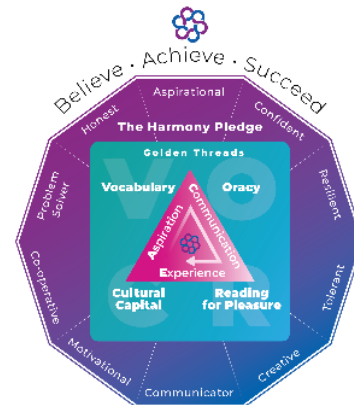
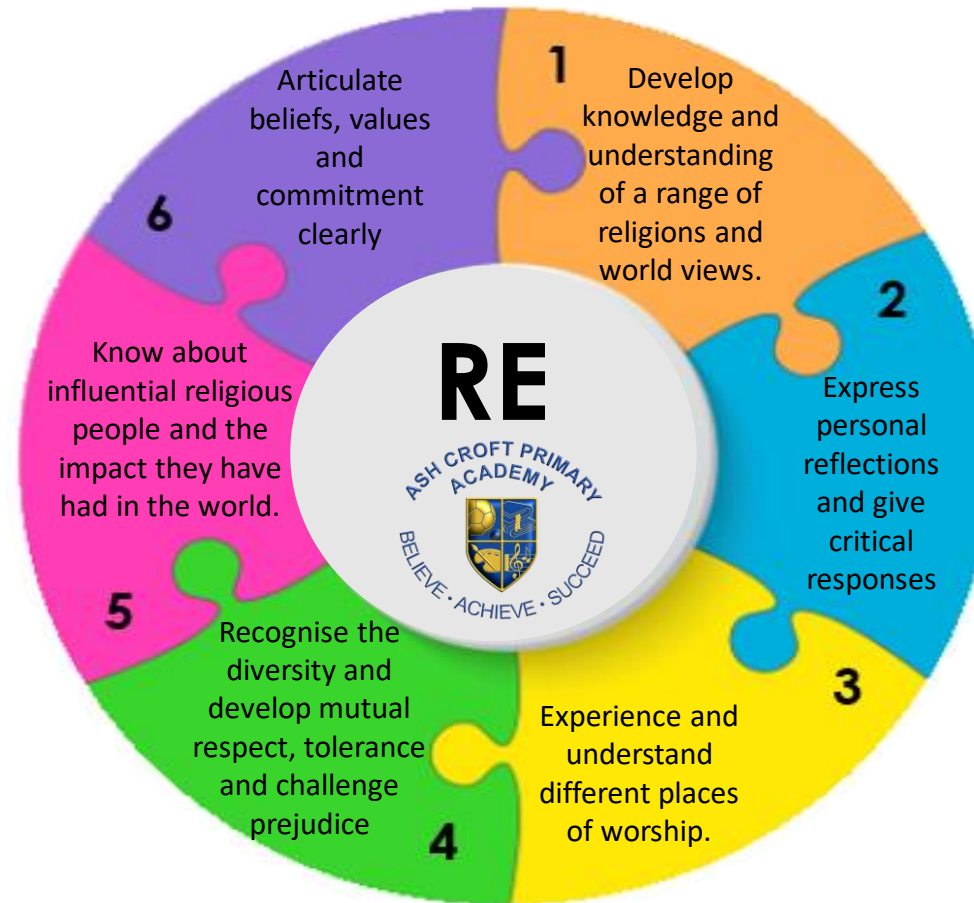




Religious Education Intent



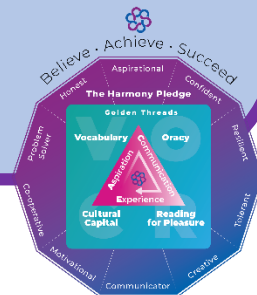


Religious Education Intent



At Ash Croft Primary Academy, we aspire to help children develop an understanding of values, identity, traditions, beliefs and practices, underpinned by our key intentions for learning in this subject:

1. It is our intention that all children develop **knowledge and understanding of a range of religions** and world views.
2. It is our intention that children **can express personal reflections and give critical responses** to questions and teachings about identity, diversity, meaning and values.
3. It is our intention that children **experience and understand** different **places of worship**.
4. It is our intention that children **recognise the diversity** which exists within and between communities and develop mutual respect, tolerance and challenge prejudice in a diverse society.
5. It is our intention that children know about **influential religious people** and the **impact** they have had in the world.
6. It is our intention that children **can articulate beliefs, values and commitment** clearly in order to explain why they may be important in their own and other peoples' lives.



THE HARMONY TRUST
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Religious Education Implementation



1. Units of study, that are the requirement of the national curriculum, have been mapped out following the Derbyshire agreed syllabus.

