

C - Courage

A - Achievement

Y – Your Actions

T - Tolerance

O – Our World

N - Nurturing



## Cayton School RE Progression Map

*Learn from yesterday, seek today and aim for tomorrow*

| Intent                                     |   |  |   |   |  |  |   |   |
|--|---|--|---|---|--|--|---|---|
| Cayton School Vision                       | <b>“To deliver the highest standards enabling all children and adults to grow, learn and work together where laughter, respect, trust and harmony are highly valued”</b>  |  |   |   |  |  |   |   |
| Cayton School principles                   | Broad and Balanced, each subject has sufficient time to contribute effectively to learning  | Sequential and Progressive   | Engaging and Interesting  | Ambitious and Progressive   | Every child awarded the same offer   | Prior Learning and Knowledge on Knowledge opportunities  | Making Life-long Learners   | Reading a priority – whole school reading culture |
| Why Cayton School Curriculum is unique     | We have written our curriculum with a strong emphasis towards Local: Community, History, Geography, Culture and Faith   | Our Curriculum has a rich knowledge base and strong skills development | A strong emphasis on vocabulary allows children to learn and apply words in a variety of contexts | Cultural Capital opportunities support children to accomplish the very best they can be | PSHE is a thread that runs throughout our Curriculum   | We have written the Curriculum to support children to develop lively, enquiring and creative minds | We understand the importance of a healthy body, healthy mind which is prioritised throughout our Curriculum   |   |
| <b>Intent</b>                              | Our overriding belief at Cayton School is that our role as Educators is to ensure children are prepared for the future and have the skills to be life long, curious learners. We passionately believe that life skills as well as academic success is vitally important. Our curriculum is designed to ensure life-long learners who are kind, confident and successful. Our designing of our bespoke curriculum was underpinned by evidence and research in order to challenge thinking and encourage enquiry. |  |   |   |  |  |   |   |
| <b>Cayton Awards Culture</b>               | <b>C - Courage</b>  | <b>A - Achievement</b>   | <b>Y – Your Actions</b>   | <b>T - Tolerance</b>  | <b>O – Our World</b>   | <b>N - Nurturing</b>   |   |   |
| Implementation                             |   |  |   |   |  |  |   |   |
| Delivering the Curriculum                  | Centrist pedagogical approach   | A strong emphasis on positive behaviour through Cayton Awards          | A whole school approach to PSHE   | Opportunities for collaborative and shared work   | The importance of Reading is implemented throughout our Curriculum offer                             | Every class has a Cayton, Cultural, Capital, Citizenship and community Passport throughout school  |   |   |
| Evidence Based Research                    | Metacognition ‘learning to learn’ using scaffolding strategies EEF evidence   |  | Language skills at the centre of Quality First Teaching Rose Report/ EEF                          |   | English Curriculum delivery has a strong emphasis on vocabulary and reading Reading spine Doug Lemov |  | The power of ‘empowerment’ Dr Raj Persaud/ Hertzog Performance=Skills x Motivation  |   |
| Pedagogy                                   | Enquiry based learning – Enquiry based driver questions   |  | Teacher centred   |   | Holistic approach  |  | Togetherness Well-being   |   |
| Processes and Procedures                   | A strong focus on assessment for learning throughout school   |  | Training and empowerment of subject leaders to lead their subjects                                |   | Clear guidance and structure in teaching core subjects   |  | Robust assessment of core and foundation subjects throughout school Clear rules and routines set out to support all children                          |   |
| <b>Implementation</b>                      | Professional Development and Empowerment of staff supports pedagogical theories and research and equips all teachers to confidently deliver and implement the Curriculum. We implement clear structures and teaching sequences, which underpin the teaching of Reading, Writing and Mathematics. The whole curriculum is taught through ‘Metacognitive’ pedagogy which encourages children to ‘learn to learn’ and self-regulate, thus enabling them to question their learning.                                |  |   |   |  |  |   |   |
| <b>Cayton Awards Culture</b>               | <b>C - Courage</b>  | <b>A - Achievement</b>   | <b>Y – Your Actions</b>   | <b>T - Tolerance</b>  | <b>O – Our World</b>   | <b>N - Nurturing</b>   |   |   |
| Impact                                     |   |  |   |   |  |  |   |   |
| What ‘success’ looks like at Cayton School | Children develop self-confidence and self-esteem  |  | High Quality Outcomes for all children based on their starting points                             |   | Strong feeling of Community  |  | A rich and diverse school culture Children prepared for life-long learning  |   |
| Ambition                                   | Children and adults are proud of themselves and proud to be part of the Cayton Community  |  | Progress and attainment at each Key Stage shows outcomes as being above the ‘National Average’    |   | Children and adults are kind, courteous and confident  |  | Adults are a positive role model in all that they do and say Children are self -regulated in their learning and take responsibility for their actions |   |
| Evidence                                   | Outcomes at each stage of learning  | Pupil and staff voice  |   | Impact of school development priorities   | Stakeholder feedback   |  | Formal and Informal assessments A positive Cayton Awards Culture throughout school  |   |
| <b>Cayton Awards Culture</b>               | <b>C - Courage</b>  | <b>A - Achievement</b>   | <b>Y – Your Actions</b>   | <b>T - Tolerance</b>  | <b>O – Our World</b>   | <b>N - Nurturing</b>   |   |   |

**Developing Religious Understanding and Knowledge at Cayton School**

**A child at Cayton School with religious understanding and knowledge will have...**

- A thorough engagement with a range of ultimate questions about the meaning and significance of existence.
- The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.
- Exceptional independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.
- Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.
- A wide knowledge and deep understanding across a wide range of religions and beliefs.

### Info for RE progression MAP

The EYFS framework is structured very differently to learning within key stage one and two as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into later learning. Religious education is not a statutory part of the national curriculum but state funded, local authority schools must provide a basic curriculum. Schools designated as having a religious character are free to make their own decisions in preparing their syllabuses. Each local authority will have an agreed syllabus so it is important RE subject leaders are aware of the agreed syllabus and how statements from the 2020 Development Matters feed into that particular syllabus. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception.

The most relevant statements for RE are taken from the following areas of learning: • Personal, Social and Emotional Development • Understanding the World

### Intent

At Cayton School we believe that it is important for all our pupils to learn from and about religion, so that they can understand the world around them. The aim of Religious Education in our school is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development. The syllabus is intended to offer a broad and rich RE curriculum to allow for coverage of the areas prescribed. The lessons have an intention of providing a high quality, coherent and progressive experience of the subject, with scope for cross-curricular learning. Through each unit, children will know about and understand a range of religions and world views. They will be able to identify, investigate and respond to a variety of issues. The intent is to make sure that children understand the relevance of RE in today's modern world and how it affects our lives

### Implementation

At Cayton School we follow North Yorkshire Agreed Syllabus for Religious Education. It is planned and sequenced to develop deep, lasting learning and builds upon prior knowledge, which our children can use today, tomorrow and for the rest of their lives. This agreed syllabus requires that all pupils learn from Christianity in each key stage. In addition, pupils will learn from principle religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all of our classrooms. Within Reception children will encounter Christianity and other faiths, as part of their growing sense of self, their community and their place within it. Within key stage 1 children will explore Christianity and Muslim or Jewish faiths. With Key Stage 2 pupils will encounter Christians, Muslims, Hindus and Jewish people in line with the agreed syllabus. There are no presumptions made as to the religious backgrounds and beliefs and values of the children and the staff. We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity and we value the links, which are, and can be made between home, school, and a faith community.

