

Religious Education Curriculum Overview

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	<p>Who are Christians and what do they believe?</p> <p><i>Strand- Beliefs and questions (Theology)</i></p> <p>To learn about stories within The Bible and their importance to Christians. To recognise that Christians live all over the world. To know that Christians believe in two key events within the Church year and countdown to celebrate these events. To know and understand the importance of Christmas (Incarnation), the birth of Jesus Christ, to Christians. To know and understand the importance of Easter (Salvation) and the</p>	<p>Are all families the same?</p> <p><i>Strand-Community and Identity (Human/Social Sciences)</i></p> <p>To recognise and respect other family beliefs and celebrations. To listen to and acknowledge other's views and beliefs. To know that all families are different and follow different paths/views.</p> <p>Building blocks/Key take aways:</p> <ul style="list-style-type: none"> • People like celebrating the important events in life. • Celebrations help people to feel part of a community. • Lots of celebrations involve special foods. • There are lots of ways to celebrate. 	<p>Who am I and where do I belong?</p> <p><i>Strand-Community and Identity (Human/Social Sciences)</i></p> <p>Pupils show an understanding of different communities. Pupils recognise that they belong to a community of school, home and perhaps a faith. Pupils can understand and compare the similarities and differences between themselves and others. Pupils show some understanding of Religious and Non-Religious Worldviews.</p> <p>Building blocks/Key take aways:</p> <ul style="list-style-type: none"> • There are things that Christians do that show that they belong – 	<p>Does everyone believe in God?</p> <p><i>Strand- Beliefs and questions (Theology)</i></p> <p>Pupils know that different people use the word 'God' to mean slightly different things. They have some understanding of different characteristics attributed to God or the divine. Pupils have some understanding of a small range of Religious and Non-Religious Worldviews. Pupils can share their own ideas about God.</p> <p>Building blocks/Key take aways:</p> <ul style="list-style-type: none"> • Many people believe in some divine being. • Many people believe that there is no God and that humans are free to 	<p>What is the church and who goes there?</p> <p><i>Strand- Community and Identity (Human/Social Sciences)</i></p> <p>Pupils understand the importance of worship in church for Christians. Pupils understand why Christians pray to God in church. Pupils know the Christian symbols and what they mean when used in church.</p> <p>Building blocks/Key take aways:</p> <ul style="list-style-type: none"> • There are things that Christians do that show that they belong – Baptism for example, this can include going to church. • Christians read the Bible to get their ideas. • Bible stories can be read in different ways. 	<p>What do people celebrate and why?</p> <p><i>Strand- Reality and truth (Philosophy)</i></p> <p><i>To be taught throughout the year as the celebrations occur e.g.</i> Halloween/All Saints, Bonfire Night and Remembrance, Diwali, Hanukkah, Christmas</p> <p>Pupils show a simple understanding of Religious and Non-Religious Worldviews. Pupils can recognise that some celebrations are religious and others are non-religious. Pupils can talk about religions around the world and their festivals. Pupils can describe some things that happen in secular</p>

	<p>death and resurrection of Jesus.</p> <p>Building blocks/Key take aways:</p> <ul style="list-style-type: none"> • Christians are people who believe in a God. • God came to earth as Jesus. • Christians believe that God loves people and cares for them. • Christians read the Bible to get their ideas. • Bible stories can be read in different ways. 	<p>People get their ideas from the stories that they read and tell. Communities look for truth in different places and live it out in different ways.</p>	<p>Baptism for example, this can include going to church.</p>	<p>make their own choices.</p> <ul style="list-style-type: none"> • There are lots of stories that people tell to help them understand the ideas. 		<p>celebrations e.g., Halloween, Mexican Day of the Dead, Bonfire night</p> <p>Building blocks/Key take aways:</p> <ul style="list-style-type: none"> • People like celebrating the important events in life. • Celebrations help people to feel part of a community. • Lots of celebrations involve special foods. • There are lots of ways to celebrate. • There are things that Christians do that show that they belong – Baptism for example, this can include going to church. • Christians are people who believe in a God. • God came to earth as Jesus.
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Year One	Why do most Christians call God creator?	What do most Christians celebrate together?	What questions do stories in the Bible make us want to ask?	What do different Jewish people believe about God?	How and why is Shabbat important to some Jewish people in Britain?	How do people know how to behave?
