

Hewens Primary Religious Education (RE) Scheme of Work



Principal Aim

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

RE in the Early Years Foundation Stage

Children in EYFS should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

In line with the DfE's 2013 EYFS Profile, RE can, through planned, purposeful play and through a mix of adult-led and child-initiated activity, provide these opportunities for pupils:

Communication and Language

- Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions.
- They use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Children answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources.
- They talk about how they and others show feelings.
- They develop their own narratives in relation to stories they hear from different communities.



Personal, Social and Emotional Development

- Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect.
- They work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously.
- They talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable.
- Children think and talk about issues of right and wrong and why these questions matter.
- They respond to significant experiences showing a range of feelings when appropriate.
- They have a developing awareness of their own needs, views and feelings and be sensitive to those of others.
- Children have a developing respect for their own cultures and beliefs, and those of other people.
- They show sensitivity to others' needs and feelings, and form positive relationships.

Understanding the World

- Children talk about similarities and differences between themselves and others, among families, communities and traditions.
- They begin to know about their own cultures and beliefs and those of other people.
- They explore, observe and find out about places and objects that matter in different cultures and beliefs.

Expressive Arts and Design

- Children use their imagination in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings.
- They respond in a variety of ways to what they see, hear, smell, touch and taste.

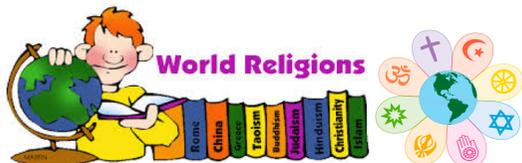
Literacy

- Children are given access to a wide range of books, poems and other written materials to ignite their interest.

Mathematics

- Children recognise, create and describe some patterns, sorting and ordering objects simply.

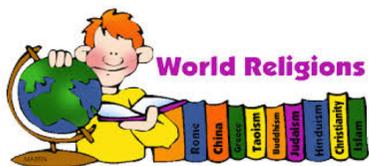
These learning intentions for RE are developed from relevant areas of the Early Years Foundation Stage Profile (DfE, 2013).



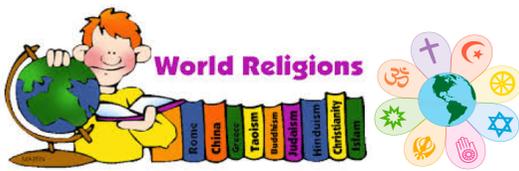
What do pupils get out of RE in KS1?

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

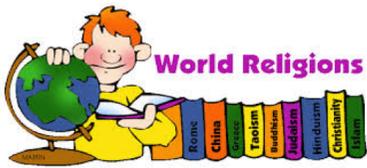
Year One (1)	Autumn Term	
Key Question: Who is a Christian and what do they believe?		
Strand	Believing	
Focus Religion	Christianity	
Learning Outcomes		Suggested Content for Learning
<p>Working Towards the Expected Standard:</p> <ol style="list-style-type: none"> 1. Talk about the fact that Christians believe in God and follow the example of Jesus. 2. Recognise some Christian symbols and images used to express ideas about God. 		<ul style="list-style-type: none"> ○ Share stories that help to show how Christians think of God e.g. the book of Jonah in the Old Testament, the Annunciation (Luke 1:26-56), the lost son (Luke 15:11-32) and Pentecost (Acts 2:1-13). ○ Describe some of the beliefs that Christians hold about God e.g. all-powerful, loving, close to every person, forgiving. ○ Look at art and recognise some symbols and images used to express ideas about God. ○ Listen to pieces of music that express ideas about God. ○ Talk to Christians about what they believe about God. ○ Give opportunities for children to reflect on and express their own big questions about life and God, in particular through discussion, art, music and drama e.g responding to the question 'Where is God?' through art. ○ Using a suitable children's Bible (e.g. <i>The Lion Storyteller Bible</i> or New International Children's Version), share stories that show the importance of Jesus to Christians e.g. a parable, a miracle, a teaching of Jesus, birth and death and resurrection of Jesus. ○ Linking with these stories, describe some of the beliefs that Christians hold about Jesus e.g. that he was kind to people in need, that he performed miracles, that he is the son of God, that he lives. ○ Investigate how Christians follow teaching from the Bible about how to live their lives e.g. prayer and worship, treating others kindly. Hear and think about some prayers Christians use. ○ Experience thanking and being thanked, praising and being praised, and connect this experience simply to an idea about worship. ○ Explore what the idea of God means for the children themselves.
<p>Working At the Expected Standard:</p> <ol style="list-style-type: none"> 1. Talk about some simple ideas about Christian beliefs about God and Jesus. 2. Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means. 3. Talk about issues of good and bad, right and wrong arising from the stories. 4. Ask some questions about believing in God and offer some ideas of their own. 		
<p>Working at Greater Depth:</p> <ol style="list-style-type: none"> 1. Make links between what Jesus taught and what Christians believe and do. 2. Respond thoughtfully to a piece of Christian music and a Bible text that inspired it. 		



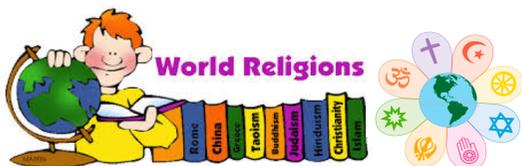
Year One (1)	Spring Term Key Question: What makes some places sacred?	
Strand	Expressing	
Focus Religions	Christianity and Islam	
Learning Outcomes		Suggested Content for Learning
<p>Working Towards the Expected Standard:</p> <ol style="list-style-type: none"> 1. Recognise that there are special places where people go to worship, and talk about what people do there. 2. Identify at least three objects used in worship in two religions. 		<ul style="list-style-type: none"> ○ Talk about how the words 'sacred' and 'holy' are used; what makes some places and things special, sacred or holy; consider what things and places are special to pupils and their families, and why; do they have things that are holy and sacred? ○ Talk about why it is important to show respect for other people's precious or sacred belongings (including the importance of having clean hands or dressing in certain ways). ○ Explore the main features of places of worship in Christianity and Islam, ideally by visiting some places of worship. ○ Find out how the place of worship is used and talk to some Christians and Muslims about how and why it is important in their lives. ○ Notice some similarities and differences between places of worship and how they are used. ○ Explore the meanings of signs, symbols, artefacts and actions and how they help in worship e.g. of a church: altar, cross, crucifix, font, lectern, candles and the symbol of light; plus specific features from different denominations as appropriate: icons, stations of the cross; baptismal pool and the bimah of a mosque/masjid: wudu; calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin. ○ Explore how religious believers sometimes use music to help them in worship e.g. Christians singing traditional hymns with an organ or using contemporary songs and instruments to praise God, thank God, say sorry, to prepare for prayer etc; children's songs to help learn stories; to celebrate at a wedding.
<p>Working At the Expected Standard:</p> <ol style="list-style-type: none"> 1. Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. 2. Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe. 3. Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel. 4. Ask good questions during a school visit about what happens in a church, synagogue or mosque. 		
<p>Working at Greater Depth:</p> <ol style="list-style-type: none"> 1. Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising. 2. Show that they have begun to be aware that some people regularly worship God in different ways and in different places. 		