### Impact

Our RE curriculum is high quality, well thought out and is planned to demonstrate progression. The children make progress by knowing more, remembering more and being able to do more. They need to transfer and embed key concepts into their long-term memory and apply them fluently. Children will make at least good progress from their last point of assessment.

We measure the impact of our curriculum in the following ways:

- Children demonstrate a positive attitude towards people of any religion and show an understanding of cultural beliefs different to their own.
- They demonstrate respectful behaviour to all and this is transferable outside of school in the wider community and beyond.
- Assessing children's understanding of each unit's linked vocabulary before and after the unit is taught.
- Images and videos of the children's learning.
- Interviewing the pupils about their learning (pupil voice).
- Pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

In addition, the Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children's learning in all areas.

## EYFS North Yorkshire Agreed Syllabus for Religious Education (Statutory)

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. This agreed syllabus requires that all pupils learn from Christianity, in the EYFS children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it. Schools have a statutory responsibility to deliver Religious Education to all pupils, except those withdrawn by parents. Within the EYFS it is advised that children receive 50 minutes a week.

## EYFS Religious Education Skills

| <b>Believing</b><br>(Religious beliefs, teaching, sources; questions about meaning, purpose and truth)  | <b>Expressing</b><br>(Religious and spiritual forms of expressing; questions about identity and diversity)   | <b>Living</b><br>(Religious practices and ways of living; questions about values and commitments)  | Key vocabulary   |
|---|--|--|--|
| <p><b><u>F1 Which stores are special and why?</u></b><br/> <b>Questions within this threads:</b><br/> <i>What can we learn from sacred Books?</i><br/> <i>Why is the Bible so important for Christians today?</i><br/> <i>Does living biblically mean obeying the whole bible?</i></p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• Can I talk about some religious stories?</li> <li>• Can I recognise some religious words, e.g. about God?</li> <li>• Can I identify some of their own feelings in the stories they hear?</li> <li>• Can I identify a sacred text e.g. Bible, Qur'an?</li> <li>• Can I talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do?</li> <li>• Can I talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked?</li> </ul> | <p><b><u>F3 What places are special and Why?</u></b><br/> <b>Questions within this thread:</b><br/> <i>What makes some places sacred?</i><br/> <i>Why do people pray?</i><br/> <i>If God is everywhere, why go to a place of worship? Should religious buildings be sold to feed the starving?</i></p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• Can I talk about somewhere that is special to you, saying why?</li> <li>• Can I be aware that churches have special meaning for Christians?</li> <li>• Can I be aware that mosques have special meaning for Muslims?</li> <li>• Can I talk about the things that are special and valued in a church/mosque?</li> <li>• Can I identify some significant features of churches/mosques?</li> <li>• Can I recognise a church?</li> <li>• Can I recognise a mosque?</li> </ul> | <p><b><u>F5 Being special: Where do we belong?</u></b><br/> <b>Questions within this thread:</b><br/> <i>What does it mean to belong to a faith community?</i><br/> <i>What does it mean to be a Christian in Britain today?</i><br/> <i>What does it mean to be a Hindu in Britain today?</i><br/> <i>What does it mean to be a Muslim in Britain today?</i><br/> <i>What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today?</i></p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• Can I Share occasions when others have made them feel special?</li> <li>• Can I re-tell the story of Jesus blessing the children, making connections with personal experiences?</li> </ul> | <p><b><u>Key Vocabulary:</u></b><br/>                     Christianity, Muslims, God, Jesus, Bible, Qur'an, promise, community, local, Sikhism (Guru Nanak), disciples, Church, Mosque, font, altar, cross, crucifix, vicar, dome, prayer, prey, celebrations, Sukkot, Diwali, festival, blessing, baptism, Genesis, Muhammad, special, holy, create</p> |