	<p><i>Strand- Beliefs and questions (Theology)</i></p> <p>I can recall the creation of the world and the creation of mankind. I can describe God's purpose for the creation of the world in simple terms. I can describe God's characteristic shown in the creation story i.e. powerful and mighty and loving. I can recall some characteristics of God from the psalms e.g., king of the earth, holy, forgiving. I know that all creation is important to God but humans were created in his image to have a special relationship with God. I can explain how the Shabbat is linked to the creation story.</p>	<p><i>Strand-Community and identity (Human/Social Sciences)</i></p> <p>I can describe the key features of Christmas e.g., church services, carols, symbols of light, thanksgiving. I can explain what light represent at Christmas for Christians. I can recall some facts about the birth of Jesus from the two Gospels about his early life. I can explain what happens at a baptism and describe the artefacts used. I can explain why baptism is an important celebration in the life of a Christian – I understand that it means new life and new beginning for them.</p>	<p><i>Strand- Reality and truth (Philosophy)</i></p> <p>I can begin to ask important questions about texts and beliefs and share my own possible answers. I am beginning to be able to justify my opinions and beliefs, using simple logic and examples. I can use statements for expressing my ideas and give reasons for my suggestions.</p> <p>Building blocks/Key take aways:</p> <ul style="list-style-type: none"> • Christians read the Bible in different ways. • It makes them ask questions about how to live, what is right and wrong. • Many people think it helps them to answer 	<p><i>Strand- Community & Identity (Human/Social Sciences)</i></p> <p>I can recall that the Shema is a prayer. I can describe the significance of the Shema for Jewish people. I can describe why Abraham is important to Jewish people and retell the story of the calling of Abraham in simple terms.</p> <p>Building blocks/Key take aways:</p> <ul style="list-style-type: none"> • The Jewish religion began in Israel when Abram (Abraham) was called by God. • Jews believe that there is one God. • Jews believe that God is creator. • They believe that God sets rules for life. 	<p><i>Strand- Community & Identity (Human/Social Sciences)</i></p> <p>I can use the right names for things that are special to Jewish people during Shabbat. I can talk about some of the things that Jewish people do to celebrate Shabbat. I can start to explain how certain beliefs affect decision-making. I can start to explain why Shabbat is important to Jewish pupils in Britain.</p> <p>Building blocks/Key take aways:</p> <ul style="list-style-type: none"> • Shabbat is a weekly celebration for many Jewish people. • Most Jewish people will do no work on 	<p><i>Strand- Reality and truth (Philosophy)</i></p> <p>I can say why we have rules in our school. I can talk about an agreement Jewish people make with God and say how obedience is important to some people. I can start to explain the significance of one thing Jewish people do and say how it shows their special relationship with God. I can start to explain how Jewish people know how to behave and why the 10 commandments and food laws are important. I can talk about the sources different people use as a basis for the rules that they follow.</p>

	<p>I can explain why it is important to look after our world and the environment around us and can make suggestions on what I can do to care for the world.</p> <p>Building blocks/Key take aways:</p> <ul style="list-style-type: none"> • Christians believe God created the universe. • All creation is important to God. • God's character is reflected in the beauty of the world. 	<p>Building blocks/Key take aways:</p> <ul style="list-style-type: none"> • Christians celebrate important events in the life of Jesus. • Christmas is when they celebrate his birth. Easter celebrates his resurrection. • Many Christian celebrations happen in church as well as at home 	<p>some of these questions too.</p>		<p>Shabbat and will go to the synagogue.</p> <ul style="list-style-type: none"> • Shabbat helps Jewish people to remember that God rested after creating the world 	<p>Building blocks/Key take aways:</p> <ul style="list-style-type: none"> • There are a lot of shared ideas about the rules that are followed. • The Golden rule is shared by many different groups of people. • A person's worldview will affect what they think is right or wrong. • Rules come from different sources and can be applied in different ways. • The ten commandments may apply to many different people in different ways.
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Year Two	How do Christians find out what God is like?	What does Torah mean for Jewish people?	In what ways is the Synagogue important to Jewish people?	What are the best reasons for following a leader?	How do Christians decide what is right?	What do many Christians do when they meet and why?
