



**Grange Primary Academy**

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# Religious Education

## End of Year

## Expectations

# Overview: Whole School

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	<p><b>Theme:</b> Special People</p> <p><b>Key Question:</b> What makes people special?</p> <p><b>Religions:</b> Christianity, Judaism</p>	<p><b>Theme:</b> Creation Story</p> <p><b>Concept:</b> God/Creation</p> <p><b>Key Question:</b> Does God want Christians to look after the world?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> What did Jesus teach?</p> <p><b>Key Question:</b> Is it possible to be kind to everyone all of the time?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Diwali</p> <p><b>Key Question:</b> Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p><b>Religion:</b> Hinduism</p>	<p><b>Theme:</b> Beliefs and Practices</p> <p><b>Key Question:</b> How special is the relationship Jews have with God?</p> <p><b>Religion:</b> Judaism</p> <p><b>Theme:</b> Buddha's teachings</p> <p><b>Key Question:</b> Is it possible for everyone to be happy?</p> <p><b>Religion:</b> Buddhism</p>	<p><b>Theme:</b> Belief into action</p> <p><b>Key Question:</b> How far would a Sikh go for his/her religion?</p> <p><b>Religion:</b> Sikhism</p>	<p><b>Theme:</b> Beliefs and Practices</p> <p><b>Key Question:</b> What is the best way for a Muslim to show commitment to God?</p> <p><b>Religion:</b> Islam</p>
<b>Autumn 2</b>	<p><b>Theme:</b> Christmas</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> What is Christmas?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Christmas</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Christmas - Jesus as gift from God</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> Why do Christians believe God gave Jesus to the world?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Christmas</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> Has Christmas lost its true meaning?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Christmas</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> What is the most significant part of the nativity story for Christians today?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Christmas</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> Is the Christmas story true?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Christmas</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> How significant is it that Mary was Jesus' mother?</p> <p><b>Religion:</b> Christianity</p>

Spring 1	<p><b>Theme:</b> Celebrations</p> <p><b>Key Question:</b> How do people celebrate?</p> <p><b>Religions:</b> Hinduism</p>	<p><b>Theme:</b> Jesus as a friend</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> Was it always easy for Jesus to show friendship?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Passover</p> <p><b>Key Question:</b> How important is it for Jewish people to do what God asks them to do?</p> <p><b>Religion:</b> Judaism</p>	<p><b>Theme:</b> Jesus' Miracles</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> Could Jesus heal people? Were these miracles or is there some other explanation?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Passover</p> <p><b>Key Question:</b> How important is it for Jewish people to do what God asks them to do?</p> <p><b>Religion:</b> Judaism</p> <p><b>Theme:</b> The 8-fold path</p> <p><b>Key Question:</b> Can the Buddha's teachings make the world a better place?</p> <p><b>Religion:</b> Buddhism</p>	<p><b>Theme:</b> Beliefs and moral values</p> <p><b>Key Question:</b> Are Sikh stories important today?</p> <p><b>Religion:</b> Sikhism</p>	<p><b>Theme:</b> Beliefs and Meaning</p> <p><b>Concept:</b> Salvation</p> <p><b>Key Question:</b> Is anything ever eternal?</p> <p><b>Religion:</b> Christianity</p>
	Spring 2	<p><b>Theme:</b> Easter</p> <p><b>Concept:</b> Salvation</p> <p><b>Key Question:</b> What is Easter?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Easter - Palm Sunday</p> <p><b>Concept:</b> Salvation</p> <p><b>Key Question:</b> Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Easter - Resurrection</p> <p><b>Concept:</b> Salvation</p> <p><b>Key Question:</b> How important is it to Christians that Jesus came back to life after His crucifixion?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Easter - Forgiveness</p> <p><b>Concept:</b> Salvation</p> <p><b>Key Question:</b> What is 'good' about Good Friday?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Easter</p> <p><b>Concept:</b> Salvation</p> <p><b>Key Question:</b> Is forgiveness always possible for Christians?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Easter</p> <p><b>Concept:</b> Salvation</p> <p><b>Key Question:</b> How significant is it for Christians to believe God intended Jesus to die?</p> <p><b>Religion:</b> Christianity</p>
Summer 1	<p><b>Theme:</b> Stories</p> <p><b>Key Question:</b> What can we learn from stories?</p> <p><b>Religions:</b> Christianity, Islam, Hinduism, Sikhism</p>	<p><b>Theme:</b> Shabbat</p> <p><b>Key Question:</b> Is Shabbat important to Jewish children?</p> <p><b>Religion:</b> Judaism</p>	<p><b>Theme:</b> The Covenant</p> <p><b>Key Question:</b> How special is the relationship Jews have with God?</p> <p><b>Religion:</b> Judaism</p>	<p><b>Theme:</b> Hindu Beliefs</p> <p><b>Key Question:</b> How can Brahman be everywhere and in everything?</p> <p><b>Religion:</b> Hinduism</p>	<p><b>Theme:</b> Rites of Passage and good works</p> <p><b>Key Question:</b> What is the best way for a Jew to show commitment to God?</p> <p><b>Religion:</b> Judaism</p> <p><b>Theme:</b> The 8-fold path</p> <p><b>Key Question:</b> What is the best way for a Buddhist to lead a good life?</p> <p><b>Religion:</b> Buddhism</p>	<p><b>Theme:</b> Prayer and Worship</p> <p><b>Key Question:</b> What is the best way for a Sikh to show commitment to God?</p> <p><b>Religion:</b> Sikhism</p>	<p><b>Theme:</b> Beliefs and moral values</p> <p><b>Key Question:</b> Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p><b>Religion:</b> Islam</p> <p><b>Theme:</b> NB: This enquiry is taught in 2 sections over the term</p>
	Summer 2	<p><b>Theme:</b> Special Places</p>	<p><b>Theme:</b> Rosh Hashanah and Yom Kippur</p>	<p><b>Theme:</b> Rites of Passage and good works</p>	<p><b>Theme:</b> Pilgrimage to the River Ganges</p>	<p><b>Theme:</b> Prayer and Worship</p>	<p><b>Theme:</b> Beliefs and Practices</p> <p><b>Key Question:</b> What is the best way for a</p>

	<p><b>Key Question:</b> What makes places special?</p> <p><b>Religions:</b> Christianity, Islam, Judaism</p>	<p><b>Key Question:</b> Are Rosh Hashanah and Yom Kippur important to Jewish children?</p> <p><b>Religion:</b> Judaism</p>	<p><b>Key Question:</b> What is the best way for a Jew to show commitment to God?</p> <p><b>Religion:</b> Judaism</p>	<p><b>Key Question:</b> Would visiting the River Ganges feel special to a non-Hindu?</p> <p><b>Religion:</b> Hinduism</p>	<p><b>Key Question:</b> Do people need to go to church to show they are Christians?</p> <p><b>Religion:</b> Christianity</p>	<p>Christian to show commitment to God?</p> <p><b>Religion:</b> Christianity</p>
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**Throughout this progression of Religious Education Humanist perspectives are added when appropriate in some enquiries.**

Year 1 – Autumn Term 1 - **How did the world begin?** (Believing/Behaving) - We are learning that some people think science can explain how the world got here. They don't think there is a God who created it.

Year 2 – Summer Term 2 - **How do Humanists mark milestones in life?** - (Believing/Behaving) - We are learning to understand that Humanists have special ways to mark milestone moments in life.

Year 3 – Autumn Term 2 - **Has Christmas lost its true meaning?** - We are learning to find out what Christmas might mean to people who do not believe in God.

Year 3 – Spring Term 1 - **Could Jesus heal people? Were these miracles or is there some other explanation?** - We are learning about explanations for miracles that may not include God.

Year 4 – Summer Term 2 - **The quality of someone's life is most important.** - We are learning that Humanists believe how someone lives their life is more important than particular buildings.

Year 5 – N/A

Year 6 – Summer Term 1 - **Is anything ever eternal?** (Believing/Behaving) - We are learning to understand that Humanists have special ways to mark milestone moments in life.