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| <p><b><u>F2 Which people are special and why?</u></b><br/> <b>Questions within this thread:</b><br/> <i>Why is Jesus inspiring to some people?</i><br/> <i>What would Jesus do? Can we live by the values of Jesus in the twenty-first century?</i><br/> <i>What is so radical about Jesus?</i></p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• Can I talk about people who are special to me including myself, my classmates and people from outside the class community?</li> <li>• Can I say what makes other people special to me?</li> <li>• Can I talk about people who are special to me in the local community?</li> <li>• Can I recall a story about a special person in Sikhism (Guru Nanak) and talk about what can be learnt from it?</li> <li>• Can I identify some of the qualities of a good friend and identify my own good friends?</li> <li>• Can I recall and talk about a story of Jesus as a friend to the disciples?</li> <li>• Can I recall and talk about the story of the feeding of the 5 000?</li> <li>• Can I Identify some of the qualities shown by the boy in the feeding of the 5 000?</li> <li>• Can I Identify some of the qualities of a good friend • Recall and talk about a story where Jesus shows friendship to another?</li> </ul> | <ul style="list-style-type: none"> <li>• Can I get to know and use appropriate words to talk about their thoughts and feelings when visiting a church/ a mosque/ a special place?</li> </ul> <p><b><u>F4 What times are special and why?</u></b><br/> <b>Questions within this thread:</b><br/> <i>How and why do we celebrate special and sacred times?</i><br/> <i>Why are festivals important to religious communities?</i><br/> <i>Why do some people think that life is a journey and what significant experiences mark this?</i><br/> <i>Is it better to express your beliefs in arts and architecture or in charity and generosity?</i><br/> <i>How can people express the spiritual through the arts?</i></p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• Can I give examples of special occasions that they and others have experienced and suggest features of a good celebration?</li> <li>• Can I say why Sukkot is a special time for Jewish people?</li> <li>• Can I Say why Diwali is a special time for Hindus?</li> <li>• Can I recall a simple story connected with Diwali?</li> <li>• Can I say why Christmas is a special time for Christians?</li> <li>• Can I recall a simple story connected with Christmas?</li> <li>• Can I give examples of special occasions and suggest aspects of celebration that are found in more than one religious festival.</li> <li>• Can I recall simple stories connected with festivals?</li> <li>• Can I say why festivals are special times for members of faith communities?</li> </ul> | <ul style="list-style-type: none"> <li>• Can I share and record occasions when they belong to a group?</li> <li>• Can I recall simply what happens at a traditional Christian infant baptism?</li> <li>• Can I recall simply what happens when a baby is welcomed into the Muslim tradition?</li> <li>• Can I share occasions when things have happened in their lives that made them feel special?</li> </ul> <p><b><u>F6 What is special about our world?</u></b><br/> <b>Questions within this thread:</b><br/> <i>How should we care for others and the world, and why does it matter?</i><br/> <i>What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?</i><br/> <i>What difference does it make to believe in...?</i></p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• Can I talk about things I find interesting, puzzling or wonderful in nature and also about my own experiences and feelings about the world?</li> <li>• Can I think about the wonders of the natural world, expressing ideas about how it was made and my feelings towards nature?</li> <li>• Can I re-tell the story of creation from Genesis 1, talking about what it says about the world, God, human beings?</li> <li>• Can I express ideas about how to look after wildlife in response to the stories of Muhammad and the Crying Camel and Muhammad and the Kittens?</li> <li>• Can I talk about what the stories of Muhammad and the Crying</li> </ul> |  |
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|   |  | <p>Camel and Muhammad and the Kittens say about God, the world and human beings?</p> <ul style="list-style-type: none"> <li>• Can I talk about what people do to mess up the world and what they do to look after it?</li> <li>• Can I talk about their own experiences and feelings about when the world is and is not looked after?</li> </ul>  |  |
| <p><b>Possible Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Use the story sack for Diwali celebration role play.</li> <li>• Read and share the books in own time, on own or with friends.</li> <li>• Role-play some of the stories using costumes and props.</li> <li>• Discuss whether pupils have special books in their homes.</li> <li>• Look at and in the children's Bibles. Can anyone see pictures or words that show a story they already know?</li> <li>• Together, find the story of the Calming of the storm in more than one Bible. What clues can pupils see that it is the same story?</li> <li>• Prepare a box with a lid that can be easily opened and shut. Inside the box, stick a mirror to the bottom. It has a good effect if you decorate the box beautifully. Tell pupils that there is something incredibly special and completely wonderful inside the box. Pass the box around the circle allowing each pupil to lift the lid and take a peek in – they must promise not to tell anyone else about the amazing thing they have discovered inside!</li> <li>• Learn 'I am Special' song to the tune of Frere Jacques e.g. <a href="http://www.canteach.ca/elementary/songspoems76.html">www.canteach.ca/elementary/songspoems76.html</a>.<br/>• Ask pupils to finish the sentence starter 'I am special because...'</li> </ul> | <p><b>Possible Learning activities:</b></p> <ul style="list-style-type: none"> <li>• Explore special places at school.</li> <li>• Explore special places outside of school.</li> <li>• Create a class book of all their special places.</li> <li>• Explore the idea of a church being a special.</li> <li>• Invite minister into class to talk to the children and hot sea them.</li> <li>• Visits to your local church.</li> <li>• Listen together to the call to prayer in Arabic. What might it mean?</li> <li>• Visit a mosque if possible, or take a virtual visit if necessary.</li> <li>• Visit a mosque if possible, or take a virtual visit if necessary.</li> <li>• Give pupils time to work in groups. Using construction and/or modelling equipment, groups should create a model church that Grace would enjoy praying in or mosque that would be good for Imran to pray in. In order to make their mosque and church appropriate for Grace and Imran, the model should include all the features that they have learnt about.</li> <li>• Create celebration tub. Inside have a range of pictures and 3D objects related to festivals and celebrations.</li> </ul> | <p><b>Possible Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Ask parents to be involved in this unit by sending home an A4 page with four fairly large stars on. Parents should write on each star one thing that their child is very good at, then cut the stars out and send them back to school.</li> <li>• Draw out from the story that everyone is special in different ways. Ask pupils to think about what they are good at and how they are different to others in the class. Share with the class or group their own ideas about how they are special.</li> <li>• Look at the stars sent in by parents and give pupils the opportunity to contribute to writing a star for a friend (pupils' ideas can be used with an adult to scribe if necessary).</li> <li>• Give pupils the opportunity to show their reasons about why they are special e.g. making a photo frame with words and images on to show their special qualities and talents – put a photo of them inside/making an 'I am special' certificate with words</li> </ul> |  |

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| <ul style="list-style-type: none"> <li>• Explain to pupils that they are going to be thinking about how everyone in the class is special. Play '2, 4, 6, 8, who do we appreciate?' game. The whole class chants '2,4,6,8, who do we appreciate?' before one member of the group is chosen to say the name of someone who they feel to be very special and if possible give a reason e.g. 'I choose Jack because he plays with me/Chloe because she rides her scooter fast.'</li> <li>• Invite in at least two special people who help pupils e.g. crossing patrol officer, midday assistant, caretaker, secretary, local police constable, doctor postman/woman or vet etc. Help pupils to form questions to interview the guest, finding out what their job entails, what is good about it and what is not so good.</li> </ul> | <p>Try to include: - Items linked to Sukkot – e.g. greenery, images of fruit/veg growing, shiny stars, Sukkot cards - Items linked to Diwali – e.g. rangoli powder, puppets or murtis of Rama and Sita, Diwali cards - Items linked to Christmas – e.g. cards showing images from the nativity story, advent candles, a pretend gift that has been wrapped up. - Also include pictures of scenes from Christmas, Diwali and Sukkot stories.</p> <ul style="list-style-type: none"> <li>• Build a Sukkah.</li> <li>• Re tell the Story of Diwali.</li> </ul> | <p>and pictures on to show just why they feel that they are special.</p> <ul style="list-style-type: none"> <li>• Sit in a circle and play pass the smile. Discuss how it feels when someone smiles at you. Do we feel happy/special/loved/cared for/something else? How would we feel if we had played pass the angry/crying face? Think together about times when others have made us feel happy and times when we could make others feel good and even special through our actions.</li> <li>• Draw out from the story that everyone is special in different ways. Ask pupils to think about what they are good at and how they are different to others in the class. Share with the class or group their own ideas about how they are special.</li> <li>• Look at the stars sent in by parents and give pupils the opportunity to contribute to writing a star for a friend (pupils' ideas can be used with an adult to scribe if necessary).</li> <li>• Give pupils the opportunity to show their reasons about why they are special e.g. making a photo frame with words and images on to show their special qualities and talents – put a photo of them inside/making an 'I am special' certificate with words and pictures on to show just why they feel that they are special.</li> <li>• Sit in a circle and play pass the smile. Discuss how it feels when someone smiles at you. Do we feel happy/special/loved/cared for/something else? How would</li> </ul> |  |
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|  |  | <p>we feel if we had played pass the angry/crying face? Think together about times when others have made us feel happy and times when we could make others feel good and even special through our actions.</p> <ul style="list-style-type: none"><li>• set up a 'discovery table' focusing on the bounty of nature. Objects might include feathers, shells, eggs, stones, branches, leaves, conkers, pine cones, flowers etc. Ensure that there are a range of textures, colours and sizes. Some objects should be living (e.g. flowers growing in water, cress) - pupils can care for these and observe how they change as they develop. Other objects should be dead e.g. dried leaves and branches. Some objects such as stones will have never lived at all. Allow pupils to explore this table, discuss what they find there and add any appropriate items that they themselves find.</li><li>• Create a 'discovery table' focusing on the bounty of nature. Objects might include feathers, shells, eggs, stones, branches, leaves, conkers, pine cones, flowers etc.</li><li>• Nature sun catches.</li><li>• Nature Quest.</li></ul> |  |
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**Purpose of Study**

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.

**North Yorkshire Agreed Syllabus for Religious Education (Statutory)**

This agreed syllabus requires that all pupils learn from Christianity. In addition, pupils will learn from the principle religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism. In Key Stage 1 the minimum entitlements to learning about religions are Christianity and Muslims or Jewish people. It is the schools responsibility to consider the pupils they serve to whether they go beyond the minimum entitlements. Schools have a statutory responsibility to deliver Religious Education to all pupils, except those withdrawn by parents. Within Key Stage 1 it is advised that children receive 60 minutes a week.

