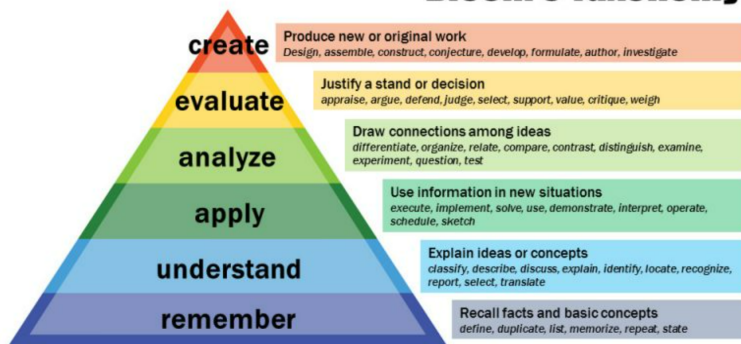


RE

By the end of Year 6 we want our pupils to:

- know the different ways people express religion and non religion in their lives
- understand religious concepts
- know about some of the artefacts that are associated with different religions
- consider, relate and evaluate knowledge and understanding of different religions to their own experiences and beliefs, as well as their own place in the world
- develop tolerance, respect and understanding of others
- be prepared to live in a multi religious and multi secular world

Bloom's Taxonomy



Leicestershire
Agreed Syllabus
2021-2026



Which knowledge is most significant?



Practical
knowledge

Theoretical
knowledge

Discipline
based
knowledge

Substantive

Disciplinary

Kapow for KS1 and KS2: Curriculum coverage from Preschool to Year 6

| Year group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|--|--|---|--|--|--|
| EYFS | Being Special: where do we belong? | Why is Christmas special for Christians? (Understanding Christianity: F2 Unit 2) | Why is the word God so important to Christians? (Understanding Christianity: F2 Unit F1) | Why is Easter special to Christians? (Understanding Christianity: FS2 unit F2). | What places are special and why? | What times/stories are special and why? |
| Year 1 | What does it mean to belong to a faith community? | What do Christians believe God is like? (Understanding Christianity: KS1 Unit1.1) | Who is Jewish and how do they live? | Who is Jewish and how do they live? | Who do Christians say made the world? | How should we care for the world and others and why does this matter? |
| Year 2 | Who is a Muslim and how do they live? | Why does Christmas matter to Christians? (Understanding Christianity KS1 1.3). | Who is a Muslim and how do they live? (Part 2) | Why does Easter matter to Christians? (Understanding Christianity: KS1 Unit 1.5). | What is the good news Christians believe Jesus brings? (Understanding Christianity 1.4) | What makes some places sacred to believers? |
| Year 3 | What do Christians learn from the Creation story? (Understanding Christianity: KS2 unit 2A.1) | What is it like for someone to follow God? (Understanding Christianity KS2 Unit 2A.2) | How do festivals and worship show what matters to a Muslim? | How do festivals and family life show what matters to Jewish people? Mapping of life events | What kind of world did Jesus want? (Understanding Christianity KS2 2A.4) | How and why do people try to make the world a better place? (study of Martin Luther/Desmond Tutu) |

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| Year 4 | <p>What is the Trinity and why is it important for Christians?</p> <p>(Understanding Christianity Ks2 2A.3)</p> | <p>What do Hindus believe God is like?</p> | <p>What does it mean to be a Hindu in Britain today?</p> | <p>Why do Christians call the day Jesus died Good Friday?</p> <p>(Understanding Christianity: KS2 2A.5)</p> | <p>For Christians, when Jesus left, what was the impact of the Pentecost?</p> <p>(Understanding Christianity Ks2 2A.6)</p> | <p>How and why do people mark the significant events of life?</p> |
| Year 5 | <p>What does it mean if Christians believe God is loving and holy?</p> <p>(Understanding Christianity Ks2 2B.1)</p> | <p>What does it mean to be a Muslim in Britain today?</p> | <p>Why do Christians believe Jesus was the Messiah?</p> <p>(Understanding Christianity 2B.4)</p> | <p>Why is the Torah so important to Jewish people?</p> | <p>Christians and how to live: what would Jesus do?</p> <p>(Understanding Christianity KS2 2B.5).</p> | <p>What matters most to Humanists and Christians?</p> |
| Year 6 | <p>Creation and science: complimentary or conflicting?</p> <p>(Understanding Christianity: KS2 Unit 2B.2)</p> | <p>Why do some people believe in God and others don't?</p> | <p>Why do Hindus want to be good?</p> | <p>What do Christians believe Jesus did to save people?</p> <p>(Understanding Christianity: Ks2 unit 2B.6)</p> | <p>For Christians, what kind of King is Jesus?</p> | <p>How does faith help people when life gets hard?</p> <p>Maybe links to this in Understanding Christianity Ks2 2A.2)</p> |

