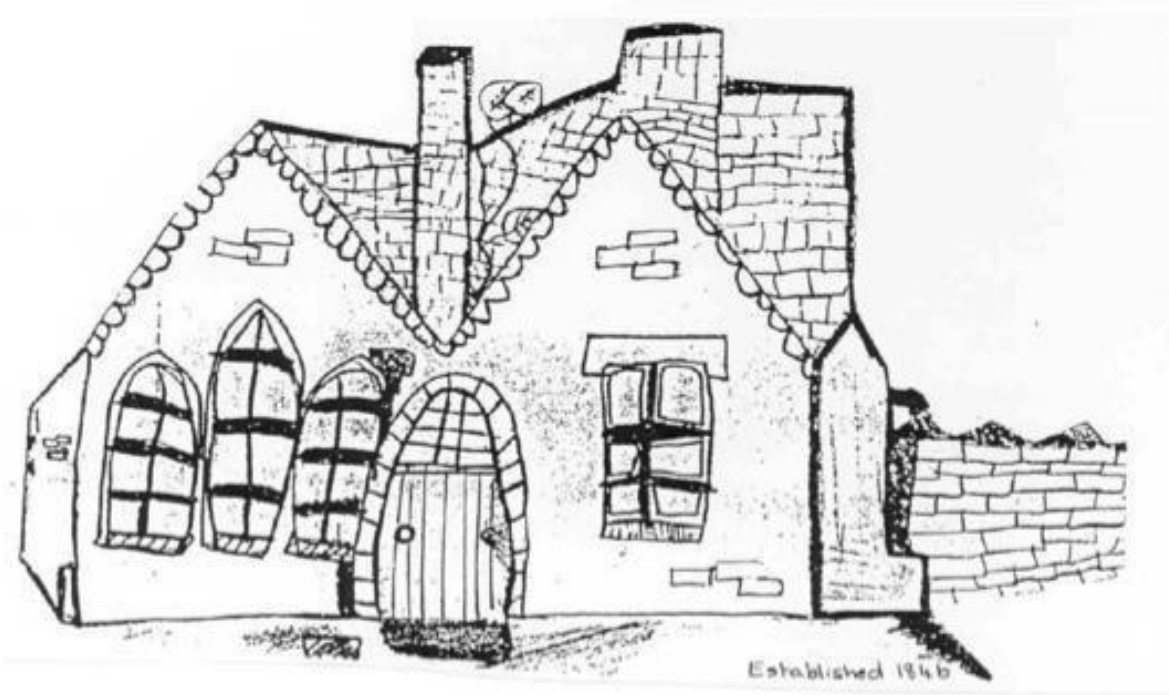


Fullness of life for all, through working together with the love of Christ.



## RE Progression and Skills Map



Our curriculum is driven by our Christian Vision and values, the culture and diversity of our local, national and global community.

*'Fullness of life for all, through working together with the love of Christ.'*

At Quinton Church Primary School, we believe that everyone should have life in all its fullness. Therefore, our aim is for everyone to be part of our **Christian community** where everyone is happy, safe and supported, feels **loved** and demonstrates kindness; understands **justice** and shows fairness to all; and receives high quality education and is empowered to live life to the full (John 10:10).

We are not only inspired by John 10:10, but by Micah 6:8, which shows us how to live life in all its fullness. *'The LORD has told us what is good. What he requires of us is this: to do what is just, to show constant love, and to live in humble fellowship with our God.'*

**Be kind, be fair, be thankful.**

## The Rationale Behind Our RE Curriculum

The Church of England explains in their [Statement of Entitlement for the teaching of Religious Education in schools](#) that **“Religious education in a Church school should enable every child to flourish and to live life in all its fullness (John 10:10). It will help educate for dignity and respect, encouraging all to live well together”**. At Quinton Church Primary School, our RE curriculum has been carefully designed with the support of the Sandwell Agreed Syllabus and the ‘Understanding Christianity’ scheme to fulfil this expectation. Further information regarding what our curriculum looks like can be found on the next page onwards.