	<p><i>Strand- Beliefs and questions (Theology)</i></p> <p>Pupils can say that Christians learn about what God is like from the Bible. Pupils recognise that the life of Jesus illustrates the character of God. Pupils can give different names that Christians use for God i.e. creator, Lord and king. Pupils can explain how the parables can be seen to illustrate the character of God. Pupils understand that Christians believe God is loving and forgiving and can give examples of his forgiveness and grace from the parables/ stories they have learnt about. Pupils understand that for Christians God is one and is three</p>	<p><i>Strand- Beliefs and questions (Theology)</i></p> <p>Pupils know that the Torah is a special book for Jewish people containing laws, and history. Pupils can demonstrate some of the ways in which some Jewish people follow the teachings of the Torah. They can make connections between some of the teachings and the way that some Jews live their lives. They can retell some of the history of the Jewish people and suggest why that may be important to Jews.</p> <p>Building blocks/Key take aways:</p> <ul style="list-style-type: none"> • The Torah tells the stories of the early Jews and their relationship with God. The Exodus 	<p><i>Strand- Community and Identity (Human/Social Sciences)</i></p> <p>Recognise that the Synagogue is an important building for many Jewish families. Begin to ask wondering questions and share and record wonderings as appropriate. Recall and name some features of a Synagogue and identify what they might teach about Jewish beliefs. Make links with other places of worship and consider why it is important for communities to come together.</p> <p>Building blocks/Key take aways:</p> <ul style="list-style-type: none"> • The synagogue is the centre of community 	<p><i>Strand- Reality and truth (Philosophy)</i></p> <p>I know the key leaders for Jewish people and say what makes Joshua a good leader. I can recount some of the key events that demonstrate Joshua's leadership skills. I can say what qualities a good leader should have and put them in order from least to most important. I understand that different people have different views on what qualities are important to be a good leader. I can name some leaders in my own community and reflect on what leadership qualities they should have. I understand that it is important to follow a</p>	<p><i>Strand- Truth and Reality (Philosophy)</i></p> <p>Pupils are beginning to ask important questions about life and share their own possible answers. Pupils are beginning to be able to justify their opinions and beliefs, using simple logic. Pupils can engage in simple debates. Pupils can use statements for expressing their ideas and give reasons.</p> <p>Building blocks/Key take aways:</p> <ul style="list-style-type: none"> • The Bible is complex and old, so teachers help Christians to understand. • Leaders show Christians how to live. • Not every leader, church or teacher does things the same way. 	<p><i>Strand- Community and Identity (Human/Social Sciences)</i></p> <p>Pupils can describe the key features of Christian worship such as music, sermon, prayer. Pupils can talk about why Christians meet together. Pupils can identify and describe some of the other things that Christians do apart from worship, such as foodbanks. Pupils talk about the impact on the lives of different Christians or spending time together. Pupils make links between actions and Christian beliefs and teaching</p>

	<p>persons: God the Father, God the Son and God the Holy Spirit</p> <p>Building blocks/Key take aways:</p> <ul style="list-style-type: none"> • Christians believe that God is loving, kind and just. • God has many names including Lord, King, and Creator. • Different Christians focus on different characteristics. • Stories in the Bible show Christians what God is like. 	<p>story teaches Jews that God had a plan to rescue them from their enemies.</p> <ul style="list-style-type: none"> • The Torah sets the expectations for how a Jewish person should live. 	<p>life for many Jewish people.</p> <ul style="list-style-type: none"> • The synagogue is the centre of worship for Jewish people. • The synagogue is where Jewish people learn about God. 	<p>leader using my own values and questions to guide me.</p> <p>Building blocks/Key take aways:</p> <ul style="list-style-type: none"> • Different people think that different things are right. • People get their ideas about what is right and true from other people and from the things that they read. • Asking questions helps people to decide what is right. 	<ul style="list-style-type: none"> • Different Christians have different ideas about what the Bible teaches. 	<p>Building blocks/Key take aways:</p> <ul style="list-style-type: none"> • Christians go to church to learn about God. • Christians worship together because it encourages them. • Christians often serve the wider community as part of a church.