## **Educational Visits**

<b>EYFS</b>	Church
<b>Year 1</b>	Church
<b>Year 2</b>	Church & Synagogue
<b>Year 3</b>	Church & Hindu Temple
<b>Year 4</b>	Church & Buddhist/Quaker Meeting house
<b>Year 5</b>	Church & Gurdwara
<b>Year 6</b>	Church & Islamic Center

# Overview of National Curriculum Expectations

	End of Key Stage 1	End of Lower Key Stage 2	End of Key Stage 2	End of Key Stage 3
Knowledge and understanding of the subject matter	<p>Children will be able to recall facts about the religions and beliefs that they have studied.</p> <p>Children will begin to use the religious vocabulary that they have learnt.</p> <p>Children will begin to start and explain the significance and meaning of the facts that they have learnt.</p>	<p>Children will be able to recall facts about the religions and beliefs that they have studied.</p> <p>Children will be able to select the facts that are most significant to the enquiry.</p> <p>Children will start to explain their relevance/importance to the enquiry.</p>	<p>Children will be able to recall facts about the religions and beliefs that they have studied.</p> <p>Children will be able to explain the differences in practice.</p> <p>Children will be able to make interpretation within and between different religions/belief systems</p>	<p>Evaluate beliefs and ideas when describing some similarities and differences in religious belief</p> <p>Explain what people believe using clear descriptions of religious belief and practice and giving several reasons for these using accurate factual knowledge.</p> <p>Explain the links between belief and practice in religion</p> <p>Use examples and evidence to support beliefs and beginning to link these</p>

## Overview of Subject Progression

	End of Key Stage 1	End of Lower Key Stage 2	End of Key Stage 2
Personal reflection – skills of evaluation and critical thinking	<p>Children will be able to tell/talk about taught concepts and what they mean to them in their world e.g. kindness.</p> <p>Children will be able to verbalise and/or their own thoughts.</p> <p>Children will start to think through enquiry questions using some facts that they have learnt.</p> <p>Children will begin to see that there could be more than one answer to the question.</p>	<p>Children will be able to tell/talk about the taught concept/belief and relate this to the people that they are learning about e.g. belonging and relate this to Jewish people.</p> <p>Children will be able to express their own opinions.</p> <p>Children will start to support their opinions with rationale.</p> <p>Children will be able to apply their knowledge to the enquiry question.</p> <p>Children will be able to support their answers with one or more facts that they have learnt.</p>	<p>Children will be able to explain how a concept/belief e.g. forgiveness and how this resonates with their own lives.</p> <p>Children will be able to see how concepts/beliefs might be different for other people because of their own religion/belief.</p> <p>Children will be able to express their own thoughts and reflect on them in relation to other people's.</p> <p>Children will be able to weigh up evidence and different arguments/aspect relevant to the enquiry question.</p> <p>Children will be able to express their answer and support this with evidence/rationale.</p>

# Subject Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Begin to talk about and find meanings behind different beliefs and practices.</p> <p>Begin to suggest meanings of some religious and moral stories.</p> <p>Either ask or respond to questions about what individuals and faith communities do.</p> <p>Express their own ideas creatively.</p>	<p>Talk about and find meanings behind different beliefs and practices.</p> <p>Suggest meanings of some religious and moral stories.</p> <p>Ask and respond to questions about what individuals and faith communities do.</p> <p>Express their own ideas, opinions and talk about their work creatively using a range of different medium.</p>	<p>Suggest and find meanings behind different beliefs and practices.</p> <p>Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong.</p> <p>Ask and respond to questions about what individuals and faith communities do and why.</p> <p>Use a range of different medium to creatively express their own ideas, thoughts and opinions.</p> <p>Begin to explain their ideas.</p> <p>Express their own ideas and opinions and begin to give good reasons for those ideas. Use a range of different medium to express their thoughts</p>	<p>Respond to meanings behind different beliefs and practices.</p> <p>Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong.</p> <p>Express views about why belonging to a faith community is valuable in their own lives.</p> <p>Begin to make connections between their own ideas and others.</p>	<p>Begin to reflect and respond thoughtfully to the significance of meaning behind different beliefs and practices.</p> <p>Begin to respond thoughtfully to a range of sacred writings/stories. Provide good reason for what they mean to different faith communities.</p> <p>Creatively begin to express their views about why belonging to a faith community may be valuable. Relate this to their own lives.</p> <p>Discuss and begin to apply their own and others' ideas about ethical questions and to express their own ideas clearly in response.</p>	<p>To reflect and respond to the significance of meaning behind different beliefs and practices.</p> <p>Respond thoughtfully to a range of sacred writings, stories and provide good reason for differences and similarities in different texts.</p> <p>Express views creatively as to why belonging to a faith community may be valuable both to different faith members and to their own lives.</p> <p>Discuss and apply their own and others ideas about ethical questions and to express their own ideas clearly in response.</p>

# National Curriculum Expectations

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>National Curriculum Expectations/EYFS</b>	<p>Begin to name the different beliefs and practices of Christianity and at least one other religion.</p> <p>To respond and order some of the religious and moral stories from the Bible and at least one other religious text, special book or religion other than Christianity.</p> <p>Show how different people celebrate aspects of religion.</p> <p>Show familiarity with key words and vocabulary related to Christianity and may be at least one other religion.</p>	<p>Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions.</p> <p>Retell some of the religious and moral stories from the bible and at least one other religious text or special books.</p> <p>Begin to understand what it looks like to be a person of faith.</p> <p>Begin to use key words and vocabulary related to Christianity and at least one other religion.</p>	<p>Recall the different beliefs and practices of Christianity and at least one other religion.</p> <p>Retell some of the religious and moral stories from at least three different religious texts and books.</p> <p>Understand what it looks like to be a person of faith.</p> <p>Use key words and vocabulary related to Christianity and at least one other religion.</p>	<p>Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions.</p> <p>Begin to compare the similarities of at least three different religious texts or stories.</p> <p>To begin to understand the diversity of belief in different religions, nationally and globally.</p> <p>Begin to compare directly different responses to ethical questions looking at a range of different religions.</p>	<p>Begin to make connections between different belief and practices of all religions.</p> <p>Begin to compare stories, beliefs and practices from different religions including differences and similarities.</p> <p>To understand and begin to evaluate the diversity of belief in different religions, nationally and globally.</p> <p>Begin to recognise those with no faith also have a belief system.</p> <p>Articulate and begin to apply the different responses to ethical questions from a range of different religions</p>	<p>Make connections between different belief and practices of all religions.</p> <p>Make links and compare stories, beliefs and practices from different religions including differences and similarities.</p> <p>To understand and evaluate the diversity of belief in different religions, nationally and globally.</p> <p>Recognise those with no faith also have a belief system.</p> <p>Articulate and apply the different responses to ethical questions from a range of different religions</p>

# Overview of Key Vocabulary

	Reception	End of Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<b>Buddhism</b>			Buddha, teacher, Buddhist Centre/Temple, meaningful objects, monks and nuns, rebirth, happiness, suffering, compassion, kindness, meditation, Enlightenment, delusions, Buddha, Dharma and Sangha ('Three Precious Jewels'), ordained and lay, Temple, offerings, Jataka Tales, impermanence, vows, moral discipline, contentment, samsara, nirvana, symbols, pilgrimage	
<b>Christianity</b>	Jesus, Mary, cross, tomb, church	Advent, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Harvest, Holy, Hymn, Jesus, Prayer, Priest, Vicar, Worship	Advent, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Gospel, Harvest, Holy, Hymn, Jesus, Lent, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Ten Commandments, Vicar, Worship	Advent, Ascension, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Gospel, Grace, Harvest, Holy, Holy Communion, Holy Spirit, Hymn, Incarnation, Jesus, Lent, Lord's Prayer, Lord's Supper, Mass, Miracle, Myth, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Psalm, Resurrection, Saint, Salvation, Sin, Soul, Ten Commandments, Trinity, Vicar, Worship.
<b>Hinduism</b>	Holi, Vishnu		Aum or Om, Brahman, Diwali, Ganesh, Gods and goddesses, Hindu, Hinduism, Mandir, Offering, Pray, Rama, Shiva, Shrine, Sita, Vishnu, Worship	
<b>Humanism</b>			Agnosticism, Atheism, Celebrant, Compassion, Curiosity, Dignity, Empathy, Evidence, Evolution, Flourishing, Happy Human, Human rights, Humanism, Humanist, Humanity, Natural selection, Reason, Respect, Responsibility, Science, The Big Bang, The Golden Rule.	
<b>Islam</b>	Allah, Mosque		Allah, Hajj, Islam, Mihrab, Mosque, Muslim, Prophet, Qiblah, Quran, Salaa, Sawm, Shahada	
<b>Judaism</b>	Moses, Synagogue, Torah	<b>Synagogue:</b> Ark, Kippah, Tallit, Torah Scrolls, Yad, <b>Shabbat:</b> Kosher Two Candles, Challah, Wine, <b>Jewish Life:</b> Chanukah, Covenant, Dreidel, Maccabees, One God (YHVH), Purim, Rosh Hashanah, Shofar.	<b>Synagogue:</b> Ark, Bimah, Kippah, Menorah (Chanukiah), Ner Tamid (Eternal Light), Star of David, Rabbi, Tallit, Torah Scrolls, Yad. <b>Shabbat:</b> Besamim (Spices), Challah, Havdalah, Havdalah candle, Kiddush Cup (goblet), Kosher, Two Candles, Wine. <b>Jewish Life:</b> 5 Books of Moses(Chumash), 24 Books of the written Torah, 613 Commandments, Bar Mitzvah/Bat Mitzvah, Chanukah, Covenant, Dreidel, Egypt, King David Maccabees, Matzah, Messiah, Moses, One God (YHVH), Patriarchs (Abraham, Isaac, Jacob), Pesach, Purim, Rosh Hashanah, Shofar,Sukkah (Booth), Yom Kippur.	
<b>Sikhism</b>			Acceptance, Chaur Sahib, Equality, Family life, Five K's Forgiveness, Gurdwara, Guru Granth Sahib, Kaur, Kirtan, Langar, Meditation, Mool Mantar, Nishan Sahib, One Creator (Ek Oankar), Respect, Sangat, Sharing, Seva, Singh, Sikh, Sikhism (Sikhi), Ten Gurus, Truth, Turban.	