At Quinton Church Primary School, our RE lessons will be a safe space for pupils to explore their own religious, spiritual and/or philosophical ways of seeing, living, thinking, believing and belonging. In addition to this, our curriculum enables all pupils to develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection.

As per the Church of England’s [Statement of Entitlement for the teaching of Religious Education in schools](#), our curriculum has been strategically planned to ensure that the expectation of **“Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time”** is met, and that the following aims and objectives are met:

- *To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.*
- *To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.*
- *To engage with challenging questions of meaning and purpose raised by human existence and experience.*
- *To recognise the concept of religion and its continuing influence on Britain’s cultural heritage and in the lives of individuals and societies in different times, cultures and places.*
- *To explore their own religious, spiritual and philosophical ways living, believing and thinking.*

# Our RE Curriculum

## The Sandwell Agreed Syllabus

### **EYFS:**

- *Being special: where do we belong?*
- *Which places are special and why?*
- *Which stories are special and why?*

### **Year 1:**

- *Beginning to learn Sikhi: Part A: Stories of the Sikh Gurus*
- *Beginning to learn Islam: What can we learn from stories of the Prophet?*
- *Holy places: Where and how do Christians, Sikhs and Muslims worship?*

### **Year 2:**

- *Who is Jewish and what do they believe?*
- *Questions that puzzle us: What can we learn from deep thinking?*
- *Beginning to learn Sikhi: Part B: The Gurdwara, a place to belong*

### **Year 3:**

- *What are the deeper meanings of the festivals?*
- *What is it like to be a Sikh in Quinton? Sikh beliefs and ways of living*
- *Values: What matters most? Christians and Humanists*

### **Year 4:**

- *What is it like to be Hindu? Community, worship, celebration*
- *What is it like to be Jewish? Family, Synagogue and Torah*
- *Keeping the 5 Pillars of Islam*

### **Year 5:**

- *What can we learn from religion about temptation?*
- *Hindu, Jewish and Islamic prayer: What? When? How? Where? Why?*
- *Can religions help people when times get hard?*

### **Year 6:**

- *An enquiry into visiting places of worship*
- *Why do Hindus want to do good?*
- *What impact do people's beliefs have in their lives?*

## Understanding Christianity

### **EYFS:**

- *Why is the word 'God' special to Christians?*
- *Why do Christians perform nativity plays at Christmas?*
- *Why do Christians put a cross in an Easter garden?*

### **Year 1:**

- *What do Christians believe God is like?*
- *Why does Christmas matter to Christians? How and why do we celebrate special times?*
- *Why does Easter matter to Christians?*

### **Year 2:**

- *Who made the world?*
- *What is the 'good news' Christians believe Jesus brings?*
- *Why does Easter matter to Christians?*

### **Year 3:**

- *What do Christians learn from the Creation Story?*
- *What is the 'Trinity' and why is it important for Christians?*
- *Why do Christians call the day Jesus died 'Good Friday'?*

### **Year 4:**

- *What kind of world did Jesus want?*
- *What is it like to follow God?*
- *For Christians, when Jesus left, what was the impact of Pentecost?*

### **Year 5:**

- *What does it mean if Christians believe God is holy and loving?*
- *What do Christians believe Jesus did to save human beings?*
- *Was Jesus the Messiah?*

### **Year 6:**

- *Christians and how to live: 'What would Jesus do?'*
- *Creation and science: conflicting or complementary?*
- *For Christians, what kind of king was Jesus?*

