

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Christianity	<p>Unit F1: Why is the word 'God' special to Christians?</p> <p>Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</p> <p>Retell stories, talking about what they say about the world, God, human beings</p> <p>Think about the wonders of the natural world, expressing ideas and feelings</p> <p>Say how and when Christians like to thank their Creator</p> <p>Talk about what people do to mess up the world and what they do to look after it.</p>	<p>What do Christians believe God is like?</p> <p>Identify what a parable is. Tell the story of the lost son.</p> <p>How do Christians show their belief in god? - forgiveness</p> <p>Talk about and ask questions about the story.</p> <p>Who do Christians say made the world?</p> <p>Recognise that 'creation' is the beginning of the 'big story' of the Bible.</p> <p>Retell the story of creation from Genesis 1:1-2:3 simply</p>	<p>What do Christians believe God is like?</p> <p>Make links with the parable of the lost son and what it teaches us about God. Explain what it means to Christians.</p> <p>Give an example of how Christians put their beliefs into practise (saying sorry to God)</p> <p>Give reasons for their ideas relating to the story.</p> <p>Who do Christians say made the world?</p> <p>Say what the story tells Christians about God, Creation and the world</p> <p>Give examples of what Christians do to say 'thank you' to God Creation</p> <p>Give a reason for the ideas they have</p>	<p>L2.1 What do Christians learn from the Creation story?</p> <p>Identify the timings of the creation story as part of the Bible's timeline</p> <p>Describe what Christians do because they believe God is Creator</p> <p>Ask questions about what might be important for Christians in the Creation story .</p> <p>Unit L2.2 What is it like for someone to follow God?</p> <p>Discuss links between the story of Noah and the idea of covenant</p> <p>Make simple links between promises in the story of Noah</p>	<p>L2.1 What do Christians learn from the Creation story?</p> <p>Make clear links between Genesis 1 and what Christians believe about God and Creation</p> <p>Describe how and why Christians might pray to God, say sorry and ask forgiveness</p> <p>Ask questions about what might be important for Christians and non-Christians in the Creation story .</p> <p>Unit L2.2 What is it like for someone to follow God?</p> <p>Make clear links between the story of Noah and the idea of covenant</p> <p>Make simple links between promises in the story of Noah</p>	<p>U2.1 What does it mean if Christians believe God is holy and loving?</p> <p>Identify some different types of biblical texts</p> <p>Explain connections between biblical texts and Christian ideas of God</p> <p>Make clear connections between Bible texts studied and what Christians believe about God</p> <p>U2.2 Creation and science: conflicting or complementary?</p> <p>Identify what type of text some Christians say</p>	<p>U2.1 What does it mean if Christians believe God is holy and loving?</p> <p>Identify some different types of biblical texts, using technical terms accurately</p> <p>Explain connections between biblical texts and Christian ideas of God, using theological terms</p> <p>Make clear connections between Bible texts studied and what Christians believe about God; show how Christians put their beliefs into practice in worship</p> <p>U2.2 Creation and science: conflicting or complementary?</p> <p>Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas</p>

	<p>Unit F2: Why is Christmas special for Christians?</p> <p>Talk about people who are special to them</p> <p>Say what makes their family and friends special to them</p> <p>Recall simply what happens at a traditional Christian festival (Christmas)</p> <p>Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus</p> <p>Retell religious stories, making connections with personal experiences.</p> <p>Unit F3: Why is Easter special for Christians?</p> <p>Recognise and retell stories connected</p>	<p>Give an example of what Christians do to say 'thank you' to God for Creation</p> <p>Think, talk and ask questions about living in an amazing world.</p> <p>Unit 1.3 Why does Christmas matter to Christians?</p> <p>Recognise that stories of Jesus' life come from the Gospels</p> <p>Give examples of ways in which Christians use the story of the Nativity to guide their beliefs at Christmas</p> <p>Think and talk about Christmas for people who are Christians and for people who are not</p> <p>Decide what they personally have to be thankful for</p>	<p>and the connections they make between the Christian Creation story and the world they live in.</p> <p>Unit 1.3 Why does Christmas matter to Christians?</p> <p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians</p> <p>Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas</p> <p>Think, talk and ask questions about Christmas for people who are Christians and for people who are not</p> <p>Decide what they personally have to</p>	<p>and promises that Christians make</p> <p>Make links between the story of Noah and how we live in school</p> <p>Unit L2.3 What is the 'Trinity' and why is it important for Christians?</p> <p>Recognise what a 'Gospel' is</p> <p>Offer suggestions about what texts about baptism and Trinity mean.</p> <p>Describe how Christians show their beliefs about God the Trinity in worship in different ways.</p> <p>Make links between some Bible texts studied and the idea of God in Christianity</p>	<p>and promises that Christians make at a wedding ceremony</p> <p>Make links between the story of Noah and how we live in school and the wider world.