loving others:</p> <ul style="list-style-type: none"> Love your enemies, Matthew 5:43–48; Paul's letter, 1 Corinthians 13:4–7; Agape love – self-sacrificial love; make link with belief that Jesus died to show his love for all humans, John 3:16 <p>Know some of the key features of places of worship - differences between Anglican and Baptist churches; mandir; differences between an Orthodox and a Reform synagogue.</p> <p>Understand the duty of pilgrimage in Hinduism, which is seen as a wider part of worship. This concerns the need for Hindus to be seen by the deity worshipping at a particular shrine.</p> <p>Understand what the Western Wall means to Jews worldwide.</p> <p>Know how many Muslims there are in Britain and in your local area.</p> <p>Understand 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).</p> <p>Understand 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).</p> <p>Known how the Five Pillars are practised by Muslims in Britain today.</p> <p>Know about the Shahadah ('There is no god except Allah') and use the</p>	<u>Autumn 1 (Full Week)</u> <u>Believing</u> <u>Christians</u> <u>Key Q: What would Jesus do (can we live by the values of Jesus in the 21st Century)? (U2.2)</u>	<u>Autumn 1 (0.5 Week)</u> <u>Expressing</u> <u>Christians, Hindus, and Jewish People</u> <u>Key Question: If God is everywhere why go to a place of Worship (U2.4)?</u>	<u>Spring 2 (0.5)</u> <u>Living</u> <u>Muslims</u> <u>Key Q: What does it mean to be a Muslim in Britain today? (U2.6)</u>
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	<p>Understand what Christians believe Jesus meant by forgiveness:</p> <ul style="list-style-type: none"> • The two debtors, Luke 7:36–50 • Jesus forgives those who crucify him, Luke 23:34; <p>Know some of Jesus' stories, teaching and examples to understand the way Christians believe we should treat each other:</p> <ul style="list-style-type: none"> • The sheep and the goats, Matthew 25:31– 46 • Not just speaking about justice but practising it, Luke 11:39– 42). • The vineyard workers, Matthew 20:1–16; <p>Understand why some say Jesus' demands are impossible.</p>	<p>Know 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>Know these definitions: 'synagogue' = 'house of assembly' (a place to get together), also called 'schul' = school (a place to learn).</p> <p>Understand why some Christians like to go to church to meet with God, and why some meet in a school or in a home - community, being part of the 'body of Christ', mutual support through prayer and encouragement.</p>	<p>99 names of Allah to explore the attributes of God. Make links with belief in tawhid.</p> <p>Understand the importance of the Holy Qur'an for Muslims: how it was revealed to the Prophet Muhammad, how it is used, treated, learnt.</p> <p>Know some stories and teachings - Surah 1, Al-Fatiyah (The Opening); Surah 17 (the Prophet's Night Journey).</p> <p>Know about people who memorise the Qur'an and why (hafiz, hafiza).</p> <p>Understand 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>Understand 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>
Skills	<p>Outline Jesus' teaching on how his followers should live (A2).</p> <p>Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3).</p> <p>Explain the impact Jesus' example and teachings might have on Christians today (B1).</p> <p>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).</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 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>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</p> <p>Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).</p> <p>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).</p> <p>Make connections between the key functions of the mosque and the beliefs of Muslims (A1).</p>
Vocabulary	Agape, sacrificial, justice	Mandir, Orthodox, Reform, pilgrimage, deity, shrine, Western Wall, schul,	Five Pillars of Islam, ibadah, Shahadah, salat, sawm, hajj, Ummah, Shahadah, tawhid, hafiz, hafiza, Sunnah Hadith
What comes after...	<p>In Year 6:</p> <ul style="list-style-type: none"> • Express ideas about how and why religion can help believers when times are hard, giving examples (B2).. • Outline Christian, Hindu and/or nonreligious 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). • Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). • Describe some Christian and Humanist values simply (B3). • Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3). • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2). 		

	<p>By the end of KS2 pupils should be taught to:</p> <ul style="list-style-type: none"> Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response. 		
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	<p>there is no afterlife.</p> <p>Know 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>Know some similarities and differences in ceremonies that mark the end of life on Earth and how these express different beliefs.</p>	<p>Understand the meanings of some moral concepts - fairness, freedom, truth, peace. What do they look like in everyday life?</p> <p>Understand how Jesus expects his followers to behave through the story of the good Samaritan (children should already know this story) and Jesus' attitude on the cross (Luke 23:32–35). Jesus talks about actions as fruit. What does he mean? If a person's intentions are bad, can their actions produce good fruit?</p> <p>Know our own mind about different values: is peace more valuable than money? Is love more important than freedom? Is thinking bad thoughts as bad as acting upon them? Values can clash, and that doing the right thing can be difficult. How do we decide?</p>
Skills	<p>Express ideas about how and why religion can help believers when times are hard, giving examples (B2).</p> <p>Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).</p> <p>Explain some similarities and differences between beliefs about life after death (B2).</p> <p>Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).</p>	<p>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).</p> <p>Describe some Christian and Humanist values simply (B3).</p> <p>Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3).</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).</p>
Vocabulary	Bereaved, afterlife, judgement, karma, soul, samsara, reincarnation, moksha	Humanist Code for Living, moral concept, fairness, freedom, truth, peace, values
What comes after...	<p>In KS3 pupils will learn to:</p> <ul style="list-style-type: none"> Explain and interpret ways that the history and culture of religions and worldviews influence individuals and communities, including a wide range of beliefs and practices, in order to appraise reasons why some people support and others question these influences. Explain and interpret a range of beliefs, teachings and sources of wisdom and authority including experience in order to understand religions and worldviews as coherent systems or ways of seeing the world. Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them. Explain the religions and worldviews which they encounter clearly, reasonably and coherently; evaluate them, drawing on a range of introductory level approaches recognised in the study of religion or theology. Observe and interpret a wide range of ways in which commitment and identity are expressed. They develop insightful analysis and evaluation of controversies about commitment to religions and worldviews, accounting for the impact of diversity within and between communities. Consider and evaluate the question: what is religion? Analyse the nature of religion using the main disciplines by which religion is studied. Explore some of the ultimate questions that are raised by human life, making well-informed and reasoned personal responses and expressing insights that draw on a wide range of examples including the arts, media and philosophy. Examine and evaluate issues about community relations and respect for all in the light of different perspectives from varied religions and worldviews. Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media. 	