## Overview: Year R

<u>Term</u>	<u>Enquiry Question</u>	<u>Theme/concept</u>	<u>Early Years Foundation Stage Framework</u>
<b>Autumn 1</b>  <b>Christianity, Judaism</b>	<p><b>What makes people special?</b></p> <p>Who is special to you at home?</p> <p>What things do you do with your family that are special to you?</p>	<p><b>Theme:</b> Special People</p>	<p><b>Personal, Social and Emotional Development: Self-confidence and Self-awareness</b></p> <p>Children are confident to try new activities and say why they like some activities more than others.</p> <p>They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p> <p>They say when they do or don't need help.</p>
<b>Autumn 2</b>  <b>Christianity</b>	<p><b>What is Christmas?</b></p> <p>What makes us special?</p> <p>Is it OK to all be special for different reasons?</p>	<p><b>Theme:</b> Christmas</p> <p><b>Concept:</b> Incarnation</p>	<p><b>Understanding the World: People and Communities</b></p> <p>Children talk about past and present events in their own lives and in the lives of family members.</p>
<b>Spring 1</b>  <b>Hinduism</b>	<p><b>How do people celebrate?</b></p> <p>Who could be your role model and why?</p>	<p><b>Theme:</b> Celebrations</p>	<p>They know that other children don't always enjoy the same things, and are sensitive to this.</p>
<b>Spring 2</b>  <b>Christianity</b>	<p><b>What is Easter?</b></p> <p>Why do you think Christians believe Jesus is God's son?</p>	<p><b>Theme:</b> Easter</p> <p><b>Concept:</b> Salvation</p>	<p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>
<b>Summer 1</b>  <b>Christianity, Islam, Judaism</b>	<p><b>What can we learn from stories?</b></p> <p>How might you have felt if you were there that day?</p> <p>What would you think of Jesus?</p>	<p><b>Theme:</b> Story Time</p>	<p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p>
<b>Summer 2</b>  <b>Christianity, Islam, Judaism</b>	<p><b>What makes places special?</b></p> <p>How might you have felt if you were there that day?</p> <p>What would you think of Jesus?</p>	<p><b>Theme:</b> Special places</p>	<p>They make observations of animals and plants and explain why some things occur and talk about changes.</p>

## Overview: Year Reception – British Values

Discovery RE Enquiry	Religions Studied:	British Values				
		Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
<b>Year R</b>						
<b>What makes people special?</b>	Christianity/Judaism		✓ (10 commandments)	✓	✓	✓
<b>What is Christmas?</b>	Christianity				✓	✓
<b>How do people celebrate?</b>	Hinduism			✓	✓	✓
<b>What is Easter?</b>	Christianity	✓	✓		✓	✓
<b>What can we learn from stories?</b>	Buddhism Christianity Sikhism Islam Hinduism			✓	✓	✓
<b>What makes places special?</b>	Christianity Islam Judaism			✓	✓	✓

## Overview: Year 1

The 3 aspects of learning are colour-coded: **Please note – objectives in bold are ‘Age Related’**

Green: personal resonance with or reflection on... (formerly AT2 personal)

Blue: knowledge and understanding of... (formerly AT1)

Red: evaluation/critical thinking in relation to the enquiry question (formerly AT2 impersonal).

<u>Term</u>	<u>Enquiry Question</u>	<u>Theme/concept</u>	<u>National Curriculum Expectations</u>	<u>Subject Progression</u>	<u>SMSC</u>
<b>Autumn 1</b>  <b>Christianity</b>	<p><b>Does God want Christians to look after the world?</b></p> <p>Does the world belong to God?</p> <p>Should people take care of the world?</p> <p>(Believing/Behaving)</p>	<p>The Creation Story</p> <p>Concept: God/Creation</p>	<p>To say something about the Christian Creation story.</p> <p><b>To remember the Christian Creation story and talk about it.</b></p> <p>To re-tell the Christian Creation story and say some things that they believe God created on different days.</p>	<p>To tell you what I made.</p> <p><b>To say how it felt to make something.</b></p> <p>To say how it felt to make something and how I think my creation should be treated.</p> <p>To show some awareness that Christians believe there is a God.</p> <p><b>To express an opinion about the Christian belief about creation.</b></p> <p>To start to talk about how I think the world got here.</p>	Spiritual Moral
<b>Autumn 2</b>  <b>Christianity</b>	<p><b>What gifts might Christians in my town have given Jesus if He had been born here rather than in Bethlehem?</b></p> <p>What can I learn from stories from religious traditions?</p>	<p>The Christmas Story</p> <p>Concept: Incarnation</p>	<p>To say something about the Christmas story.</p> <p><b>To remember some of the Christmas story.</b></p> <p>To remember the Christmas story, including which gifts were given to Jesus.</p>	<p>To talk about a present I have received.</p> <p><b>To talk about a gift that is special to me</b></p> <p>To talk about a gift that is special to me and explain how I felt when I received it.</p>	Spiritual Cultural

	<p>Are symbols better than words at expressing religious beliefs?# (Believing/Belonging)</p>			<p>To show some awareness that Jesus is special to Christians.</p> <p>To suggest a gift I would give to Jesus.</p> <p>To think of a gift Christians might choose for Jesus and start to explain why He is special to them. (Incarnation).</p>	
<p>Spring 1 Christianity</p>	<p>Was it always easy for Jesus to show friendship?</p> <p>What can I learn from religious traditions?</p> <p>Should people follow religious leaders and teachings?</p> <p>(Believing/Behaving)</p>	<p>Jesus as a Friend</p> <p>Concept: Incarnation</p>	<p>To say something about one of Jesus' friends.</p> <p>To remember a story about Jesus showing friendship and talk about it.</p> <p>To tell a story about Jesus and His friends and say how He showed friendship in that story.</p>	<p>To talk about who is my friend.</p> <p>To talk about my friends and why I like them.</p> <p>To talk about times when I have been a good friend.</p> <p>To say how Jesus was nice to people.</p> <p>To say how Jesus tried to be a good friend.</p> <p>To say how Christians show friendship and how God helps them do this.</p>	<p>Moral Social</p>
<p>Spring 2 Christianity</p>	<p>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <p>Should people follow religious leaders and teachings?</p>	<p>Easter- Palm Sunday</p> <p>Concept: Salvation</p>	<p>To talk about something about Palm Sunday.</p> <p>To recall parts of the Easter story. I can recognise some symbols in the story.</p> <p>To recall what happened on Palm Sunday and can</p>	<p>To talk about someone who is special to me.</p> <p>To talk about a person I admire.</p> <p>To discuss how I might treat a special person and say why.</p>	<p>Spiritual Cultural</p>

	<p>Are symbols better than words at expressing religious beliefs?</p> <p>(Believing/Behaving)</p>		<p>say what some of the symbols in the Easter story mean.</p>	<p>To show some awareness that Jesus is special to Christians.</p> <p><b>To start to show understanding that Jesus is special to Christians and say why.</b></p> <p>To recognise that Jesus must be special to Christians to be welcomed in this way and start to explain their beliefs about Him.</p>	
<p>Summer 1</p> <p>Judaism</p>	<p><b>Is Shabbat important to Jewish children?</b></p> <p>Are religious celebrations important to people?</p> <p>(Believing/Belonging)</p>	<p>Shabbat</p>	<p>To talk about something on the special Shabbat table.</p> <p><b>To use the right names for things that are special to Jewish people during Shabbat and explain why.</b></p> <p>To talk about some of the things that Jewish people do to celebrate Shabbat.</p>	<p>To talk about my favourite day.</p> <p><b>To talk about which is my favourite day of the week and talk about food I would like to share in a special meal.</b></p> <p>To explain why a particular day is my favourite and why, and can talk about when I would share a special meal.</p> <p>To tell an adult what Joshua might do on a Friday after school.</p> <p><b>To start to make a connection between being Jewish and decisions about behaviour.</b></p>	<p>Spiritual Cultural</p>

				To start to explain how certain beliefs affect decision-making.	
<p><b>Summer 2</b></p> <p><b>Judaism</b></p>	<p><b>Are Rosh Hashanah and Yom Kippur important to Jewish children?</b></p> <p>Are religious celebrations important to people?</p> <p>Are symbols better than words at expressing religious beliefs?</p> <p>(Believing/Belonging)</p>	<p>Rosh Hashanah and Yom Kippur</p>	<p>To say something that Jews do at Rosh Hashanah or at Yom Kippur.</p> <p>To tell you something that either Rosh Hashanah or Yom Kippur is about.</p> <p>To tell you what I think is an important part of Rosh Hashanah or Yom Kippur.</p>	<p>To tell an adult a time I said sorry.</p> <p>To say how it feels to say sorry and what I have said sorry for.</p> <p>To tell you how it feels to forgive someone.</p> <p>To show some awareness of what is important about Rosh Hashanah and Yom Kippur.</p> <p>To choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.</p> <p>To give a reason why one of the pictures I chose is important to Jewish children at Rosh Hashanah or Yom Kippur.</p>	<p>Spiritual</p> <p>Cultural</p>