</p> <p>Unit L2.3 What is the 'Trinity' and why is it important for Christians?</p> <p>Recognise what a 'Gospel' is and give an example of the kinds of stories it contains</p> <p>Offer suggestions about what texts about baptism and Trinity mean. Give examples of what these texts mean to some Christians today</p> <p>Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for</p>	<p>Genesis 1 is, and its purpose.</p> <p>Taking account of the context, suggest what Genesis 1 might mean.</p> <p>Make clear connections between Genesis 1 and Christian belief about God as Creator</p> <p>Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses</p> <p>Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary.</p> <p>U2.3 Why do Christians believe Jesus was the Messiah?</p> <p>Explain the place of Incarnation and Messiah within the 'big story' of the</p>	<p>with ways in which Christians interpret it, showing awareness of different interpretations</p> <p>Make clear connections between Genesis 1 and Christian belief about God as Creator. Show understanding of why many Christians find science and faith go together</p> <p>Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.</p> <p>U2.3 Why do Christians believe Jesus was the Messiah?</p> <p>Explain the place of Incarnation and Messiah within the 'big story' of the</p>
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	<p>with celebration of Easter</p> <p>Say why Easter is a special time for Christians</p> <p>Talk about ideas of new life in nature</p> <p>Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature</p> <p>Talk about some ways Christians remember these stories at Easter.</p> <p>Unit F4: Being special: where do we belong?</p> <p>Retell religious stories making connections with personal experiences</p> <p>Share and record occasions when</p>	<p>Unit 1.4 What is the 'good news' Christians say Jesus brings?</p> <p>Listen to stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'</p> <p>Give accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians</p> <p>Give at examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless</p> <p>Think, talk and ask questions about whether Jesus' 'goodnews' is only good news for Christians, or if there are things for</p>	<p>be thankful for, giving a reason for their ideas.</p> <p>Unit 1.4 What is the 'good news' Christians say Jesus brings?</p> <p>Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'</p> <p>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians</p> <p>Recognise that Jesus gives instructions to people about how to behave</p> <p>Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession</p>	<p>Unit L2.4 What kind of world did Jesus want?</p> <p>Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus</p> <p>Discuss ideas and then find out about what Jesus' actions towards outcasts mean for a Christian</p> <p>Give examples of how Christians try to show love for all</p> <p>Make links between the importance of love in the Bible stories studied and</p>	<p>example) and in the way they live</p> <p>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.</p> <p>Unit L2.4 What kind of world did Jesus want?</p> <p>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'</p> <p>Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian</p> <p>Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus'</p>	<p>Bible, identifying Gospel and prophecy texts.</p> <p>Explain connections between biblical texts and Incarnation.</p> <p>Show how Christians put their beliefs about Jesus' Incarnation into practice</p> <p>Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today</p> <p>U2.4 Christians and how to live: 'What would Jesus do?'</p>	<p>Bible, identifying Gospel and prophecy texts, using technical terms.</p> <p>Explain connections between biblical texts and Incarnation and Messiah, using theological terms</p> <p>Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas</p> <p>Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.</p>
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<p>things have happened in their lives that made them feel special</p> <p>Recall simply what happens at a traditional Christian infant baptism and dedication</p> <p>Recall simply what happens when a baby is welcomed into a religion other than Christianity.</p> <p>Unit F5: Which places are special and why?</p> <p>Talk about somewhere that is special to themselves, saying why</p> <p>Recognise that some religious people have places which have special meaning for them</p> <p>Talk about the things that are special and valued in a place of worship</p>	<p>anyone to learn about how to live</p> <p>Unit 1.5 Why does Easter matter to Christians?</p> <p>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible</p> <p>Tell stories of Holy Week and Easter from the Bible</p> <p>Give at examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter</p> <p>Think and talk about whether the story of Easter Only has something to say to Christians, or</p>	<p>Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.</p> <p>Unit 1.5 Why does Easter matter to Christians?</p> <p>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible</p> <p>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)</p> <p>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in</p>	<p>life in the world today</p> <p>Unit L2.5 Why do Christians call the day Jesus died 'Good Friday'?</p> <p>Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people</p> <p>Offer informed suggestions about what the events of Holy Week mean to Christians</p> <p>Make simple 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</p>	<p>teaching in different ways</p> <p>Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.