**Key stage 1 Religious Education Skills**

| Skill development and progression by year | Believing<br>(Religious beliefs, teaching, sources; questions about meaning, purpose and truth)  | Expressing<br>(Religious and spiritual forms of expressing; questions about identity and diversity)   | Living<br>(Religious practices and ways of living; questions about values and commitments)   | Key vocabulary   |
|---|--|---|--|--|
| Year 1                                    | <p><b>1.1 <u>Who is a Christian and what do they believe?</u></b><br/> <b>Questions within this thread:</b><br/> <i>Who is a Muslim and what do they believe?</i><br/> <i>Who is Jewish and what do they believe?</i><br/> <i>What do different people believe about God?</i><br/> <i>Why do some people believe God exists?</i><br/> <i>Do we need to prove God's existence?</i></p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• Talk about some simple ideas about Christian beliefs about God and Jesus.</li> <li>• Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means.</li> <li>• Talk about issues of good and bad, right and wrong arising from the stories</li> </ul> <p>Ask some questions about believing in God and offer some ideas of their own.</p> | <p><b>1.5 <u>What makes some people places sacred?</u></b><br/> <b>Questions within this thread:</b><br/> <i>Why do people pray?</i><br/> <i>If God is everywhere, why go to a place of worship?</i><br/> <i>Should religious buildings be sold to feed the starving?</i></p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe.</li> <li>• Ask good questions during a school visit about what happens in a church, synagogue or mosque.</li> </ul> <p><b>1.6 <u>How and why do we celebrate special and sacred times?</u></b><br/> <b>Questions within this thread:</b><br/> <i>Which times are special and why?</i></p> | <p><b>1.7 <u>What does it mean to belong to a faith community?</u></b><br/> <b>Questions within this thread:</b><br/> <i>Where do we belong?</i><br/> <i>What does it mean to belong to a faith community?</i><br/> <i>What does it mean to be a Christian in Britain today?</i><br/> <i>What does it meant to be a Muslim in Britain today?</i><br/> <i>What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today?</i></p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean.</li> </ul> | <p><b>Key Vocabulary:</b><br/> Worship, the Old Testament, miracles, resurrection, sacred, holy, Pentecost, Jerusalem, crucifixion, disciples, Palm Sunday processions, Shabbat (Genesis 1; God as creator), Pesach (Moses and the Exodus; freedom), Chanukah (hope and dedication), Sukkot (reliance on God), , baptismal candles, christening clothes, crosses as badges or necklaces, fish/ICHTHUS badges, Islam: Aqiqah, ketubah</p> |

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|  |   | <p><i>Why are festivals important to religious communities?</i><br/> <i>Is it better to express your beliefs in arts and architecture or in charity and generosity?</i><br/> <i>How can people express the spiritual through the arts?</i></p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• Identify some ways Christians celebrate Christmas and Easter and some ways a festival is celebrated in the Muslim religion.</li> <li>• Re-tell stories connected with Christmas and Easter and a festival in a Muslim religion and say why these are important to believers.</li> <li>• Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in a Muslim religion.</li> <li>• Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify two ways people show they belong to each other when they get married.</li> <li>• Respond to examples of co-operation between different people.</li> </ul>  |  |
|  | <p><b>Possible Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Share stories that help to show how Christians think of God e.g. the book of Jonah in the Old Testament, the lost son (Luke 15:11–32)</li> <li>• Describe some of the beliefs that Christians hold about God e.g. all-powerful, loving, close to every person, forgiving.</li> <li>• Look at art and recognise some symbols and images used to express ideas about God.</li> <li>• Talk to Christians about what they believe about God.</li> <li>• Give opportunities for children to reflect on and express their own</li> </ul> | <p><b>Possible Learning activities:</b></p> <p><b>1.5</b></p> <ul style="list-style-type: none"> <li>• 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?</li> <li>• 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).</li> <li>• Explore the main features of places of worship in Christianity and at least one</li> </ul>   | <p><b>Possible Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul> |  |

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|               | <p>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.</p> <ul style="list-style-type: none"> <li>Using a suitable children's Bible (e.g. The Lion Storyteller Bible 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.</li> <li>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.</li> <li>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.</li> <li>Experience thanking and being thanked, praising and being praised, and connect this experience simply to an idea about worship.</li> <li>Explore what the idea of God means for the children themselves</li> </ul> | <p>other religion, ideally by visiting some places of worship.</p> <ul style="list-style-type: none"> <li>Find out how the place of worship is used and talk to some Christians, Muslims and/or Jewish people about how and why it is important in their lives.</li> <li>Notice some similarities and differences between places of worship and how they are used.</li> </ul> <p><b>1.6</b></p> <ul style="list-style-type: none"> <li>Consider the importance and value of celebration and remembrance in children's own lives.</li> <li>Learn about festivals in Christianity, including Christmas and Easter in Christianity: the stories and meanings associated with them. For example, from Easter: Explore stories of Jesus in Holy Week such as riding into Jerusalem on a donkey, turning over tables in the temple, washing his friends' feet, being arrested, being deserted, crucifixion, resurrection on Sunday morning. Explore feelings of Jesus and disciples. Explore how these are shown in the ways Christians celebrate Easter today e.g. Palm Sunday processions; washing feet; sorrow of Good Friday; darkness on Saturday services; light and joy of Easter day etc.</li> <li>Learn about how Muslims celebrate Eid-ul-Fitr as the completion of a month of fasting (Ramadan). Find out what happens in a Muslim household at Eid-ul-Fitr.</li> <li>Talk about what the stories and events means for pupils themselves.</li> </ul> | <ul style="list-style-type: none"> <li>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.</li> <li>Compare this with a welcoming ceremony from another religion e.g. Islam: Aqiqah.</li> <li>Find out how people can show they belong with another person, for example, through the promises made in a wedding ceremony, through symbols (e.g. rings, gifts; standing under the chuppah in Jewish weddings). Listen to some music used at Christian weddings. Find out about what the words mean in promises, hymns and prayers at a wedding.</li> <li>Compare the promises made in a Christian wedding with the Jewish ketubah (wedding contract).</li> </ul> |   |
| <p>Year 2</p> | <p><b>1.2 <u>Who is Muslim and what do they believe? Or</u></b></p> <p><b>Questions within this thread:</b></p>   | <p><b>1.6 <u>How and why do we celebrate special and sacred times? (ensure different celebrations to Year 1, maybe Jewish celebrations)</u></b></p> <p><b>Questions within this thread:</b><br/><i>Which times are special and why?</i></p>   | <p><b>1.8 <u>How should we care for others and the world, and why does it matter?</u></b></p> <p><b>Questions within this thread:</b><br/><i>F6. What is special about our world?</i></p>   | <p><b>Key vocabulary:</b><br/>Allah, Ramadan, Eid-ul-Fitr, Mezuzah, Shabbat, Chanukah, calligraphy, nasheeds, tawhid, Mount Hira; Arabic, Harvest, Pentecost, . Shabbat (Genesis 1;</p> |