# Yearly Overview of Units

	Autumn 1	Autumn 2	Spring 1 Interfaith Week during this half term	Spring 2	Summer 1	Summer 2
EYFS	<p>Why is the word 'God' special to Christians? Core concept = Creation</p> 	<p>Why do Christians perform nativity plays at Christmas? Core concept = Incarnation</p> 	<p>Being special: where do we belong? Sandwell Agreed Syllabus - EYFS F4 unit</p>	<p>Why do Christians put a cross in an Easter garden? Core concept = Salvation</p> 	<p>Which places are special and why? Sandwell Agreed Syllabus - EYFS F5 unit</p>	<p>Which stories are special and why? Sandwell Agreed Syllabus - EYFS F6 unit</p>
Year 1	<p>What do Christians believe God is like? Core concept = God</p> 	<p>Why does Christmas matter to Christians? How + why do we celebrate special times? Core concept = Incarnation</p> 	<p>Beginning to Learn Sikhi: Part A. Stories of the Sikh Gurus. (Sikhism) Sandwell Agreed Syllabus - KS1 unit 4</p>	<p>Why does Easter matter to Christians? (Core Learning) Core concept = Salvation</p> 	<p>Beginning to learn Islam: What can we learn from stories of the Prophet? (Islam) Sandwell Agreed Syllabus - KS1 unit 7</p>	<p>Holy places: where and how do Christians, Sikhs and Muslims worship? (Christianity, Islam &amp; Sikhism) Sandwell Agreed Syllabus - KS1 unit 9</p>
Year 2	<p>Who made the world? Core concept = Creation</p> 	<p>What is the 'good news' Christians believe Jesus brings? Core concept = Gospel</p> 	<p>Who is Jewish and what do they believe? (Judaism) Additional unit purchased from RE:Today</p>	<p>Why does Easter matter to Christians? (Digging Deeper) Core concept = Salvation</p> 	<p>Who are Humanists and what is their way of life? (Humanism) Sandwell Agreed Syllabus - KS1 unit 13</p>	<p>Beginning to Learn Sikhi: Part B. The Gurdwara, a place to belong. (Sikhism) Sandwell Agreed Syllabus - KS1 unit 5</p>
Year 3	<p>What do Christians learn from the Creation story? Core concepts = Creation &amp; Fall</p> 	<p>What is the 'Trinity' and why is it important for Christians? Core concept = Incarnation &amp; God</p> 	<p>What are the deeper meanings of the festivals? (Buddhism &amp; Islam) Sandwell Agreed Syllabus - KS2 unit 1</p>	<p>Why do Christians call the day Jesus died 'Good Friday'? Core concept = Salvation</p> 	<p>What is it like to be a Sikh in Quinton? Sikh beliefs and ways of living (Sikhism) Sandwell Agreed Syllabus - KS2 unit 4</p>	<p>Values: What matters most? Christians and Humanists (Christianity &amp; Humanism) Sandwell Agreed Syllabus - KS2 unit 6</p>
Year 4	<p>What kind of world did Jesus want? Core concept = Gospel</p> 	<p>What is it like to follow God? Core concept = People of God</p> 	<p>What is it like to be a Hindu? Community, Worship, Celebration (Hinduism) Sandwell Agreed Syllabus - KS2 unit 2</p>	<p>What is it like to be Jewish? Family, Synagogue and Torah (Judaism) Sandwell Agreed Syllabus - KS2 unit 9</p>	<p>For Christians, when Jesus left, what was the impact of Pentecost? Core concept = Kingdom of God</p> 	<p>Keeping the 5 Pillars of Islam (Islam) Sandwell Agreed Syllabus - KS2 unit 11</p>
Year 5	<p>What does it mean if Christians believe God is holy and loving? Core concept = God</p> 	<p>Was Jesus the Messiah? Core concept = Incarnation</p> 	<p>Hindu, Jewish and Islamic Prayer: What? When? How? Where? Why? (Hinduism, Judaism &amp; Islam) Sandwell Agreed Syllabus - UKS2 unit 5</p>	<p>What do Christians believe Jesus did to save human beings? Core concept = Salvation</p> 	<p>What can we learn from religion about temptation? (Christianity &amp; Islam) Sandwell Agreed Syllabus - UKS2 unit 6</p>	<p>Can religions help people when times get hard? (Christianity, Hinduism &amp; non-religious) Sandwell Agreed Syllabus - UKS2 unit 3</p>
Year 6	<p>Christians and how to live: 'What would Jesus do?' Core concept = Gospel</p> 	<p>Creation and science: conflicting or complementary? Core concept = Creation &amp; Fall</p> 	<p>An enquiry into visiting places of worship (Sikhism focus for interfaith week) Sandwell Agreed Syllabus - UKS2 unit 2</p>	<p>For Christians, what kind of king was Jesus? Core concept = Kingdom of God</p> 	<p>Why do Hindus want to be good? (Hinduism) Sandwell Agreed Syllabus - UKS2 unit 11</p>	<p>What impact do people's beliefs have in their lives? (Spiritual Expression unit) Sandwell Agreed Syllabus - UKS2 unit 12</p>