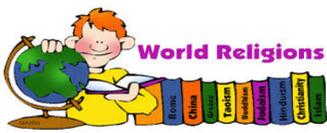
<p>Year One (1)</p>	<p style="text-align: center;">Summer Term</p> <p>Key Question: What does it mean to belong to a faith community?</p>	
<p>Strand</p>	<p style="text-align: center;">Living</p>	
<p>Focus Religions</p>	<p style="text-align: center;">Christianity and Islam</p>	
<p style="text-align: center;">Learning Outcomes</p>		<p style="text-align: center;">Suggested Content for Learning</p>
<p>Working Towards the Expected Standard:</p> <ol style="list-style-type: none"> 1. Talk about what is special and of value about belonging to a group that is important to them. 2. Show an awareness that some people belong to different religions. 		<ul style="list-style-type: none"> ○ Talk about stories of people who belong to groups; groups to which children belong, including their families and school, what they enjoy about them and why they are important to them. ○ Find out about some symbols of 'belonging' used in Christianity and Islam religion, and what they mean (Christianity e.g. baptismal candles, christening clothes, crosses as badges or necklaces, fish/ICHTHUS badges, What Would Jesus Do bracelets WWJD); symbols of belonging in children's own lives and experience. ○ Explore the idea that everyone is valuable and how Christians show this through infant baptism and dedication, finding out what the actions and symbols mean. ○ Compare this with a welcoming ceremony from Islam: <i>Aqiqah</i>. ○ Find out how people can show they belong with another person, for example, through the promises made in a wedding ceremony, through symbols. ○ Listen to some music used at Christian weddings. Find out about what the words mean in promises, hymns and prayers at a wedding. ○ Talk to some Christians, and members of another religion, about what is good about being in a community, and what kinds of things they do when they meet in groups for worship and community activities. ○ Explore the idea that different people belong to different religions, and that some people are not part of religious communities. ○ Find out about times when people from different religions work together, e.g. in charity work or to remember special events. Examples might include Christian Aid and Islamic Relief or Remembrance on 11th November.
<p>Working At the Expected Standard:</p> <ol style="list-style-type: none"> 1. Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers. 2. Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean. 3. Identify two ways people show they belong to each other when they get married. 4. Respond to examples of co-operation between different people. 		
<p>Working at Greater Depth:</p> <ol style="list-style-type: none"> 1. Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences. 2. Identify some similarities and differences between the ceremonies studied. 		



Year Two (2)	Autumn Term Key Question: Who is a Muslim and what do they believe?	
Strand	Believing	
Focus Religion(s)	Islam	
Learning Outcomes	Suggested Content for Learning	
<p>Working Towards the Expected Standard:</p> <ol style="list-style-type: none"> 1. Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr. 2. Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like. 	<ul style="list-style-type: none"> ○ Share stories that help to show how Muslims think of God (Allah) and how following God shows them ways to behave e.g. 'Muhammad and the cat', 'The story of the two brothers', 'The crying camel'. ○ Look at calligraphy and listen to <i>nasheeds</i> that express ideas about God and the Prophet Muhammad e.g. calligraphy showing some of the 99 names of Allah; <i>I am a Muslim</i> by Zain Bhikha; share the words of the Shahadah, listen to the Call to Prayer. ○ Give children a way to respond to their own big questions e.g writing a class big questions poem or a 'Where is God?' poem. ○ Describe one of the beliefs that Muslims hold about God e.g. tawhid. ○ Share the story of the revelation of the Holy Qur'an - how the Angel Jibril revealed it to Prophet Muhammad on Mount Hira; how Muslims learn Arabic to be able to read and remember it; some teachings from the Holy Qur'an. ○ Talk to Muslims about what they believe about God. ○ Explore what the concept of God means for the children themselves. ○ Identify the objects that are most precious to them. Why are they precious? How does it show? ○ Identify objects that are significant to Muslims; if possible, see them being used by a believer, e.g. prayer beads, prayer mat, Qur'an and stand, compass, headscarf. Why are these important? ○ Share the experiences of a Muslim during the fast of Ramadan and the celebrating of Eid-ul-Fitr. Why do Muslims celebrate? 	
<p>Working At the Expected Standard:</p> <ol style="list-style-type: none"> 1. Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. 2. Re-tell a story about the life of the Prophet Muhammad. 3. Recognise some objects used by Muslims and suggest why they are important. 4. Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. 		
<p>Working at Greater Depth:</p> <ol style="list-style-type: none"> 1. Make links between what the Holy Qur'an says and how Muslims behave. 2. Ask some questions about God that are hard to answer and offer some ideas of their own. 		



Year Two (2)	Spring Term Key Question: What can we learn from sacred books?	
Strand	Expressing	
Focus Religion(s)	Judaism, Islam and Christianity	
Learning Outcomes		Suggested Content for Learning
<p>Working Towards the Expected Standard:</p> <ol style="list-style-type: none"> 1. Talk about some of the stories that are used in religion and why people still read them. 2. Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books. 		<ul style="list-style-type: none"> ○ Explore what a story is and why we like them; are there different types of story? Introduce a parable as a story with a deeper meaning. Talk about how some books are more than special - they are sacred or holy, meaning that people believe that they are from God. ○ Introduce the Bible as a sacred text for Christians. ○ Introduce a sacred text for Muslims - Holy Qur'an, and/or Jewish people - Tenakh. ○ Investigate how these books are used and treated - Torah (part of Tenakh): often read from scrolls in the synagogue, beautifully written in Hebrew; Bible translated into lots of different versions to make accessible to all ages; Holy Qur'an kept in its original Arabic, as Muslims believe that is how it was revealed to Prophet Muhammad. ○ Read, act out and illustrate some stories Jesus told about what God is like (e.g. 'The lost sheep/Lost coin' Luke 15) and how to treat each other (e.g. 'The good Samaritan' Luke 10). ○ Explore stories from Jewish sacred text, the Tenakh, which teach about God looking after his people e.g. 'Joseph and his brothers' (Genesis 37, 39-48); the story of Moses (book of Exodus); 'The call of Samuel' (1 Samuel 3); 'David and Goliath' (1 Samuel 17); Jonah (Book of Jonah). ○ Explore stories about Prophet Muhammad (e.g. 'Muhammad and the hungry stranger', 'The thirsty camel', 'The sleeping cat', 'Muhammad and Bilal', 'Muhammad and the rebuilding of the Ka'aba'). ○ Share an example of a story that occurs in more than one sacred text e.g. the story of Noah, which is sacred to Muslims and Christians.
<p>Working At the Expected Standard:</p> <ol style="list-style-type: none"> 1. Recognise that sacred texts contain stories which are special to many people and should be treated with respect. 2. Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories. 3. Ask and suggest answers to questions arising from stories Jesus told and from another religion. 4. Talk about issues of good and bad, right and wrong arising from the stories. 		
<p>Working at Greater Depth:</p> <ol style="list-style-type: none"> 1. Suggest their own ideas about stories from sacred texts and give reasons for their significance. 2. Make links between the messages within sacred texts and the way people live. 		