Direct links to other curriculum areas within existing year group

SCIENCE

GEOGRAPHY

HISTORY

MUSIC

MATHS

DESIGN TECHNOLOGY

ENGLISH

COMPUTER

PSHE

Progression of vocabulary

| | <i>Explanation</i> | <i>Examples</i> | <i>Recommendation for teaching</i> |
|---------------|---|---|---|
| Tier 1 | Everyday words encountered in everyday conversation | dog go happy drink phone play sad | <p>These words do not necessarily need to be explicitly taught, especially in upper grades with native English speakers.</p> <p><i>Note: Children with learning difficulties or an English as a Second Language background may still benefit from explicit teaching of some Tier 1 words.</i></p> |
| Tier 2 | Words that are needed in an academic context, and provide access to more complex topics and discussions outside of the everyday. Words that are useful across multiple topic and subject areas . | relative vary formulate specificity accumulate calibrate itemise falsely description hypothesis misfortune dignified faltered distinctly resolve | <p>Teachers should explicitly teach these words, to ensure they can develop their students' understanding and expression of complex ideas. These words are useful for multiple purposes, and their use and understanding reflect and mature understanding of academic language. Students should learn to use Tier 2 words in multiple contexts and for multiple purposes.</p> |
| Tier 3 | Words that are relevant for specific subjects or content-areas . Words that have distinct meanings and purposes, relevant to a specialised topic or discourse. | lava carburettor legislature circumference aorta polyglot sonata isosceles | <p>Students should learn these for the particular content-areas, but <u>should not be preferenced over more useful Tier 2 words</u>. Students should learn to use Tier 3 words in the context of the specific subject matter where they are useful.</p> |

| TIER 1 | Curriculum area | | | |
|---------------|---|---|--|--|
| Year group | Christianity | Judaism | Islam | Hinduism |
| Preschool | Discovering | Discovering | Discovering | Discovering |
| EYFS | Discovering world, celebration, special, celebrate | Discovering celebration, special, celebrate | Discovering celebration, special, celebrate | Discovering celebration, special, celebrate |
| Y1 | Exploring belief, sorry, lost,father, love, care, responsibility, | Exploring celebrate, celebration, respect, delight, care, responsibility, | Exploring celebrate, celebration, respect, care, responsibility | Exploring |
| Y2 | Exploring special, ordinary, life, emotion, respect, | Exploring respect | Exploring respect, | Exploring |
| Y3 | Connecting amazing, created,promise, flood, rainbow, follow, fishing, qualities, vulnerable, charity, similarity, difference, better, honesty, kindness, love | Connecting amazing, created,promise, flood, rainbow, follow, belief, importance, significance, sounds, action,s stories, better, | Connecting believe, belief, support, self, control, household, better, | Connecting |
| Y4 | Connecting clean, beautiful, dangerous, rescue, obedience, love, impact, significant | Connecting significant, responsibility, | Connecting significant,respon sibility, | Connecting create, quality, significant, responsibility |
| Y5 | Connecting law, rules, authority, moral, value, truth, valuable, similarity, difference, | Connecting identify, explain, value, local, global, | Connecting obedience, generosity, self control, authority, | Connecting |
| Y6 | Connecting hunger, poverty, violence, suffering, | Connecting respect, diverse, faith, suffering, | Connecting faith, suffering, | Connecting diverse, belief, ultimate, reality, cause, effect, journey, selfish, |