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| <p>1.1 Who is a Christian and what do they believe?<br/>                 1.3 Who is Jewish and what do they believe?<br/>                 L2.1 what do different people believe about God?<br/>                 U2.1 why do some people believe God exists?<br/>                 3.1 Do we need to prove God's existence?</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.</li> <li>• Re-tell a story about the life of the Prophet Muhammad.</li> <li>• Recognise some objects used by Muslims and suggest why they are important</li> <li>• Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.</li> <li>• Find out about and respond with ideas to examples of cooperation between people who are different.</li> </ul> <p><b><u>1.3 Who is Jewish and what do they believe?</u></b><br/> <b>Questions within this thread:</b><br/>                 1.1 Who is a Christian and what do they believe?<br/>                 1.2 Who is a Muslim and what do they believe?<br/>                 L2.1 What do different people believe about God?<br/>                 U2.1 Why do some people believe God exists?<br/>                 3.1 Do we need to prove God's existence?<br/> <b>Learning objectives:</b></p> | <p>Why are festivals important to religious communities?<br/>                 Is it better to express your beliefs in arts and architecture or in charity and generosity?<br/>                 How can people express the spiritual through the arts?</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• Identify some ways Christians celebrate Harvest and Pentecost and some ways a festival is celebrated in another religion.</li> <li>• Re-tell stories connected with Harvest and Pentecost and a festival in the Jewish religion and say why these are important to believers.</li> <li>• Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in the Jewish religion.</li> <li>• Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.</li> </ul> | <p>L2.9 What can we learn from religions about deciding what is right and wrong?<br/>                 U2.7 What matters most to Christians and Humanists?<br/>                 U2.8 What difference does it make to believe in...?<br/>                 3.10 Does religion help people to be good?<br/>                 3.11 What difference does it make to believe in...?<br/>                 3.12 Is religion a power for peace or a cause of conflict in the world today?</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• Re-tell Bible stories and stories from another faith about caring for others and the world.</li> <li>• Identify ways that some people make a response to God by caring for others and the world.</li> <li>• Talk about issues of good and bad, right and wrong arising from the stories</li> <li>• Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more.</li> <li>• Use creative ways to express their own ideas about the creation story and what it says about what God is like.</li> </ul> | <p>God as creator), Pesach (Moses and the Exodus; freedom), Chanukah (hope and dedication), Sukkot (reliance on God), Samaritan,</p> |
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|  | <ul style="list-style-type: none"> <li>• Talk about how the mezuzah in the home reminds Jewish people about God.</li> <li>• 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.</li> <li>• Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means.</li> </ul>  |   |  |  |
|  | <p><b>Possible Learning Activities:</b><br/>1.2</p> <ul style="list-style-type: none"> <li>• 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’.</li> <li>• 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;</li> <li>• Share the words of the Shahadah, listen to the Call to Prayer.</li> <li>• Give pupils a way to respond to their own big questions e.g writing a class big questions poem or a ‘Where is God?’ poem.</li> <li>• Describe one of the beliefs that Muslims hold about God e.g. tawhid.</li> </ul> | <p><b>Possible Learning activities:</b></p> <ul style="list-style-type: none"> <li>• Consider the importance and value of celebration and remembrance in children’s own lives.</li> <li>• Learn about festivals in Christianity, including Harvest and Pentecost in Christianity: the stories and meanings associated with them.</li> <li>• Learn about the significance of festivals to the Jewish way of life and what they mean, e.g. Shabbat (Genesis 1; God as creator), Pesach (Moses and the Exodus; freedom), Chanukah (hope and dedication), Sukkot (reliance on God).</li> <li>• Explore the meaning and significance of Jewish rituals and practices during each festival.</li> <li>• Talk about what the stories and events means for pupils themselves.</li> </ul> | <p><b>Possible Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• 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).</li> <li>• Consider the idea that we all have special gifts we can use to benefit others.</li> <li>• Learn that some religions believe that serving others and supporting the poor are important parts of being a religious</li> </ul> |  |

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| <ul style="list-style-type: none"> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Talk to Muslims about what they believe about God.</li> <li>• Explore what the concept of God means for the pupils themselves.</li> <li>• Identify the objects that are most precious to them. Why are they precious? How does it show?</li> </ul> <p><b>1.3</b></p> <ul style="list-style-type: none"> <li>• Discuss what precious items they have in their home. Why are they important?</li> <li>• Experience celebrating in the classroom, with music, food or fun, and talk about how special times can make people happy and thoughtful.</li> <li>• Talk about remembering what really matters: how do people make a special time to remember?</li> <li>• 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.</li> <li>• 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?</li> </ul> |  | <p>believer e.g. Zakat, alms giving, in Islam; tzedakah (charity) in Judaism.</p> <ul style="list-style-type: none"> <li>• Read stories about how some people have been inspired to care for people because of their religious beliefs e.g. Mother Teresa, Dr Barnardo; people known in the local area.</li> </ul> |  |
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## Key Stage 2

### Purpose of Study

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.

### North Yorkshire Agreed Syllabus for Religious Education (Statutory)

This agreed syllabus requires that all pupils learn from Christianity. In addition, pupils will learn from the principle religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism. In Key Stage 2 the minimum entitlements to learning about religions are Christianity and Muslims, Hindus and Jewish people. It is the schools responsibility to consider the pupils they serve to whether they go beyond the minimum entitlements. Schools have a statutory responsibility to deliver Religious Education to all pupils, except those withdrawn by parents. Within Key Stage 2 it is advised that children receive 60 minutes a week.

### Key stage 2 Religious Education Skills

| Skill development and progression by year | Believing<br>(Religious beliefs, teaching, sources; questions about meaning, purpose and truth)   | Expressing<br>(Religious and spiritual forms of expressing; questions about identity and diversity)   | Living<br>(Religious practices and ways of living; questions about values and commitments)   | Key vocabulary  |
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| Year 3                                    | <p><b><u>L2.1 What do different people believe about God? Christian focus or Both Hindus and Muslims.</u></b><br/> <b>Questions within this thread:</b><br/>                     1.1-3 <i>Who is Christian / Muslim / Jewish and what do they believe?</i><br/>                     U2.1 <i>Why do some people believe God exists?</i><br/>                     3.2 <i>Do we need to prove God's existence?</i></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>Describe some of the ways in which Christians Hindus and/or Muslims describe God</li> <li>Ask questions and suggest some of their own responses to ideas about God.</li> <li>Suggest why having a faith or belief in something can be hard (B2).</li> </ul> | <p><b><u>L2.4 Why do people pray?</u></b><br/> <b>Questions within this thread:</b><br/>                     F3 <i>Which places are special and why?</i><br/>                     1.5 <i>What makes some places sacred?</i><br/>                     U2.4 <i>If God is everywhere, why go to a place of worship?</i><br/>                     3.6 <i>Should religious buildings be sold to feed the starving?</i></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>Describe the practice of prayer in the religions studied.</li> <li>Make connections between what people believe about prayer and what they do when they pray.</li> <li>Describe ways in which prayer can comfort and challenge believers.</li> <li>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.</li> </ul> | <p><b><u>L2.7 What does it mean to be a Christian in Britain today?</u></b><br/> <b>Questions within this thread:</b><br/>                     F5 <i>Where do we belong?</i><br/>                     1.7 <i>What does it mean to belong to a faith community?</i><br/>                     L2.8 <i>What does it mean to be a Hindu in Britain today?</i><br/>                     U2.6 <i>What does it meant to be a Muslim in Britain today?</i><br/>                     3.8 <i>What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today?</i></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings.</li> <li>Describe some ways in which Christian express their faith</li> </ul> | <p><b>Key Vocabulary:</b><br/>                     Existence, Hindus, Buddhist, Sikh, creation, salvation, palm cross, Trinity, Father, Son, Holy Spirit, biblical, Pesach, Rosh Hashanah and Yom Kippur in Judaism, Anglican, Baptist, Roman Catholic, Pentecostal, Sunday school classes, 'Messy Church', Girls Brigade, Boys' Brigade,</p> |