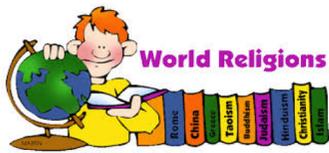
<p>Year Two (2)</p>	<p>Summer Term</p> <p>Key Question: How should we care for others and the world, and why should it matter?</p>	
<p>Strand</p>	<p>Living</p>	
<p>Focus Religion(s)</p>	<p>Islam & Christianity</p>	
<p>Learning Outcomes</p>		<p>Suggested Content for Learning</p>
<p>Working Towards the Expected Standard:</p> <ol style="list-style-type: none"> 1. Talk about how religions teach that people are valuable, giving simple examples. 2. Recognise that some people believe God created the world and so we should look after it. 		<ul style="list-style-type: none"> ○ Introduce the idea that each person is unique and important, using e.g. Christian teachings that God values everyone (Matthew 6.26); Jesus blesses the children (Matthew 19, Mark 10, Luke 18); Psalm 8 (David praises God's creation and how each person is special in it). ○ Talk about the benefits and responsibilities of friendship and the ways in which people care for others. Explore stories from the Bible about friendship and care for others and how these show ideas of good and bad, right and wrong, e.g. Jesus' special friends (Luke 5 v.1-11), four friends take the paralysed man to Jesus (Luke 5 v 17-26), 'The good Samaritan' (Luke 10: 25-37). ○ Consider the idea that we all have special gifts we can use to benefit others. ○ Learn that some religions believe that serving others and supporting the poor are important parts of being a religious believer e.g. Zakat, alms giving, in Islam. ○ Read stories about how some people have been inspired to care for people because of their religious beliefs e.g. Mother Teresa, Dr Barnardo, Sister Frances Dominica; people known in the local area. ○ Having studied the teachings of one religion on caring, work together as a group to create an event e.g. a 'Thank you' tea party for some school helpers - make cakes and thank-you cards, write invitations and provide cake and drink, or organise a small fund-raising event and donate the money to a local charity. ○ Look carefully at some texts from different religious scriptures about the 'Golden Rule' and see if the children can suggest times when it has been followed and times when it has not been followed. Talk about how the golden rule can make life better for everyone. Make cartoons to show their ideas. ○ Explore the account in Genesis 2. Talk about ways in which religious believers might treat the world, making connections with the Genesis account (e.g. humans are important but have a role as God's representatives on God's creation, to care for it, as a gardener tends a garden). Investigate ways that people can look after the world and think of good reasons they this is important.
<p>Working At the Expected Standard:</p> <ol style="list-style-type: none"> 1. Re-tell Bible stories and stories from another faith about caring for others and the world. 2. Identify ways that some people make a response to God by caring for others and the world. 3. Talk about issues of good and bad, right and wrong arising from the stories. 4. Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more. 5. Use creative ways to express their own ideas about the creation story and what it says about what God is like. 		
<p>Working at Greater Depth:</p> <ol style="list-style-type: none"> 1. Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories. 2. Answer the title question thoughtfully, in the light of their learning in this unit. 		



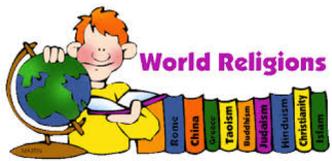
What do pupils get out of RE in KS2?

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

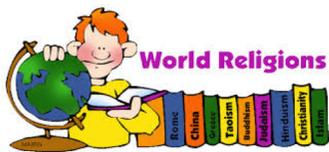
Year Three (3)	Autumn Term	
Strand	Believing	
Focus Religion(s)	Islam, Christianity, Hinduism	
Learning Outcomes		Suggested Content for Learning
<p>Working Towards the Expected Standard:</p> <ol style="list-style-type: none"> 1. Identify beliefs about God that are held by Christians, Hindus and Muslims. 2. Retell and suggest the meanings of stories from sacred texts about people who encountered God. 		<ul style="list-style-type: none"> ○ What do people believe about God? Explore some of the ways in which religions name and describe the attributes of God - with a particular focus on how Christians think of God as Trinity - Father, Son and Holy Spirit; the 99 Names of Allah; or Hindu beliefs about the Trimurti - Brahma (creator), Vishnu (preserver), Shiva (destroyer). ○ Study art (Christians), calligraphy (Muslims) and/or murtis (Hindus) used to represent ideas about God to find out what they say about God. ○ Explore how ideas about God are shown in stories/narratives: E.g. encounters which help believers to understand God's relationship with people e.g., Moses and the Burning Bush (Exodus 3.1-15), Jonah (book of Jonah in the Old Testament); Baptism of Jesus (Mark 1.9-11); Pentecost (Acts 2. 1-21) and Paul's conversion (Acts 9. 1-19); stories Jesus told which teach about God e.g. the parable of the Forgiving Father (Luke 15.11-32). ○ Hindu texts which describe the indescribable (e.g. extract some of the more concrete metaphors from Bhagavad Gita 7:8-9 and 10:21-41; [http://www.asitis.com/7/] or the poem 'Who?' by Sri Aurobindo). ○ Explore stories which help Muslims understand the nature of God e.g. the story of the Night of Power - the revelation of the Qur'an to Muhammad, and the story of Muhammad's night journey and ascension. ○ Examine similarities and differences between these views of God. ○ Explore the influence believing in God has on the lives of believers. ○ Explore the fact that many people do not believe in God. ○ Reflect on pupils' own questions and ideas about God in light of their learning. ○ Express their own ideas about God through art, music, poetry or drama.
<p>Working At the Expected Standard:</p> <ol style="list-style-type: none"> 1. Describe some of the ways in which Christians Hindus and Muslims describe God. 2. Ask questions and suggest some of their own responses to ideas about God. 3. Suggest why having a faith or belief in something can be hard (B2). 4. Identify how and say why it makes a difference in people's lives to believe in God. 		
<p>Working at Greater Depth:</p> <ol style="list-style-type: none"> 1. Identify some similarities and differences between ideas about what God is like in different religions. 2. Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts. 		