## End of Unit Outcomes – Knowledge/Skills/Experiences

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<ul style="list-style-type: none"> <li>• The word God is a name</li> <li>• Christians believe God is Creator of the universe</li> <li>• Christians believe God made our wonderful world and so we should look after it</li> </ul>	<ul style="list-style-type: none"> <li>• Christians believe in God</li> <li>• Christians find out about God in the Bible</li> <li>• Christians believe God is loving, kind, fair and also Lord and King; there are some stories that show this</li> <li>• Christians worship God and try to live in ways that please him</li> </ul>	<ul style="list-style-type: none"> <li>• Christians believe God created the universe</li> <li>• The Earth and everything in it are important to God</li> <li>• God has a unique relationship with human beings as their Creator and Sustainer</li> <li>• Humans should care for the world because it belongs to God</li> </ul>	<ul style="list-style-type: none"> <li>• God the Creator cares for the creation, including human beings</li> <li>• As human beings are part of God's good creation, they do best when they listen to God</li> <li>• The Bible tells a story about how humans spoiled their friendship with God</li> <li>• This means that humans cannot get close to God without God's help</li> <li>• The Bible shows that God wants to help people to be close to him - he keeps his relationship with them, gives them guidelines on good ways to live and offers forgiveness even when they keep on falling short</li> <li>• Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short</li> </ul>	<ul style="list-style-type: none"> <li>• Christians believe Jesus challenges everyone about how to live - he sets the example for loving God and your neighbour, putting others first</li> <li>• Christians believe Jesus challenges people who pretend to be good and shows love and forgiveness to unlikely people</li> <li>• Christians believe Jesus' life shows what it means to love God and love your neighbour</li> <li>• Christians try to be like Jesus – they want to know him better and better</li> <li>• Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice</li> </ul>	<ul style="list-style-type: none"> <li>• Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping</li> <li>• Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice but also being loving, forgiving and full of grace</li> <li>• Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love</li> <li>• Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through church teaching</li> <li>• Christians believe getting to know God is like getting to know a person rather than learning information</li> </ul>	<ul style="list-style-type: none"> <li>• Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin</li> <li>• Christian see that Jesus' teachings and example cut across expectations</li> <li>• Christians believe that Jesus' good news not only transforms lives now, but also points towards a restored, transformed life in the future</li> <li>• Christians believe that they should bring this good news to life in the world in different ways: within their church family, in their personal lives, with family, with their neighbours, in the local community, in the national community and in the global community</li> </ul>



- Christians believe God came to earth in human form as Jesus
- Christians believe Jesus came to show that all people are precious and special to God

- Christians believe that Jesus is God and that he was born as a baby in Bethlehem
- The Bible points out that his birth showed that he was extraordinary and that he came to bring good news
- Christians celebrate Jesus' birth
- Advent for Christians is a time for getting ready for Jesus' coming

- Christians believe Jesus brings good news for all people
- For Christians, this good news includes being loved by God, and being forgiven for bad things
- Christians believe Jesus is a friend to the poor and friendless
- Christians believe Jesus' teachings make people think hard about how to live and show them the right way

- Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit
- Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers
- Christians worship God as a Trinity - it is a huge idea to grasp, and Christians have created art to help express this belief
- Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus
- Jesus the Son is seen by Christians as revealing what God the Father is like - they believe he promises to stay with them and Bible stories show how God keeps his promises
- Christians find that understanding God is challenging; people spend their whole lives learning more and more about God
- Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in songs, stories, poems and art

- The Old Testament tells the story of a particular group of people, the children of Israel - known as the People of God - and their relationship with God
- The People of God try to live in the way God wants, following his commands and worshipping him
- They believe he promises to stay with them and Bible stories show how God keeps his promises
- The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God and to attract all other nations to worshipping God
- Christians believe that, through Jesus, all people can become the People of God

- Jesus was Jewish
- Christians believe Jesus is God in the flesh
- Christians believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God
- The Old Testament talks about a 'rescuer' or 'anointed one' ( a Messiah) - some texts talk about what this Messiah would be like
- Christians believe that Jesus fulfilled these expectations, and that he is the Messiah
- Jewish people do not think Jesus is the Messiah
- Christians see Jesus as their saviour

- There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts - these debates and controversies relate to the purpose and interpretation of the texts
- There are many scientists throughout history and now who are Christians
- The discoveries of science make Christians wonder even more about the power and majesty of the Creator

- Visited a local place of worship.
- Discussed the idea that each person is unique and valuable.
- Discussed religious beliefs that each person is unique and valuable.
- Considered religious beliefs about God loving each person
- Discussed how God's love for children is shown in Christianity through infant baptism and dedication.
- Discussed how children are welcomed into Islam through the Aqiqah ceremony, whispering of the Shahdah and cutting of hair.
- Considered signs and symbols used in the welcoming of children into the faith community
- Considered ways of showing that people are special from other religions e.g. Hinduism: Stories about Hindus celebrating Rakshan Bandhan – which celebrates the special bond between brothers and sisters. The sister ties a band of Rakhi of gold or red threads around the right hand of a brother.

- Name some symbols we are aware of or know about in our daily lives
- Hear and listen attentively to a story about a Guru
- Talk about values in response to a Sikh story
- Name some Sikh artefacts and symbols
- Identify and recall a Sikh story
- Talk about being generous and meeting generous people
- Talk about why Sikhs like to share and what they like to share
- Retell the story of Dundi Chand and the needle
- Identify a good reason to share
- Recognise what the 5Ks are, why some Sikh children wear them and why they are important to them.
- Respond sensitively to the ideas of being generous, being equal and being fair

- Talk about the fact that Jewish people believe in God
- Recognise that some Jewish people remember God in different ways
- Talk about how the mezuzah in the home reminds Jewish people about God
- 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
- Retell a story that shows what Jewish people do at the festival of Chanukah might think about God, suggesting what it means

- Identify and describe how festivals from two religions are celebrated
- Explain examples of texts and stories which lie behind the festivals in terms of the values and beliefs they show
- Describe how people show devotion to God and commitment to key values in their festivals
- Identify and describe how Muslim Eid is celebrated, using the right words
- Consider questions about the belief that God is at work in human life and stories which show how this should be celebrated.
- Make simple connections between Muslim sacred texts and the practice of Eid al Fitr festivities today
- Raise questions about what is worth celebrating and why, suggesting answers of our own with reasons
- Make links between actions and meanings in festivities, considering big questions: What is it like to eat lunch after a month of fasting? What is the place of thanksgiving, family, generosity, memory, seeking God at Eid? Which matters most?
- Identify and describe how festivals from two religions are celebrated, using the right words
- Identify similarities, differences and generalities in relation to the festivals they study
- Respond thoughtfully to questions about what is worth celebrating and why, suggesting answers of our own with reasons
- Make links between different religions, which all celebrate the triumph of goodness over evil