Year 1	Who is a Muslim and what do they believe? *Islam	Who is a Christian and what do they believe? *Christianity	What stories are special and sacred? *Judaism	What stories are special and sacred? Assembly: Easter story Visit: Cathedral	How and why do we celebrate special and sacred times? *Ramadan and Eid	What makes some places special and sacred? *Islam
Year 2	What does it mean to belong to a faith community?	Who is Jewish and what do they believe?	What makes some places sacred? *Sikhism Assembly: Vasakhi Visit: Gurdwara	What can we learn from sacred books? *Christianity	Who is a Christian and what do they believe? *Christianity	How do we care for others and the world? Why does it matter?
Year 3	How should we care for others and the world? Visit: Church	Why is the bible so important to Christians today?	Why do we pray? *Different religions	What do different people believe about God? *Hinduism Assembly: Holi	What does it mean to be Christian in Britain today? *Christianity	Why are festivals important to religious communities? *Christianity
Year 4	What does it mean to be a Hindu in Britain today? Assembly: Diwali Visit: Hindu Temple	Why is Jesus so inspiring to some people? *Christianity	What does it mean to be a Jewish person today? *Judaism	Why are festivals important to Religious communities? *Islam	Why do some people think that life is a journey? What significant experiences mark this? *Judaism	What can we learn from religions about deciding what is right and wrong? *Sikhism
Year 5	If God is everywhere, why go to a place of worship? *Different religions	What would Jesus do? Can people live by the values of Jesus in the 21 st Century? *Christianity	What does it mean to be a Muslim in Britain today? *Islam	Why are festivals important to religious communities? *Islam Assembly: Eid	Why do some people believe God exists? *Humanists	What can we learn from religions about deciding what is right and wrong? *Judaism Visit: Synagogue
Year 6	Why do some people believe God exists? *Humanists	What would Jesus do? Can people live by the values of Jesus in the 21 st Century? *Christianity	What matters most to Christians and Humanists? Assembly: Chinese New Year	Is it better to express religion in arts and architecture or in charity and generosity? *Different religions	What difference does it make to believe in Ahimsa, Grace and Ummah? *Hinduism, Christianity and Islam	What do religions say to us when life gets hard? *Hinduism, Christianity and Islam Visit: Mosque



Religious Education Implementation



2. Each year group visit a place of worship to enhance their learning: Year 1 (Cathedral), Year 2 (Gurdwara), Year 3 (Church), Year 4 (Hindu Temple), Year 5 (Mosque) and Year 6 (Synagogue).
3. All children visit the local church once a year and the local church visit school to deliver assemblies and work within classes.
4. Themes are set for assemblies each week which include key religious dates.
5. Each Year group leads an assembly on a religious festival or event throughout the year: Year 1 (Nativity and Easter) Year 2 (Vesakhi) Year 3 (Holi), Year 4 (Diwali), Year 5 (Eid) and Year 6 (Chinese New Year)
6. Speakers are invited into school from charities, to religious leaders to enhance the RE curriculum .
7. RE is linked very closely to pupils spiritual, moral, social and cultural learning and within each class, children fundraise linked to their key learning.



KEY OUTCOMES			
Autumn 1			
KS1			
Year 1		Year 2	
Who is a Muslim and what do they believe?	<p>Questions in this thread: <i>Who is a Christian and what do they believe? Who is Jewish and what do they believe? What do different people believe about God? Why do some people believe God exists? Do we need to prove God's existence?</i></p> <p><u>Religions and worldviews:</u> Muslims</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.3. Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.4. Re-tell a story about the life of the Prophet Muhammad.5. Recognise some objects used by Muslims and suggest why they are important.6. Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.7. Make links between what the Holy Qur'an says and how Muslims behave.8. Ask some questions about God that are hard to answer and offer some ideas of their own.	What does it mean to belong to a faith community?	<p>Questions in this thread: <i>Where do we belong? What does it mean to be a Christian in Britain today? What does it mean to be a Hindu in Britain today? What does it mean to be a Muslim in Britain today? What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today?</i></p> <p><u>Religions and worldviews:</u> Christians, Muslims and/or Jewish people</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.3. 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.4. Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean.5. Identify two ways people show they belong to each other when they get married.6. Respond to examples of co-operation between different people.7. Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences.8. Identify some similarities and differences between the ceremonies studied.

KEY OUTCOMES

Autumn 1

KS2

Year 3

Questions in this thread:
What is special about our world? What can we learn from religions about deciding what is right and wrong? What matters most to Christians and Humanists? What difference does it make to believe in...? Does religion help people to be good? What difference does it make to believe in...? Is religion a power for peace or a cause of conflict in the world today?

Religions and worldviews:

Christians and Jewish people (other examples can be selected by the school)

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.
3. Re-tell Bible stories and stories from another faith about caring for others and the world.
4. Identify ways that some people make a response to God by caring for others and the world.
5. Talk about issues of good and bad, right and wrong arising from the stories.
6. Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more.
7. Use creative ways to express their own ideas about the creation story and what it says about what God is like.

Year 4

Questions in this thread:
Where do we belong? What does it mean to belong to a faith community? What does it mean to be a Christian in Britain today? What does it mean to be a Muslim in Britain today? What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today?

Religions and worldviews:

Hindus

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.
3. 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
4. Describe some ways in which Hindus express their faith through puja, aarti and bhajans.
5. 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.
6. 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.

Year 5

Questions in this thread:
Which places are special and why? What makes some places sacred? Why do people pray? Should religious buildings be sold to feed the starving?

Religions and worldviews:

Christians, Hindus and Jewish people

1. Recall and name some key features of places of worship studied.
2. Find out about what believers say about their places of worship.
3. Make connections between how believers feel about places of worship in different traditions.
4. Select and describe the most important functions of a place of worship for the community.
5. Give examples of how places of worship support believers in difficult times, explaining why this matters to believers.
6. Present ideas about the importance of people in a place of worship, rather than the place itself.

Year 6

Questions in this thread:
Who is Christian/Muslim/ Jewish and what do they believe? What do different people believe about God? Do we need to prove God's existence?

Religions and worldviews

Christians, non-religious e.g. Humanist

1. Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs.
2. Give two reasons why a Christian believes in God and one why an atheist does not (A3).
3. Outline clearly a Christian understanding of what God is like, using examples and evidence.
4. Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging.
5. Express thoughtful ideas about the impact of believing or not believing in God on someone's life.
6. Present different views on why people believe in God or not, including their own ideas.