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| | | | | honest. |
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| TIER 2 | Curriculum area | | | |
|---------------|---|---|--|---|
| Year group | Discovering | Discovering | Discovering | Discovering |
| EYFS | Exploring Creator, creation, unique, precious, shepherd, angel, Easter, Christmas, cross, tomb, | Exploring worship, unique, precious | Exploring worship, unique, precious, | Exploring worship, unique, precious |
| Y1 | Exploring forgiveness, forgive, loving, creation, earth, world, humans, wedding, dedication, | Exploring earth, world, humans, faith, wedding, | Exploring faith. | Exploring |
| Y2 | Connecting celebrate, tradition, calendar, peace, friendship, friend, friendless, forgive, forgiveness, confession, labyrinth, tomb, artefacts, | Connecting creation, creator, festival, reflection, remembrance, sacred, artefacts, | Connecting creation, worship, peace, sacred, artefacts, | Connecting |
| Y3 | Connecting creation, creator, serpent, covenant, leper, symbol, commitments, civil, community, traditions, Desmond Tutu, Martin Luther, service | Connecting creation, creator, serpent, covenant, rituals, resolution, slavery, freedom, gratitude, reflection, milestone, symbol, traditions, | Connecting peace, harmony, milestone, symbol, mercy, traditions, | Connecting milestone, symbol, traditions, |

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| Y4 | Connecting cleansing, dove, humanity, symbol, symbolises, kingdom | Connecting | Connecting | Connecting destroyer, preserver, reality, symbol, invisible, cycle, social, moral, tradition, similarity, difference |
| Y5 | Connecting humanity, exist, medieval, justice, mercy, wise, foolish, passage, centurion, servant, confession, justice, persecuted, reconciliation | Connecting scroll, | Connecting submission, architecture, | Connecting |
| Y6 | Connecting Science, faith, translation, universe, sacrifice, burial, betrayal, denial, temptation, wilderness, feast, vineyard, tenants, conscience, census, | Connecting Science, evidence | Connecting | Connecting cause and effect, moral, economic, society, liberation, |

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|---------------|--|---|---|---|
| TIER 3 | Curriculum area | | | |
| Year group | Discovering | Discovering | Discovering | Discovering |
| EYFS | Exploring christians, Bible, nativity, Jesus, God, Bethlehem, Palm Sunday, Easter Sunday, disciples, baptism, prayer., church, sacred, Old Testament, religion | Exploring God, Jewish, Jew, judaism, synagogue, prayer, sacred, Old Testament, religion, | Exploring Muslim. Islam, mosque, prayer, sacred, Muhammed, prophet, | Exploring Rama, Sita, Diwali, Krishna, Ganesha, temple, religion |

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|----|--|--|---|--|
| | | | religion | |
| Y1 | Exploring parable, Bible, Christian, God, Genesis, Harvest, Samaritan, religion | Exploring Shema, mezuzah, Chanukah, Sukkot, Samaritan, religion | Exploring Creation, creator, religion, Muslim, Allah, Islam, Qur'an. | Exploring |
| Y2 | Connecting incarnation, nativity, Gospel, Advent, resurrection, salvation, crucifix, lectern, | Connecting holy, synagogue, Torah, Torah Scroll, | Connecting Muslim, Islam, Allah, Shahadah, Muhammed, Tawhid, prayer, Five Pillars, Qur'an, mosque, | Connecting |
| Y3 | Connecting sin, Genesis, 'fisher of people', disciple, Gospel, Confirmation, Humanists, non religious, Holy Spirit, Ten Commandments, | Connecting Genesis, humans, Atonement, Shabbat, Torah, Ten Commandments, Talmud, Barmitzvah, Ten Commandments, | Connecting prayer, worship, Muslim, Islam, Five Pillars, Ramadan, fasting, God, pray, subhah beads, mosque, Qur'an, | Connecting |
| Y4 | Connecting Trinity, Gospel, Baptism, Saviour, Holy Trinity, God the Saviour, God the Creator, God the Father, baptism, Good Friday, Salvation, Holy Week, Pentecost, resurrection, Kingdom of God, atheist | Connecting | Connecting | Connecting Hindu, Hinduism, Ganesh, Aum, Brahma, deities, Ultimate Reality, Vishnu, Shiva, dharma, worship, iconography, Diwali, |
| Y5 | Connecting divine, psalm, Gospel, prophecy, Messiah, Old Testament, Saviour, incarnation, sermon, Sermon on the Mount, | Connecting Orthodox, Judaism, Jewish, Torah, Prophet, Shabbat, Ketuvim, mezuzah, synagogue, Almighty, | Connecting Muslim, Islam, Prophet, Muhammad, Five Pillars, | Connecting |

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| | Humanist, | kosher, | Shahadah, Qur'an, Hadith, | |
| Y6 | Connecting Genesis, incarnation, Salvation, Holy Communion, Gospel, Kingdom of God, parable, Heaven, agnostic, atheist, theist, resurrection, | Connecting Kingdom of God, | Connecting | Connecting reincarnation, karma, samsara, Hindu, moksha, dharma, samsara, |