</p> <p>Unit L2.5 Why do Christians call the day Jesus died 'Good Friday'?</p> <p>Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live</p> <p>Give examples of what Christians say about the importance of the events of Holy Week</p> <p>Describe how Christians show their beliefs about Jesus in worship in different ways</p> <p>Raise thoughtful questions and</p>	<p>Identify features of Gospel texts</p> <p>Taking account of the context, suggest meanings of Gospel texts studied</p> <p>Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community</p> <p>U2.5 What do Christians believe Jesus did to 'save' people?</p> <p>Outline the 'big story' of the Bible, explaining how Incarnation and</p>	<p>U2.4 Christians and how to live: 'What would Jesus do?'</p> <p>Identify features of Gospel texts (for example, teachings, parable, narrative)</p> <p>Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts</p> <p>Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives</p> <p>U2.5 What do Christians believe Jesus did to 'save' people?</p> <p>Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within</p>
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	<p>Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God</p> <p>Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church</p> <p>Express a personal response to the natural world.</p> <p>Unit F6: Which stories are special and why?</p> <p>Talk about some religious stories</p> <p>Recognise some religious words, e.g. about God</p> <p>Identify some of their own feelings in the stories they hear</p> <p>Identify a sacred text e.g. Bible, Torah</p> <p>Talk about some of the things these stories teach</p>	<p>if it has anything to say to pupils about sadness, hope or heaven.</p>	<p>church worship at Easter</p> <p>Think, talk and ask questions about whether the story of Easter Only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.</p> <p>Make links between ideas about the kingdom of God in the Bible and what people believe about following God today</p>	<p>day Jesus died 'Good Friday'</p> <p>Unit L2.6 For Christians, what was the impact of Pentecost?</p> <p>Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth</p> <p>Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God</p> <p>Identify how Christians show their beliefs about the Holy</p> <p>Make links between ideas about the kingdom of God in the Bible and what people believe about following God</p>	<p>suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.</p> <p>Unit L2.6 For Christians, what was the impact of Pentecost?</p> <p>Offer informed suggestions about what the events of Pentecost in Acts 2 might mean</p> <p>Give examples of what Pentecost means to some Christians now</p> <p>Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now</p> <p>Describe how Christians show their beliefs about the Holy</p>	<p>Salvation fit within it</p> <p>Explore what Christians mean when they say that Jesus' death was a sacrifice and how Christians celebrate Holy Communion/Lord's Supper</p> <p>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today</p> <p>U2.6 For Christians, what kind of king is Jesus?</p> <p>Explain connections between biblical texts and the concept of the kingdom of God</p>	<p>it; explain what Christians mean when they say that Jesus' death was a sacrifice</p> <p>Explore what Christians mean when they say that Jesus' death was a sacrifice and how Christians celebrate Holy Communion/Lord's Supper and how Christians put their beliefs into practice in different ways</p> <p>Articulate their own responses to the idea of sacrifice, recognising different points of view.</p> <p>U2.6 For Christians, what kind of king is Jesus?</p> <p>Explain connections between biblical texts and the concept of the kingdom of God. Consider different</p>
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	<p>believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc.</p>			<p>today, giving good reasons for their ideas.</p>	<p>Spirit in worship</p>	<p>Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice</p>	<p>possible meanings for the biblical texts</p> <p>Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice; show how Christians put their beliefs into practice in different ways</p>
<p>Judaism</p>		<p>Unit 1.7 Who is Jewish and how do they live?</p> <p>Recognise the words of the Shema as a Jewish prayer</p> <p>Retell simply some stories used in Jewish celebrations (e.g. Chanukah)</p>	<p>Unit 1.7 Who is Jewish and how do they live?</p> <p>Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like</p>	<p>Unit L2.10 How do festivals and family life show what matters to Jews?</p> <p>Identify some Jewish beliefs about God, sin and forgiveness</p> <p>Begin to make links between the story of the Exodus and Jewish beliefs</p>	<p>Unit L2.10 How do festivals and family life show what matters to Jews?</p> <p>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean</p> <p>Make clear links between the story of the</p>	<p>Unit U2.9 Why is the Torah so important to Jewish people?</p> <p>Identify and explain Jewish beliefs about God</p> <p>Make clear connections between Jewish beliefs about the Torah</p>	<p>Unit U2.9 Why is the Torah so important to Jewish people?</p> <p>Give examples of some texts that say what God is like and explain how Jewish people interpret them</p> <p>Make clear connections between Jewish</p>