How should we care for others and the world?

What does it mean to be a Hindu in Britain today?

If God is everywhere, why go to a place of worship?

Why do some people believe God exists?

KEY OUTCOMES			
Autumn 2			
KS1			
Year 1		Year 2	
Who is a Christian and what do they believe?	<p>Questions in this thread: <i>Who is a Muslim and what do they believe? Who is Jewish and what do they believe? What do different people believe about God? Why do some people believe God exists? Do we need to prove God's existence?</i></p> <p><u>Religions and worldviews:</u> Christians</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 God3. Talk about some simple ideas about Christian beliefs about God and Jesus.4. Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means.5. Talk about issues of good and bad, right and wrong arising from the stories.6. Ask some questions about believing in God and offer some ideas of their own.7. Make links between what Jesus taught and what Christians believe and do.8. Respond thoughtfully to a piece of Christian music and a Bible text that inspired it.	Who is Jewish and what do they believe?	<p>Questions in this thread: <i>Who is a Christian and what do they believe? Who is a Muslim and what do they believe? What do different people believe about God? Why do some people believe God exists? Do we need to prove God's existence?</i></p> <p><u>Religions and worldviews:</u> Jewish people</p> <ol style="list-style-type: none">1. Talk about the fact that Jewish people believe in God.2. Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat)3. Talk about how the mezuzah in the home reminds Jewish people about God.4. Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat.5. Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means.6. Ask some questions about believing in God and offer some ideas of their own.7. Make links between some Jewish teachings and how Jewish people live.8. Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways.

KEY OUTCOMES				
Autumn 2				
KS2				
Year 3		Year 4	Year 5	Year 6
Why is the bible so important to Christians today?	Questions in this thread: <i>Which stories are special and why? What can we learn from sacred books? Does living biblically mean obeying the whole Bible?</i>	Why is Jesus so inspiring to some people?	Questions in this thread: <i>Which people are special and why? What would Jesus do? Can we live by the values of Jesus in the twenty-first century? What is so radical about Jesus?</i>	Questions in this thread: <i>Which people are special and why? Why is Jesus inspiring to some people? What is so radical about Jesus?</i>
	<u>Religious traditions and worldviews</u> Christians		<u>Religions and worldviews:</u> Christians	<u>Religions and worldviews:</u> Christians
	1. Recall and name some Bible stories that inspire Christians.		1. Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus.	1. Make connections between some of Jesus’ teachings and the way Christians live today.
	2. Identify at least two ways Christians use the Bible in everyday life.		2. Suggest some ideas about good ways to treat others, arising from their learning.	2. Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas.
	3. Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation.		3. Make connections between some of Jesus’ teachings and the way Christians live today.	3. Outline Jesus’ teaching on how his followers should live.
Why is Jesus so inspiring to some people?	4. Give examples of how and suggest reasons why Christians use the Bible today.	4. Describe how Christians celebrate Holy Week and Easter Sunday.	4. Offer interpretations of two of Jesus’ parables and say what they might teach Christians about how to live.	4. Offer interpretations of two of Jesus’ parables and say what they might teach Christians about how to live.
	5. Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression.	5. Identify the most important parts of Easter for Christians and say why they are important.	5. Explain the impact Jesus’ example and teachings might have on Christians today.	5. Explain the impact Jesus’ example and teachings might have on Christians today.
	6. Discuss their own and others’ ideas about why humans do bad things and how people try to put things right.	6. Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter.	6. Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.	6. Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.
What would Jesus do? Can people live by the values of Jesus in the 21st Century?				
What would Jesus do? Can people live by the values of Jesus in the 21st Century?				

KEY OUTCOMES			
Spring 1			
KS1			
Year 1		Year 2	
What stories are special and sacred?	<p>Questions in this thread: <i>Which stories are special and why? Why is the Bible so important for Christians today? Does living biblically mean obeying the whole Bible?</i></p> <p><u>Religions and worldviews:</u> Christians, Muslims, Jewish people.</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.3. Recognise that sacred texts contain stories which are special to many people and should be treated with respect.4. Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories.5. Ask and suggest answers to questions arising from stories Jesus told and from another religion.6. Talk about issues of good and bad, right and wrong arising from the stories.7. Suggest their own ideas about stories from sacred texts and give reasons for their significance.8. Make links between the messages within sacred texts and the way people live.	What makes some places sacred?	<p>Questions in this thread: Where do we belong? What does it mean to be a Christian in Britain today? What does it mean to be a Hindu in Britain today? What does it mean to be a Muslim in Britain today? What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today?</p> <p><u>Religions and worldviews:</u> Sikhism</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.3. 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.4. Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean.5. Identify two ways people show they belong to each other when they get married.6. Respond to examples of co-operation between different people.7. Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences.8. Identify some similarities and differences between the ceremonies studied.