## Overview: Year 1- British Values

Discovery RE Enquiry	Religions Studied:	British Values				
		Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
<b>Year 1</b>						
Does God want Christians to look after the world?	Christianity		✓ not to damage others' property /graffiti etc.		✓	✓
What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Christianity				✓	✓
Was it always easy for Jesus to show friendship?	Christianity			✓	✓	✓
Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Christianity	✓	✓ (Roman rule/ how to treat monarchy)		✓	✓
Is Shabbat important to Jewish children?	Judaism		✓ (Shabbat rules)	✓ (choice about party in assessment)	✓	✓
Are Rosh Hashanah and Yom Kippur important to Jewish children?	Judaism			✓	✓	✓

## Overview: Year 2

The 3 aspects of learning are colour-coded: **Please note – objectives in bold are ‘Age Related’**

Green: personal resonance with or reflection on... (formerly AT2 personal)

Blue: knowledge and understanding of... (formerly AT1)

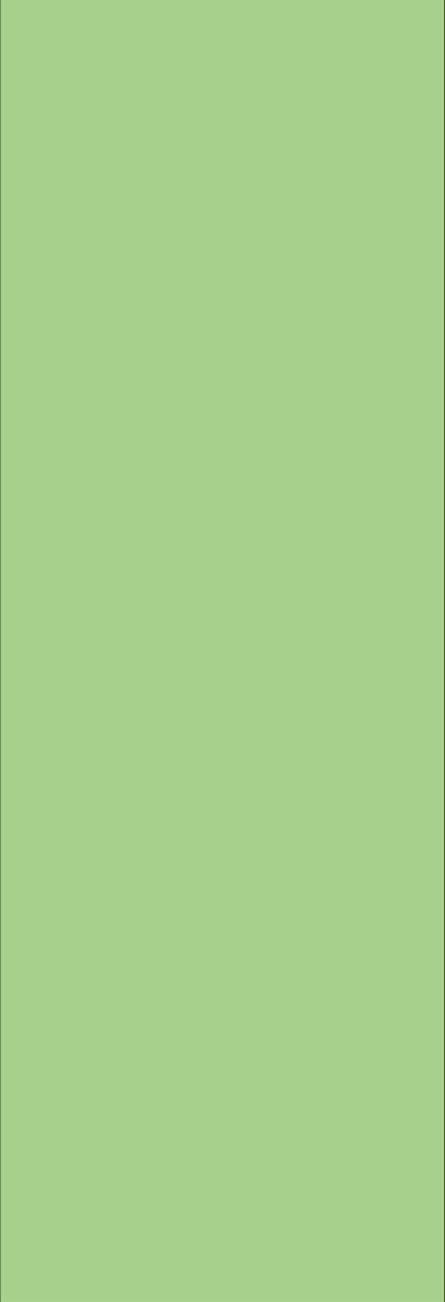
Red: evaluation/critical thinking in relation to the enquiry question (formerly AT2 impersonal).

<u>Term</u>	<u>Enquiry Question</u>	<u>Theme/concept</u>	<u>National Curriculum Expectations</u>	<u>Subject Progression</u>	<u>SMSC</u>
<b>Autumn 1</b>  <b>Christianity</b>	<p><b>Is it possible to be kind to everyone all of the time?</b></p> <p>What can I learn from stories from religious traditions?</p> <p>Should people follow religious leaders and teachings?</p> <p>(Believing/Behaving)</p>	<p>What did Jesus teach?</p> <p>Concept: Gospel</p>	<p>To remember something Jesus said or did to be kind.</p> <p><b>To re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.</b></p> <p>To tell you some ways Christians try to follow Jesus’ example of being kind.</p>	<p>To tell an adult when I was kind.</p> <p><b>To tell an adult when I have been kind to others even when it was difficult.</b></p> <p>To say when and why it is easy or difficult to be kind.</p> <p>To say if I think Christians can be kind.</p> <p><b>To say if I think Christians should be kind and give a reason.</b></p> <p>To say why I think Christians should be kind and start to explain how they think they can do this (with God’s help).</p>	<p>Moral</p> <p>Social</p>
<b>Autumn 2</b>  <b>Christianity</b>	<p><b>Why do Christians believe God gave Jesus to the world?</b></p> <p>Is God important to everyone?</p> <p>(Believing)</p>	<p>Christmas; Jesus as a gift from God</p> <p>Concept: Incarnation</p>	<p>To remember some of the Christmas story.</p> <p><b>To remember the Christmas story and start to explain that Christians believe Jesus was a gift from God.</b></p>	<p>To tell you how I try to show love in the world.</p> <p><b>To say how I could help solve a problem by showing love.</b></p>	<p>Spiritual</p> <p>Moral</p>

			<p>To explain how Jesus' coming to the world shows Christians how they could love/help people and the world.</p>	<p>To say how I could help solve a problem in the world by showing love.</p> <p>To start to say why Christians think God gave Jesus to the world.</p> <p><b>To tell an adult why Christians think God gave Jesus to the world.</b></p> <p>To explain the Christian belief that God gave Jesus to the world to rescue/save it.</p>	
<p><b>Spring 1</b></p> <p><b>Judaism</b></p>	<p><b>How important is it for Jewish people to do what God asks them to do?</b></p> <p>Is God important to everyone?</p> <p>Should people follow religious leaders and teachings?</p> <p>(Believing/Behaving)</p>	<p>Prayer at home</p>	<p>To tell an adult something Jews do at Passover.</p> <p><b>To talk about the Seder meal, or another Jewish practice, with some detail and some of the correct vocabulary, and start to explain why they choose to do this.</b></p> <p>To describe some of the things Jews choose to do to show respect for God.</p>	<p>To talk about people I listen to/respect.</p> <p><b>To talk about why I do as some people ask but not others.</b></p> <p>To say what makes me do as some people ask but not others and explain what influences my choices.</p> <p>To start to say what I think is an important thing Jews do to show they are doing what God asks.</p> <p><b>To can suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason.</b></p>	<p>Spiritual</p> <p>Moral</p> <p>Cultural</p>

				<p>To give reasons why I think certain things are more or less important for Jews to do to show they respect God.</p>	
<p>Spring 2 Christianity</p>	<p><b>How important is it to Christians that Jesus came back to life after His crucifixion?</b></p> <p>Is God important to everyone?</p> <p>Are symbols better than words at expressing religious beliefs?</p> <p>(Believing)</p>	<p>Easter Resurrection</p> <p>Concept: Salvation</p>	<p>To recall parts of the Easter story.</p> <p><b>To recall what Christians believe happened on Easter Sunday.</b></p> <p>To tell an adult about the Christian belief in Jesus' resurrection and start to explain why this is so important to them.</p>	<p>To say how I remember people who are not here anymore.</p> <p><b>To say what I believe happens to you when you die and tell you how I remember people close to me.</b></p> <p>To start to discuss my beliefs in life after death/what happens when someone dies.</p> <p>To talk about what I think happened to Jesus.</p> <p><b>To start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.</b></p> <p>To start to explain what Christians believe about Jesus' resurrection, and to evaluate how important</p>	<p>Spiritual</p>

				<p>this is to them. I can say what I believe about life after death.</p>	
<p>Summer 1 Judaism</p>	<p><b>How special is the relationship Jews have with God?</b></p> <p>Who do I believe I am? Does it feel special to belong?</p> <p>(Believing/Belonging)</p>	<p>Passover</p>	<p>To remember a story about a person important to Jews.</p> <p><b>To tell a story about Abraham or Moses and say why one of these men is important to Jews today.</b></p> <p>To start to explain what makes Jewish people believe they have a special relationship with God and understand the roles of Abraham and Moses in this.</p>	<p>To tell an adult what an agreement is.</p> <p><b>To explain why agreements are important and why they should be kept.</b></p> <p>To explain agreements and contracts and say how I would feel if one was broken.</p> <p>To talk about an agreement Jewish people make with God and say if this is important.</p> <p><b>To start to explain the significance of one thing Jews do and say how it shows their special relationship with God.</b></p> <p>To tell an adult some of the ways Jewish people express their special relationship with God and start to understand how special that might be for them.</p>	<p>Spiritual Cultural</p>
<p>Summer 2 Judaism</p>	<p><b>What is the best way for a Jew to show commitment to God?</b></p>	<p>Rites of passage and good works</p>	<p>To name some things that are special to Jews.</p>	<p>To name some things that I have done at certain ages and can tell you something that is important to me.</p>	<p>Spiritual Social Cultural</p>

	<p>Should people follow religious leaders and teachings?</p> <p>Is God important to everyone?</p> <p>(Believing/Behaving)</p>		<p><b>To talk about one of the ways Jews show commitment to God.</b></p> <p>To describe some ways that Jews choose to show commitment to God and am starting to understand that they may do this in different ways.</p>	<p><b>To explain why I could do certain things at certain ages. I can tell you what I am most committed to in my life.</b></p> <p>To explain why I think some things need to wait until you are a certain age. I can give you examples of things I am committed to and explain which ones are more or less important to me.</p> <p>To start to express an opinion about what might be important to Jews.</p> <p><b>To talk about a way that Jews show commitment to God and say why this might be important.</b></p> <p>To express an opinion on which ways I think might be best for Jews to show their commitment to God and start to give my reasons.</p>	

## Overview: Year 2- British Values

Discovery RE Enquiry	Religions Studied:	British Values				
		Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
<b>Year 2</b>						
Is it possible to be kind to everyone all of the time?	Christianity			✓	✓	✓
Why do Christians believe God gave Jesus to the world?	Christianity			✓	✓	✓
How important is it for Jewish people to do what God asks them to do?	Judaism		✓ (Passover rules)	✓	✓	✓
How important is it to Christians that Jesus came back to life after his crucifixion?	Christianity		✓ (Jesus allowed himself to be condemned under the law of his land)	✓	✓	✓
How special is the relationship Jews have with God?	Judaism		✓ (The Covenant)	✓	✓	✓
What is the best way for a Jew to show commitment to God?	Judaism		✓ (613 rules)	✓	✓	✓

## Overview: Year 3

The 3 aspects of learning are colour-coded: **Please note – objectives in bold are ‘Age Related’**

Green: personal resonance with or reflection on... (formerly AT2 personal)

Blue: knowledge and understanding of... (formerly AT1)

Red: evaluation/critical thinking in relation to the enquiry question (formerly AT2 impersonal).

