Religious Education

Curriculum Intent:

Principle Aim 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. At St Mary's, children are given opportunities to show that they are never too young to make a difference.

RE Intent RE explores big questions about life, to find out what people believe and what difference this makes to how they live. RE helps pupils to make sense of religion and belief, reflecting on their own ideas and ways of living. By the end of their time at school, children will have had opportunities to complete 'Ten Things To Do Before You Leave St Mary's', which allows children to make a difference to their local community; to support global causes and do something which makes them proud.



Throughout Key Stage 1, pupils explore Christianity and one other religion of the school's choice as set out below. They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief (including non-religious beliefs about the world, where appropriate), especially for other pupils and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

Throughout Key Stage 2, pupils learn about Christianity, Hinduism, Islam, Judaism and Sikhism, recognising the impact of religion and belief locally, nationally and globally. They make connections between differing aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them. Pupils also recognise that not everybody has a religious perspective on the world but can lead culturally rich and moral lives. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in religious education.

Key concepts	Previous	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Next Steps
	Learning EYFS							at KS3
God	Why is the word God so important to Christians? The word God is a name. Christians believe God is the creator of the universe. Christians believe God made our wonderful world How we should look	What Do Christians Believe God is Like? Identify what a parable is. Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept e.g. God as a forgiving Father. Give clear simple accounts of what the				What Does it mean if God is Holy and Loving? Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using		
	after it.	story means to				theological terms.		

Christians
Tell the key points
of the story of
Jonah from the
Bible, and recognise
a link with the
concept of God.
Give clear, simple
accounts of what
the text means for
Christians.

Give an example of how Christians put their beliefs into practice in worship: by saying sorry to God, for example. Give at least two examples of a way in which Christians show their belief in God as loving and forgiving: for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.

Give an example of a way in which Christians use the story of Jonah to guide their beliefs about God, for example seeing God as Lord, i.e. in control of events and being fair: God wants to save the people of Ninevah. Give at least 2 examples of how Christians put their beliefs into practice in worship: for example, using the story in church, in art.

Think, talk and ask questions about whether they can learn anything from the story for

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 churches are designed. Show how Christians put their beliefs into practice in worship. For example through confession.

for example, through calling for justice, promoting forgiveness and so on.

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. Weigh up how biblical ideas about love, holiness or forgiveness relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.

	themselves,		
	exploring different		
	ideas.		
	racus.		
Creation/Fall	Who made the	What do Christians	Creation and Science
Creation/Fair	World?(harvest)	Learn from the	Conflicting or
	Retell the story of	Creation Story?	Complimentary?
	Creation from	Place the concepts	Outline the
	Genesis 1:1-2V3	of God and creation	importance of creation
	simply.	on a timeline of the	on the timeline of the
	Recognise that		'big story' of the
	"Creation" is the	Bible's 'Big Story'. Make clear links	Bible.
	beginning of the "big		Identify what type of
		between Genesis 1	text some Christians
	story" of the Bible. Say what the story	and what Christians	say Genesis 1 is, and
		believe about God	
	tells Christians about	and creation.	its purpose.
	God, Creation and	Place the concepts	Taking account of the
	the world.	of God and Creation	context, suggests what
		and the Fall on a	Genesis 1 might mean,
	Give at least one	timeline of the	and compare their
	example of what	Bible's 'Big Story'.	ideas with ways in
	Christians do to say	Offer suggestions	which Christians
	thank you to God for	about what the	interpret it, showing
	the Creation.	story of Adam and	awareness of different
		Eve might show	interpretations.
	Give 2 examples.	about human nature	
	· ·	and how to act	Identify the type of
	Think, talk and ask	Describe what	text that Psalm 8 is,
	questions about	Christians do	and its purpose.
	living in an amazing	because they believe	Explain what Psalm 8
	world.	God is creator. (For	has to say about the
		example, follow	idea of God as
		God, wonder at how	Creator and the place
			of humans in
		amazing God's	creation.
		creation is; care for the earth in some	Creation.
			Make clear
		specific ways.)	connections between
		Describe how and	Genesis 1 and Christian
		why Christians	belief about God as
		might pray to god,	
		say sorry, forgive	Creator. Show
		and ask for	understanding of why
		forgiveness.	many Christians find
			science and faith go
		Ask questions and	together.
		suggest answers	
		about what might be	Make clear
		important in the	connections between
		creation story for	Psalm 8 and some
		Christians living	ways Christians
		<u> </u>	respond to God as

