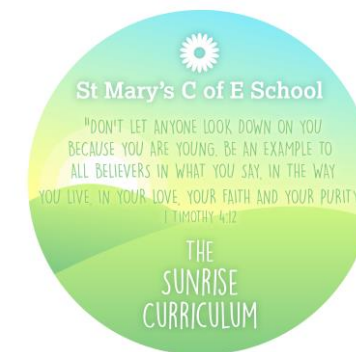


Religious Education

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.

<u>Key concepts</u>	Previous Learning EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Next Steps at KS3
God	<p>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 after it.</p>	<p>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</p>				<p>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 theological terms.</p>		

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.

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

				<p><i>today and for people who are not Christians.</i></p> <p><i>Make links between what stories in the Bible say about human beings, and pupils own ideas about how people should behave.</i></p>			<p>Creator.</p> <p>Show understanding of why some Christians find science and faith compatible</p> <p>Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. Weigh up how far the Genesis 1 creation narrative is in conflict, or is complimentary, with a scientific account.</p> <p>Respond to the idea that humans have great responsibility for the Earth.</p> <p>Weigh up how well humans are responding to this responsibility, taking into account religious and non-religious viewpoints.</p>	
People of God				<p>What is it like to follow God?</p> <p><i>Make clear links between the story of Noah and the idea of covenant.</i></p> <p><i>Make clear links between the story of Abraham and the concept of faith.</i></p> <p><i>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</i></p> <p><i>Make simple links between People of God and how some Christians choose to live in their whole lives and in their</i></p>				

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

					<p><i>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, expressing clearly some ideas of their own about what the God of Christianity is like.</i></p> <p><i>Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly.</i></p>	<p><i>believe about Jesus as Messiah; for example, how they celebrate Palm Sunday. Show how Christians express their beliefs about Jesus as Prince of Peace and as one who transforms lives, through bringing peace and transformation in the world</i></p> <p>Weigh up how far the idea that Jesus is the Messiah - a saviour from God - is important in the world today and, if it is true, what difference that might make in people's lives.</p> <p><i>Weigh up how far the world needs a Messiah, expressing their own insights.</i></p>		
Gospel		<p>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 their belief in God as loving and forgiving: for example, by saying sorry; by seeing God as</p>	<p>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.</p> <p>Describe how Christians show their</p>	<p>What kind of world did Jesus want? <i>Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.</i> <i>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</i> <i>Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.</i></p> <p>List two distinguishing</p>		<p>What Would Jesus Do? (The search for Truth, Guidance and Reflection.)</p> <p>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 interpretations.</p> <p>Make clear</p>		

		<p>welcoming them back; by forgiving others. Give an example of how Christians put their beliefs into practice in worship: by saying sorry to God, for example.</p> <p><i>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.</i></p> <p>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p>	<p>beliefs; for example, thanking God in prayer. Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and in their own lives.</p> <p>Think, talk and ask questions about whether Jesus' "good news" matters to anyone other than Christians, exploring different ideas.</p>	<p>features of a parable. Make clear links between the story of the Good Samaritan and the idea of the Gospel as 'good news'. Offer some ideas about the meaning of the Good Samaritan story to Christians.</p> <p><i>Make simple links between Bible texts and the concept of 'Gospel' (good news).</i> <i>Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.</i> Make simple links between the Good Samaritan story and the importance of charity in Christian life. Give some examples of how Christians act to show that they are following Jesus. <i>Make links between the Bible stories studied and the importance of love, and life in the world</i> Make links between some of Jesus's teaching about how to live, and life in the world today.</p> <p><i>> expressing some ideas of their own clearly</i></p>		<p>connections between Gospel texts, Jesus' "good news" and how Christians community and in their individual lives. Relate biblical ideas, teachings or beliefs (for example) about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their world today, offering insights of their own.</p> <p>Relate biblical ideas, teachings or beliefs (for example) about trust, forgiveness, or justice) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.</p>	
Salvation	Why do Christians put a cross in an Easter Garden?	.	Why does Easter matter to Christians? Recognise that God, Incarnation, Gospel		Why do Christians call the day Jesus died 'Good Friday'?	What Difference Does Resurrection Make for Christians? Outline the timeline of	

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 of the Last Supper, Judas' betrayal 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

					<p><i>betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live</i></p>	<p><i>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.</i> <i>Show how Christian belief in resurrection and life after death make a difference in their lives.</i></p> <p>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.</p> <p><i>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 insights of their own.</i></p>	
<p>Kingdom of God</p>					<p>When Jesus left what was the impact of Pentecost? <i>Make clear links between the story of the day of Pentecost and Christian belief about the Kingdom of God on Earth.</i> <i>Offer suggestions about what the description of Pentecost in Acts 2 might mean.</i></p>	<p>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.</p> <p><i>Compare their ideas with ways in which</i></p>	

					<p>Give examples of what Pentecost means to some Christians now. Order concepts within a timeline of the Bible's 'big story'.</p> <p>List two distinguishing features of a narrative and a letter as different types of biblical texts.</p> <p>Offer suggestions about what the texts studied (1 Corinthians 12 and Galatians 5) might mean, and give examples of what the texts studied mean to some Christians</p> <p>Make simple links between the description of the day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives, and in their church communities.</p> <p>Make simple links between the idea of the church as a body, the fruit of the Spirit, and the Kingdom of God, and how Christians live in their whole lives and in their church communities.</p> <p>Describe how Christians show their belief about the Holy Spirit in worship and in the way they live.</p>	<p>Christians interpret biblical texts, showing awareness of different interpretations.</p> <p>Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.</p> <p>For example through receiving and practising forgiveness.</p> <p>Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas</p> <p>Identify ideas arising from their study of the Kingdom of God and comment on how far these are helpful or inspiring for the world today, justifying their responses.</p>	
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					<p><i>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.</i></p> <p><i>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.</i></p>		
Other Faiths	<p>Being Special Where Do We Belong?</p> <p>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</p>	<p>Who Is Jewish and How do they Live? (Double unit)</p> <p>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</p>	<p>Who is Muslim and how do they Live? (Double unit)</p> <p>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</p>	<p>How Do Festivals and Worship show what matters to a Jew?</p> <p>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.</p>	<p>What Do Hindus Believe God Is Like?</p> <p>• 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</p>	<p>What Does it Mean to Be Muslim in Britain Today?</p> <p>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</p>	<p>Why do Hindus Want To be Good?</p> <p>• 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 •</p>