KEY OUTCOMES					
Spring 1					
KS2					
Year 3		Year 4		Year 5	
Year 6					
Why do we pray?	Questions in this thread: Which places are special and why? What makes some places sacred? If God is everywhere, why go to a place of worship? Should religious buildings be sold to feed the starving? <u>Religions and worldviews</u> Christians, Hindus and/or Muslims 1. Describe what some believers say and do when they pray. 2. Respond thoughtfully to examples of how praying helps religious believers. 3. Describe the practice of prayer in the religions studied. 4. Make connections between what people believe about prayer and what they do when they pray. 5. Describe ways in which prayer can comfort and challenge believers . 6. Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.	What does it mean to have Jewish beliefs today?	Questions in this thread: <i>Where do we belong? What does it mean to belong to a faith community? What does it mean to be a Hindu in Britain today? What does it mean to be a Muslim in Britain today? What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today?</i> <u>Religions and worldviews:</u> Judaism 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. 3. Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings. 4. Describe some ways in which Christian express their faith through hymns and modern worship songs. 5. 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. 6. 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.	What does it mean to be a Muslim in Britain today?	Questions in this thread: <i>Where do we belong? What does it mean to belong to a faith community? What does it mean to be a Christian in Britain today? What does it mean to be a Hindu in Britain today? What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today?</i> <u>Religions and worldviews:</u> Muslims 1. Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims. 2. Identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live. 3. Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. 4. Describe and reflect on the significance of the Holy Qur'an to Muslims. 5. Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. 6. Make connections between the key functions of the mosque and the beliefs of Muslims.
			Questions in this thread: <i>How should we care for others and the world, and why does it matter? What can we learn from religions about deciding right and wrong? Does religion help people to be good?</i> <u>Religions and worldviews</u> Christians and non-religious, eg Humanists 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 3. Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples. 4. Describe some Christian and Humanist values simply. 5. Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied. 6. Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.		What matters most to Christians and Humanists?

KEY OUTCOMES			
Spring 2			
KS1			
Year 1		Year 2	
What stories are special and sacred?	<p>Questions in this thread: <i>Which stories are special and why? Why is the Bible so important for Christians today? Does living biblically mean obeying the whole Bible?</i></p> <p><u>Religions and worldviews:</u> Christians, Muslims, Jewish people.</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.3. Recognise that sacred texts contain stories which are special to many people and should be treated with respect.4. Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories.5. Ask and suggest answers to questions arising from stories Jesus told and from another religion.6. Talk about issues of good and bad, right and wrong arising from the stories.7. Suggest their own ideas about stories from sacred texts and give reasons for their significance.8. Make links between the messages within sacred texts and the way people live.	What can we learn from sacred books?	<p>Questions in this thread: <i>Which stories are special and why? Why is the Bible so important for Christians today? Does living biblically mean obeying the whole Bible?</i></p> <p><u>Religions and worldviews:</u> Christians, Muslims, Jewish people.</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.3. Recognise that sacred texts contain stories which are special to many people and should be treated with respect.4. Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories.5. Ask and suggest answers to questions arising from stories Jesus told and from another religion.6. Talk about issues of good and bad, right and wrong arising from the stories.7. Suggest their own ideas about stories from sacred texts and give reasons for their significance.8. Make links between the messages within sacred texts and the way people live.

KEY OUTCOMES				
Spring 2				
KS2				
Year 3		Year 4		Year 5
What do different people believe about God?	<p>Questions in this thread: <i>Who is Christian/Muslim / Jewish and what do they believe? Why do some people believe God exists? Do we need to prove God's existence?</i></p> <p><u>Religions and worldviews</u> Hinduism</p> <ol style="list-style-type: none"> Identify beliefs about God that are held by Christians, Hindus and/or Muslims. Retell and suggest the meanings of stories from sacred texts about people who encountered God. Describe some of the ways in which Christians, Hindus and/or Muslims describe God. Ask questions and suggest some of their own responses to ideas about God. Suggest why having a faith or belief in something can be hard. Identify how and say why it makes a difference in people's lives to believe in God. 	Why are festivals important to Religious communities?	<p>Questions in this thread: <i>Which times are special and why? How and why do we celebrate special and sacred times? Is it better to express your beliefs in arts and architecture or in charity and generosity? How can people express the spiritual through the arts?</i></p> <p><u>Religions and worldviews:</u> Muslims</p> <ol style="list-style-type: none"> Recognise and identify some differences between religious festivals and other types of celebrations. Retell some stories behind festivals (e.g. Christmas, Divali, Pesach). Make connections between stories, symbols and beliefs with what happens in at least two festivals. Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid). Identify similarities and differences in the way festivals are celebrated within and between religions. Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives . 	<p>Questions in this thread: <i>Which times are special and why? How and why do we celebrate special and sacred times? Is it better to express your beliefs in arts and architecture or in charity and generosity? How can people express the spiritual through the arts?</i></p> <p><u>Religions and worldviews:</u> Muslims</p> <ol style="list-style-type: none"> Recognise and identify some differences between religious festivals and other types of celebrations. Retell some stories behind festivals (e.g. Christmas, Divali, Pesach). Make connections between stories, symbols and beliefs with what happens in at least two festivals. Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid). Identify similarities and differences in the way festivals are celebrated within and between religions. Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives .
			Why are festivals important to Religious communities?	<p>Questions in this thread: <i>Which times are special and why? How and why do we celebrate special and sacred times? Is it better to express your beliefs in arts and architecture or in charity and generosity? How can people express the spiritual through the arts?</i></p> <p><u>Religions and worldviews:</u> Muslims</p> <ol style="list-style-type: none"> Recognise and identify some differences between religious festivals and other types of celebrations. Retell some stories behind festivals (e.g. Christmas, Divali, Pesach). Make connections between stories, symbols and beliefs with what happens in at least two festivals. Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid). Identify similarities and differences in the way festivals are celebrated within and between religions. Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives .
Year 6		Year 5		Year 6
				<p>Questions in this thread: <i>How can people express the spiritual through the arts?</i></p> <p><u>Religions and worldviews</u> Christians, Muslims and nonreligious, e.g. Humanists</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. 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.
				Is it better to express religion in arts and architecture or in charity and generosity?