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|  | <ul style="list-style-type: none"> <li>Identify how and say why it makes a difference in people's lives to believe in God.</li> </ul> <p><b><u>L2.2 Why is the bible so important for Christians today?</u></b><br/> <b>Questions within this thread:</b><br/> <i>F1 Which stories are special and why?</i><br/> <i>1.4 What can we learn from sacred books?</i><br/> <i>3.2 Does living biblically mean obeying the whole Bible?</i></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation.</li> <li>Give examples of how and suggest reasons why Christians use the Bible today.</li> <li>Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression.</li> <li>Discuss their own and others' ideas about why humans do bad things and how people try to put things right.</li> </ul> | <p><b><u>L2.5 Why are festivals important to religious communities?(Easter focus)</u></b><br/> <b>Questions within this thread:</b><br/> <i>F4 Which times are special and why?</i><br/> <i>1.6 How and why do we celebrate special and sacred times?</i><br/> <i>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</i><br/> <i>3.7 How can people express the spiritual through the arts?</i></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>Make connections between stories, symbols and beliefs with what happens in at least two festivals.</li> <li>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid).</li> <li>Identify similarities and differences in the way festivals are celebrated within and between religions.</li> <li>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</li> </ul> | <p>through hymns and modern worship songs.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>   |  |
|  | <p><b>Possible Learning Activities:</b><br/> <b>L2.1</b></p> <ul style="list-style-type: none"> <li>Talk about ways in which we exercise trust and faith in our everyday lives, linking to the idea of believing in God.</li> <li>Find some examples of how we know about something we have not seen or experienced for ourselves.</li> <li>Consider the question: What do people believe about God?</li> </ul>   | <p><b>Possible Learning activities:</b><br/> <b>L2.4</b></p> <ul style="list-style-type: none"> <li>Describe the practice of prayer in the religions studied.</li> <li>Make connections between what people believe about prayer and what they do when they pray.</li> <li>Describe ways in which prayer can comfort and challenge believers.</li> </ul>   | <p><b>Possible Learning Activities:</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> |  |

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|  | <ul style="list-style-type: none"> <li>Explore some of the ways in which Christianity expresses ideas about God, including how Christians think of God as Trinity – Father, Son and Holy Spirit; how Christians create art expressing ideas about God, how Christians reflect on biblical stories to develop ideas about God and how religious experiences help believers to understand God. Examples will include Moses and the Burning Bush (Exodus 3.1–15), and Paul's conversion (Acts 9. 1–19).</li> </ul> <p><b>L2.2</b></p> <ul style="list-style-type: none"> <li>Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation.</li> <li>Give examples of how and suggest reasons why Christians use the Bible today.</li> <li>Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression.</li> <li>Discuss their own and others' ideas about why humans do bad things and how people try to put things right.</li> </ul> | <ul style="list-style-type: none"> <li>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.</li> </ul> <p><b>L2.5</b></p> <ul style="list-style-type: none"> <li>Think about times in their own lives when pupils remember and celebrate significant events/people, and why and how they do this.</li> <li>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.</li> <li>Describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals.</li> <li>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.</li> <li>Study key elements of festival: shared values, story, beliefs, hopes and commitments.</li> <li>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).</li> </ul> | <p>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?</p> <ul style="list-style-type: none"> <li>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 teenagers from two churches about how they show their faith.</li> <li>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</li> </ul> |  |
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|               |  | <ul style="list-style-type: none"> <li>Explore the benefits of celebration to religious communities by asking some local believers: why do they keep on celebrating ancient events?</li> </ul>   | <p>are not the only people who do these things, but find out why 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?</p>  |   |
| <p>Year 4</p> | <p><b><u>L2.3 Why is Jesus inspiring to some people?</u></b><br/> <b>Questions within this thread:</b><br/> <i>F2 Which people are special and why?</i><br/> <i>U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?</i><br/> <i>3.3 What is so radical about Jesus?</i></p> <p><b>Learning Objective:</b></p> <ul style="list-style-type: none"> <li>Make connections between some of Jesus' teachings and the way Christians live today.</li> <li>Describe how Christians celebrate Holy Week and Easter Sunday.</li> <li>Identify the most important parts of Easter or Christmas and say why they are important.</li> <li>Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter.</li> </ul> | <p><b><u>L2.5 Why are festivals important to religious communities? (Possible Eid focus)</u></b><br/> <b>Questions within this thread:</b><br/> <i>F4 Which times are special and why?</i><br/> <i>1.6 How and why do we celebrate special and sacred times?</i><br/> <i>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</i><br/> <i>3.7 How can people express the spiritual through the arts?</i></p> <p><b>Learning Objective:</b></p> <ul style="list-style-type: none"> <li>Make connections between stories, symbols and beliefs with what happens in at least two festivals.</li> <li>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid).</li> <li>Identify similarities and differences in the way festivals are celebrated within and between religions.</li> <li>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</li> </ul> | <p><b><u>L2.8 What does it mean to be a Hindu in Britain today?</u></b><br/> <b>Questions within this thread:</b><br/> <i>F5: Where do we belong?</i><br/> <i>1.7 What does it mean to belong to a faith community?</i><br/> <i>L2.7 What does it mean to be a Christian in Britain today?</i><br/> <i>U2.6 What does it meant to be a Muslim in Britain today?</i><br/> <i>3.8 What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today?</i></p> <p><b>Learning Objective:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Describe some ways in which Hindus express their faith through puja, aarti and bhajans.</li> <li>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.</li> <li>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.</li> </ul> | <p><b>Key Vocabulary:</b><br/> gospel, incarnation, puja, aarti and bhajans, holy week, salvation, Hindu, ceremonies of commitment, temptation, The Parable of the Two Builders from Matthew chapter 7; Pentecost, Pesach, Yom Kippur in Judaism, Eid in Islam. Puja, mandir; murtis, family shrine, the aarti ceremony, singing hymns (bhajans). 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</p> |