Progression of Substantive Knowledge in Art from Preschool to Y6

| | Christianity | Judaism | Islam | Hinduism |
|------|--|---|---|---|
| EYFS | <p>Meaning of the word God.</p> <p>Who believes in God.</p> <p>What Christians say about God as Creator.</p> <p>What the natural world is.</p> <p>What the Bible is.</p> <p>What special stories about God are in the Bible.</p> <p>Why Christians perform Nativity plays at Christmas.</p> <p>Why Christians celebrate Jesus's birthday.</p> <p>What makes us all unique and precious.</p> <p>What happens at the end of Winter and beginning of spring.</p> <p>What Christians believe happened to Jesus.</p> <p>What Christians do at Easter.</p> <p>Why Christians have Easter eggs.</p> <p>What happens in a Baptism.</p> <p>Why a church is special to Christians.</p> | <p>What makes us all unique and precious.</p> <p>That Jewish people believe God loves them even before they are born.</p> <p>Why a synagogue is special to Jewish people.</p> <p>What happens in a synagogue.</p> <p>The story of Chanukah.</p> | <p>What makes us all unique and precious.</p> <p>What happens when welcoming people into this faith.</p> <p>Why a mosque is a special place to Muslims.</p> <p>What happens in a mosque.</p> <p>That Muslims read stories about the Prophet Muhammad.</p> | <p>What makes us all unique and precious.</p> <p>What happens during Raksha.</p> <p>Why a temple is a special place to Hindus.</p> <p>What happens in a temple.</p> <p>The story of Rama and Sita and how Diwali is celebrated.</p> |
| Y1 | <p>What a parable is.</p> <p>What forgiveness is.</p> <p>The story of the Lost Son, and how this shows that God is forgiving.</p> <p>What Christians believe God is like.</p> <p>That Christians believe there is a Creator of the world.</p> <p>The story of Creation from Genesis.</p> <p>How Christians say thank you at Harvest.</p> <p>Understand what incarnation and salvation mean and their importance within the Bible.</p> <p>What happens in holy</p> | <p>That Jews believe that there is a Creator of the world.</p> <p>The story of Creation in Genesis.</p> <p>Know that the Shema is a Jewish prayer.</p> <p>Know some special objects Jewish people might have in their homes.</p> <p>Know the Jewish beliefs expressed in the Shema.</p> <p>Know what happens in some Jewish festivals.</p> <p>Know what Jewish people do on Shabbat.</p> <p>Know some stories from the Jewish Bible - Sukkot, Chanukah.</p> <p>Know that there are special places where</p> | <p>That Muslims believe that there is a creator of the world.</p> | |

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| | <p>week and how this is remembered and celebrated in churches.</p> | <p>people go to worship and how this happens.</p> | | |
| Y2 | <p>What Jesus teaches about forgiveness.</p> <p>Know the link between 'gospel' and 'good news'. what the Bible means to christians.</p> <p>Know that stories of Jesus come from the Gospels.</p> <p>Know the story of Jesus's birth.</p> <p>Know the difference between religious and no religious places.</p> | <p>Know that there are special places where people go to worship and how this happens.</p> <p>Know three items used in worship and how they are used.</p> <p>Know a belief about worship and a belief about God.</p> <p>Know the difference between religious and no religious places.</p> | <p>Know that the Shahadah is important to Muslims.</p> <p>Know some of the key Muslim beliefs about God found in the Shahadah.</p> <p>Know that stories about the Prophet show what Muslims believe about Muhammad.</p> <p>Know that there are special places where people go to worship and how this happens.</p> <p>Know three items used in worship and how they are used.</p> <p>Know a belief about worship and a belief about God.</p> <p>Know the difference between religious and no religious places.</p> | |
| Y3 | <p>The Jewish/Christian Creation story.</p> <p>Know that Christians believe God created the world.</p> <p>Know how Christians try to look after the world.</p> <p>Know the story of 'The Fall' from Genesis and understand that Christians believe this gives an example of why things went wrong in the world.</p> <p>Know the story of Noah's Ark.</p> <p>Know what a covenant is and how this relates to the story of Noah's Ark.</p> <p>Know that a rainbow is a reminder of God's promise for Christian people.</p> | <p>The Jewish/Christian Creation story.</p> <p>Know that Jewish people believe that God created the world.</p> <p>Know that a rainbow is a reminder of God's promise for Jewish people.</p> <p>Identify some Jewish beliefs about God.</p> <p>Know the story of Exodus and what this means for Jewish people.</p> <p>Know what happens during Rosh Hashannah.</p> <p>Know what the Ten Commandments are and why they are important to Jewish people today.</p> | <p>Know some beliefs about God in Islam.</p> <p>Know what the Qur'an tells Muslims God is like.</p> <p>Know and identify how Muslims worship.</p> <p>Know what the Five Pillars are. and why these are important to Muslims.</p> <p>Know why a Mosque is a place of prayer, teaching and community support.</p> <p>Know the Muslim belief in charity.</p> | |