KEY OUTCOMES			
Summer 1			
KS1			
Year 1		Year 2	
How and why do we celebrate special and sacred times?	<p>Questions in this thread: Which times are special and why? Why are festivals important to religious communities? Is it better to express your beliefs in arts and architecture or in charity and generosity? How can people express the spiritual through the arts?</p> <p><u>Religions and worldviews:</u> Christians, Jewish people and/or Muslims.</p> <ol style="list-style-type: none">1. Identify a special time they celebrate and explain simply what celebration means.2. Talk about ways in which Jesus was a special person who Christians believe is the Son of God.3. Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion.4. Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers.5. Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion.6. Collect examples of what people do, give, sing remember or think about at the religious celebrations studied, and say why they matter to believers.7. Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr.8. Identify some similarities and differences between the celebrations studied.	Who is a Christian and what do they believe?	<p>Questions in this thread: <i>Who is a Muslim and what do they believe? Who is Jewish and what do they believe? What do different people believe about God? Why do some people believe God exists? Do we need to prove God's existence?</i></p> <p><u>Religions and worldviews:</u> Christians</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 God3. Talk about some simple ideas about Christian beliefs about God and Jesus.4. Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means.5. Talk about issues of good and bad, right and wrong arising from the stories.6. Ask some questions about believing in God and offer some ideas of their own.7. Make links between what Jesus taught and what Christians believe and do.8. Respond thoughtfully to a piece of Christian music and a Bible text that inspired it.

KEY OUTCOMES							
Summer 1							
KS2							
Year 3		Year 4		Year 5		Year 6	
What does it mean to be a Christian today?	Questions in this thread: <i>Where do we belong? What does it mean to belong to a faith community? What does it mean to be a Hindu in Britain today? What does it meant to be a Muslim in Britain today? What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today?</i>	Why do some people think that life is a journey? What significant experiences mark this?	Questions in this thread: <i>Which times are special and why? How and why do we celebrate special and sacred times?</i>	Why do some people believe God exists?	Questions in this thread: <i>Who is Christian/Muslim/ Jewish and what do they believe? What do different people believe about God? Do we need to prove God’s existence?</i>	What difference does it make to believe in Ahimsa, Grace and Ummah?	Questions in this thread: <i>How should we care for others and the world, and why does it matter? What difference does it make to believe in...?</i>
	<u>Religions and worldviews:</u> Christians		<u>Religions and worldviews:</u> Christians, Hindus and/or Jewish people		<u>Religions and worldviews</u> Christians, non-religious e.g. Humanist		<u>Religions and worldviews</u> Hindus, Christians, Muslims
	<ol style="list-style-type: none">Identify and name examples of what Christians have and do in their families and at church to show their faith .Ask good questions about what Christians do to show their faith.Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings.Describe some ways in which Christian express their faith through hymns and modern worship songs.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.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.		<ol style="list-style-type: none">Recall and name some of the ways religion mark milestones of commitment (including marriage).Identify at least two promises made by believers at these ceremonies and say why they are important.Suggest why some people see life as a journey and identify some of the key milestones on this journey.Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean.Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people.Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.		<ol style="list-style-type: none">Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs.Give two reasons why a Christian believes in God and one why an atheist does not (A3).Outline clearly a Christian understanding of what God is like, using examples and evidence.Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging.Express thoughtful ideas about the impact of believing or not believing in God on someone’s life.Present different views on why people believe in God or not, including their own ideas.		<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.Make connections between beliefs and behaviour in different religions .Outline the challenges of being a Hindu, Christian or 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.

KEY OUTCOMES			
Summer 2			
KS1			
Year 1		Year 2	
What makes some places special and sacred?	<p>Questions in this thread: <i>Where do we belong? What does it mean to be a Christian in Britain today? What does it mean to be a Hindu in Britain today? What does it mean to be a Muslim in Britain today? What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today?</i></p> <p><u>Religions and worldviews:</u> Christians, Muslims and/or Jewish people</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.3. 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.4. Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean.5. Identify two ways people show they belong to each other when they get married.6. Respond to examples of co-operation between different people.7. Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences.8. Identify some similarities and differences between the ceremonies studied.	How do we care for others and the world? Why does it matter?	<p>Questions in this thread: What is special about our world? What can we learn from religions about deciding what is right and wrong? What matters most to Christians and Humanists? What difference does it make to believe in...? Does religion help people to be good? What difference does it make to believe in...? Is religion a power for peace or a cause of conflict in the world today?</p> <p><u>Religions and worldviews:</u> Christians and Jewish people</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.3. Re-tell Bible stories and stories from another faith about caring for others and the world.4. Identify ways that some people make a response to God by caring for others and the world.5. world.6. Talk about issues of good and bad, right and wrong arising from the stories.7. Talk about some texts from different religions that promote the ‘Golden Rule’, and think about what would happen if people followed this idea more.8. Use creative ways to express their own ideas about the creation story and what it says about what God is like.9. Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories.10. Answer the title question thoughtfully, in the light of their learning in this unit.