		<p>Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</p> <p>Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas</p>	<p>Make links between Jewish ideas of God found in the stories and how people live</p> <p>Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)</p> <p>Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</p>	<p>about God and his relationship with the Jewish people</p> <p>Make simple links between Jewish beliefs about God and his people</p> <p>Identify how Jews show their beliefs through worship and festivals, both at home and in wider communities</p> <p>Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future</p> <p>Make links with the value of personal reflection, saying sorry, being forgiven, being</p>	<p>Exodus and Jewish beliefs about God and his relationship with the Jewish people</p> <p>Offer informed suggestions about the meaning of the Exodus story for Jews today</p> <p>Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</p> <p>Describe how Jews show their beliefs through worship and festivals, both at home and in wider communities</p>	<p>Make clear connections between Jewish commandments and how Jews live</p> <p>Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today</p> <p>Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today</p>	<p>beliefs about the Torah and how they use and treat it</p> <p>Give evidence and examples to show how Jewish people put their beliefs into practice in different ways</p> <p>Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and Articulate responses on how far they are valuable to people who are not Jewish.</p>
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				grateful, seeking freedom and justice in the world today, including pupils' own lives	Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.		
Islam		<p>Unit 1.6 Who is Muslim and how do they live?</p> <p>Recognise the words of the Shahadah and that it is very important for Muslims</p> <p>Talk about how stories about the Prophet show</p>	<p>Unit 1.6 Who is Muslim and how do they live?</p> <p>Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of</p>	<p>Unit L2.9 How do festivals and worship show what matters to a Muslim?</p> <p>Identify some beliefs about God in Islam, expressed in Surah 1</p>	<p>Unit L2.9 How do festivals and worship show what matters to a Muslim?</p> <p>Make clear links between beliefs about God and ibadah</p> <p>Give examples of ibadah (worship) in Islam (e.g.</p>	<p>Unit U2.8 What does it mean to be a Muslim in Britain today?</p> <p>Identify Muslim beliefs about God, the Prophet* and the Holy Qur'an</p> <p>Explore ways in which Muslim</p>	<p>Unit U2.8 What does it mean to be a Muslim in Britain today?</p> <p>Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an</p>

		<p>what Muslims believe about Muhammad</p> <p>Give examples of how Muslims use the Shahadah to show what matters to them</p> <p>Explore how Muslims put their beliefs about prayer into action</p> <p>Think and talk about about Muslim beliefs and ways of living</p> <p>Talk about what they think is good for Muslims about prayer,</p> <p>Discuss ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p>	<p>what some of them mean</p> <p>Give examples of how stories about the Prophet show what Muslims believe about Muhammad</p> <p>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</p> <p>Give examples of how Muslims put their beliefs about prayer into action</p> <p>Think, talk about and ask questions about Muslim beliefs and ways of living</p> <p>Talk about what they think is good for Muslims about prayer,</p>	<p>Give examples of ibadah (worship) in Islam</p> <p>Begin to make links between Muslim beliefs about God and a range of ways in which Muslims worship</p> <p>Raise questions and suggest answers about the value of submission and self-control to Muslims</p> <p>Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today</p>	<p>prayer, fasting,celebrating) and describe what they involve.</p> <p>Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)</p> <p>Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims</p> <p>Make links between the Muslim idea of</p>	<p>sources of authority guide Muslim living</p> <p>Make clear connections between Muslim beliefs and ibadah</p> <p>Make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Devon and Torbay today</p> <p>Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today</p> <p>Reflect on what it is like to be a Muslim in Britain today, giving good reasons for their views.</p>	<p>Describe ways in which Muslim sources of authority guide Muslim living</p> <p>Give evidence and examples to show how Muslims put their beliefs into practice in different ways</p> <p>Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims</p> <p>Reflect on and articulate what it</p>
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			<p>respect, celebration and self-control, giving a good reason for their ideas</p> <p>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p>		<p>living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.</p>		<p>is like to be a Muslim in Britain today, giving good reasons for their views.</p>
Other faiths	Discussion of relevant dates in different religions calendars	Discussion of relevant dates in different religions calendars	Discussion of relevant dates in different religions calendars	<p>Unit L2.7 What do Hindus believe that God is like? Identify some Hindu deities and say how they help Hindus describe God</p> <p>Make simple links between beliefs about God and how Hindus</p>	<p>Unit L2.7 What do Hindus believe that God is like?</p> <p>Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God</p> <p>Offer informed suggestions about</p>	<p>Unit U2.7 Why do Hindus try to be good?</p> <p>Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha</p> <p>Give meanings for the story of the man in the well</p>	<p>Unit U2.7 Why do Hindus try to be good?</p> <p>Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately</p>