Term	Enquiry Question	Theme/concept	National Curriculum Expectations	Subject Progression	SMSC
<b>Autumn 1</b>  <b>Hinduism</b>	<p><b>Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</b></p> <p>Does participating in worship help people to feel closer to God or their faith community?</p> <p>(Belonging)</p>	Diwali	<p>To describe some of the things Hindus do at home or at the temple during Diwali.</p> <p><b>To describe some of the ways Hindus celebrate Diwali and start to explain how I think Hindu children might feel at Diwali.</b></p> <p>To describe some of the ways Hindus celebrate Diwali and start to understand which of these may bring the greatest sense of belonging</p>	<p>To think of an action I could take to help a special group I belong to. I can design a symbol to show what my special group stands for.</p> <p><b>To tell you three important actions I could take to support a group I belong to. I can discuss my understanding of my group’s symbol.</b></p> <p>To describe ways in which I could demonstrate that I belong to special group, and explain how doing these things brings me a sense of belonging.</p> <p>To say if I think Christians can be kind.</p> <p><b>To say if I think Christians should be kind and give a reason.</b></p> <p>To say why I think Christians should be kind and</p>	Social Cultural

				start to explain how they think they can do this (with God's help).	
Autumn 2 Christianity	<p><b>Has Christmas lost its true meaning?</b></p> <p>Do sacred texts have to be 'true' to help people understand their religion?</p> <p>Is religion the most important influence and inspiration in everyone's life?</p> <p>(Believing/Behaving)</p>	<p>Christmas</p> <p>Concept: Incarnation</p>	<p>To tell an adult what the nativity story tells Christians about Jesus (given to the world by God). .</p> <p><b>To start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.</b></p> <p>To make the links between Christian beliefs about Christmas and the way they celebrate it.</p>	<p>To explain what Christmas means to me.</p> <p><b>To explain what Christmas means to me and talk about whether this involves giving and receiving gifts.</b></p> <p>To explain what gift I would like to give to the world and what difference it would make.</p> <p>To talk about some of the different ways Christmas is celebrated by Christians and non-Christians.</p> <p><b>To start to tell an adult what Christmas means to Christians and what it means to me.</b></p> <p>To recognise that Christmas means different things to different people.</p>	Spiritual Cultural
Spring 1 Christianity	<p><b>Could Jesus heal people? Were these miracles or is there some other explanation?</b></p> <p>Do sacred texts have to be 'true' to help people understand their religion?</p>	<p>Jesus' Miracles</p> <p>Concept: Incarnation</p>	<p>To retell a story about Jesus healing someone and say one thing Christians might believe about Jesus.</p> <p><b>To explain one Christian viewpoint about one of Jesus' healing miracles.</b></p> <p>To explain two different ways Christians might</p>	<p>To talk about what I think a miracle is.</p> <p><b>To talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today.</b></p>	Spiritual

	<p>Is religion the most important influence and inspiration in everyone's life?</p> <p>(Believing/Behaving)</p>		<p>interpret one of Jesus' healing miracles.</p>	<p>To explain why some people may describe something they see as a miracle when there may also be another explanation.</p> <p>To identify some of the questions people ask about Jesus' healing miracles.</p> <p><b>To start to say whether I believe Jesus actually healed people or not.</b></p> <p>To explain how Christians may describe and explain Jesus' miracles.</p>	
<p><b>Spring 2</b></p> <p><b>Christianity</b></p>	<p><b>What is 'good' about Good Friday?</b></p> <p>Should religious people be sad when someone dies?</p> <p>Do sacred texts have to be 'true' to help people understand their religion?</p> <p>Can the arts help communicate religious beliefs?</p> <p>(Believing)</p>	<p>Easter - Forgiveness</p> <p>Concepts: Salvation, New Covenant</p>	<p>To say what some of these symbols represent e.g. cross: cross/bread/wine.</p> <p><b>To start to talk about why Christians believe Jesus' death is important.</b></p> <p>To start to explain why Christians see Jesus' death as 'good'.</p>	<p>To explain that rescuing means helping a bad situation get better.</p> <p><b>To suggest how a person may rescue/help others who are in difficult situations.</b></p> <p>To talk about people who are special to me because they have rescued me from difficult situations and/or shown me how I could help others.</p> <p>To ask questions about The Last Supper and Jesus' death.</p> <p><b>To start to reflect on whether I agree with Christian</b></p>	<p>Spiritual Moral</p>

				<p><b>beliefs about Jesus' death.</b></p> <p>To reflect on whether I agree with Christian beliefs about why Jesus died and give my own thoughts/opinions.</p>	
<p><b>Summer 1</b></p> <p><b>Hinduism</b></p>	<p><b>How can Brahman be everywhere and in everything?</b></p> <p>Do sacred texts have to be 'true' to help people understand their religion?</p> <p>Can the arts help communicate religious beliefs?</p> <p>(Believing)</p>	<p>Hindu Beliefs</p>	<p>To tell and adult about some Hindu gods and start to explain their significance to Hindus.</p> <p><b>To describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.</b></p> <p>To make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives.</p>	<p>To explain how I may be special in different ways to different people.</p> <p><b>To explain some of the different roles I play whilst still being me.</b></p> <p>To describe some of the characteristics that make me, me even when I am playing different roles.</p> <p>To ask questions about what Hindus believe.</p> <p><b>To recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.</b></p> <p>To reflect on Hindu beliefs and express thoughts on these.</p>	<p>Spiritual</p>
<p><b>Summer 2</b></p> <p><b>Hinduism</b></p>	<p><b>Would visiting the River Ganges feel special to a non Hindu?</b></p>	<p>Pilgrimage to the River Ganges</p>	<p>To tell and adult about some of the things Hindus do at/in the River Ganges and start to explain why this river is</p>	<p>To explain the effects of water on me.</p>	<p>Spiritual Cultural</p>

	<p>Do religious people live better lives?</p> <p>Is religion the most important influence and inspiration in everyone's life?</p> <p>(Believing/Behaving)</p>		<p>important to them</p> <p><b>To describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it.</b></p> <p>To show an understanding of why the River Ganges is important to Hindus and also start to suggest why non-Hindus might also want to visit this river.</p>	<p><b>To explain why water is important.</b></p> <p>To describe some ways that people use water in groups and start to explain how that gives a sense of community.</p> <p>To tell an adult how I think it might feel for a Hindu to visit the River Ganges.</p> <p><b>To empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.</b></p> <p>To start to express my understanding of the religious significance of visiting the River Ganges for a Hindu and can reflect on how it might feel for a non-Hindu to go there (this might be me if I am not Hindu).</p>	

## Overview: Year 3 - British Values

Discovery RE Enquiry	Religions Studied:	British Values				
		Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
<b>Year 3</b>						
Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?	Hinduism		✓	✓	✓	✓
Has Christmas lost its true meaning?	Christianity				✓	✓
Could Jesus heal people? Were these miracles or is there some other explanation?	Christianity				✓	✓
What is 'good' about Good Friday?	Christianity				✓	✓
How can Brahman be everywhere and in everything?	Hinduism				✓	✓
Would visiting the River Ganges feel special to a non-Hindu?	Hinduism				✓	✓

## Overview: Year 4

The 3 aspects of learning are colour-coded: **Please note – objectives in bold are ‘Age Related’**

Green: personal resonance with or reflection on... (formerly AT2 personal)

Blue: knowledge and understanding of... (formerly AT1)

Red: evaluation/critical thinking in relation to the enquiry question (formerly AT2 impersonal).