	today and for people	Creator.
	who are not	Show understanding
	Christians.	of why some
	Make links between	Christians find
	what stories in the	science and faith
	Bible say about	compatible
	human beings, and	
	pupils own ideas	Identify key ideas
	about how people	arising from their
	should behave.	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 complimentary,
		with a scientific
		account.
		account.
		Respond to the idea
		that humans have
		great responsibility
		for the Earth.
		Weigh up how well
		humans are
		responding to this
		responsibility, taking
		into account religious
		and non-religious
		viewpoints.
	and at tall a	
People of People	What is it like to	
	follow God?	
God	Make clear links	
	between the story of	
	Noah and the idea of	
	covenant.	
	Make clear links between	
	the story of Abraham and the concept of faith.	
	Make simple links	
	between promises in	
	the story of Noah and	
	promises that	
	Christians make at a	
	wedding ceremony.	
	Make simple links	
	between People of God	
	and how some Christians choose to	
	live in their whole	
	lives and in their	

				church communities.				
				Make links between				
				the story of Noah and				
				how we live in school				
				and the wider world				
				and the wider world				
				Suggest answers about				
				how far ideas of				
				covenant, promises and				
				following God might				
				make a difference in				
				the world today.				
				_				
la como di co	Why is Christmas so		Why Does Christmas		What is the Trinity?	Was Jesus the		
Incarnation	special for		Matter to Christians?		Identify the	Messiah?		
	Christians?		accor to omiscians:		difference between a	Explain the place of		
	Christians believe		Give a clear, simple		'Gospel', which tells	the Incarnation and		
	God came to Earth		account of the story			Messiah within the		
					the story of the life			
	in human form as		of Jesus' birth and		and teaching of	'big story' of the		
	Jesus.		why Jesus is		Jesus, and a letter.	bible.		
	Christians believe		important to		Offer suggestions	Identify Gospel and		
	Jesus came to show		Christians.		about what texts	prophecy texts,		
	that all people are		Recognise that		about baptism and	using technical		
	precious and special		stories of Jesus' life		Trinity might mean.	terms.		
	to God.		come from the		Give examples of	Explain connections		
			Gospels.		what these texts	between biblical		
	Stories of the adult		Give 2 examples of		mean to Christians	texts, Incarnation		
	Jesus. For example,		ways in which		today.	and Messiah, using		
	the feeding of the		Christians use the		today	theological terms.		
	five thousand (John		story of the nativity		Identify, John 1 oc			
	6 v1-13)		to guide their beliefs		Identify John 1 as	Explain connections		
	Jesus' birth is		and actions at		part of a 'Gospel',	between biblical		
			Christmas, for		noting some	texts and the idea		
	announced (Luke 1		example, <i>using</i>		difference between	of Jesus as Messiah,		
	v26-38/Matthew 1 v		nativity scenes and		John and the other	using theological		
	18-25)		carols to celebrate		Gospels.	terms.		
	Jesus is born in		Jesus' birth.		Offer suggestions for	cerms.		
	Bethlehem (Luke2		Jeaus Dirtil.		what texts about	Show how Christians		
	v1-7)		Docido what thou		God might mean.	put their beliefs		
	Shepherds (Luke 2		Decide what they		Give examples of			
	v8-20) and Magi		personally have to		what the texts	about Jesus'		
	(Wise Men) visit		be thankful for at		studied mean to	Incarnation into		
	(Matthew 2 v1-12)		Christmas time		some Christians.	practice in different		
	No one has ever		Ask questions about			ways in celebrating		
	seen God because		the Christmas story		Describe how	Christmas.		
	God is spirit (see		and the lessons		Christians show their	Comment on how the		
	John 4v24) but Jesus		they might learn		beliefs about God,	idea that Jesus is the		
	makes him known		from it: for		the Trinity in worship	Messiah makes sense		
	(see John 1v18)		example, about		(in baptism and	in the wider story of		
	(366 30111 1410)		being kind and		prayer, for example)	the Bible.		
			generous		and in the way they			
			-		live.	Make clear		
					ave.	connections		
					Describe house	between the texts		
					Describe how	and what Christians		
	1	l e		<u> </u>	<u> </u>	and what chi istialis	<u> </u>	