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<p>Year Three</p>	<p>How are different people inspired by the teachings of Jesus?</p> <p><i>Strand- Belief and questions (Theology)</i></p> <p>Pupils will know who Jesus is and his faith Pupils will know Jesus told parables and be able to re tell some of them. Pupils will be able to describe some miracles Jesus did and say how it affected those involved. Pupils will be able to explain what some of the Beatitudes mean. Pupils will be able to say what the Greatest Commandment is.</p> <p>Building blocks/Key take aways:</p> <ul style="list-style-type: none"> • Christians believe that Jesus taught to show people how to live • Many Christians live to love and serve others • Christians believe that they can be forgiven for 	<p>How does the worldwide Christian family celebrate, worship and mark key events?</p> <p><i>Strand- Community & Identity (Human/Social Sciences)</i></p> <p>Pupils should be able to name key events in the life of different Christians. Pupils should identify the key festivals that are important to a some Christians. Pupils should be able to name the main Christian denominations. Pupils should be able to name similarities and differences between the way key events are celebrated by different denominations. Pupils should be able to name similarities and differences between the way key festivals are celebrated by</p>	<p>Does art help with understanding stories?</p> <p><i>Strand- Reality and truth (Philosophy)</i></p> <p>Pupils will understand that artists have depicted events from Holy Week for many years and each artist uses their painting to tell a story. Pupils will explore and describe how beliefs are expressed in a range of styles by believers and suggest what they mean. They will ask questions about the events depicted. They will explore how a depiction makes them feel and explore what they like, what they dislike and why and be able to answer the question, ‘Does art help with understanding stories and help us know what type of person Jesus was?’ Pupils will explore</p>	<p>What do Muslims believe about God and where did Islam start?</p> <p><i>Strand- Beliefs and questions (Theology)</i></p> <p>Pupils will know that Islam was started in 610AD when Angel Jibril gave Muhammad the words of God which were later recorded in the Qur’an. Pupils will know that Tawhid means belief in one God which is fundamental to Islam belief. Pupils will know that there are 99 names in the Qur’an which describe Allah (God) and help believers to know what Allah (God) is like and how he affects people’s lives. Pupils will know that the Night of Power commemorates Muhammad receiving the words of Allah (God) from the Angel</p>	<p>What is the Qur’an and why do many Muslims try to learn it by heart?</p> <p><i>Strand- Community & Identity (Human/Social Sciences)</i></p> <p>Pupils can identify the ways in which Muslims treat the Qur’an as a sacred text and describe the impact that learning it has on the life of a Muslim. They can compare some Muslim beliefs about the Qur’an with Christian and Jewish beliefs about their sacred texts. They can talk about some of the key teachings of the Qur’an and the impact these teachings have on the lives of different Muslims. They can explain why Muslims learn the Qur’an by heart and become Hafiz.</p>	<p>Does it matter if a story is true or not?</p> <p><i>Strand- Reality and truth (Philosophy)</i></p> <p>Pupils will be able to describe the way that people see truth differently based on their experiences. Pupils will evaluate the effectiveness of proverbs in helping to guide behaviour. Pupils will demonstrate how the ideas in a text can influence behaviour.</p> <p>Building blocks/Key take aways:</p> <ul style="list-style-type: none"> • Know the difference between symbolic and literal. • Understand what metaphors are. • Understand that some people believe that all religious stories are made up. • Know that the beliefs that a person has will
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	<p>bad thoughts and actions</p>	<p>different denominations and the effect of cultural influence on this.</p> <p>Pupils can describe what Christmas means and looks like for people from different faiths and worldviews.</p> <p>Building blocks/Key take aways:</p> <ul style="list-style-type: none"> • Christians mark key life events in different ways around the world. Baptism, Confirmation, Communion and weddings are all markers of belonging. • Certain beliefs inform the way these events are marked by different communities in different places. 	<p>symbolism in each artwork and suggest ideas for the artist's intent. They will recognise the diversity in the images and understand that Christianity is a worldwide religion. They will identify their response to the art work and explore what inspires and influences them.</p> <p>Building blocks/Key take aways:</p> <ul style="list-style-type: none"> • Stories and histories are often interpreted by artists. • The artistic interpretation of stories changes over time and between cultures. • Artistic interpretation can change how the reader feels about a text. 	<p>Gabriel and is remembered during Ramadan. Pupils will be able explain how the belief in Tawhid, Qur'an and 99 words and Night of Power effect how people live their lives.</p> <p>Building blocks/Key take aways:</p> <ul style="list-style-type: none"> • Muslims believe in one God, and they call him Allah. • Allah called Muhammad to teach people to follow him. • Muhammad lived in a place where people believed in many gods. • Muslims believe that the Bible and the Torah teach about Allah as well. 	<p>Building blocks/Key take aways:</p> <ul style="list-style-type: none"> • The Qur'an was dictated in Arabic to Muhammad by the Angel Jibril. • The Qur'an is believed to be the very words of Allah. • It is treated with respect and always written, read and recited in Arabic. • Learning the Qur'an by heart is a sign of dedication to Allah. 	<p>change the way that they read a text.</p> <ul style="list-style-type: none"> • Understand there is debate about what is true and reliable.