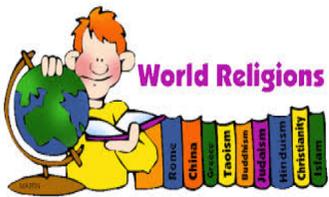
Year Three (3)	Spring Term	
Key Question: Why do people pray?		
Strand	Expressing	
Focus Religion(s)	Islam, Christianity, Hinduism	
Learning Outcomes		Suggested Content for Learning
<p>Working Towards the Expected Standard:</p> <ol style="list-style-type: none"> 1. Describe what some believers say and do when they pray. 2. Respond thoughtfully to examples of how praying helps religious believers. 		<ul style="list-style-type: none"> ○ Discover and think about the meanings of the words of key prayers in three religions - e.g. the Muslim First Surah of the Qur'an, the Christian Lord's Prayer and the Hindu Gayatri Mantra. ○ Learn that Hindus, Muslims and Christians pray in many different ways, both using set forms of words and more spontaneously, and the three religions believe similar and different ideas about how God hears prayers. ○ Consider the idea that some people are spiritual but not religious and like to pray in their own way. ○ Consider the idea that some people are atheists who believe it is more useful to be kind or to help someone than to pray for them. ○ Find out about some symbols used in prayers in different religions. ○ Explore connections between prayer in three different religions. ○ Explore the impact of prayer: Does it enable people to feel calm, hopeful, inspired, close to God or challenged? How? ○ Ask good questions about answered and unanswered prayer and find out some answers to these questions. ○ Discuss and consider the impact of praying in some stories from inside the religions, e.g. stories of answered prayer, or of the origin of a prayer in ancient India, in Jesus' teaching or in the Holy Qur'an. ○ Make links between beliefs and practice of prayer in different religions. ○ Weigh up the value and impact of these key ideas for themselves.
<p>Working At the Expected Standard:</p> <ol style="list-style-type: none"> 1. Describe the practice of prayer in the religions studied. 2. Make connections between what people believe about prayer and what they do when they pray. 3. Describe ways in which prayer can comfort and challenge believers. 4. Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray. 		
<p>Working at Greater Depth:</p> <ol style="list-style-type: none"> 1. Explain similarities and differences between how people pray. 2. Consider and evaluate the significance of prayer in the lives of people today. 		



Year Three (3)	Summer 1 Key Question: What does it mean to be a Christian in Britain today?	
Strand	Living	
Focus Religion(s)	Christianity	
Learning Outcomes	Suggested Content for Learning	
<p>Working Towards the Expected Standard:</p> <ol style="list-style-type: none"> 1. Identify and name examples of what Christians have and do in their families and at church to show their faith. 2. Ask good questions about what Christians do to show their faith . 	<ul style="list-style-type: none"> ○ Find out about how Christians show their faith within their families. What objects might you find in a Christian's home and why? E.g. Bible, cross/crucifix, palm cross, pictures of Jesus or the holy family (Mary, Joseph and Jesus), Christian magazines, CDs of Christian music, some Bible verses on the fridge. What kinds of things would Christian families do during the week? E.g. grace before meals, family prayers and Bible reading, private prayer and Bible reading, giving money to charity. Talk about which objects and actions are most important and why. What similarities and differences are there with the family values and home rituals of pupils in the class? ○ Explore what Christians do to show their faith within their church communities. What do they do together and why? Explore church noticeboards or websites to find out what goes on in at least two different kinds of churches (e.g. Anglican, Baptist, Roman Catholic, Pentecostal), and some of the similarities and differences between what Christians do there. E.g. Sunday school classes, 'Messy Church', Girls Brigade, Boys' Brigade, Sunday services, different types of worship music, home groups. Ask some children or adults from two churches about how they show their faith. ○ Find out what Christians do to show their faith in how they help their local community. Choose one or two local churches to illustrate local involvement, e.g. in food banks, running crèches and toddler groups, supporting those in need (e.g. St Vincent de Paul Society), running 'Christians Against Poverty' money management courses, Alpha Courses, cake sales, visiting the sick, etc. Obviously, Christians are not the only people who do these things, but find out <i>why</i> Christians and others do work hard to help people in their communities. What kinds of things do pupils at your school do to help others, and why? ○ Find out about some ways in which Christians make a difference in the worldwide community. How do they show that they are Christians? E.g. Mother Teresa, Pope Francis, Archbishop Justin Welby, Loretta Minghella (Director of Christian Aid). See if there are local Christians who are involved in fighting for justice etc. 	
<p>Working At the Expected Standard:</p> <ol style="list-style-type: none"> 1. Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings. 2. Describe some ways in which Christian express their faith through hymns and modern worship songs. 3. Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes. 4. Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. 		
<p>Working at Greater Depth:</p> <ol style="list-style-type: none"> 1. Explain similarities and differences between at least two different ways of worshipping in two different Christian churches. 2. Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences. 		



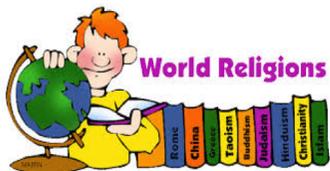
Year Three (3)	Summer 2 Key Question: Why are festivals important to religious communities?	
Strand	Living	
Focus Religion(s)	Christianity, Hinduism, Islam, Judaism	
Learning Outcomes	Suggested Content for Learning	
<p>Working Towards the Expected Standard:</p> <ol style="list-style-type: none"> 1. Recognise and identify some differences between religious festivals and other types of celebrations. 2. Retell some stories behind festivals (e.g. Christmas, Diwali, Pesach). 	<ul style="list-style-type: none"> ○ Think about times in their own lives when pupils remember and celebrate significant events/people, and why and how they do this. ○ Consider the meanings of the stories behind key religious festivals, e.g Christmas, Easter, Pentecost, Harvest in Christianity, Diwali in Hinduism, Pesach, Rosh Hashanah and Yom Kippur in Judaism, Eid in Islam. ○ Describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals. ○ Notice and think about similarities and differences between the way festival are celebrated e.g. Christmas or Holy Week within different Christian traditions; between home and places of worship. ○ Study key elements of festival: shared values, story, beliefs, hopes and commitments. ○ Consider (using Philosophy for Children methods where possible) questions about the deep meaning of the festivals: does light conquer darkness (Diwali)? Is love stronger than death (Easter)? Can God free people from slavery (Pesach)? Is it good to say sorry (Yom Kippur)? Does fasting make you a better person? How? (Ramadan and Eid-ul- Fitr; Lent). ○ Explore the benefits of celebration to religious communities by asking some local believers: why do they keep on celebrating ancient events? ○ Consider questions about the role of festivals in the life of Britain today: Is Comic Relief day a bigger festival than Easter? Should everyone be allowed a day off work for their festivals? Is Christmas for the Christians or for everyone? Can the real meaning of a festival be preserved, or do the shops and shopping always take over? 	
<p>Working At the Expected Standard:</p> <ol style="list-style-type: none"> 1. Make connections between stories, symbols and beliefs with what happens in at least two festivals. 2. Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid). 3. Identify similarities and differences in the way festivals are celebrated within and between religions. 4. Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. 		
<p>Working at Greater Depth:</p> <ol style="list-style-type: none"> 1. Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media. 2. Suggest how and why religious festivals are valuable to many people. 		