				Christians show their beliefs about God the Trinity in the way they live. Make links between some Bible texts studied and the idea of God in Christianity,	believe about Jesus as Messiah; for example, how they celebrate Palm Sunday. Show how Christians express their beliefs about Jesus as Prince of	
				expressing clearly some ideas of their own about what the God of Christianity is like. Make links between some of the texts	Peace and as one who transforms lives, through bringing peace and transformation in the world Weigh up how far the	
				and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly.	idea that Jesus is the Messiah - a saviour from God - is important in the world today and, if it is true, what difference that might make in people's lives.	
					Weigh up how far the world needs a Messiah, expressing their own insights.	
Gospel	What Do Christians Believe God is Like? Identify what a parable is. Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept e.g. God as a forgiving Father. Give clear simple accounts of what the story means to Christians. Tell the Key points of Jonah and the Whale give a clear Account and what this means for Christians. Give at least two examples of a way in which Christians show	What is the Good News Jesus Brings? Tell stories from the Bible and recognise a link with the concept for example, the idea of "good news" links to the practice of being thankful. Give clear, simple accounts of what the texts mean to Christians; for example, that people can trust God, and that they should say thank you to God for his good gifts	What kind of world did Jesus want? 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'. Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.		What Would Jesus Do? (The search for Truth, Guidance and Reflection.) Identify features of Gospel texts (for example, teachings, parable, narrative) Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret Biblical texts, showing awareness of different	
	their belief in God as loving and forgiving: for example, by saying sorry; by seeing God as	gifts. Describe how Christians show their	for a Christian. List two distinguishing		of different interpretations. Make clear	

velocoming them back, by copying deliver. So, we as causeled of low set causeled of low sets as a common of low steeds are appearates in everythe, by saying surry. We are a common of low steeds are appearated in everythe steed of responsible steeds are set of responsible steeds and the steed of responsible steeds are set of the steed of the									<u> </u>
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Cristians use the story of Joseph to about 60 dr. or Joseph to about 60 dr. or example seeing God at Lord, i.e. in central of communities and in their own lives. Think, talk and ask questions about 60 dr. or example seeing God at Lord, i.e. in central of Communities of Lord, i.e. in central of Communities of Lord, i.e. in central of Communities of									
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Christians. Chris									
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Christians remember Jesus' last week at Easter.
Jesus' name means "He saves"
Christians believe Jesus came to show God's love.
Christians try to show love to others.

Stories from the Easter narrative: Palm Sunday for example, Matthew 21 v 1-11 Jesus' arrest, death and burial for example Matthew 26v47-56, 27v15-66 Jesus' resurrection for example Matthew 28v 1-15 Easter morning in the garden John 20v1-18 (Jesus and Mary)

and Salvation are part of the "big story" of the Bible. Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people) Recognise that Jesus gives instructions about how to behave. Give at least 3 examples of how Christians show their beliefs about Jesus' death and resurrection in church worship. Recognise Jesus as saviour in church worship.

Think, talk and ask questions about whether the text has something to say to them about sadness, hope or heaven, exploring different ideas.

(for example about whether forgiveness is important), exploring different ideas. Order Creation and fall. Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. Offer suggestions for what the texts about the entry into Jerusalem. and the death and resurrection of Jesus might mean. Give example of what the texts studied mean to some Christians. Offer suggestions about what the narrative if the Last Supper, Judas' betraval and Peter's denial might mean. Give examples of what the texts studied mean to some Christians.

Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion. Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus.

Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.