<u>Term</u>	<u>Enquiry Question</u>	<u>Theme/concept</u>	<u>National Curriculum Expectations</u>	<u>Subject Progression</u>	<u>SMSC</u>
<p><b>Autumn 1</b></p> <p><b>Judaism</b></p>	<p><b>How special is the relationship Jews have with God?</b></p> <p>Do sacred texts have to be ‘true’ to help people understand their religion?</p> <p>Does participating in worship help people to feel closer to God or their faith community?</p> <p>(Believing/Belonging)</p>	<p>Beliefs and Practices</p>	<p>To tell a Jewish story and say something Jewish people believe. .</p> <p><b>To start to explain what makes Jewish people believe they have a special relationship with God.</b></p> <p>To make links between the Abraham and Moses stories and the Jewish belief that they are in a special relationship with God.</p>	<p>To explain why agreements are important and why they should be kept.</p> <p><b>To give examples of agreements and contracts and explain how I would feel if one was broken. I can tell you an affirmation/promise I would like to make.</b></p> <p>To explain that a promise can be an agreement or an affirmation and can give examples of these. I can tell an adult an affirmation I would like to make and explain why.</p> <p>To start to explain the significance of an aspect of Jews’ relationship with God.</p> <p><b>To tell and adult some of the ways Jewish people express their special relationship with God and start to understand how that might feel.</b></p>	<p>Spiritual</p> <p>Moral</p> <p>Cultural</p>

				To start to relate to how Jews feel about their special relationship with God.	
<b>Buddhism</b>	<p><b>Is it possible for everyone to be happy?</b></p> <p>Do religious people lead better lives?</p> <p>Do all religious beliefs influence people to behave well towards others?</p> <p>Is religion the most important influence and inspiration in everyone's life?</p> <p>(Believing)</p>	The life of the Buddha	<p>I can tell you important parts of the Buddha's life story in the right sequence and start to explain how he felt at certain points.</p> <p><b>I can tell you some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him.</b></p> <p>I can make a link between trying to live a good life by following the 8-fold path and the suffering Siddhattha saw.</p>	<p>I can talk about what makes me happy and think about why some people may not be happy.</p> <p><b>I can start to show an understanding of why people think it is difficult to be happy all the time.</b></p> <p>I can give an opinion on whether helping other people to be happy might make me happy also.</p>	Spiritual Social
<b>Autumn 2 Christianity</b>	<p><b>What is the most significant part of the Nativity story for Christians today?</b></p> <p>Do sacred texts have to be 'true' to help people understand their religion?</p> <p>Can the arts help to communicate religious beliefs?</p> <p>(Believing/Belonging)</p>	<p>Christmas</p> <p>Concept: Incarnation</p>	<p>To explain what some of the symbols in the Christmas story mean to Christians.</p> <p><b>To describe one thing a Christian might learn about Jesus from a Christmas symbol.</b></p> <p>To start to explain which Christmas symbols tell Christians something about the incarnation (Jesus being God on earth).</p>	<p>To design a symbol to tell you something about myself and explain it.</p> <p><b>To design a symbolic object to show the significance of Christmas or the Christmas holiday to me.</b></p> <p>To explain the symbolism of the object I have designed and say how it expresses the significant part of Christmas or the Christmas holiday for me.</p> <p>To ask questions about something I find puzzling in the Christmas story.</p>	Spiritual Cultural

				<p>To ask questions about what Christmas means to Christians and compare this with what it means to me. .</p> <p>To reflect on how I feel about Christian beliefs about Christmas and the Incarnation.</p>	
<p>Spring 1 Judaism</p>	<p><b>How important is it for Jewish people to do what God asks them to do?</b></p> <p>Do religious people lead better lives?</p> <p>Is religion the most important influence and inspiration in everyone's life?</p> <p>(Believing/Behaving)</p>	<p>Passover</p>	<p>To tell an adult about some of the things Jews can and can't eat if they keep Kosher.</p> <p><b>To describe some of the things Jews do to show respect to God.</b></p> <p>To identify and describe some of the ways Jews try to do as God asks and start to explain why they feel it is important to do so.</p>	<p>To discuss why I would choose to follow an instruction not to eat certain foods.</p> <p><b>To discuss why I would choose to follow an instruction not to eat certain foods, who I would listen to and why.</b></p> <p>To explain how I might feel if I were not allowed to eat certain foods. I can also explain why I may choose to eat or not eat certain foods.</p> <p>To ask questions about aspects of the Seder meal or Kashrut laws to find out why they are important.</p> <p><b>To start to identify how it would feel to keep Kashrut.</b></p> <p>To give you my opinion as to whether these ways are important to Jews.</p>	<p>Spiritual Cultural</p>

<p style="text-align: center;"><b>Buddhism</b></p>	<p><b>Could the Buddha's teachings make the world a better place?</b></p> <p>Do religious people lead better lives?</p> <p>Do all religious beliefs influence people to behave well towards others?</p> <p>(Believing/Behaving)</p>	<p>Buddha's teachings</p>	<p>I can recall one of the Buddha's stories and start to say what it means.</p> <p><b>I can recall one of the Buddha's stories and start to explain what the Buddha was teaching through it.</b></p> <p>I can make links between one of the Buddha's stories and his teachings about what causes suffering.</p>	<p>I can talk about some situations which are wonderful or problematic.</p> <p><b>I can suggest why there may be problems in the world and how people could help solve them.</b></p> <p>I can start to consider the extent to which I can help make the world a better place.</p> <p>I can start to relate this story to making the world a better place.</p> <p><b>I can give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place.</b></p> <p>I can start to consider the extent to which the Buddha's teachings might help Buddhists make the world a better place.</p>	<p>Spiritual Moral</p>
<p style="text-align: center;"><b>Spring 2 Christianity</b></p>	<p><b>Is forgiveness always possible for Christians?</b></p> <p>Do religious people lead better lives?</p> <p>Do all religious beliefs influence people</p>	<p>Easter</p> <p>Concept: Salvation</p>	<p>To recall a Christian story about forgiveness and say what it tells people about how to treat each other.</p> <p><b>To describe what a Christian might learn about forgiveness from a Biblical text.</b></p>	<p>To talk about how easy it is to forgive some people some times, or how difficult it might be.</p> <p><b>To talk about what sort of help I might need to show forgiveness.</b></p>	<p>Spiritual Moral</p>

	<p>to behave well towards others? (Believing/Behaving)</p>		<p>To explain how Christians might try to put into practice Jesus' teachings about forgiveness.</p>	<p>To give my opinion as to why showing forgiveness may be important.</p> <p>To talk about when a Christian may find it easy or difficult to forgive someone.</p> <p>To show an understanding of how Christians believe God can help them show forgiveness.</p> <p>To give examples of when Jesus showed forgiveness and explain why I think He asked people to follow His example.</p>	
<p>Summer 1 Judaism</p>	<p><b>What is the best way for a Jew to show commitment to God?</b></p> <p>Do religious people lead better lives?</p> <p>Is religion the most important influence and inspiration in everyone's life?</p> <p>Does participating in worship help people to feel closer to God or their faith community?</p> <p>(Believing/Behaving/Belonging)</p>	<p>Beliefs and Practices</p>	<p>To describe one of the ways Jews show commitment to God.</p> <p>To describe some of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways.</p> <p>To describe how different practices enable Jews to show their commitment to God and understand that some of these will be more significant to some Jews than others.</p>	<p>To explain why I could do certain things at certain ages. I can tell you what I am most committed to in my life.</p> <p>To explain why I think some things need to wait until you are a certain age. I can give you examples of things I am committed to and explain which ones are more or less important to me.</p> <p>To discuss a range of things I am committed to and rank them in priority order. I can explain how I show commitment to these things.</p>	<p>Spiritual Moral Cultural</p>

				<p>To talk about something that is important to Jews and can express understanding as to how it might feel to do this if I were Jewish.</p> <p>To express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons.</p> <p>To start to explain which ways might be the best ways for Jews to show their commitment to God and offer a reason.</p>	
<p><b>Buddhism</b></p>	<p><b>What is the best way for a Buddhist to lead a good life?</b></p> <p>Do religious people lead better lives?</p> <p>Do all religious beliefs influence people to behave well towards others?</p>	<p>Beliefs into Practices</p>	<p>I can tell you some of the teachings of the 8-fold path and start to say what they mean to Buddhists.</p> <p>I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives.</p> <p>I can make links between the Buddha's teachings about causing no harm and the 8-fold path and can explain what the world might look like if many people tried to do this.</p>	<p>I can explain why I make some choices and say why I think some of these are 'good' choices.</p> <p>I can describe one of my 'good' choices and the consequence of it. I can also explain the consequences of making a different choice.</p> <p>I can start to identify the values and reasons that guide me to make my decisions.</p> <p>I can give simple reasoning as to why the teaching of the 8-fold path might be helpful to Buddhists trying to make good choices.</p>	<p>Spiritual Moral</p>