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| | <p>Know some texts from a Gospel that tell the story of the life and work and Jesus.</p> <p>Know who the disciples were and how they were called to Jesus.</p> <p>Know what an outcast is. Know the story of the Good Samaritan and how this affects the way that a Christian lives their life.</p> <p>Know some reasons why the world might not be a good place today.</p> <p>Know about the life of Desmond Tutu and how religious beliefs guided his life.</p> <p>Know about the life of Desmond Tutu and how his religious beliefs guided his life.</p> | | | |
| Y4 | <p>Know what the Trinity is and why it is important to Christians.</p> <p>Know what a Gospel is and some of the stories within it.</p> <p>Know what the texts about baptism and trinity mean to Christians.</p> <p>know how Christians show their beliefs.</p> <p>Know what the world Salvation means, and understand that Christians believe that Jesus came to save the world.</p> <p>Recall what happens in Holy Week and understand what its events mean to Christians.</p> <p>Know the story of the Pentecost and what this means to Christians.</p> <p>Know how Christians show their beliefs about the Holy Spirit in worship.</p> | <p>Know what symbolism is and how this is used within the Jewish religion.</p> <p>Know what happens within a Jewish wedding ceremony.</p> <p>Know what happens during a bar mitzvah.</p> <p>Know some beliefs about love, commitment and promises in the Jewish faith.</p> | | <p>Know some hindu deities and how they help Hindus describe God.</p> <p>Know some Hindu stores and what Hindus believe about God.</p> <p>Know how Hindus show their faith within their families and communities today.</p> <p>Know some of the different ways Hindus show their faith.</p> <p>Know the terms dharma, sanatana Dharma and Hinduism and what they mean.</p> |

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| | <p>Know some beliefs about love, commitment and promises in the Christian faith.</p> | | | |
| Y5 | <p>Know some different types of biblical texts.</p> <p>Know some different christian ideas about God.</p> <p>Know how Christians put their beliefs into practice.</p> <p>Know and understand the place of incarnation and messiah within the bible.</p> <p>Know some features of Gospel texts.</p> <p>Know some texts from the Gospels.</p> <p>Know some ways Christians use Jesus's words as their 'foundations for living'.</p> <p>Know some Christian and Humanist beliefs about why people are good and bad.</p> <p>Know the Humanist 'Code for Living'.</p> | <p>Know some Jewish beliefs about God.</p> <p>Know some Jewish texts and what these say about God.</p> <p>Know how a Torah is produced and how it is used in a synagogue.</p> <p>Know some similarities and differences between synagogues, one Orthodox and one Progressive.</p> | <p>Know Muslim beliefs about God the Prophet.</p> <p>Know how Muslim sources of authority guide way of living..</p> <p>Understand the importance of pilgrimage.</p> <p>Know how Muslims put their beliefs into practice.</p> <p>Understand what Ibadan means to a Muslim.</p> <p>Understand the importance of the Qur'an.</p> <p>Know what happens during the Muslim festival of Eid - ul - Adha.</p> | |
| Y6 | <p>Know what type of texts some Christians say Genesis is and its purpose.</p> <p>Understand that Christians differ in their interpretation of Genesis, and know what these different interpretations are.</p> <p>Know and understand what Christians believe about Jesus's death as a sacrifice.</p> <p>Know different accounts of what happened in Holy Week</p> <p>Know how christians celebrate Holy Communion and why.</p> | <p>Know ways religions help people when life gets hard.</p> <p>Know ways in which Judaism guides people in how to respond to good and bad times in life.</p> | <p>Know ways religions help people when life gets hard.</p> <p>Know ways in which Islam guides people in how to respond to good and bad times in life.</p> | <p>Know some Hindu beliefs - dharma, karma, samsara, moksha - and the technical terms associated with these, as well as how these impact upon a Hindu way of life '</p> <p>Know the story of the man in the well and the possible meaning of this.</p> <p>Know some Hindu values and ways Hindus make a difference to the world wide community.</p> <p>Know the four Hindu aims and stages of life.</p> <p>Know that law of karma affects the reincarnation of the individual.</p> |

Know some concepts about life after death.