- Describe how Hindus show their faith within their families in Britain today
- Describe how Hindus show their faith within their faith communities in Britain today
- Identify some different ways in which Hindus show their faith
- Identify the terms dharma, Sanatana Dharma and Hinduism and say what they mean •
- Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)
- Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for our ideas
- Use a range of religious words to describe Hindu beliefs about God and worship
- List some similarities and differences between the Hindu way of life and another way of life we know well
- Make links between art, stories and holy writings that help people to be good or generous rather than bad or mean

- Describe simply how Jews, Hindus and Muslims pray, giving some examples and facts about each religion
- Make links between different kinds of prayers and different emotions and feelings
- Suggest some puzzling questions about prayer and consider some answers
- Use the right words to describe the impact of beliefs about prayer in two religions
- Show that we understand why prayer is important in Islam, Hinduism and Judaism
- Apply the idea that silence is good for you to the topics of prayer and to our own lives
- Explain how prayer is connected to belief about God for Jews, Hindus and Muslims
- Express our own views about the idea that 'prayer is the most important religious ritual' referring to Jewish, Hindu and Muslim understanding.

- Talk about the holy buildings we have visited thoughtfully
- Explain beliefs about holy buildings and God's presence from different religions
- Describe examples of texts which explain worship and sacred space
- Explain differences between what happens in different places of worship
- Talk about why holy buildings matter to some people
- Ask questions about worship and holy buildings
- Raise questions about the value and impact of worship and the significance of 'holy space'
- Describe clear connections between beliefs about God and how people worship
- Express our own response to the idea that the Earth is a 'holy place' we all share.

- Christians remember Jesus' last week at Easter
- Jesus' name means "he saves"
- Christians believe Jesus came to show God's love
- Christians try to show love to others

- Easter is very important in the 'big story' of the Bible
- Jesus showed that he was willing to forgive all people, even for putting him on the cross
- Christians believe Jesus builds a bridge between God and humans
- Christians believe Jesus rose from the dead, giving people hope of a new life

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- Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection
- The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do
- Christians today trust that Jesus really did rise from the dead, and so is still alive today
- Christians remember and celebrate Jesus' last week, death and resurrection

- Use religious words to talk about how many Jewish people describe what God is like and how they worship God in the family and synagogue
- Talk thoughtfully about how people show what they believe by how they act
- Use religious words to explain why Moses is important to Jewish people and what they learn from him about God
- Identify and reflect on qualities we admire in others and how we might follow these influences in personal or family life
- Reflect on some stories of Moses and begin to express our own understanding of God
- Identify rituals and actions of Pesach and explain the meaning of this family festival for Jews today
- Express our own ideas about the value of hope and freedom.
- Explain how Shabbat is important to Jewish people and reflect on the value of keeping a 'different' day in the week for family and reflection.
- Describe and show understanding of some key beliefs of Judaism using suggested vocabulary.
- Identify key figures in religious stories, artefacts and festivals and describe how they impact on the life of believers.
- Describe what inspires and influences us and others
- Make links between the ideas and values we are learning about in Judaism with Christianity/other religions and our own beliefs/values.

- Christians read the 'big story' of the Bible as pointing out the need for God to save people - this salvation includes the ongoing restoration of humans' relationship with God
- The Gospels give accounts of Jesus' death and resurrection
- The New Testament says that Jesus' death was somehow "for us" - Christians interpret this in a variety of ways
- Christians remember Jesus' sacrifice through the service of Holy Communion
- Belief in Jesus' resurrection confirms to Christians that Jesus is the Incarnate Son of God, but also that death is not the end - this belief gives Christians hope for new life with God, starting now and continuing in a new life (heaven)
- Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith

- Jesus told many parables about the Kingdom of God - these suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God
- The parables suggests that there will be a future Kingdom, where God's reign will be complete
- The Kingdom is compared to a feast where all are invited to join in - not everyone chooses to do so
- Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world



- Met visitors to find out about places that are spiritually significant to them and say why they are special.
- Shared and recorded our own special places in a variety of ways, drawing on all our senses, in a way that is meaningful to us.
- Discussed why some places are special and what makes them significant.
- Discussed when people like to go there and what they like to do there.
- Considered the church building as a special place for Christians and/or a mosque as a special place for Muslims.
- Created a special place for quiet reflection in the inside/outside area or wider school grounds.