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Year Four	Who do Christians believe Jesus is?	How and why has Christian practice changed over time?	Does prayer make a difference and how do Christians know?	How do Hindus understand who God is?	What role does worship play in the life of a Hindu?	How and why do people argue that some places can be spiritual?
	<p data-bbox="271 304 539 368"><i>Strand- Beliefs & Questions (Theology)</i></p> <p data-bbox="271 416 562 1230">Pupils will know that the Christian God is made up of three equal divine persons. (God the Father, God the Son, and God the Holy Spirit) Pupils will know that Christians believe that God loves humans and sent His only Son in human form (incarnation) to guide/save them. Pupils will know that Jesus is fully God and fully man Pupils will be able to identify and explain several of Jesus' names. Pupils will be able to link some of Jesus' names to a Bible story.</p> <p data-bbox="271 1278 517 1342">Building blocks/Key take aways:</p>	<p data-bbox="593 344 884 440"><i>Strand- Community and Identity (Human/Social Sciences)</i></p> <p data-bbox="593 488 884 1015">Children will know that the Church has changed over the years since the Early Church. Children will be able to talk about features of the Early Church. Children will know how the Church has changed over the years. Children will be able to talk about some of the features of church practices over the years.</p> <p data-bbox="593 1062 840 1126">Building blocks/Key take aways:</p> <ul data-bbox="593 1134 884 1342" style="list-style-type: none"> • The early church was still very Jewish in origin. • The church in the Middle Ages read the Bible in Latin and so 	<p data-bbox="913 344 1205 408"><i>Strand- Reality & Truth (Philosophy)</i></p> <p data-bbox="913 456 1205 807">Pupils will be able to describe what prayer is and a range of ways to pray. Pupils will know why Christians pray. Pupils will know that for some Christians praying can cause miracles to happen.</p> <p data-bbox="913 847 1160 911">Building blocks/Key take aways:</p> <ul data-bbox="913 919 1205 1302" style="list-style-type: none"> • Christians believe that they can communicate with God in prayer. • They believe that God can communicate back to them. • Christians believe that prayer makes a difference to them, other people and the world. 	<p data-bbox="1234 344 1525 408"><i>Strand- Beliefs & Questions (Theology)</i></p> <p data-bbox="1234 456 1525 1375">Pupils will be able to describe some of the qualities of the God as understood by Hindus. Pupils will know: *That the one God for Hindus is called Brahman and he is represented in many different forms / deities. *The names of the Trimurti (Brahma, Vishnu and Shiva) and their consorts - the Tridevi (Saraswati, Laksmi and Parvati). *They will be able to describe characteristics of these deities and thus draw conclusions about qualities of the one God. *Key stories connected to the Trimurti, Tridevi and other deities and</p>	<p data-bbox="1554 344 1845 440"><i>Strand- Community and Identity (Human/Social Sciences)</i></p> <p data-bbox="1554 488 1845 983">Pupils will be able to explain the terms Aarti and Puja and what a home shrine and a Mandir is. Pupils will be able to explain what happens during Puja in the home and in the Mandir. Pupils will consider how worship is part of a Hindu's life and how the 5 daily duties impact their life.</p> <p data-bbox="1554 1031 1800 1094">Building blocks/Key take aways:</p> <ul data-bbox="1554 1102 1845 1302" style="list-style-type: none"> • Hindus worship in the Mandir and at home. • Many Hindus will worship daily, offering prayers and gifts to the Murtis. 	<p data-bbox="1874 344 2166 408"><i>Strand- Reality and truth (Philosophy)</i></p> <p data-bbox="1874 456 2166 1342">Name features of a church and a Mandir and explain reasons for the features. Name places of pilgrimage for Christians and for Hindus and why these places are important places of pilgrimage. Explain why people go on pilgrimage. Explain what people might do on a pilgrimage. Explain why some places are places of pilgrimage. Describe how churches and mandirs are built to be spiritual. Compare and contrast places of worship for Christianity and Hinduism</p>