				<p><b>I can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to.</b></p> <p>I can start to think about which aspects of the 8-fold path might be the hardest to stick to if I as trying to make good choices and which aspect might be the most important to Buddhists.</p>	
<p><b>Summer 2</b></p> <p><b>Christianity</b></p>	<p><b>Do people need to go to church to show they are Christians?</b></p> <p>Do religious people lead better lives?</p> <p>Does participating in worship help people to feel closer to God or their faith community?</p>	<p>Prayer and Worship</p> <p>Concept: Gospel</p>	<p>To talk about some of the things that are important to Christians during worship and explain some of the symbolism, e.g. bread and wine in Holy Communion.</p> <p><b>To describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism.</b></p> <p>To describe some ways that Christians can show their beliefs and recognise that some may choose to show their faith publicly and others may keep this more private so some may need churches more than others.</p>	<p>To discuss my special place, tell an adult why it is special and how I feel when I am there.</p> <p><b>To explain some of the feelings my special place gives me and suggest why that is.</b></p> <p>To reflect on a range of special places and identify why they have the impact on me that they do.</p> <p>To respectfully question whether Christians need churches.</p> <p><b>To start to understand the impact a Christian's special place has on him/her.</b></p> <p>To say why I think the church may or may not be</p>	<p>Spiritual Cultural</p>

				important to Christians.	
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## Overview: Year 4 - British Values

Discovery RE Enquiry	Religions Studied:	British Values				
		Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
<b>Year 4</b>						
<p>How special is the relationship Jews have with God?</p> <p>Is it possible for everyone to be happy?</p>	<p>Judaism</p>    <p>Buddhism</p>		<p>✓ (The Covenant/Torah)</p>	<p>✓</p>   <p>✓</p>	<p>✓</p>   <p>✓</p>	<p>✓</p>   <p>✓</p>
<p>What is the most significant part of the nativity story for Christians today?</p>	<p>Christianity</p>			<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>How important is it for Jewish people to do what God asks them to do?</p> <p>Can the Buddha's teachings make the world a better place?</p>	<p>Judaism</p>    <p>Buddhism</p>		<p>✓ (kashrut/ UNCRC)</p>	<p>✓</p>   <p>✓</p>	<p>✓</p>   <p>✓</p>	<p>✓</p>   <p>✓</p>
<p>Is forgiveness always possible for Christians?</p>	<p>Christianity</p>		<p>✓ Jesus allowed himself to be condemned under the law of his land)</p>	<p>✓ (Jesus willingly gave his up)</p>	<p>✓</p>	<p>✓</p>
<p>What is the best way for a Jew to show commitment to God?</p> <p>What is the best way for a Buddhist to lead a good life?</p>	<p>Judaism</p>    <p>Buddhism</p>		<p>✓ (The Covenant/Torah)</p>	<p>✓</p>   <p>✓</p>	<p>✓</p>   <p>✓</p>	<p>✓</p>   <p>✓</p>
<p>Do people need to go to church to show they are Christians?</p>	<p>Christianity</p>			<p>✓</p>	<p>✓</p>	<p>✓</p>

## Overview: Year 5

The 3 aspects of learning are colour-coded: **Please note – objectives in bold are ‘Age Related’**

Green: personal resonance with or reflection on... (formerly AT2 personal)

Blue: knowledge and understanding of... (formerly AT1)

Red: evaluation/critical thinking in relation to the enquiry question (formerly AT2 impersonal).

<u>Term</u>	<u>Enquiry Question</u>	<u>Theme/concept</u>	<u>National Curriculum Expectations</u>	<u>Subject Progression</u>	<u>SMSC</u>
<p><b>Autumn 1</b></p> <p><b>Sikhism</b></p>	<p><b>How far would a Sikh go for his/her religion?</b></p> <p>Do religious people lead better lives?</p> <p>Is religion the most important influence and inspiration in everyone’s life?</p> <p>(Believing/Behaving)</p>	<p>Belief into Action</p>	<p>To use the right words to describe some of the ways Sikhs show their religion is important to them and start to explain why not all Sikhs practise their religion in the same way.</p> <p><b>To make links between how Sikhs practise their religion and the beliefs that underpin this.</b></p> <p>To use a wide range of religious vocabulary in suggesting reasons for the differences in the ways Sikhs choose to commit to and express their religion.</p>	<p>To start to explain why some things I do are more important to me than others and what difference that makes.</p> <p><b>To identify the different levels of commitment I show to different things and explain these priorities.</b></p> <p>To explain some of the beliefs that are important to me and how I choose to show commitment to them.</p> <p><b>To start to explain why I think some practices are more important to Sikhs than others.</b></p> <p><b>To respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.</b></p> <p>To express my opinion as to why Sikhs seem to show</p>	<p>Spiritual Cultural</p>

				different levels of commitment and comment on this.	
Autumn 2 Christianity	<p><b>Is the Christmas story true?</b></p> <p>Do sacred texts have to be 'true' to help people understand their religion?</p> <p>(Believing)</p>	<p>Christmas</p> <p>Concept: Incarnation</p>	<p>To describe what a Christian learns from the Christmas story.</p> <p><b>To start to explain the Christian belief that Jesus was the Incarnation of God.</b></p> <p>To identify different sources of the Christmas story and explain the meaning of Christmas to Christians (Incarnation).</p>	<p>To start to explain why people may see an event in different ways..</p> <p><b>To start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways.</b></p> <p>To give my opinion on whether a favourite story is 'true' and explain why.</p> <p>To start to explain that true can mean different things relating to the Christmas story.</p> <p><b>To start to express an opinion on whether the Christmas story is true and what this might mean to Christians.</b></p> <p>To explain my own opinion on whether the Christmas story is true and say what Christians might think of my opinion.</p>	Spiritual Moral
Spring 1 Sikhism	<p><b>Are Sikh stories important today?</b></p>	<p>Beliefs and moral values</p>	<p>To describe what a Sikh/non-Sikh might learn from a Sikh story and start to explain why stories can be</p>	<p>To give an example of a story that teaches me how to behave towards other people.</p>	Spiritual Moral

	<p>Do sacred texts have to be 'true' to help people understand their religion?</p> <p>Is religion the most important influence and inspiration in everyone's life?</p> <p>(Believing/Behaving)</p>		<p>important.</p> <p><b>To recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story.</b></p> <p>To tell you several Sikh stories and explain why some of these are relevant to Sikhs and non-Sikhs.</p>	<p><b>To explain how some stories can teach people about what is important and how to behave.</b></p> <p>To give my opinion as to why stories may be important to people today.</p> <p>To understand how what Sikhs learn from stories can influence how they behave.</p> <p><b>To explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.</b></p> <p>To explain why Sikh stories could be considered important today.</p>	
<p><b>Spring 2</b></p> <p><b>Christianity</b></p>	<p><b>How significant is it for Christians to believe God intended Jesus to die?</b></p> <p>Do sacred texts have to be 'true' to help people understand their religion?</p> <p>(Believing)</p>	<p>Easter</p> <p>Concept: Salvation</p>	<p>To say how some events in Holy Week tell Christians about Jesus' purpose/destiny.</p> <p><b>To start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</b></p> <p>To consider whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of</p>	<p>To start to consider the goals and purpose I would like for my life.</p> <p><b>To give an example of someone with a strong sense of purpose for their life and give my opinions on this.</b></p> <p>To start to show an understanding of the difference between purpose and destiny.</p> <p><b>To consider important questions about whether Jesus</b></p>	<p>Spiritual Moral</p>

			<p>events during Holy Week and find supporting evidence.</p>	<p>knew He was going to be crucified.</p> <p><b>To can start to express my opinion about Jesus' crucifixion being his destiny/purpose.</b></p> <p>To give my opinion about the importance for Christians of Jesus' death being part of God's plan.</p>	
<p>Summer 1</p> <p>Sikhism</p>	<p><b>What is the best way for a Jew to show commitment to God?</b></p> <p>Do religious people lead better lives?</p> <p>Is religion the most important influence and inspiration in everyone's life?</p> <p>Does participating in worship help people to feel closer to God or their faith community?</p> <p>(Believing/Behaving/Belonging)</p>	<p>Prayer and worship</p>	<p>To describe some of the ways that Sikhs choose to show commitment to God and am starting to understand that they may do this in different ways.</p> <p><b>To describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others.</b></p> <p>To explain why it is important to Sikhs to show their commitment to God and can describe different ways they choose to do this.</p>	<p>To express why showing commitment to something may be a good thing.</p> <p><b>To show an understanding of why people show commitment in different ways.</b></p> <p>To explain why one way of showing commitment may not be better than another.</p> <p>To start to show I understand that Sikhs make choices about how they show commitment to God.</p> <p><b>To start to express what I think about the best way a</b></p>	<p>Spiritual Cultural</p>

				<p><b>Sikh could show commitment to God.</b></p> <p>To give my opinion on what I think Sikhs should do to show commitment to God and explain why.</p>	
<p>Summer 2 Christianity</p>	<p><b>What is the best way for a Christian to show commitment to God?</b></p> <p>Do religious people lead better lives?</p> <p>Does participating in worship help people to feel closer to God or their faith community?</p> <p>(Believing/Behaving)</p>	<p>Beliefs and Practices</p> <p>Concept: Gospel</p>	<p>To describe some of the ways that Christians choose to show commitment to God and am starting to understand that they may do this in different ways.</p> <p><b>To describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others.</b></p> <p>To explain why it is important to Christians to show their commitment to God and can describe different ways they choose to do this.</p>	<p>To express why showing commitment to something may be a good thing.</p> <p><b>To show an understanding of why people show commitment in different ways.</b></p> <p>To explain why one way of showing commitment may not be better than another.</p> <p>To start to understand there are different degrees of commitment and that's up to individual Christians.</p> <p><b>To explain why I think some ways of showing commitment to God would be better than others for Christians.</b></p> <p>To explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life.</p>	<p>Spiritual Cultural</p>