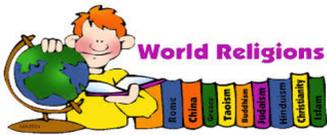
Year Four (4)	Autumn Term	
Key Question: Why is Jesus inspiring to some people?		
Strand	Believing	
Focus Religion	Christianity	
Learning Outcomes	Suggested Content for Learning	
<p>Working Towards the Expected Standard:</p> <ol style="list-style-type: none"> 1. Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus. 2. Suggest some ideas about good ways to treat others, arising from their learning. 	<ul style="list-style-type: none"> o Briefly explore what makes a person inspirational to others, identifying characteristics of a good role model. o Explore creatively some words and actions of Jesus which continue to inspire Christians today e.g parables of the kingdom of heaven (Matthew 13:1-45; sower, mustard seed, pearl etc.); parables of forgiveness (good Samaritan, Luke 10:29-37; two debtors, Luke 7:36-50; unforgiving servant, Matthew 18:21-35); hot-seat characters, freeze-frame or act out stories; create artworks; collect pupils' questions, then find out how Christians interpret these by asking some. o Use the events of Holy Week and Easter to find out why Jesus is so important to Christians today; how are the events of Holy Week celebrated by Christians, e.g. Palm Sunday, waving palms; Maundy Thursday, washing feet; sorrow of Good Friday services; darkness in churches on Saturday; light and joy of Easter Day. o Explore the question: why do Christians call Good Friday 'good'? Include the terms incarnation (Jesus as God as a human being) and salvation (Christians believe that Jesus' death and resurrection opens up a way for people to be forgiven and get close to God) (see Unit L2.2 for more on these terms). o Find out about the impact that believing in Jesus can have on a Christian's life and how Jesus has inspired some examples of contemporary inspirational Christians, e.g. how Christians show gratitude to Jesus for saving them and dealing with sin and death and bringing forgiveness - by prayer, worship, giving generously, telling other people about Jesus, caring for others. o Introduce the belief that Christians cannot be completely good and so they rely on the Holy Spirit to help them follow Jesus and be more like him (see the 'fruit of the Spirit, Galatians 5:22-23). o Follow this up with examples of what some Christians say are the most important attitudes and values to have, as inspired by Jesus' teachings and actions (e.g. love, fairness, service, sacrifice, joy) comparing these with what pupils believe to be most important. 	
<p>Working At the Expected Standard:</p> <ol style="list-style-type: none"> 1. Make connections between some of Jesus' teachings and the way Christians live today. 2. Describe how Christians celebrate Holy Week and Easter Sunday. 3. Identify the most important parts of Easter for Christians and say why they are important. 4. Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter. 		
<p>Working at Greater Depth:</p> <ol style="list-style-type: none"> 1. Make connections between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, incarnation, salvation) - see unit L2.2), reflecting on why this inspires Christians. 2. Present their own ideas about the most important attitudes and values to have today, making links with Christian values. 		



Year Four (4)	Spring Term Key Question: Why do some people think that life is a journey? What significant experiences mark this?	
Strand	Expressing	
Focus Religion(s)	Hinduism, Christianity, Judaism	
Learning Outcomes	Suggested Content for Learning	
<p>Working Towards the Expected Standard:</p> <ol style="list-style-type: none"> 1. Recall and name some of the ways religions mark milestones of commitment (including marriage). 2. Identify at least two promises made by believers at these ceremonies and say why they are important. 	<ul style="list-style-type: none"> ○ Explore and use the religious metaphor of life as a journey. What are the significant milestones on this journey? What other metaphors could be used for life? ○ Consider the value and meaning of ceremonies which mark milestones in life, particularly those associated with growing up and taking responsibility within a faith community: in Christianity, confirmation and 'believers' baptism' or adult baptism, first communion and confession (Roman Catholic); sacred thread ceremony in Hinduism; bar/bat mitzvah/chayil in Judaism. Explore the symbols and rituals used, and the promises made. Do non-religious people e.g. Humanists mark these moments? ○ What meaning do these ceremonies have to the individual, their family and their communities? ○ Rank, sort and order some different commitments held by believers in different religions - and by the pupils themselves. ○ Think about the symbolism, meaning and value of ceremonies that mark the commitment of a loving relationship between two people: compare marriage ceremonies and commitments in two religious traditions. What promises are made? Why are they important? Compare with non-religious ceremonies. ○ Explore some basic ideas about what Christians, Hindus and Jewish people believe about life after death; how do they mark the end of life? ○ Work with the metaphor of life as a journey: what might be the signposts, guidebooks, stopping points or traffic jams? Does religious or spiritual teaching help believers to move on in life's journey? ○ Create a 'map of life' for a Hindu, Jewish or Christian person, showing what these religions offer to guide people through life's journey. Can anyone learn from another person's 'map of life'? Is a religion like a 'map of life'? ○ Reflect on their own ideas about community, belonging and belief. 	
<p>Working At the Expected Standard:</p> <ol style="list-style-type: none"> 1. Suggest why some people see life as a journey and identify some of the key milestones on this journey. 2. Describe what happens in Christian, Jewish, and Hindu ceremonies of commitment and say what these rituals mean. 3. Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people. 4. Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief. 		
<p>Working at Greater Depth:</p> <ol style="list-style-type: none"> 1. Explain similarities and differences between ceremonies of commitment. 2. Discuss and present their own ideas about the value and challenge of religious commitment in Britain today. 		