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|  |  | <p><b>L2.6 Why do some people think that life is a journey and what significant experience mark this?</b><br/> <b>Questions within this thread:</b><br/> <i>FS: Which times are special and why?</i><br/> <i>1.6 How and why do we celebrate special and sacred times?</i></p> <p><b>Learning Objective:</b></p> <ul style="list-style-type: none"> <li>• Suggest why some people see life as a journey and identify some of the key milestones on this journey.</li> <li>• Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean.</li> <li>• Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people.</li> <li>• Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.</li> </ul> | <p><b>L2.9 What can we learn from religions about deciding what is right and wrong?</b><br/> <b>Questions within this thread:</b><br/> <i>1.8 How should we care for others and the world, and why does it matter?</i><br/> <i>U2.7 What matters most to Christians and Humanists?</i><br/> <i>3.10 Does religion help people to be good?</i></p> <p><b>Learning Objective:</b></p> <ul style="list-style-type: none"> <li>• Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.</li> <li>• Make connections between stories of temptation and why people can find it difficult to be good.</li> <li>• Give examples of ways in which some inspirational people have been guided by their religion.</li> <li>• Discuss their own and others' ideas about how people decide right and wrong.</li> </ul> |  |
|  | <p><b>Possible Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Briefly explore what makes a person inspirational to others, identifying characteristics of a good role model.</li> <li>• Explore creatively some words and actions of Jesus which continue to inspire Christians today e.g The Parable of the Two Builders from Matthew chapter 7; hot-seat characters, freeze-frame or act out stories; create artworks; collect pupils' questions, then find out how Christians interpret these by asking some.</li> <li>• Use the events of Holy Week and Easter to find out why Jesus is so</li> </ul> | <p><b>Possible Learning Activities:</b><br/> <b>L2.5</b></p> <ul style="list-style-type: none"> <li>• Think about times in their own lives when pupils remember and celebrate significant events/people, and why and how they do this.</li> <li>• 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.</li> <li>• Describe how believers express the meaning of religious festivals</li> </ul>  | <p><b>Possible Learning Activities:</b><br/> <b>L2.8</b></p> <ul style="list-style-type: none"> <li>• Find out about how Hindus show their faith within their families.</li> <li>• Learn that 'Hinduism' is incredibly diverse as a whole way of life rather than a set of beliefs.</li> <li>• Find out about the objects involved in puja at home and at the mandir; murtis, family shrine, statues and pictures of deities, puja tray including incense, fruit, bells, flowers, candles;</li> <li>• Learn about an important sacred text; the Bhagavad Gita.</li> </ul>   |  |

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|  | <p>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.</p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• 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.</li> </ul> | <p>through symbols, sounds, actions, story and rituals.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Study key elements of festival: shared values, story, beliefs, hopes and commitments.</li> <li>• 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).</li> </ul> <p><b>L2.6</b></p> <ul style="list-style-type: none"> <li>• 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?</li> <li>• 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.</li> </ul> | <ul style="list-style-type: none"> <li>• Learn about Hindu religious ritual; the OM, blessing food, the aarti ceremony, singing hymns (bhajans).</li> <li>• 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.</li> <li>• 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.</li> <li>• Explore what Hindus do to show their tradition within their faith.</li> <li>• Find out about the deities and how they help Hindus achieve moral</li> </ul> <p><b>L2.9</b></p> <ul style="list-style-type: none"> <li>• 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. What difference would it make if people keep these guides for living?</li> <li>• 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.</li> </ul> |  |
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|  |  | <p>Explore the symbols and rituals used, and the promises made. Do non-religious people e.g. Humanists mark these moments?</p> <ul style="list-style-type: none"> <li>• What meaning do these ceremonies have to the individual, their family and their communities?</li> <li>• Rank, sort and order some different commitments held by believers in different religions – and by the pupils themselves.</li> <li>• 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</li> </ul> | <ul style="list-style-type: none"> <li>• Share teachings from different religions that give examples of how to live 'a good life', e.g. Christian teaching from Jesus on the Beatitudes (Matthew 5: 2–13).</li> <li>• 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?</li> <li>• 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.</li> </ul> |  |
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| Skill development and progression by year | Believing<br>(Religious beliefs, teaching, sources; questions about meaning, purpose and truth)  | Expressing<br>(Religious and spiritual forms of expressing; questions about identity and diversity)   | Living<br>(Religious practices and ways of living; questions about values and commitments)  | Key vocabulary  |
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| Year 5                                    | <p><b><u>U2.1 Why do some people believe God Exists?</u></b><br/> <b>Questions within this thread:</b><br/>                     1.1-3 <i>Who is Christian/ Muslim / Jewish and what do they believe?</i><br/>                     L2.1 <i>What do different people believe about God?</i><br/>                     3.1 <i>Do we need to prove God's existence?</i></p> <p><b>Learning Objective:</b></p> <ul style="list-style-type: none"> <li>• Outline clearly a Christian understanding of what God is like, using examples and evidence.</li> <li>• Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging.</li> <li>• Express thoughtful ideas about the impact of believing or not believing in God on someone's life.</li> <li>• Present different views on why people believe in God or not, including their own ideas (C1)</li> </ul> | <p><b><u>U2.4 If God is everywhere, why got to a place of worship?</u></b><br/> <b>Questions within this thread:</b><br/>                     F3: <i>Which places are special and why?</i><br/>                     1.7: <i>What makes some places sacred?</i><br/>                     L2.5: <i>Why do people pray?</i><br/>                     3.6: <i>Should religious buildings be sold to feed the starving?</i></p> <p><b>Learning Objective:</b></p> <ul style="list-style-type: none"> <li>• Make connections between how believers feel about places of worship in different traditions.</li> <li>• Select and describe the most important functions of a place of worship for the community.</li> <li>• Give examples of how places of worship support believers in difficult times, explaining why this matters to believers.</li> <li>• Present ideas about the importance of people in a place of worship, rather than the place itself.</li> </ul> | <p><b><u>U2.6 What does it mean to be Muslim in Britain today?</u></b><br/> <b>Questions within this thread:</b><br/>                     F5: <i>Where do we belong?</i><br/>                     1.7 <i>What does it mean to belong to a faith community?</i><br/>                     L2.7 <i>What does it mean to be a Christian in Britain today?</i><br/>                     L2.8 <i>What does it mean to be a Hindu in Britain today?</i><br/>                     3.8 <i>What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today?</i></p> <p><b>Learning Objective:</b></p> <ul style="list-style-type: none"> <li>• Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.</li> <li>• Describe and reflect on the significance of the Holy Qur'an to Muslims.</li> <li>• Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.</li> <li>• Make connections between the key functions of the mosque and the beliefs of Muslims.</li> </ul> | <p><b><u>Key Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Five Pillars, UK census, theist' (believes in God), agnostic (cannot say if God exists or not) and atheist (believes there is no god), God as Father, Spirit, Son, eternal, almighty, holy, shepherd, rock, fortress, light), local and national communities and out to the global community, greatest commandments, Anglican and Baptist churches; mandir;, Orthodox, Reform synagogue, duty of pilgrimage, shrine, 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), Sunnah (practices, customs and traditions of the Prophet Muhammad); Hadith (sayings and actions of the Prophet Muhammad).</li> </ul> |

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|  | <p><b><u>U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?</u></b><br/> <b>Questions within this thread:</b><br/> <i>F2 Which people are special and why?</i><br/> <i>L2.3 Why is Jesus inspiring to some people?</i><br/> <i>3.3 What is so radical about Jesus?</i></p> <p><b>Learning Objective:</b></p> <ul style="list-style-type: none"> <li>• Outline Jesus' teaching on how his followers should live.</li> <li>• Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live.</li> <li>• Explain the impact Jesus' example and teachings might have on Christians today.</li> <li>• Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.</li> </ul> |   |   |  |
|  | <p><b>Possible Learning Activities:</b><br/> <b>U2.1</b></p> <ul style="list-style-type: none"> <li>• Find out about how many people in the world and in your local area believe in God – using global statistics and the 2011 UK census. Ask pupils why they think so many people believe in God. Collect these reasons. Find out about how many do not believe. Learn the words 'theist' (believes in God), agnostic (cannot say if God exists or not) and atheist (believes there is no god).</li> <li>• Set up an enquiry to explore the key question. Ask pupils to raise questions about the existence and nature of God. Focus on Christian ideas of God, in order to</li> </ul>  | <p><b>Possible Learning activities:</b></p> <ul style="list-style-type: none"> <li>• Find out some of the key features of places of worship: e.g. some differences between Anglican and Baptist churches; mandir; differences between an Orthodox and a Reform synagogue.</li> <li>• Explore the duty of pilgrimage in Hinduism, which is seen as a wider part of worship. This concerns the need for Hindus to be seen by the deity worshipping at a particular shrine. Does this mean that God is concentrated more intensely in particular places?</li> <li>• Can pupils talk about a place where people might say or feel God is somehow more 'present'?</li> </ul> | <p><b>Possible Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• 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?</li> <li>• 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</li> </ul> |  |