- Talk about the Prophet and why he matters to Muslims
- Identify a Muslim holy book or special day
- Choose a special word for ourselves
- Talk about what matters to us
- Identify the holy book of Muslims as the Qur'an
- Talk about why a book is special to us
- Say something about Muslims' beliefs and something about our own beliefs about God
- Remember some stories we have enjoyed
- Retell two stories of the Prophet Muhammad
- Talk thoughtfully about kindness to animals or about sacred words
- Respond sensitively to Muslim ideas and simple stories, suggesting a meaning in a story for ourselves
- Remember the Muslim belief that the Qur'an was revealed to Prophet Muhammad
- Respond sensitively to simple questions about the stories we have heard
- Retell three or more stories of the Prophet in detail and identify messages the story holds for Muslims
- Describe how Muslims use and respect their holy books
- Make links between the stories and our own lives

- Explain what a Humanist is and what their beliefs are.
- Identify some values important to Humanists; e.g. responsibility, truth, honesty, cooperation, thoughtfulness and compassion.
- Describe the impact of being a Humanist on some ceremonies and celebrations of Humanism.
- Compare Humanist ceremonies with religious ceremonies (e.g. christenings/baptisms).
- Explain how stories can be used to explore Humanist ideas and values.
- Explain why Humanists value asking questions.
- Raise questions about and respond simply to key Humanist ideas
- Reflect on Humanist values and how they apply to our lives.
- A Humanist is someone who believes in humans and our power to be good (but not believing in God or gods).
- Humanists provide naming ceremonies, weddings, and funerals for people who feel a religious ceremony would not be suitable for them.
- Humanist naming ceremonies often focus on a child's freedom to choose what they believe and how they live (a recognition of children's human rights).
- Humanist weddings often focus on the value of our connections with other people and celebrate the diversity of loving relationships.
- Humanist funerals often focus on the fact that, although this is the one life we have, something of us can live on through the impact our lives had.
- Humanists believe that science and the search for evidence provides the best way to answer our questions about the world.
- Humanists believe it is our responsibility to look after and save our natural world
- Humanists believe the world is a natural place with no supernatural side.
- Humanists believe that, when deciding how to act, we should use reason and empathy, considering the consequences of our actions and the likely impact on other people and animals.

- Identify and describe key Sikh beliefs and values including Waheguru and Sewa
- Explain examples of texts such as the Mool Mantar
- Consider questions about the belief that all humans are equal to God.
- Make simple connections between sacred texts and practice, e.g. in provision of food and care for those 'left out'
- Describe how people show their Sikh identity in dress, behaviour and values
- Raise questions about what it means to live a good life and examine Sikhi answers
- Make links between our own ideas and values and those held dear in Sikhi communities
- Give good reasons for our views about the importance of values such as equality, community, tradition and respect.

- Christians believe that Jesus inaugurated the Kingdom of God
- Christians believe Jesus is still alive, rules in their heart and lives through the Holy Spirit, if they let him
- Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God
- Christians celebrate Pentecost as the beginning of the Church
- Staying connected to Jesus means that the fruit of the spirit can grow in the lives of Christians

- Explain Muslim and Christian beliefs about temptation, sin and forgiveness
- Compare our ideas about temptation with those studied
- Make clear connections between belief about God and moral choices
- Give examples of the impact of ritual in life
- Explain differences between Muslim and Christian ideas
- Express our own response to Muslim and Christian teaching about temptation
- Give good reasons for our views about moral choices and forgiveness

- Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately.
- Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha etc.
- Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live
- Connect Hindu ideas about the stages of life with ideas of how to live well and with beliefs about reincarnation
- Give evidence and examples to show how Hindus put their beliefs into practice in different ways
- Make connections between Hindu beliefs studied and explain how and why they are important to Hindus.
- Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.