Know how Christians put their beliefs about sacrifice into practice.

Understand the concept of the Kingdom of God and the connections to this within biblical texts.

Know the stories of The Feast and The Tenants in the Vineyard.

Know how Christians try to make the world a better place.

Know the words agnostic, atheist, theist and their meaning, and how these affect people's ways of life.

Identify what religious and non religious people believe about God.

Know some reasons people do not believe in God.

Know that Christians sometimes disagree about what God is like and why.

Know ways religions help people when life gets hard.

Progression of Disciplinary Knowledge in Art from Preschool through to Year 6

Do children have opportunities to...

| Year group | Christianity | Judaism | Islam | Hinduism |
|---------------|---|---|---|---|
| EYFS | Consider how we show respect for one another. How we show people they are welcome. | consider how we show respect for one another. How we show people they are welcome. | consider how we show respect for one another. How we show people they are welcome. | consider how we show respect for one another. How we show people they are welcome. |
| Year 1 | Give examples of how Christians put their beliefs into practice Think, talk and ask questions about whether they can learn anything from Bible stories. Think, talk about and question about whether the 'good news' that Jesus brings is good news just for Christians or everyone. Give examples of how Christians show their beliefs about Jesus's death. Think, talk and ask questions about the story of Easter and what it has to say to Christians and non Christians. | Think, talk and ask questions about whether they can learn anything from Bible stories. Give examples of how Jewish people celebrate special times. Make links between Jewish ideas of God and how people live. Give examples of how Jewish people might remember God in different ways. Evaluate the Jewish ideas of reflecting, thanking, praising and remembering. | Give examples of how Muslims use the Shahadah to show what matters to them.. | |
| Year 2 | Think, talk and ask questions about Christmas for people who are Christians and those who are not. Give reasons for the ideas they have. Give examples of how people worship. Evaluate why people may like to belong to a sacred building or community. Think, talk about and ask questions about what happens in a church and give good reasons for their opinions. | Give examples of how people worship. Evaluate why people may like to belong to a sacred building or community. Think, talk about and ask questions about what happens in a synagogue and give good reasons for their opinions | Give examples of how Muslims put their beliefs about prayer into action. Think talk and ask questions about Muslim beliefs and ways of living. Talk about what they think is good for Muslims about prayer, respect, celebration and self control, and whether these ideas have something to say to them too. Give examples of how people worship. Evaluate why people may like to belong to a sacred building or community. Think, talk about and ask questions about what happens in a mosque and give good reasons for their opinions | |
| Year 3 | Make links between Genesis and what people believe about God and Creation. Ask questions and suggest answers about what might be important in the Creation story for Christians and non Christians. | Make simple links between Jewish beliefs about God and his people and how Jews live through celebrating forgiveness, salvation and freedom. Raise questions and ask questions about whether it is good for Jews to remember | Make links between Muslim beliefs about God and a range of ways in which Muslims worship. Raise questions and suggest answers about the value of submission and self control to Muslims, and whether there | |