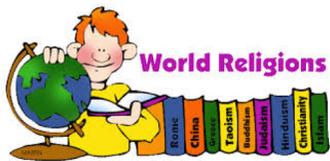
<p>Year Four (4)</p>	<p>Summer 1 Key Question: What does it mean to be a Hindu in Britain today?</p>	
<p>Strand</p>	<p>Living</p>	
<p>Focus Religion(s)</p>	<p>Hinduism</p>	
<p>Learning Outcomes</p>	<p>Suggested Content for Learning</p>	
<p>Working Towards the Expected Standard:</p> <ol style="list-style-type: none"> 1. Identify and name examples of what Hindus have and do in their families and at mandir to show their faith. 2. Ask good questions about what Hindus do to show their faith. 	<ul style="list-style-type: none"> ○ Find out about how Hindus show their faith within their families. Note that what RE calls 'Hinduism' is called 'Sanatana Dharma' within the tradition - i.e. 'Eternal Way'. It is incredibly diverse as a whole way of life rather than a set of beliefs. What objects might you find in a Hindu's home and why? E.g. murtis, family shrine, statues and pictures of deities, puja tray including incense, fruit, bells, flowers, candles; some sacred texts such as the Bhagavad Gita, OM symbols. What kinds of things would Hindu families do during the week? Daily puja, blessing food, aarti ceremony, singing hymns, reading holy texts, visit the temple etc. Talk about which objects and actions are most important and why. What similarities and differences are there with the family values and home rituals of pupils in the class? ○ Explore Hindu ideas about the four aims of life (punusharthas) dharma: religious or moral duty; artha: economic development, providing for family and society by honest means; kama: regulated enjoyment of the pleasures and beauty of life; moksha: liberation from the cycle of birth and rebirth; reincarnation. Compare these with pupils' goals for living. ○ Explore Hindu ideas of karma - how actions bring good or bad karma. Find out how and why 'snakes and ladders' links with Hindu ideas of karma. ○ Explore what Hindus do to show their tradition within their faith communities. What do they do together and why? E.g. visiting the temple/mandir, performing rituals, including prayer, praise such as singing hymns/songs (bhajans), offerings before the murtis, sharing and receiving prashad (an apple or sweet) representing the grace of God; looking at Hindu iconography - how do the different images show the different characters and attributes of the deities? Ask some Hindu teenagers about how they show their faith. ○ Find out about some ways in which Hindus make a difference in the world- wide community. How does a Hindu way of life guide them in how they live? E.g. Mahatma Gandhi, Pandurang Shastri Athavale. 	
<p>Working At the Expected Standard:</p> <ol style="list-style-type: none"> 1. Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life. 2. Describe some ways in which Hindus express their faith through puja, aarti and bhajans. 3. Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. 4. Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. 		
<p>Working at Greater Depth:</p> <ol style="list-style-type: none"> 1. Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught. 2. Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences. 		



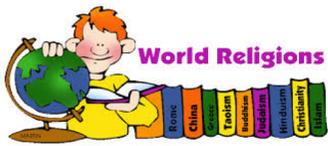
Year Four (4)	Summer 2 Key Question: What can we learn from religions about deciding what is right and wrong?	
Strand	Living	
Focus Religion(s)	Judaism, Christianity, Humanist (Non-Religious Person)	
Learning Outcomes		Suggested Content for Learning
<p>Working Towards the Expected Standard:</p> <ol style="list-style-type: none"> 1. Recall and talk about some rules for living in religious traditions. 2. Find out at least two teachings from religions about how to live a good life. 		<ul style="list-style-type: none"> ○ Explore teachings which act as guides for living within Judaism, Christianity, and a non-religious belief system, e.g. the Ten Commandments (Exodus 20:1-21, Deuteronomy 5:1- 22), the Two Commandments of Jesus (Mark 12:28-34), the golden rule for Humanists. Work out what people must have been doing if they needed to be given those rules. Do people still behave like that? What difference would it make if people keep these guides for living? ○ Use religious stories to explore the idea of temptation, and how it affects how people choose between good and bad, e.g. in Christianity, use Genesis 3 and the 'Fall', and Jesus resisting temptation in Matthew 4. ○ Share teachings from different religions that give examples of how to live 'a good life', e.g. Jewish teachings about being thankful (the Talmud teaches that Jews should say thank you 100 times a day! The Siddur prayer book contains numerous 'baruch atah Adonai' prayers ('Blessed are you, King of the universe'); or Christian teaching from Jesus on the Beatitudes (Matthew 5: 2-13). ○ Talk about how pupils learn the difference between right and wrong. Is it always clear? How do people know? Sometimes the commands or guidance from religions help people to work out what the right thing is. Consider how helpful it is to have guidance like this for making choices and decisions in everyday life. Is it sometimes difficult for believers to follow the guidance? If religions say that God inspires their rules for living, where do Humanists look for guidance? ○ Explore some dilemmas where children have to choose between different actions, where some are clear-cut right/wrong, and others where they are a bit less clear. Explore whether it would be easier for a religious believer to decide. ○ Explore the lives of some inspirational religious individuals (e.g. Desmond Tutu, Martin Luther King Jr). Consider how their religious faith inspired and guided them in their lives. ○ Reflect on the value of love, forgiveness, honesty, kindness, generosity and service in their own lives and the lives of others, in the light of their studies in RE.
<p>Working At the Expected Standard:</p> <ol style="list-style-type: none"> 1. Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. 2. Make connections between stories of temptation and why people can find it difficult to be good. 3. Give examples of ways in which some inspirational people have been guided by their religion. 4. Discuss their own and others' ideas about how people decide right and wrong. 		
<p>Working at Greater Depth:</p> <ol style="list-style-type: none"> 1. Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system. 2. Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity. 		



Year Five (5)	Autumn Term	
Key Question: If God is everywhere, why go to a place of worship?		
Strand	Believing	
Focus Religion(s)	Hinduism, Judaism, Christianity	
Learning Outcomes		Suggested Content for Learning
<p>Working Towards the Expected Standard:</p> <ol style="list-style-type: none"> 1. Recall and name some key features of places of worship studied. 2. Find out about what believers say about their places of worship. 		<ul style="list-style-type: none"> ○ Explore the duty of pilgrimage in Hinduism, which is seen as a wider part of worship. This concerns the need for Hindus to be <i>seen</i> by the deity worshipping at a particular shrine. Does this mean that God is concentrated more intensely in particular places? ○ Can pupils talk about a place where people might say or feel God is somehow more 'present'? What is special about these places? ○ Consider images of the Western Wall in Jerusalem. Explore what this wall means to Jews worldwide. ○ Learn about the destruction of the Jewish temple, the 'house of God', in 70 CE. Find out what purpose modern synagogues serve in the absence of a 'house of God'. ○ Consider these definitions: 'synagogue' = 'house of assembly' (a place to get together), also called 'schul' = school (a place to learn). Answer the key question in light of these definitions. ○ What different ways of worshipping can they find within Christianity? Reflect on why some Christians like to go to church to meet with God, and why some meet in a school or in a home; e.g. community, being part of the 'body of Christ', mutual support through prayer and encouragement, music vs meditation, silence, simplicity, nature; some don't like institutions, hierarchies, crowds! Why do Christians worship in different ways? ○ Find out about alternative forms of Christian communities, e.g. www.freshexpressions.org.uk Consider the appeal of these to some Christians.
<p>Working At the Expected Standard:</p> <ol style="list-style-type: none"> 1. Make connections between how believers feel about places of worship in different traditions. 2. Select and describe the most important functions of a place of worship for the community. 3. Give examples of how places of worship support believers in difficult times, explaining why this matters to believers. 4. Present ideas about the importance of <i>people</i> in a place of worship, rather than the <i>place</i> itself. 		
<p>Working at Greater Depth:</p> <ol style="list-style-type: none"> 1. Outline how and why places of worship fulfil special functions in the lives of believers. 2. Comment thoughtfully on the value and purpose of places of worship in religious communities. 		