	<ul style="list-style-type: none"> • Christians believe that Jesus is God's Son and He is one of the three persons of the Trinity. • Christians called Jesus with many names, one of them is Messiah. • Jesus is understood as being fully human and fully divine. • Jesus came to the world to save people from their sins. • He was crucified and resurrected. God sent Jesus to earth to show that He loved humans. • The incarnation is one of the central beliefs of Christianity. 	<p>many people were not able to read it.</p> <ul style="list-style-type: none"> • The bible is now available in many languages so people can read it for themselves. 	<ul style="list-style-type: none"> • Christians claim that miracles happen because they pray. 	<p>what they teach Hindus about the qualities of the one God.</p> <p>Building blocks/Key take aways:</p> <ul style="list-style-type: none"> • Many Hindus believe in one God, Brahman. • Brahman is in everything and everywhere. • There are many Murtis that express different aspects of Brahman. • Many Hindus see Murtis as helping them to focus on different aspects of God 	<ul style="list-style-type: none"> • Arti and puja often help Hindus to cope with challenges of life. • Worship and meditation form part of daily duties. 	<p>Compare and contrast places of pilgrimage for Christianity and Hinduism.</p> <p>Explain how a place can become spiritual.</p> <p>Explain what could be a spiritual place for them and why.</p> <p>Building blocks/Key take aways:</p> <ul style="list-style-type: none"> • For many people there are places connected with their beliefs that are important to them. • Different people recognise different places as spiritual. • There isn't always agreement on what makes a place spiritual. • Some people think that only what they can see is real. • Learn that spiritual places can include places of worship, places of pilgrimage and can be different for different people.
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<p>Year Five</p>	<p>Why is it important to Muslims that Muhammad is known as the Seal of the prophets?</p> <p><i>Strand- Beliefs and questions (Theology)</i></p> <p>I can explain why Muhammad (PBUH) is called the ‘Seal of the Prophets’.</p> <p>I understand the importance of Muhammad (PBUH) for Muslims.</p> <p>I can identify prophets that are important for Islam, Christianity and Judaism and give reasons for their importance.</p> <p>I know the roles that Isa (Jesus) and Muhammad (PBUH) have in Islam.</p> <p>I can justify the importance of prophets in Islam.</p> <p>I can explain the importance of Scripture for Muslims and how</p>	<p>How do rites of passage shape the lives of different Christians?</p> <p><i>Strand- Community and Identity (Human/Social Sciences)</i></p> <p>Lesson 1: Pupils demonstrate an understanding of the term ‘rite of passage’ and can talk about Christian Baptism.</p> <p>Lesson 2: Pupils demonstrate an understanding of what happens during a Baptism ceremony.</p> <p>Lesson 3: Pupils to demonstrate an understanding of the symbols of Baptism.</p> <p>Lesson 4: Pupils can represent the Baptism of Jesus.</p> <p>Lesson 5: Pupils can reflect and decide on what values they are committed to and where these originate from, in the same way as Christians are</p>	<p>Does Wisdom look the same for every Christian?</p> <p><i>Strand- Reality and truth (Philosophy)</i></p> <p>Pupils will be able to identify the wisdom literature in the Bible.</p> <p>Pupils will be able to name and retell a couple of parables from the bible and suggest the wisdom that Christians take from them.</p> <p>Pupils will be able to explain how Christians interpret the parables of Jesus in different ways.</p> <p>Pupils will be able to evaluate Biblical wisdom and compare it to worldly wisdom.</p> <p>Building blocks/Key take aways:</p> <ul style="list-style-type: none"> • Wisdom literature forms a key part of the biblical cannon 	<p>What do Christians believe about the death of Jesus?</p> <p><i>Strand- Beliefs and questions (Theology)</i></p> <p>Create a timeline of Holy Week with particular reference to the crucifixion.