Raise questions and suggest answers about how serving and celebrating, remembering and

the "big story" of the Bible, explaining the place within it of the ideas of Incarnation and Salvation. Suggest meanings for resurrection accounts. and compare their ideas with ways in which Christians interpret these texts. showing awareness of the centrality of the Christian belief in Resurrection. Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection. Salvation, Incarnation, and Hope, using theological terms. Explain connections between Biblical texts used at funerals and the core concepts of Gospel (good news), Salvation and Hope, using theological terms. Taking account of the context(s), suggest meanings for the selected texts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of how they are used in funerals.

Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.
Show how Christians put their beliefs into practice in different ways.

Make clear

connections between

			betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live	the Christian concept of the resurrection and what Christians believe about hope and life after death, and how they show this in their church communities. Show how Christian belief in resurrection and life after death make a difference in their lives. Explain why some people find belief in the Resurrection makes sense and inspires them. Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today. Weigh up how far biblical teachings and beliefs about life after death might make a difference to people in the world today, developing responses and
				today, developing
Kingdom of God			When Jesus left what was the impact of Pentecost? Make clear links between the story of the day of Pentecost and Christian belief about the Kingdom of God on Earth. Offer suggestions about what the description of Pentecost in Acts 2 might mean.	What Kind Of King is Jesus? 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. Compare their ideas with ways in which

Give examples of	Christians interpret
what Pentecost	biblical texts,
means to some	showing awareness of
Christians now.	different
Order concepts	interpretations.
	interpretations.
within a timeline of	
the Bible's 'big	
story'.	Make clear
List two	connections between
distinguishing	belief in the Kingdom
features of a	of God and how
narrative and a	Christians put their
letter as different	beliefs into practice in
types of biblical	different ways,
texts.	including in worship
Offer suggestions	and in service to the
about what the	community.
texts studied (1	
Corinthians 12 and	For example through
Galatians 5) might	receiving and
mean, and give	practising
examples of what	forgiveness.
the texts studied	' '
mean to some	
Christians	Relate Christian
Make simple links	teachings or beliefs
between the	about God's Kingdom
description of the day	to the issues, problems
of Pentecost in Acts	and opportunities of
2, the Holy Spirit and	their own lives and the
the Kingdom of God,	life of their own
and how Christians	community in the
live their whole lives,	world today, offering
and in their church	
	insights about whether
communities.	or not the world could
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between the idea	Christian ideas
of the church as a	
body, the fruit of	
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Kingdom of God,	from their study of
and how	the Kingdom of God
	and comment on how
Christians live in	far these are helpful
their whole lives	or inspiring for the
and in their	world today,
church	justifying their
communities.	responses.
Describe how	
Christians show	
their belief about	
the Holy Spirit in	
worship and in the	
way they live.	
way they live.	

					Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today expressing some of their own ideas. Raise questions and suggest answers about how far the ideas about church as a body and the fruit of the Spirit might make a difference to how pupils think and live. Make links between fellowship and fruit of the Spirit and life in the world today, expressing some ideas of their own clearly.			
Other Faiths	Being Special Where Do We Belong? re-tell religious stories making connections with personal experiences • share and record occasions when things have happened in their lives that made them feel special • recall simply what happens at a traditional Christian infant baptism and dedication • recall simply what happens when a baby is welcomed into a	Who Is Jewish and How do they Live? (Double unit) Make sense of belief: 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. Understand the impact: Give examples of how	Who is Muslim and how do they Live? (Double unit) Make sense of belief: Recognise the words of the Shahadah and that it is very important for Muslims Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean Give examples of how stories about the Prophet show what Muslims believe about	How Do Festivals and Worship show what matters to a Jew? Make sense of belief: • 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.	What Do Hindus Believe God Is Like? • 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 worshipping at a Home	What Does it Mean to Be Muslim in Britain Today? Make sense of belief: Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message) Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet) Understand the impact: Make clear	Why do Hindus Want To be Good? • Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately • Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. • Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live •	

religion other than Christianity

Which Stories Are Special and Why?

• talk about some religious stories • recognise some religious words, e.g. about God • identify some of their own feelings in the stories they hear • identify a sacred text e.g. Bible, Torah • talk about some of the things these stories teach believers

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. mezuzah, on Shabbat) Make connections: • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.