				<p>live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali)</p> <p>Raise questions a about whether it is good to think about the cycle of create/preserve/d estroy in the world today</p> <p>Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today</p>	<p>what Hindu murtis express about God</p> <p>Identify some different ways in which Hindus worship</p> <p>Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/d estroy in the world today</p> <p>Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.</p> <p>Unit L2.8 What does it mean to</p>	<p>Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live</p> <p>Connect the four Hindu aims of life and the four stages of life</p> <p>Explore and explain how Hindus put their beliefs into practice in different ways</p> <p>Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus</p>	<p>Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.</p> <p>Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.</p> <p>Give evidence and examples to show how Hindus put their beliefs into practice in different ways</p> <p>Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising</p>
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				<p>Unit L2.8 What does it mean to be a Hindu in Britain today?</p> <p>Describe how Hindus show their faith within their families in Britain today (e.g. home puja)</p> <p>Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain,</p> <p>Identify the terms dharma, Sanatan Dharma and Hinduism</p> <p>Begin to make links between Hindu practices and the idea that Hinduism is a whole 'way of life'</p> <p>Raise questions and suggest</p>	<p>be a Hindu in Britain today?</p> <p>Describe how Hindus show their faith within their families and faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)</p> <p>Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)</p> <p>Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean</p>		<p>different points of view.</p>
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				<p>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</p>	<p>Make links between Hindu practices and the idea that 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, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.</p>		
<p>Personal faith and spirituality</p>		<p>Unit 1.8 What makes some places sacred to believers?</p> <p>Recognise that there are special places where</p>	<p>Unit 1.8 What makes some places sacred to believers?</p> <p>Recognise that there are special places where people go to worship, and talk</p>	<p>Unit L2.11 How and why do people mark the significant events of life?</p> <p>Identify some beliefs about love,</p>	<p>Unit L2.11 How and why do people mark the significant events of life?</p> <p>Offer informed suggestions about the meaning and importance of</p>	<p>Unit U2.10 What matters most to Humanists and Christians?</p> <p>Identify beliefs about why people are good and bad</p>	<p>Unit U2.10 What matters most to Humanists and Christians?</p> <p>Identify and explain beliefs about why people are good and bad</p>

		<p>people go to worship</p> <p>Identify at objects used in worship in two religions and give a simple account of how they are used</p> <p>Give examples of stories, objects, symbols and actions used</p> <p>Give simple examples of how people worship at a church, mosque or synagogue</p> <p>Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions</p> <p>Talk about what makes some places special to people</p>	<p>about what people do there</p> <p>Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean</p> <p>Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe</p> <p>Talk about why some people like to belong to a sacred building or a community</p> <p>Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think</p>	<p>commitment and promises in two religious traditions and describe what they mean</p> <p>Describe what happens in ceremonies of commitment</p> <p>Make simple links between beliefs about love and commitment and how people in at least two religious traditions live</p> <p>Raise questions and suggest answers about whether it is good for everyone to see life as a journey</p> <p>Make links between ideas of love, commitment and promises in religious and</p>	<p>ceremonies of commitment for religious and non-religious people today</p> <p>Describe what happens in ceremonies of commitment(e.g. baptism, sacred thread, marriage) and say what these ritual mean</p> <p>Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)</p> <p>Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones</p>	<p>Make links with sources that tell people how to be good</p> <p>Make clear connections between Christian and Humanist ideas</p> <p>Suggest reasons why it might be helpful to follow a moral code</p> <p>Raise important questions and suggest answers about how and why people should be good</p>	<p>Make links with sources of authority that tell people how to be good</p> <p>Make clear connections between Christian and Humanist ideas about being good and how people live</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</p> <p>Make connections between the values studied and their own lives, and their importance in the world today, giving good</p>