KEY OUTCOMES				
Summer 2				
KS2				
Year 3		Year 4		Year 5
Why are festivals important to Religious communities?	<p>Questions in this thread: <i>Which times are special and why? How and why do we celebrate special and sacred times? Is it better to express your beliefs in arts and architecture or in charity and generosity? How can people express the spiritual through the arts?</i></p> <p><u>Religions and worldviews:</u> Christianity</p> <ol style="list-style-type: none"> Recognise and identify some differences between religious festivals and other types of celebrations. Retell some stories behind festivals (e.g. Christmas, Divali, Pesach). Make connections between stories, symbols and beliefs with what happens in at least two festivals. Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid). Identify similarities and differences in the way festivals are celebrated within and between religions. Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives . 	What can we learn from religions about deciding what is right and wrong?	<p>Questions in this thread: <i>How should we care for others and the world, and why does it matter? What matters most to Christians and Humanists? Does religion help people to be good?</i></p> <p><u>Religions and worldviews</u> Sikhism</p> <ol style="list-style-type: none"> Recall and talk about some rules for living in religious traditions. Find out at least two teachings from religions about how to live a good life . Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions . Make connections between stories of temptation and why people can find it difficult to be good. Give examples of ways in which some inspirational people have been guided by their religion . Discuss their own and others' ideas about how people decide right and wrong. 	<p>Questions in this thread: <i>How should we care for others and the world, and why does it matter? What matters most to Christians and Humanists? Does religion help people to be good?</i></p> <p><u>Religions and worldviews</u> Judaism</p> <ol style="list-style-type: none"> Recall and talk about some rules for living in religious traditions. Find out at least two teachings from religions about how to live a good life . Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions . Make connections between stories of temptation and why people can find it difficult to be good. Give examples of ways in which some inspirational people have been guided by their religion . Discuss their own and others' ideas about how people decide right and wrong.
			What can we learn from religions about deciding what is right and wrong?	What do religions say to us when life gets hard?
				<p>Questions in this thread: <i>Is death the end? Does it matter? Why is there suffering? Are there any solutions?</i></p> <p><u>Religions and worldviews</u> Christians, Hindus and nonreligious responses (e.g. Humanists)</p> <ol style="list-style-type: none"> Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life. Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation. Express ideas about how and why religion can help believers when times are hard, giving examples. Outline Christian, Hindu and/or nonreligious beliefs about life after death. Explain some similarities and differences between beliefs about life after death. Explain some reasons why Christians and Humanists have different ideas about an afterlife.

Religious Education

Key Knowledge, skills and concepts

Intention 1 – It is our intention that all children develop **knowledge and understanding of a range of religions** and world views.

Year 1

- Explore the similarities and differences between Muslims and Christians and how their views of God may differ.
- To compare the different festivals across religions such as Easter, Ramadan and Eid.
- Introduce the Bible as a sacred text for Christians.

Year 2

- To understand how a faith can shape a community and what it means to belong to a religion.
- To explore the similarities and differences between Sikhs, Jewish people and Christians.
- To talk to Christians and discover why they believe in God.
- Introduce a sacred text for Muslims – Holy Qur'an and/or Jewish people – Tenakh.
- Investigate how sacred books are used and treated.

Religious Education

Key Knowledge, skills and concepts

Intention 1 – It is our intention that all children develop knowledge and understanding of a range of religions and world views.

Year 3

- Explore similarities and differences between Muslim, Hindu and Christian beliefs of God.
- Consider the meanings of the words and key prayers in Christianity, Islam and Hinduism.
- To explore the different ways that Hindus, Muslims and Christians pray.
- To recognise symbols connected to prayer in Christianity, Islam and Hinduism.
- To recognise similarities and differences between how Christians, Muslims and Hindus pray.
- To compare the symbols and traditions of Diwali and Easter.
- To understand the differences between Christian churches (e.g Anglican, Baptist, Roman Catholic, Pentecostal).

Year 4

- To compare how Christians and Hindus mark the end of life.
- To create a 'map of life' for a Hindu and a Christian person.
- To explore teachings which act as guides for living within Judaism, Christianity, and a nonreligious belief system.
- To explore Christian and Jewish teachings that give examples on how to live a 'good' life

Year 5

- To research and understand how many people believe in God across the world and which countries have a prominent Christian communities.
- To formulate questions about the beliefs of Christians, agnostics and atheists.
- To recognise the benefits and challenges of believing or not believing in God in Britain today.

Year 6

- Children will explain some reasons why Christians and Humanists have different ideas about an afterlife.
- To consider similarities and differences in ceremonies that mark the end of life on Earth and how these express different beliefs.
- Children will discuss Muslim and Christian ideas (e.g. from scriptures) about the importance of being generous and charitable.
- Children will consider why Christians and Muslim think giving money away is important, and what difference this makes, both to those who give and to those who receive.
- To explore Christian and Jewish teachings that give examples on how to live a 'good' life
- Children will make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions.
- Children will discuss and consider the impact of ahimsa, grace and Ummah: if we all followed these ideas, how would life change?

Religious Education

Key Knowledge, skills and concepts

Intention 2 - It is our intention that children can **express personal reflections and give critical responses** to questions and teachings about identity, diversity, meaning and values.

Year 1

- Describe some of the beliefs that Christians hold about God.
- Share stories that help to show how Christians think of God.
- 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.
- Look at calligraphy and listen to nasheeds that express ideas about God and the Prophet Muhammad e.g. calligraphy showing some of the 99 names of Allah; I am a Muslim 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.
- 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?

Year 2

- Explore what the idea of God means to the children themselves.
- To 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.

Religious Education

Key Knowledge, skills and concepts

Intention 2 - It is our intention that children can **express personal reflections and give critical responses** to questions and teachings about identity, diversity, meaning and values.

Year 3

- Express my own ideas about God through a piece of drama.
- To consider celebrations that are important to me and festivals that I celebrate.