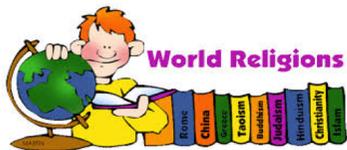
Year Five (5)	Spring Term	
Key Question: What do religions say to us when life gets hard?		
Strand	Expressing	
Focus Religion(s)	Hinduism, Christianity, (Humanists: Non-Religious People)	
Learning Outcomes	Suggested Content for Learning	
<p>Working Towards the Expected Standard:</p> <ol style="list-style-type: none"> 1. Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life. 2. Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation. 	<ul style="list-style-type: none"> ○ Use stimulus material to encourage pupils to ask questions about life, death, suffering, and what matters most in life. ○ Analyse and evaluate pupils' questions, to recognise and reflect on how some 'big questions' do not have easy answers, and how people offer different answers to some of the big questions about life, death, suffering etc. ○ Explore ways in which religions help people to live, even when times are tough, e.g. through prayer, giving a sense of purpose, a guide to deciding what is right and wrong, membership of a community who care for each other, opportunities to celebrate together. Ask some religious believers to explain how their faith has helped them in difficult times, and how it encourages them to enjoy life too. ○ Introduce the idea that most religious traditions teach about some form of life after death, which can bring comfort to people as they face suffering, or if they are bereaved. Teach pupils that some people believe that death is the end of life, and that there is no afterlife. ○ Learn some key concepts about life after death in Christianity (such as judgement, heaven, salvation through Jesus); and Hinduism (karma, soul, samsara, reincarnation and moksha); also one non-religious view about what happens after death, e.g. Humanism. ○ Look at examples of 'art of heaven' in which religious believers imagine the afterlife; explore how these art works reflect Christian, Hindu and non-religious beliefs; get pupils to respond with art work of their own. How do ideas of life after death help people in difficult times? ○ Consider similarities and differences in ceremonies that mark the end of life on Earth and how these express different beliefs. ○ Read and respond to prayers, liturgies, meditation texts and songs/hymns used when someone has died, and think about the questions and beliefs they address. ○ Reflect on and express clearly their own ideas, concerns and possibly worries about death and the idea of life beyond. 	
<p>Working At the Expected Standard:</p> <ol style="list-style-type: none"> 1. Express ideas about how and why religion can help believers when times are hard, giving examples. 2. Outline Christian, Hindu and/or non- religious beliefs about life after death. 3. Explain some similarities and differences between beliefs about life after death. 4. Explain some reasons why Christians and Humanists have different ideas about an afterlife. 		
<p>Working at Greater Depth:</p> <ol style="list-style-type: none"> 1. Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples. 2. Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding. 		



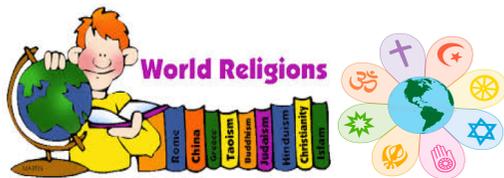
Year Five (5) Summer Term	
Key Question: What does it mean to be a Muslim in Britain today?	
Strand	Living
Focus Religion(s)	Islam
Learning Outcomes	Suggested Content for Learning
<p>Working Towards the Expected Standard:</p> <ol style="list-style-type: none"> Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims . Identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live. 	<ul style="list-style-type: none"> Find out what pupils already know about Islam; how many Muslims do they think there are in Britain and in your local area? Find out and talk about the information from the 2011 Census. Explore the practice, meaning and significance of the Five Pillars of Islam as an expression of ibadah (worship and belief in action). Shahadah (belief in one God and his Prophet); salat (daily prayer); sawm (fasting); zakat (alms giving); hajj (pilgrimage). How do these affect the lives of Muslims, moment by moment, daily, annually, in a lifetime? Think about and discuss the value and challenge for Muslims of following the Five Pillars, and how they might make a difference to individual Muslims and to the Muslim community (Ummah). Investigate how they are practised by Muslims in Britain today. Consider what beliefs, practices and values are significant in pupils' lives. Talk about the Shahadah ('There is no god except Allah') and use the 99 names of Allah to explore the attributes of God. Make links with belief in tawhid. Explore Islamic art, looking at shape, pattern, colour and calligraphy. Ask: what is their significance for Muslims, in the context of tawhid? (NB link with Key Question L2.1.) Consider the importance of the Holy Qur'an for Muslims: how it was revealed to the Prophet Muhammad, how it is used, treated, learnt. Share examples of stories and teaching, e.g. Surah 1, Al-Fatihah (The Opening); Surah 17 (the Prophet's Night Journey). Find out about people who memorise the Qur'an and why (hafiz, hafiza). Find out about the difference between the authority of the Qur'an and other forms of guidance for Muslims: Sunnah (practices, customs and traditions of the Prophet Muhammad); Hadith (sayings and actions of the Prophet Muhammad). Reflect on what forms of guidance pupils turn to when they need guidance or advice, and examine ways in which these are different from the Qur'an for Muslims. Investigate the design and purpose of a mosque/masjid and explain how and why the architecture and activities, such as preparing for prayer, reflect Muslim beliefs.
<p>Working At the Expected Standard:</p> <ol style="list-style-type: none"> Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. Describe and reflect on the significance of the Holy Qur'an to Muslims. Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. Make connections between the key functions of the mosque and the beliefs of Muslims. 	
<p>Working at Greater Depth:</p> <ol style="list-style-type: none"> Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life. Answer the title key question from different perspectives, including their own. 	