</p> <p>Explain the meaning of and give some examples of biblical sacrifice.</p> <p>Explain some ways in which the sacrifice made by Jesus is different to Jewish sacrifice.</p> <p>Building blocks/Key take aways:</p> <ul style="list-style-type: none"> • Christians believe that Jesus was crucified on ‘Good Friday’. • Christians believe that the Bible points to the need for humans to be saved from sin and restored to a good relationship with God. 	<p>How far does the mosque contribute to the Muslim concept of Ummah?</p> <p><i>Stand- Community and Identity (Human/Social Sciences)</i></p> <p>I can identify examples of how the Shahadah is used to underpin Muslim belief about Allah.</p> <p>I can make clear connections between the importance of prayer, mosques (including the Kab’ah) and community.</p> <p>I can explain how, through living out the five pillars of Islam, Muslims can show that their commitment to Allah, their faith and the community.</p> <p>I can consider how Muslims can be a part of their community even when they are not in a mosque, showing awareness of the</p>	<p>What does it mean to live a good abundant life?</p> <p><i>Strand- Reality and truth (Philosophy)</i></p> <p>To evaluate what a range of religions mean by a good life.</p> <p>To know that everyone has a worldview: a particular way of looking at the world that depends on his or her context and experiences. As such, their worldview may change over time.</p> <p>To understand there are organised worldviews, but these alone do not form a personal worldview but will influence it.</p> <p>To know that worldviews are a combination of organised and personal opinions.</p>
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	<p>the Hadith helps Muslims. I can explain the basic divisions in Islam and some of the reasons behind them.</p> <p>Building blocks/Key take aways:</p> <ul style="list-style-type: none"> • Muslims have regard for the prophets of the Old Testament and Jesus. • Muhammad is known as the ‘seal of the prophets.’ • The hadith, which contains the saying of Muhammad as well as tales of his life is as important for many Muslims as the Qur’an. • Islamic diversity stems largely from debates over the caliphate 	<p>committed to Baptism as a rite of passage.</p> <p>Building blocks/Key take aways:</p> <ul style="list-style-type: none"> • Rites of passage are important to some Christians and mark key events. • Some rites of passage such as baptism have biblical roots. • Some churches have Infant and/or adult baptism. • Confirmation, weddings, and funerals are practiced in different ways in different cultures and traditions. 	<ul style="list-style-type: none"> • Christians believe that they can gain wisdom from God and following God is wisdom • Jesus taught wisdom through the parables • Different Christians interpret the parables in different ways, 	<ul style="list-style-type: none"> • The New Testament teaches that Jesus died for the salvation of humankind. • The example of Jesus’ sacrifice is followed by some Christians. 	<p>different ways that Muslims can follow the five pillars of Islam (for example, choosing to pray in the home and workplace, making decisions about whether they are able to fast in Ramadan or go on a Hajj). I can weigh up how the mosque contributes to the community, offering and justifying other ways in which ummah is expressed.</p> <p>Building blocks/Key take aways:</p> <ul style="list-style-type: none"> • Ummah is the community of Muslims which is expressed in many ways, including through the five pillars of Islam. • The mosque is the centre of the community for many Muslims, where they go to learn about Allah and to conduct the five daily prayers. 	<p>Building blocks/Key take aways:</p> <ul style="list-style-type: none"> • A good life is not something agreed on by all people. • The Golden Rule gives some guidance that is accepted by most people. • Many religions believe that there are rewards for living whatever they decide is a ‘good’ life. • Many governments lay down rules that are meant to help people live a good life.