Muhammad. Understand the impact: • Give examples of how Muslims use the Shahadah 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. Make connections: • Think, talk about and ask questions about Muslim beliefs and ways of living • Talk about what they think is good for Muslims about prayer, respect, celebration and selfcontrol, 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. Step

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

How Do Festivals and Worship show what matters to a Muslim?

Make sense of belief: • Identify some beliefs about God in Islam, expressed in Surah 1. • Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God) Understand the impact: • Give examples of ibadah (worship) in Islam (e.g.

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

What Does it Mean To Be Hindu in Britain Today?

Understand the impact:

• Describe how Hindus

show their faith within

their families in Britain

today (e.g. home puja) • Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) • Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) Make sense of belief: • Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) Make connections: • Raise questions and suggest

connections between Muslim beliefs and ibadah (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: Make connections between Muslim beliefs studied and Muslim ways of living in Britain/vour region 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. Step.

Why is the Torah Important to Jewish People?

Make sense of belief: • Identify and explain Jewish beliefs about God • Give examples of some texts that say what God is like and explain how Jewish people interpret them Understand the impact: • Make clear connections between Jewish beliefs about the Torah and how Jews use and treat it • Make clear connections between Jewish commandments

Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, 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. karma and dharma), and explain how and why they are important to Hindus • Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.

prayer, fasting, celebrating and describe what they involve. *Make limb. about 6 of and a range of ways in between Muslim beliefs about 6 of and a range of ways in the whether taking part in family and as a community, at the mosque / Make connections: *Raise questions and suggest answers about the walue of submission and self-control to Muslims, and whether the walue of submission and self-control to Muslims, and whether the walue of submission and self-control to Muslims, and whether the walue of submission and self-control to Muslims, and whether the measure of submission and self-control to Muslims, and whether there are benefits for people who are not between the Muslim idea of flings in harmony with the Creater and the need for all people to live in harmony with the Creater and the need for all people to live in harmony with each other in the world today, giving good creasons for their ideas. What Places are special and Why? - "ala community." What places are special and with the Creater and the need for all people to live in harmony with the Creater and the need for all people to live in harmony with the Creater and the need for all people to live in harmony with each other in the world today, giving good creasons for their ideas. What places are special and Why? - "ala community." What places are special and with the Creater and the need for all people to live in harmony with the Creater and the need for all people to live in harmony with the Creater and the need for all people to live in harmony with each other in the world today, giving good creasons for their ideas. What places are special and why? - "ala community." **What places are special and why? - "ala community." **What places are special and with a community are special and with a community. **What places are special and with a community.					<u> </u>				
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thoughts and feelings when visiting a church (or other place of worship) • Express a personal response to the natural world.

show they love each other and belong to each other when they get married (Christian and/or Jewish and nonreligious) Make connections: • Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences • Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.

How should we care for others and the world?

Make sense of belief: • Identify a story or text that says something about each person being unique and valuable • Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) • Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world Understand the impact: • Give an example of how people show that they care for others (e.g. by giving to Understand the impact: • Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues that 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. Make connections: • Think. talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas • Talk about what makes some places special to people, and what the difference is between religious and nonreligious special places. Step

(e.g. tikkun olam and the charity Tzedek) • Describe some examples of how people try to live (e.g. individuals and organisations) • Identify some differences in how people put their beliefs into action Make connections: • Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better • Make links between some commands for living from religious traditions, nonreligious 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.

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) Make connections: • Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones • Make links between ideas of love. commitment and promises in religious and non-religious ceremonies • Give good reasons why they think ceremonies of commitment are or are not valuable today.

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) Make connections: • Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging • Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not Make connections between belief and behaviour in their own lives, in the light of their learning. Step

about God and how they respond to challenges in life (e.g. suffering, bereavement) • Use evidence and examples to show how beliefs about resurrection/judgement/ heaven/karma/ reincarnation make a difference to how someone lives. Making connections: • Reflect on a range of artistic expressions of afterlife, articulating and explaining different wavs of understanding these • Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.

	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 Make connections: • Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world • Give good reasons why everyone (religious and non- religious) should care for others and look after the natural world.			
Opportunities for SMSC / British values				