Year 4

- To consider what makes a good role model and what makes a person inspirational to others.
- To compare the values of a Christian with my own values recognise any similarities and differences.
- To consider why I celebrate festivals and explore which festivals are celebrated by my classmates.
- To understand why some people refer to life as a journey.
- To use the beliefs of Christianity and Judaism to respond to moral dilemmas.

Year 5

- Explore some reasons why people do or do not believe in God.
- To formulate questions about the beliefs of Christians, agnostics and atheists.
- To solve moral dilemmas using 'What would Jesus do?'

Year 6

- Children will explain some reasons why Christians and Humanists have different ideas about an afterlife.
- To consider my own beliefs around life after death, considering ideas, concerns and possibly worries.
- Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied.
- Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.
- Children will discuss what matters most to them.

Religious Education

Key Knowledge, skills and concepts

Intention 3 - It is our intention that children **experience and understand** different **places of worship**.

Year 1

- Each year group visit a place of worship to enhance their learning. Year 1, Cathedral.
- Talk about how the words 'sacred' and 'holy' are used; what makes some places and things special, sacred or holy?
- Talk about why it is important to show respect for other people's precious or sacred belongings.
- Explore the main features of places of worship in Christianity and Sikhism, ideally by visiting the places of worship.
- Find out how the place of worship is used and talk to some Christians and Sikhs 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 how religious believers sometimes use music to help them in worship.

Year 2

- Each year group visit a place of worship to enhance their learning. Year 2, Gurdwara.
- Talk about how the words 'sacred' and 'holy' are used; what makes some places and things special, sacred or holy?
- Talk about why it is important to show respect for other people's precious or sacred belongings.
- Explore the main features of places of worship in Christianity and Islam, ideally by visiting the 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 how religious believers sometimes use music to help them in worship.

Religious Education

Key Knowledge, skills and concepts

Intention 3 - It is our intention that children **experience and understand** different **places of worship**.

Year 3

- Each year group visit a place of worship to enhance their learning. Year 3, Church.
- To explore the different ways that Hindus, Muslims and Christians pray.
- To recognise symbols connected to prayer in Christianity, Islam and Hinduism.
- To research sacred Christian buildings, their uses and why they are important.
- To understand the differences between Christian churches (e.g Anglican, Baptist, Roman Catholic, Pentecostal).

Year 4

- Each year group visit a place of worship to enhance their learning. Year 4, Hindu Temple.
- To compare Christian, Hindu and non-religious marriage ceremonies.
- To compare how Christians and Hindus mark the end of life.

Year 5

- Each year group visit a place of worship to enhance their learning. Year 5, Synagogue.
- To identify the key features of places of worship.
- Consider the definitions of Synagogue and Schul and how they relate to our key questions.
- To discuss places where people might feel God is 'present' and consider what is special about these places.
- To investigate the design and purpose of a Mosque/masjid and explain why and how the architecture and activities reflect Muslim beliefs.

Year 6

- Each year group visit a place of worship to enhance their learning. Year 6, Mosque.
- To explain similarities and differences between Christian and Muslim sacred buildings.
- To explore and show understanding of the value of sacred buildings and art to religious communities.

Religious Education

Key Knowledge, skills and concepts

Intention 4 - It is our intention that children **recognise the diversity** which exists within and between communities and develop mutual respect, tolerance and challenge prejudice in a diverse society.

Year 1

- Investigate how Christians follow teaching from the Bible about how they live their lives.
- Hear and think about some prayers that Christians use.
- Experience thanking and being thanked, praising and being praised and connect this to experience simply to an idea about worship.
- Talk to Muslims about what they believe about God.

Year 2

- 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, Jews and Christians.
- 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 at least one other 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 the promises made in a Christian wedding with the Jewish ketubah (wedding contract).
- 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.

Religious Education

Key Knowledge, skills and concepts

Intention 4 - It is our intention that children **recognise the diversity** which exists within and between communities and develop mutual respect, tolerance and challenge prejudice in a diverse society.

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Explore similarities and differences between Muslim, Hindu and Christian beliefs of God. • To explore the Hindu festival of Holi and understand why it is important to the Hindu community. • To explore the events of Holy Week and why they are important to the Christian community. • To Explore how Christians show their faith within their church communities. • To explore how Christians show their faith in how they help their local community. • To research local Christian involvement in the community and the impact it has. 	<ul style="list-style-type: none"> • To consider what makes a good role model and what makes a person inspirational to others. • To explore the benefits of celebration to religious communities (possible visitors to question) • To consider the role of Jewish and Islamic celebrations in Britain today – Should everyone be allowed a day off work for their festivals? • To compare Christian, Hindu and non-religious marriage ceremonies. • To compare how Christians and Hindus mark the end of life. • To create a ‘map of life’ for a Hindu and a Christian person. • Explore what Hindus do or show their tradition within their faith communities. • Research some ways in which Hindus make a difference in the world-wide community. 	<ul style="list-style-type: none"> • To research and understand how many people believe in God across the world and which countries have a prominent Christian communities. • To understand what a ‘theist’ (believes in God), agnostic (cannot say if God exists or not) and atheist (believes there is no god) believes. • Explore some reasons why people do or do not believe in God. • Present different views on why people believe in God or not, including their own ideas. • Express thoughtful ideas about the impact of believing or not believing in God on someone’s life. • To formulate questions about the beliefs of Christians, agnostics and atheists. • To recognise the benefits and challenges of believing or not believing in God in Britain today. • To use data from the 2011 Census to research the Muslim community in our local area. 	<ul style="list-style-type: none"> • Children will explain some reasons why Christians and Humanists have different ideas about an afterlife. • To consider similarities and differences in ceremonies that mark the end of life on Earth and how these express different beliefs. • Children will discuss Muslim and Christian ideas (e.g. from scriptures) about the importance of being generous and charitable. • To create a piece of artwork inspired by the Christian or Islamic faith. • To plan and carry out a fundraising activity inspired by the Muslim belief of Zakat. • Children will outline the challenges of being a Hindu, Christian or Muslim in Britain today.