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<p>Year Six</p>	<p>What is the significance of Karma and Moksha for a Hindu?</p> <p><i>Strand- Beliefs and questions (Theology)</i></p> <p>I can show understanding that stories can inspire Hindus to make good choices. I can explain how dharma is a way of life for Hindus. I can give examples of how the five daily duties link to dharma. I can make clear connections between the deeds of past lives / this life and the consequences for the next life, for Hindus. I can weigh up how far the goal of moksha inspires Hindus to achieve good karma.</p> <p>Building blocks/Key take aways: Most Hindus believe:</p>	<p>How and why do Christians try and make the world a better place?</p> <p><i>Strand- Community and Identity (Human/Social Sciences)</i></p> <p>Pupils are expected to: Explain connections between biblical texts and Christian ideas of stewardship. Explain Maslow's hierarchy of needs and Universal declaration of the rights of the child. Show how Christians put their beliefs into practice. Respond to the idea that Christians have great responsibility for the Earth.</p> <p>Building blocks/Key take aways:</p> <ul style="list-style-type: none"> • The teachings of Jesus encourage Christians to love and care for each other and the world. 	<p>How do people make valid judgements about how and why the world is as it is?</p> <p><i>Strand- Reality and truth (Philosophy)</i></p> <p>Pupils can identify and organise knowledge into one of categories, such as explained by faith, explained by science, explained by neither. Ask questions about how the earth was made and/or about humanity. Evaluate whether these questions can be answered by faith or science. Identify some of the issues faced and addressed by scientists who are Christians.</p> <p>Building blocks/Key take aways:</p> <ul style="list-style-type: none"> • Scientists and Christians put forward hypotheses about how 	<p>How far is belief in the resurrection important to Christians today?</p> <p><i>Strand- Beliefs and questions (Theology)</i></p> <p>Pupils can explain and evaluate the evidence for the resurrection and make a link to the belief in the divinity of Jesus. Pupils can talk and write about the impact of belief in the resurrection on Christians in today. Pupils can make links between a range of biblical passages and Christian beliefs.</p> <p>Building blocks/Key take aways:</p> <ul style="list-style-type: none"> • Christians believe that the resurrection of Jesus reveals that he is divine. • Most Christians believe that there is life after death, or eternal life. 	<p>What might a Hindu gain from a pilgrimage to India?</p> <p><i>Strand- Community & Identity (Human/Social Sciences)</i></p> <p>I can name and locate some pilgrimage sites for Hindus. I can describe what happens at different Hindu pilgrimage sites. I can identify and explain some of the reasons why Hindus may choose to go on a pilgrimage. I can make comparisons between the pilgrimages of different faiths (Hindu and Islamic pilgrimages).</p> <p>Building blocks/Key take aways:</p> <ul style="list-style-type: none"> • Pilgrimage to India is not a requirement of Hindu faith but many undertake one at least once in a lifetime. 	<p>How does a worldview help people decide what is important?</p> <p><i>Strand- Reality and truth (Philosophy)</i></p> <p>Pupils to make connections/links between the different world views they have studied and perhaps others (Baha'i/ Humanism) Understand the similarities and differences between the different worldviews and what connects them together in society. Pupils can evaluate the various sources of wisdom about what is important and justify their own opinions. Pupils are able to present cogent arguments and spot faulty logic.</p>
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	<ul style="list-style-type: none"> • Life is a cycle of birth, death and rebirth, called samsara; • The good or bad you do in this life, karma, determines your presence in the next cycle of life; Karma is an inevitable consequence of the way we live or lives. • Moksha (breaking the cycle of samsara) is the ultimate goal for a devout Hindu in being at one with Brahman. • Hindu dharma is more a way of life than a system of beliefs. • Belief in reincarnation is a central tenet of Hindu dharma for many. • The five daily duties contribute to the understanding of life for a Hindu. 	<ul style="list-style-type: none"> • Christians believe that the good news of Jesus can transform the lives of people now and in the future. • Christians believe that the good news of Jesus should be shared in word and action to make the world a better place for all. 	<p>and why the world is at it is.</p> <ul style="list-style-type: none"> • Some of these can be tested scientifically. • Science and Christianity are not always seeking to answer the same questions. • Many Christians believe that the knowledge discovered by scientists helps them to understand God. 	<ul style="list-style-type: none"> • This belief gives Christians hope for the future but also makes some prepared to die for their beliefs. • Because Jesus is still alive Christians have been given the gift of the Holy Spirit 	<ul style="list-style-type: none"> • There are many destinations for Hindus. • Many of these centres are on the Ganges. • Different deities are venerated in different places; teachers and gurus also have locations in ashrams and other centres. 	<p>Building blocks/Key take aways:</p> <ul style="list-style-type: none"> • A worldview is a way of looking at the world and will influence the choices a person makes. • There are organised and personal, religious, and non-religious worldviews. • Everyone has a worldview. • A worldview may be a combination of organised and personal opinions and may change over time. • Experiences influence a person's worldview.
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