Year Six (6)		Autumn Term	
Strand		Believing	
Focus Religion(s)		Christianity, Islam and (Humanists: Non-Religious People)	
Learning Outcomes		Suggested Content for Learning	
<p>Working Towards the Expected Standard:</p> <ol style="list-style-type: none"> Respond with ideas of their own to the title question. Find out about religious teachings, charities and ways of expressing generosity. 		<ul style="list-style-type: none"> Find out about some great examples of religious art and architecture and present their reasons for choosing those they find most impressive; Work in a small group and present to the class an example of the most impressive religious art or architecture. Notice, list and explain similarities and differences between Christian and Muslim sacred buildings. Discuss Muslim and Christian ideas (e.g. from scriptures) about the importance of being generous and charitable, ranking the ideas according to their importance, and applying them to issues about poverty and charity. Consider why Christians and Muslims think giving money away is important, and what difference this makes, both to those who give and to those who receive. Compare Christian and Muslim ideas about art (e.g. contrasting views on presenting or not presenting God or people in art; use of calligraphy/ geometrical art vs representational art). Connect ways in which art and actions can reveal what people believe about God (e.g. cathedrals and mosques might express ideas of greatness and perfection of God; actions might suggest that God is concerned with justice). Suggest reasons why some people may be critical of religious art/ architecture, and why some would defend it as important. Weigh up which has greater impact - art or charity? Consider what the world would be like without great art or architecture. What about a world without charity or generosity? 	
<p>Working At the Expected Standard:</p> <ol style="list-style-type: none"> Describe and make connections between examples of religious creativity (buildings and art). Show understanding of the value of sacred buildings and art. Suggest reasons why some believers see generosity and charity as more important than buildings and art. Apply ideas about values and from scriptures to the title question. 			
<p>Working at Greater Depth:</p> <ol style="list-style-type: none"> Outline how and why some Humanists criticise spending on religious buildings or art. Examine the title question from different perspectives, including their own. 			



Year Six (6)	Spring Term	
Key Question: What matters most to Christians and Humanists?		
Strand	Expressing	
Focus Religion(s)	Christianity and Humanists: Non-Religious People	
Learning Outcomes		Suggested Content for Learning
<p>Working Towards the Expected Standard:</p> <ol style="list-style-type: none"> 1. Identify the values found in stories and texts. 2. Suggest ideas about why humans can be both good and bad, making links with Christian ideas. 		<ul style="list-style-type: none"> ○ Talk about what kinds of behaviour and actions pupils think of as bad (examples from films, books, TV as well as real life). Rank some of these ideas - which are the worst, and which are less bad? Why? ○ Reflect on the question: why do people do good things and bad things? Are we all a mixture of good and bad? Explore pupils' answers. Make a link with Christian belief about humans being made in the image of God (Genesis 1:28) and also sinful (the 'Fall' in Genesis 3). Why do Christians think this is a good explanation of why humans are good and bad? ○ Talk about how having a 'code for living' might help people to be good. ○ Look at a Humanist 'code for living', e.g. Be honest; Use your mind; Tell the truth; Do to other people what you would like them to do to you. How would this help people to behave? What would a Humanist class, school or town look like? ○ Explore the meanings of some big moral concepts, e.g. fairness, freedom, truth, honesty, kindness, peace. What do they look like in everyday life? ○ Christian codes for living can be summed up in Jesus' two rules, love God and love your neighbour. Explore in detail how Jesus expects his followers to behave through the story of the good Samaritan (Luke 10:25-37) and Jesus' attitude on the cross (Luke 23:32-35). Jesus talks about actions as fruit. What does he mean? If a person's intentions are bad, can their actions produce good fruit? ○ Discuss what matters most, e.g. by ranking, sorting and ordering a list of 'valuable things': family / friends / Xbox / pets / God / food / being safe / being clever / being beautiful / being good / sport / music / worship / love / honesty / human beings. Get pupils to consider why they hold the values which they do, and how these values make a difference to their lives. ○ Consider some direct questions about values: is peace more valuable than money? Is love more important than freedom? Is thinking bad thoughts as bad as acting upon them? ○ Notice and think about the fact that values can clash, and that doing the right thing can be difficult. How do pupils decide for themselves?
<p>Working At the Expected Standard:</p> <ol style="list-style-type: none"> 1. Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples. 2. Describe some Christian and Humanist values simply. 3. Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied. 4. Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. 		
<p>Working at Greater Depth:</p> <ol style="list-style-type: none"> 1. Give examples of similarities and differences between Christian and Humanist values. 2. Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2). 		



Year Six (6)	Summer Term	
Key Question: What difference does it make to believe in Ahimsa (harmlessness), Grace and Ummah (community)?		
Strand	Living	
Focus Religion(s)	Hinduism, Christianity and Islam	
Learning Outcomes	Suggested Content for Learning	
<p>Working Towards the Expected Standard:</p> <ol style="list-style-type: none"> Describe what Ahimsa, Grace or Ummah mean to religious people. Respond sensitively to examples of religious practice with ideas of their own. 	<ul style="list-style-type: none"> Learn that for Hindus being harmless means, for example, no violence, eating no meat and wearing no leather; find out how ahimsa links to ideas of karma and reincarnation. Find out about how Gandhi practised ahimsa in the liberation of India; if people believed in ahimsa, what difference would it make to farming, supermarkets, your meals, community relations, international relations? Why doesn't everybody believe in being harmless? Learn that for Christians the idea of grace from God means that God loves people unconditionally and is willing to offer forgiveness to anyone for anything. Find out how this is illustrated by the story of the forgiving father/lost son (Luke 15: 11-32). Make links between the idea of grace, Christian belief in Jesus' death and resurrection as an expression of God's love, and Christian forgiveness today (Luke 23:34, John 3:16, 1 John 1:7-9). Ask some Christians about what they understand by grace from God, and find out what difference it makes to their lives. If they believe God forgives them for anything, does that mean that it doesn't matter if they do bad things? Learn that for Muslims, the worldwide Muslim community is called the Ummah, and being part of the Ummah is expressed, e.g. in pilgrimage to Makkah and in shared welfare through zakat. Explore the impact of the practice of zakat and hajj on Muslims, locally, in the UK and globally. Ask good questions about these three key concepts and find out some answers to them. Discuss and consider the impact of ahimsa, grace and Ummah: if we all followed these ideas, how would life change? Make links between the three concepts: how are they similar and how different? Which has most impact and why? Weigh up the value and impact of these key ideas for themselves. 	
<p>Working At the Expected Standard:</p> <ol style="list-style-type: none"> Make connections between beliefs and behaviour in different religions. Outline the challenges of being a Hindu, Christian and Muslim in Britain today. Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions. Consider similarities and differences between beliefs and behaviour in different faiths. 		
<p>Working at Greater Depth:</p> <ol style="list-style-type: none"> Explain similarities in ways in which key beliefs make a difference to life in two or three religions. Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas. 		