<p>religion other than Christianity</p> <p>Which Stories Are Special and Why?</p> <ul style="list-style-type: none"> • 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 	<p>Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</p> <ul style="list-style-type: none"> • 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) <p>Make connections:</p> <ul style="list-style-type: none"> • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. 	<p>Muhammad.</p> <p>Understand the impact:</p> <ul style="list-style-type: none"> • 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. <p>Make connections:</p> <ul style="list-style-type: none"> • Think, talk about and ask questions about Muslim beliefs and ways of living • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. <p>Step</p>	<p>Understand the impact:</p> <ul style="list-style-type: none"> • 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 <p>Make connections:</p> <ul style="list-style-type: none"> • 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. <p>How Do Festivals and Worship show what matters to a Muslim?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify some beliefs about God in Islam, expressed in Surah 1. • Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God) <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of ibadah (worship) in Islam (e.g. 	<p>Shrine; celebrating Diwali)</p> <ul style="list-style-type: none"> • Identify some different ways in which Hindus worship • Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today • Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas <p>What Does it Mean To Be Hindu in Britain Today?</p> <p>Understand the impact:</p> <ul style="list-style-type: none"> • 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) <p>Make sense of belief:</p> <ul style="list-style-type: none"> • 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) <p>Make connections:</p> <ul style="list-style-type: none"> • Raise questions and suggest 	<p>connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)</p> <p>Give evidence and examples to show how Muslims put their beliefs into practice in different ways</p> <p>Make connections:</p> <ul style="list-style-type: none"> • Make connections between Muslim beliefs studied and Muslim ways of living in Britain/your 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 <p>Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.</p> <p>Step.</p> <p>Why is the Torah Important to Jewish People?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify and explain Jewish beliefs about God • Give examples of some texts that say what God is like and explain how Jewish people interpret them <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between Jewish beliefs about the Torah and how Jews use and treat it • Make clear connections between Jewish commandments 	<p>Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.</p> <ul style="list-style-type: none"> • 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. 	
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				<p>prayer, fasting, celebrating) and describe what they involve. • Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) Make connections: • Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims. • Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.</p>	<p>answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas. Step</p>	<p>and how Jews live (e.g. in relation to kosher laws) • Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) Make connections: • Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today • Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.</p>	
<p>Cross themed or Curriculum Kerwenek Linked.</p>	<p>What Places Are Special and Why? <ul style="list-style-type: none"> • Talk about somewhere that is special to themselves, saying why • Recognise that some religious people have places which have special meaning for them • Talk about the things that are special and valued in a place of worship • Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God • Get to know and use appropriate words to talk about their </p>	<p>What does it mean to belong to a Faith Community? Make sense of beliefs: <ul style="list-style-type: none"> • Recognise that loving others is important in lots of communities • Say simply what Jesus and one other religious leader taught about loving other people <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean • Identify at least two ways people </p>	<p>What makes some places in Cornwall Sacred to believers? Make sense of belief: <ul style="list-style-type: none"> • Recognise that there are special places in Cornwall where people go to worship, and talk about what people do there • Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean • Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship </p>	<p>How Do Religious and Non- Religious People Try to Make the World a Better Place? Make sense of belief: <ul style="list-style-type: none"> • Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin). • Make links between religious beliefs and teachings and why people try to live and make the world a better place. <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make simple links between teachings about how to live and ways in which people try to make the world a better place </p>	<p>How and Why do some People in Cornwall Mark Significant Events? Make sense of belief: <ul style="list-style-type: none"> • Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean • Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today <p>Understand the impact:</p> <ul style="list-style-type: none"> • Describe what happens in ceremonies </p>	<p>Why Do Some People Believe in God and Some do Not? Make sense of belief: <ul style="list-style-type: none"> • Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs • Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from • Give examples of reasons why people do or do not believe in God <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear </p>	<p>How Does Faith Help People in Cornwall When Life Gets Hard? Making sense of belief: <ul style="list-style-type: none"> • Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life • Identify beliefs about life after death in at least two religious traditions, comparing and explaining for similarities and differences. <p>Understanding the impact:</p> <ul style="list-style-type: none"> • Make clear connections between what people believe </p>

	<p>thoughts and feelings when visiting a church (or other place of worship) • Express a personal response to the natural world.</p>	<p>show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) Make connections: • Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences • Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.</p> <p>How 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</p> <p>Understand the impact: • Give an example of how people show that they care for others (e.g. by giving to</p>	<p>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 non-religious special places. Step</p>	<p>(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.</p>	<p>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.</p>	<p>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</p>	<p>about God and how they respond to challenges in life (e.g. suffering, bereavement) • Use evidence and examples to show how beliefs about resurrection/judgement/heaven/ karma/ reincarnation make a difference to how someone lives. Making connections: • Reflect on a range of artistic expressions of afterlife, articulating and explaining different ways of understanding these • Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.</p>	
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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