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| | <p>Make links between the promise made in Noah's Ark and the promises people make at wedding ceremonies.</p> <p>Make links between the story of Noah's Ark and how we live in school and the wider world.</p> <p>Relate the story of The Good Samaritan to their own lives and those of others.</p> <p>Give examples of how Christians try to show love for everyone.</p> <p>Make links between the importance of love in the Bible and life in the world today, giving good reasons.</p> <p>Raise questions and suggest answers about why the world is not always a good place., and evaluate ways to make it a better place., relating this to religious ideas.</p> <p>Make links between different ways of living.</p> | <p>the past and look forward to the future.</p> <p>Make links with the value of personal reflection, saying sorry, being grateful, seeking freedom and justice in the world today, relating to own lives.</p> <p>Evaluate the relevance of the Ten Commandments today.</p> | <p>are benefits to people who are not Muslims.</p> <p>Make links between the Muslim idea of living in harmony with the Creator and and the need for all people to live in harmony with each other in the world today.</p> <p>.</p> <p>r</p> | |
| Year 4 | <p>Make links between some Bible texts and the idea of God in Christianity.</p> <p>Suggest own ideas about what christians believe God is like.</p> <p>Make links between the Gospel accounts and how Christians mark the Easter events in their communities.</p> <p>Raise thoughtful questions and suggest some answers about why christians call the day 'Good Friday'.</p> <p>Make connections between the Pentecost and the Trinity.</p> <p>Make links between the kingdom of god in the Bible and what people believe about following God today.</p> <p>Make informed suggestions about what the Pentecost might mean.</p> | <p>Make comparisons between different religions and how they celebrate love, commitment and promises.</p> <p>Make comparisons between religious and non religious practices.</p> <p>Give own ideas about why ceremonies of commitment are relevant/not relevant today.</p> | | <p>Make links between beliefs about God and how Hindus live.</p> <p>Raise questions and suggest answers about the cycle of create/preserve/ destroy in the world today.</p> <p>Make links between Hindu ideas and the world today.</p> <p>Make links between Hindu practices and the idea that the Hinduism is a whole way of life.</p> <p>Raise questions and suggest answers about what is good about being a Hindu in Britain today.</p> |

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| <p>Year 5</p> | <p>Make links between biblical texts and ideas about God.</p> <p>Evaluate how different ideas and teachings about God might make a difference in the world today.</p> <p>Weigh up the idea of Jesus as the Messiah, evaluating the difference it might make in people's lives and how and why this might be important in the world today.</p> <p>Make clear connections between Gospel texts and how Christians live.</p> <p>Make connections between Cristian teachings and opportunities in the world today, including their own lives.</p> <p>Articulate their own responses to the issues studied, recognising different points of view.</p> <p>Raise important questions and answers about how and why people should be good.</p> <p>Make connections between Christian and Humanist ideas.</p> <p>Make connections between the values studied and their own lives.</p> <p>Suggest reasons why it might be important to follow a moral code.</p> | <p>Make connections between Jewish beliefs studied and how and why they are important to Jewish people today.</p> <p>Consider and weigh up the value of transition, ritual, community, study and worship in the lives of Jews today, suggesting how these might be valuable to non Jewish people.</p> <p>Make connections between the teachings of the Torah and how Jewish people use it.</p> | <p>Make connections between Muslim beliefs studied and ways of living in Britain.</p> <p>Reflect on what it is like to be a Muslim living in Britain today.</p> <p>Make clear connections between Muslim beliefs and Ibadan.</p> | |
| <p>Year 6</p> | <p>Make clear connections between Genesis and Christian beliefs about creation.</p> <p>Compare and evaluate how Science and Christian beliefs might go together.</p> <p>Evaluate and analyse different ideas about Creation.</p> <p>Weigh up how far the creation narrative is in conflict or is complimentary with science.</p> <p>Consider who might have been responsible for Jesus's death, evaluating evidence from different accounts.</p> | <p>Offer own ideas and interpretations on how religion helps Jews when life gets hard.</p> <p>Make connections between what people believe about God and how they respond to challenges.</p> | <p>Offer own ideas and interpretations on how religion helps Muslims when life gets hard. .</p> <p>Make connections between what people believe about God and how they respond to challenges.</p> | <p>Reflect on and analyse what impact a belief in karma and dharma might have on individuals and the world.</p> <p>Make connections between Hindu beliefs studied and the ways Hindus live.</p> <p>Suggest possible meanings for the story of the man in the well.</p> <p>Connect the four Hindu aims of life and the four stages of life.</p> <p>Interpret a range of artistic expressions of afterlife.</p> |

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| | <p>Weigh up the value and impact of sacrifice in their own lives and the world today.</p> <p>Articulate their own ideas about sacrifice.</p> <p>Make clear connections between the Christian belief in Jesus's death as a sacrifice and Holy Communion.</p> <p>Relate the Kingdom of God model to problems and opportunities in the world today.</p> <p>Make clear connections between Christians belief in the Kingdom of God and how Christians put their beliefs into practice.</p> <p>Consider and interpret different possible meanings for texts studied.</p> <p>reflect on and evaluate why believing in God is valuable.</p> <p>Evaluate and relate different views on theism, agnosticism, atheism to own lives.</p> <p>Give examples of ways in which beliefs about resurrection make a difference in someone's life.</p> | | | <p>suggest ways in which beliefs about karma make a difference to how someone lives.</p> |
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