Religious Education

Key Knowledge, skills and concepts

Intention 5 - It is our intention that children know about **influential religious people** and the **impact** they have had in the world.

Year 1

- Describe some of the beliefs that Christians hold about God.
- Read, act out and illustrate some stories Jesus told about what God is like.
- Explore stories from Jewish sacred text, the Tenakh, which teach about God looking after his people.
- 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'.
- 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.

Year 2

- Using a suitable children's Bible, 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 stories shared, 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.
- Explore stories about Prophet Muhammad.
- Introduce Jewish beliefs about God (some Jewish people write G-d, because they do not want the name of God to be erased or defaced) – as expressed in the Shema i.e. God is one, creator and cares for all people.
- Look at a Mezuzah, how it is used and how it has the words of the Shema inside. Why do Jews have this in their home? What words would they like to have displayed in their home?

Religious Education

Key Knowledge, skills and concepts

Intention 5 - It is our intention that children know about **influential religious people** and the **impact** they have had in the world.

Year 3

- To research famous Christians who have made a difference worldwide (eg: mother Teresa, Pope Francis, Archbishop Justin Welby, Loretta Minghella).
- To recognise the key figures within the Christian faith (Pope Francis and other well known religious leaders)

Year 4

- Research some ways in which Hindus make a difference in the world-wide community.
- To research the lives of some inspirational figures whose faith inspired and guided them in their lives (Martin Luther King Jr, Desmond Tutu, etc)

Year 5

- To research famous Christians who are scientists.

Year 6

- To research famous Christian and Muslim religious art or architecture to the class.

Religious Education

Key Knowledge, skills and concepts

Intention 6 - It is our intention that children **can articulate beliefs, values and commitment** clearly in order to explain why they may be important in their own and other peoples' lives.

Year 1

- To understand the meaning behind the Christian festival of Easter.
- To understand the importance of the Christmas and the meaning behind the Nativity story.
- 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?

Year 2

- To understand the meaning behind the Sikh festival of Vaisakhi.
- Discuss what precious items they have in their home. Why are they important?
- Experience celebrating in the classroom, with music, food or fun, and talk about how special times can make people happy and thoughtful.
- Talk about remembering what really matters: how do people make a special time to remember?
- Find out what Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, challah bread, family meal, rest.
- Consider the importance and value of celebration and remembrance in children's own lives; learn about the festival of Sukkoth, Chanukah or Pesach (Passover), the stories and meanings associated with them; find out about the menorah (7 branched candlestick) and how the 9-branched Chanukiah links to the story of Chanukah.
- Use play, artefacts, photographs and storytelling to explore questions about Jewish life for themselves.

Religious Education

Key Knowledge, skills and concepts

Intention 6 - It is our intention that children can **articulate beliefs, values and commitment** clearly in order to explain why they may be important in their own and other peoples' lives.

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Explore stories which help Muslims understand the nature of God (eg- the story of the Night of Power). • To recognise some examples of how Christians use the Bible. • To understand the meaning behind the Hindu festival of Holi. • To understand the meaning behind the Hindu festival of Diwali. • Explore how Christians show faith within their families and homes. • To explore the impact the 10 commandments have on Christian's daily lives. • To Explore how Christians show their faith within their church communities • To explore how Christians show their faith in how they help their local community. 	<ul style="list-style-type: none"> • To use the events of Holy Week to discover why Jesus is so important to Christians today. • To research how Christians show gratitude to Jesus for saving them and bringing forgiveness. • To explore the belief that Christian's cannot be completely good. • To consider what Christians say are the most important values and attitudes to have. • To consider what objects you may find inside a Hindus home and why they are important. • To explore Hindu ideas about the four aims of life: dharma, artha, karma and moksha. • To explore the ideas of Karma and how this impacts on a Hindu's life. • Explore what Hindus do or show their tradition within their faith communities. • To use religious stories to explore the idea of temptation and how it affects people to choose between good and bad. • To consider that guidance from religions help people to make choices and 	<ul style="list-style-type: none"> • Outline clearly a Christian understanding of what God is like, using examples and evidence. • Give examples of ways in which believing in God is valuable in the lives of Christians. • Present different views on why people believe in God or not, including their own ideas. • Express thoughtful ideas about the impact of believing or not believing in God on someone's life. • To formulate questions about the beliefs of Christians, agnostics and atheists. • To use bible teachings to understand the way Christians believe that we should treat each other. • To consider the impact following Jesus' example has on Christians. • To discuss the value and challenge for Muslims of following the five pillars of Islam. • To understand the Shahadah and use the 99 names of Allah to explore the attributes of God. 	<ul style="list-style-type: none"> • To explore Christian beliefs about life after death (judgement, heaven, salvation). • Children will suggest reasons why some believers see generosity and charity as more important than buildings and art. • To describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples. • To describe some Christian and Humanist values simply. • Children will outline the challenges of being a Hindu, Christian or Muslim in Britain today. Children will make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions. • Children will discuss and consider the impact of ahimsa, grace and Ummah: if we all followed these ideas, how would life change? • Children will make links between the three concepts: of ahimsa, grace and Ummah – how are they similar and how are they different?