<ul style="list-style-type: none"> <li>• Explored stories pupils like, re-telling stories to others and sharing features of the story we like.</li> <li>• Talked about the Bible being the Christians' holy book which helps them to understand more about God, and how people and the world work.</li> <li>• Heard and explored stories from the Bible, stories Jesus told, stories from the life of Jesus.</li> <li>• Heard a selection of stories taken from major faith traditions and cultures, including stories about leaders or founders within faiths, e.g. Prophet Muhammad and the night of power.</li> <li>• Explored stories through play, role play, freeze-framing, model-making, puppets and shadow puppets, art, dance, music etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that there are special places where people go to worship, and talk about what people do there</li> <li>• Identify at least three objects used in worship in two different religions and give a simple account of how they are used and something about what they mean</li> <li>• Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</li> <li>• Give examples of stories, objects, symbols and actions used in Churches, Mosques, Gurdwaras and Mandirs which show what people believe</li> <li>• Give simple examples of how people worship at a Church, Mosque or Gurdwara and Mandir</li> <li>• Talk about why some people like to belong to a sacred building or a community.</li> <li>• Think, talk and ask good questions about what happens in a Church, Gurdwara, Mandir or Mosque, saying what we think about these questions, giving good reasons for our ideas</li> <li>• Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</li> </ul>	<ul style="list-style-type: none"> <li>• Name symbols we are aware of or know about in our daily lives</li> <li>• Talk about values such as kindness, sharing and generosity in response to a Sikh practice</li> <li>• Name some Sikh artefacts and symbols</li> <li>• Identify and recall three things that happen at a Gurdwara</li> <li>• Talk about being generous and meeting generous people</li> <li>• Talk about why Sikhs like to share and what they like to share</li> <li>• Identify three good reasons to share</li> <li>• Describe a Gurdwara and what happens inside.</li> <li>• Respond sensitively to the ideas of being generous, being equal and being fair.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain beliefs about why people are good and bad</li> <li>• Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God', and exist without a designer)</li> <li>• Make clear connections between Christian and Humanist ideas about being good and how people live</li> <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> <li>• Raise important questions and suggest answers about how and why people should be good</li> <li>• Make connections between the values studied and our own lives, and their importance in the world today, giving good reasons for our views.</li> <li>• Describe some of the ideas of Humanists simply</li> <li>• Describe some Christian and Humanist values simply</li> <li>• Use vocabulary such as 'values', 'right and wrong' and 'good and bad'</li> <li>• Identify similarities and differences between the values of Humanists and Christians</li> <li>• Make links between our own behaviour and the values they hold, and the values they study.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe the 5 Pillars of Islam and the beliefs they express •</li> <li>• Consider questions about what Muslims believe, e.g. is submission to Allah and generosity a good way to live?</li> <li>• Make simple connections between beliefs about Allah and the 5 Pillars •</li> <li>• Describe how people show devotion in Islam</li> <li>• Ask questions about why the Pillars are practiced by so many millions •</li> <li>• Express our own ideas about the meaning and value of rituals like these •</li> <li>• Give good reasons for our views about religion and ritual.</li> </ul>	<ul style="list-style-type: none"> <li>• Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life</li> <li>• Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation</li> <li>• Express ideas about how and why religion can help believers when times are hard, giving examples</li> <li>• Outline Christian, Hindu and/or non-religious 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> <li>• Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples</li> <li>• Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Explain some ways beliefs are shown in creative expression</li> <li>• Compare our ideas about religious expression with the examples we've studied</li> <li>• Make clear connections between beliefs and different forms of expression</li> <li>• Give examples of the impact of beliefs on art, architecture and music</li> <li>• Raise questions about how we might express our own spiritual ideas</li> <li>• Describe clear connections between beliefs and art / architecture / music.</li> </ul>
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