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|  | <p>make this more manageable. Start by clarifying what Christians believe God is like. Build on learning from Key Question L2.1, and explore some of the names of God and metaphors for God in the Bible (e.g. God as Father, Spirit, Son, eternal, almighty, holy, shepherd, rock, fortress, light). If this God exists, what difference would 'he' make to the way people live? Make links with prior learning about the Bible and its 'big story' (Key Question L2.2).</p> <ul style="list-style-type: none"> <li>Explore some reasons why people do or do not believe in God. Consider some of the main reasons. These include: family background – many people believe (or don't believe) because of their home background; religious experience – many people say they have experienced a sense of 'the presence of God' or had prayer answered; many would argue that the universe, the Earth and life are extraordinary and are best explained as the result of an all-powerful Creator. Many people who do not believe in God point to the existence of terrible suffering as a key reason. Some argue that there is no need to use a Creator to explain the existence of the universe and life.</li> </ul> <p><b>U2.2</b></p> <ul style="list-style-type: none"> <li>Build on learning from Key Question L2.3. Use the ideas below to explore Jesus' teachings and example and how they inspire Christians today. Consider the extent to which Jesus' values and</li> </ul> | <p>What is special about these places?</p> <ul style="list-style-type: none"> <li>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.</li> <li>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?</li> <li>Find out about alternative forms of Christian communities, e.g. <a href="http://www.freshexpressions.org.uk">www.freshexpressions.org.uk</a> Consider the appeal of these to some Christians.</li> </ul> | <p>practised by Muslims in Britain today. Consider what beliefs, practices and values are significant in pupils' lives.</p> <ul style="list-style-type: none"> <li>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).</li> <li>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).</li> <li>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.</li> <li>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.</li> </ul> |  |
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|               | <p>example would benefit today's world, within the school community, local and national communities and out to the global community.</p> <ul style="list-style-type: none"> <li>• Examine Luke 4:18–19 and find out what Jesus saw as his mission. Find examples of where he fulfilled this.</li> <li>• Love: use some of Jesus' stories, teachings and example to understand what Christians believe he meant by loving others (e.g. greatest commandments).</li> <li>• Forgiveness: use some of Jesus' stories, teachings and example to understand why he saw forgiveness as so important (e.g. forgive others, Mark 11:25/Luke 6:37).</li> </ul>   |   |  |  |
| <p>Year 6</p> | <p><b><u>U2.3 What do religions say to us when life gets hard?</u></b><br/> <b>Questions within this thread:</b><br/> <i>3.4 Is death the end? Does it matter?</i><br/> <i>3.5 Why is there suffering? Are there any solutions?</i></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Express ideas about how and why religion can help believers when times are hard, giving examples</li> <li>• Outline Christian, Hindu and/or nonreligious beliefs about life after death.</li> <li>• Explain some similarities and differences between beliefs about life after death.</li> <li>• Explain some reasons why Christians and Humanists have different ideas about an afterlife.</li> </ul> | <p><b><u>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</u></b><br/> <b>Questions within this thread:</b><br/> <i>3.7 How can people express the spiritual through the arts?</i></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Describe and make connections between examples of religious creativity (buildings and art).</li> <li>• Show understanding of the value of sacred buildings and art.</li> <li>• Suggest reasons why some believers see generosity and charity as more important than buildings and art.</li> <li>• Apply ideas about values and from scriptures to the title question.</li> </ul> | <p><b><u>U2.7 What matters most to Christians and Humanists?</u></b><br/> <b>Questions within this thread:</b><br/> <i>1.8 How should we care for others and the world, and why does it matter?</i><br/> <i>L2.9 What can we learn from religions about deciding right and wrong?</i><br/> <i>3.10 Does religion help people to be good?</i></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples.</li> <li>• Describe some Christian and Humanist values simply.</li> <li>• Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied.</li> </ul> | <p><b><u>Key Vocabulary:</u></b><br/> Humanists, ahimsa, grace and Ummah, afterlife, bereaved, scriptures, poverty, charity, Genesis, ahimsa, karma and reincarnation, Gandhi, ahimsa, Ummah, and being part of the Ummah is expressed, e.g. in pilgrimage to Makkah, zakat, zakat and hajj.</p> |

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|  |   |   | <ul style="list-style-type: none"> <li>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</li> </ul> <p><b><u>U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)?</u></b><br/> <b>Questions within this thread:</b><br/> <i>1.8 How should we care for others and the world, and why does it matter?</i><br/> <i>3.11 What difference does it make to believe in...?</i></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>Make connections between beliefs and behaviour in different religions.</li> <li>Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions.</li> <li>Outline the challenges of being a Hindu, Christian or Muslim in Britain today.</li> <li>Consider similarities and differences between beliefs and behaviour in different faiths.</li> </ul> |  |
|  | <p><b>Possible Learning Activities:</b></p> <ul style="list-style-type: none"> <li>Use stimulus material to encourage pupils to ask questions about life, death, suffering, and what matters most in life.</li> <li>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.</li> <li>Explore ways in which religions help people to live, even when</li> </ul> | <p><b>Possible Learning Activities:</b></p> <ul style="list-style-type: none"> <li>Find out about some great examples of religious art and architecture and present their reasons for choosing those they find most impressive;</li> <li>Work in a small group and present to the class an example of the most impressive religious art or architecture.</li> <li>Notice, list and explain similarities and differences between Christian and Muslim sacred buildings.</li> </ul> | <p><b>Possible Learning Activities:</b></p> <p><b><u>U2.7</u></b></p> <ul style="list-style-type: none"> <li>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?</li> <li>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</li> </ul>   |  |

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|  | <p>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.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul> | <p>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?</p> <ul style="list-style-type: none"> <li>• Talk about how having a 'code for living' might help people to be good.</li> <li>• 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?</li> <li>• Explore the meanings of some big moral concepts, e.g. fairness, freedom, truth, honesty, kindness, peace. What do they look like in everyday life?</li> </ul> <p><b><u>U2.8</u></b></p> <ul style="list-style-type: none"> <li>• Discover and think about the meanings of some key ideas in three religions, building on prior learning:</li> <li>• 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.</li> <li>• 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</li> </ul> |  |
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|  |  |  | <p>doesn't everybody believe in being harmless?</p> <ul style="list-style-type: none"><li>• 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)</li><li>• 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?</li><li>• 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.</li><li>• Explore the impact of the practice of zakat and hajj on Muslims, locally, in the UK and globally.</li></ul> |  |
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