## Overview: Year 5 - British Values

Discovery RE Enquiry	Religions Studied:	British Values				
		Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
<b>Year 5</b>						
<b>How far would a Sikh go for his/her religion?</b>	Sikhism		✓	✓ (how much does a Sikh give up)	✓	✓
<b>Is the Christmas story true?</b>	Christianity				✓	✓
<b>Are Sikh stories important today?</b>	Sikhism		✓ (Guru Granth Sahib)		✓	✓
<b>How significant is it for Christians to believe God intended Jesus to die?</b>	Christianity		✓ (Jesus was subject to Roman trial)		✓	✓
<b>What is the best way for a Sikh to show commitment to God?</b>	Sikhism		✓ (Guru Granth Sahib)		✓	✓
<b>What is the best way for a Christian to show commitment to God?</b>	Christianity		✓ (10 commandments)	✓ (Martin Luther King)	✓	✓

## Overview: Year 6

The 3 aspects of learning are colour-coded: **Please note – objectives in bold are ‘Age Related’**

Green: personal resonance with or reflection on... (formerly AT2 personal)

Blue: knowledge and understanding of... (formerly AT1)

Red: evaluation/critical thinking in relation to the enquiry question (formerly AT2 impersonal).

<u>Term</u>	<u>Enquiry Question</u>	<u>Theme/concept</u>	<u>National Curriculum Expectations</u>	<u>Subject Progression</u>	<u>SMSC</u>
<p><b>Autumn 1</b></p> <p><b>Islam</b></p>	<p><b>What is the best way for a Muslim to show commitment to God?</b></p> <p>Do religious people lead better lives?</p> <p>Do all religious beliefs influence people to behave well towards others?</p> <p>(Believing/Behaving)</p>	<p>Beliefs and practices</p>	<p>To describe some of the ways that Muslims choose to show commitment to God.</p> <p><b>To describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.</b></p> <p>To explore why Muslims choose to show commitment to God in the ways that they do and how this might impact on their lives.</p>	<p>To express why showing commitment to something may be a good thing.</p> <p><b>To show an understanding of why people show commitment in different ways.</b></p> <p>To explain why one way of showing commitment may not be better than another.</p> <p><b>To explain why there might be different ways of showing commitment.</b></p> <p><b>To think of some ways of showing commitment to God that would be better than others for Muslims.</b></p> <p>To explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life, (partly assessed in Lessons 1&amp;6).</p>	<p>Spiritual Cultural</p>

<p style="text-align: center;"><b>Autumn 2</b></p> <p style="text-align: center;"><b>Christianity</b></p>	<p><b>How significant is it that Mary was Jesus' mother?</b></p> <p>Do sacred texts have to be 'true' to help people understand their religion?</p> <p>(Believing)</p>	<p>Christmas</p> <p>Concept: Incarnation</p>	<p>To start to explain the significance of why Mary was chosen as Jesus' mother.</p> <p><b>To make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation).</b></p> <p>To explain why it is significant to Christians that Mary was Jesus' mother.</p>	<p>To identify some qualities that someone chosen for an important job would need.</p> <p><b>To explain the qualities needed in different people because of the important jobs they are chosen to do.</b></p> <p>To suggest who I would choose for important roles in my school and in the country and identify the qualities these people would need.</p> <p>To start to think through why Mary being Jesus' mother is important to Christians and what I think about this.</p> <p><b>To start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views.</b></p> <p>To explain my own response to the Christian belief in the Virgin birth.</p>	<p style="text-align: center;">Spiritual</p>
<p style="text-align: center;"><b>Spring 1</b></p> <p style="text-align: center;"><b>Christianity</b></p>	<p><b>Is anything ever eternal? Should religious people be sad when someone dies?</b></p> <p>How well do funeral and mourning rituals tell you about what a religion believes and about what happens after death?</p>	<p>Belief and Meaning</p> <p>Concept: Salvation</p>	<p>To describe what a Christian might learn about life after death from a Bible story.</p> <p><b>To make links between different Christian beliefs and their views on whether anything is ever eternal.</b></p>	<p>To start to show an understanding of the concept of eternity.</p> <p><b>To express the feelings I have when I think about situations or things I would like to last forever.</b></p>	<p style="text-align: center;">Spiritual Moral</p>

	(Believing/Behaving)		<p>To explain why Christians believe some things are eternal and the difference this makes to them.</p>	<p>To explain the difference it would make to me to know that something was eternal.</p> <p>To ask important questions about eternity.</p> <p><b>To reflect on my own beliefs about whether anything is eternal.</b></p> <p>To give my own answer to whether anything is eternal and give my reasons.</p>	
<p><b>Spring 2</b></p> <p><b>Christianity</b></p>	<p><b>s Christianity still a strong religion 2000 years after Jesus was on Earth?</b></p> <p>Do sacred texts have to be 'true' to help people understand their religion?</p> <p>Does participating in worship help people to feel closer to God or their faith community?</p> <p>Is religion the most important influence and inspiration in everyone's life?</p> <p>(Believing/Belonging/Behaving)</p>	<p>Easter</p> <p>Concepts: Salvation. Gospel</p>	<p>To describe one way that Christianity seems to be a strong religion today.</p> <p><b>To explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.</b></p> <p>To explain a range of arguments to suggest Christianity is a strong religion today and also give you the opposing arguments.</p>	<p>To describe how people have influenced me in different ways and say why I think this happened.</p> <p><b>To explain how the influence people have had on me has affected what I see as important</b></p> <p>To explain how I would like to be a positive influence on others.</p> <p>To start to consider whether I think Christianity is a strong religion now.</p> <p><b>To give my opinion as to whether Christianity is a strong religion now and say why I think this.</b></p>	<p>Cultural Social</p>

				<p>To express my opinion as to whether Christianity is a strong religion now giving reasoned arguments.</p>	
<p>Summer 1 Islam</p>	<p><b>Does belief in Akhirah (life after death) help Muslims lead good lives?</b></p> <p>Should religious people be sad when someone dies?</p> <p>Do religious people lead better lives?</p> <p>Do all religious beliefs influence people to behave well towards others?</p> <p>(Believing/Behaving)</p>	<p>Beliefs and moral values</p>	<p>To describe some of the ways that Muslims try to lead lives respectful to God and start to say why this is important to them.</p> <p>To explain how believing in Akhirah influences Muslims to do their best to lead good lives.</p> <p>To explain how the belief in Akhirah influences Muslim decisions and choices as to how to behave towards God and other people.</p>	<p>To explain how knowing that my actions have consequences makes a difference to the choices I make.</p> <p>To give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow.</p> <p>To start to explain how my beliefs about right and wrong, actions and consequences make a difference to the choices I make.</p> <p>To identify why leading a good life might be a good idea and why people think this.</p> <p>To recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.</p>	<p>Moral Social</p>

				<p>To ask questions about life after death and explore how what I believe about this might influence my life.</p>	
<p>Summer 2 Islam Cont.</p>	<p><b>Does belief in Akhirah (life after death) help Muslims lead good lives?</b></p> <p>Should religious people be sad when someone dies?</p> <p>Do religious people lead better lives?</p> <p>Do all religious beliefs influence people to behave well towards others?</p> <p>(Believing/Behaving)</p>	<p>Beliefs and moral values</p>	<p>To explain how Muslims try to make an effort to lead good lives, and how sometimes this leads to fighting/Holy War.</p> <p><b>To explain two different Muslim interpretations of Jihad.</b></p> <p>To explain two different Muslim interpretations of Jihad and explore their justifications for these.</p>	<p>To explain how sometimes people see/interpret things in different ways.</p> <p><b>To give examples of times when I misinterpreted something.</b></p> <p>To start to explain how my beliefs about right and wrong make a difference to how I see things.</p> <p>To start to express my opinion on how Jihad is interpreted by some Muslims.</p> <p><b>To recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.</b></p> <p>To explore my own and other people's attitudes towards interpretations of Jihad and recognise and challenge stereotyping.</p>	<p>Moral Social</p>

## Overview: Year 6 - British Values

Discovery RE Enquiry	Religions Studied:	British Values				
		Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
<b>Year 6</b>						
<b>What is the best way for a Muslim to show commitment to God?</b>	Islam		✓ (5 pillars)	✓	✓	✓
<b>How significant is it that Mary was Jesus' mother?</b>	Christianity	✓ (class vote)		✓ (her choice)	✓	✓
<b>Is anything ever eternal?</b>	Christianity				✓	✓
<b>Is Christianity still a strong religion 2000 years after Jesus was on Earth?</b>	Christianity	✓	✓	✓	✓	✓
<b>Does belief in Akhirah (life after death) help Muslims lead good lives? (Double unit)</b>	Islam	✓ (respecting law and leading peaceful lives)	✓ (Qur'an)	✓	✓	✓