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		<p>about these questions, giving good reasons for their ideas</p> <p>Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</p> <p>Unit 1.9 How should we care for others and the world and why does it matter?</p> <p>Identify a story or text that says something about each person being unique and valuable</p> <p>Give a simple account of what Genesis 1 tells Christians and Jews</p>	<p>non-religious ceremonies</p> <p>Unit L2.12 How and why do people try to make the world a better place?</p> <p>Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)</p> <p>Begin to make simple links between teachings about how to live and ways in which people try to make the world a better place</p> <p>Explore some differences in how people put their beliefs into action</p>	<p>Give good reasons why they think ceremonies of commitment are or are not valuable today.</p> <p>Unit L2.12 How and why do people try to make the world a better place?</p> <p>Make links between religious beliefs and teachings and why people try to live and make the world a better place</p> <p>Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek)</p>	<p>Unit U2.11 Why do some people believe in God and some people not?</p> <p>Define the terms 'theist', 'atheist' and 'agnostic'</p> <p>Identify and explain what religious and non-religious people believe about God</p> <p>Give examples of reasons why people do or do not believe in God</p> <p>Make clear connections between what people believe about God and the impact of this</p>	<p>reasons for their views.</p> <p>Unit U2.11 Why do some people believe in God and some people not?</p> <p>Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs</p> <p>Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from</p> <p>Give examples of reasons why people do or do not believe in God using evidence to support.</p>
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		<p>about the natural world</p> <p>Give an example of how people show that they care for others (e.g. by giving to charity)</p> <p>Give examples of how Christians and Jews can show care for the natural earth</p> <p>Unit: 1.10 What does it mean to belong to a faith community?</p> <p>Recognise that loving others is important in lots of communities</p> <p>Recognise that loving others is important in lots of communities</p> <p>Say simply what Jesus taught about loving other people</p> <p>Give an account of what happens at a</p>	<p>Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories</p> <p>Say why Christians and Jews might look after the natural world</p> <p>Unit: 1.10 What does it mean to belong to a faith community?</p> <p>Recognise that loving others is important in lots of communities</p> <p>Say simply what Jesus and one other religious leader taught about loving other people</p> <p>Give an account of what happens at a traditional Christian and Jewish or Muslim</p>	<p>Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better</p> <p>Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.</p>	<p>Identify some differences in how people put their beliefs into action</p> <p>Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas</p>	<p>belief on how they live</p> <p>Give examples to show how Christians sometimes disagree about what God is like</p> <p>Consider and weigh up different views on theism, agnosticism and atheism,</p> <p>Make connections between belief and behaviour in their own Lives</p>	<p>Make clear connections between what people believe about God and the impact of this belief on how they live</p> <p>Give evidence and examples to show how Christians sometimes disagree about what God is like</p> <p>Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging</p> <p>Consider and weigh up different views on theism, agnosticism</p>
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		<p>traditional Christian and Jewish welcome ceremony, and suggest what the actions and symbols mean</p> <p>Identify at least two ways people show they love each other and belong to each other when they get married</p> <p>Give examples of ways in which people express their identity and belonging within faith communities and other communities</p> <p>Talk about what they think is good about being in a community, for people in faith communities and for themselves</p>	<p>welcome ceremony, and suggest what the actions and symbols mean</p> <p>Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)</p> <p>Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences</p> <p>Talk about what they think is good about being in a community, for people in faith communities and</p>			<p>and atheism, expressing insights of their own about why people believe in God or not</p> <p>Make connections between belief and behaviour in their own lives, in the light of their learning.</p> <p>Unit U2.12 How does faith help people when life gets hard?</p> <p>Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life</p> <p>Identify beliefs about life after death in at least two religious traditions, comparing and</p>
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			for themselves, giving a good reason for their ideas.			<p>Make clear connections between what people believe about God and how they respond to challenges in life</p> <p>Give examples of ways in which beliefs about resurrection/judgement/heaven make a difference to how someone lives</p>	<p>explaining similarities and differences</p> <p>Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)</p> <p>Give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives</p>
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