	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
				n - Progression Map		
	Year 1 - Religious Education Module 1	Year 1 - Religious Education Module 2	Year 1 - Religious Education Module 3	Year 1 - Religious Education Module 4	Year 1 - Religious Education Module 5	Year 1 - Religious Education Module 6
Focus	Believing 1.1 - Christian	Believing 1.1 - Christian	Believing 1.2 - Islam	Believing 1.2 - Islam	Believing 1.3 - Judaism	Believing 1.3 - Judaism
Key Stage Outcomes	A. Know about and understand a range of religious and non-religious worldviews. A1. Recall and name different beliefs and relicise, including felvioud, worship, in control and out about the meanings behind them. A2. Retell and suggest meanings to some religious and moral stories, excluding felvious, dorship, included with find out about the meanings behind them. A3. Recognise on the relicious and moral stories, excluding felvious and moral stories, excluding felvious on the religious and moral stories, excluding felvious on the religious and moral stories of visidom and recognising the traditions from which they come. A3. Recognise on the religious and foreign stories of visidom and recognising the traditions from which they come. A5. Recognise on the religious and foreign stories of visidom and recognising the traditions from which they come. A6. Recognise on the religious and foreign stories of visidom and recognising the traditions from which they come. A6. Recognise on the religious and foreign stories of visidom and recognising the traditions from which they come. A6. Recognise on the religious and foreign stories of visidom and recognising the traditions from which they come. A6. Recognise on the religious and foreign stories of visidom and recognising the traditions from which they come. A6. Recognise on the religious and foreign stories of visidom and recognising the traditions from which they come. A6. Recognise on the religious and foreign stories of visidom and recognising the traditions from which they come. A6. Recognise on the religious and foreign stories of visidom and recognising the traditions from which they come. A6. Recognise on the religious and foreign stories of visidom and recognising the traditions from which they come. A6. Recognise on the religious and foreign stories of visidom and recognising the traditions from which they come. A6. Recognise on the religious and foreign stories of visidom and recognising the traditions from which they come. A6. Recognise on the rel					
Learning Outcomes	Emerging: * Talk about the fact that Christians believe in God and follow the example of Jesus (A1). * Recognise some Christian symbols and images used to express ideas about God (A5). * Expected: * Talk about some simple ideas about Christian beliefs about God and Jesus (A1). * Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). * Talk about issues of good and bad, right and wrong arising from the stories (C3). * Ask some questions about believing in God and offer some ideas of their own (C1). * Exceeding: * Make links between what Jesus taught and what Christians believe and do (A2). * Respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1).	Emerging: • Talk about the fact that Christians believe in God and follow the example of Jesus (A1). • Recognise some Christian symbols and images used to express ideas about God (A3). Expected: • Talk about some simple ideas about Christian beliefs about God, and Jesus (A1). • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). • Talk about issues of good and bod, right and wrong arising from the stories (C3). • Ask some questions about believing in God and offer some ideas of their own (C1). Exceeding: • Make links between what Jesus taught and what Christians believe and a (A2). • Respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1).	Emerging: • Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad (A1). • Recognise that Hussims do not draw Allah or the Prophet but use calligraphy, for example, to say what God is like (A5). Expected: • Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). • Re-led star by about the life of the Prophet Muhammad (A2). • Re-led star by about the life of the Prophet Muhammad (A2). • Talk about the life of the Prophet Muslims and suggest why they are important (A2). • Talk about the G10. • Exceeding: • Make links between what the Holy Qur'an says and how Muslims behave (A2). • Ask some questions about God that are hard to answer and offer some ideas of their own (C1).	Emerging: * Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad (A1). * Recognise that Muslims do not draw Allah or the Prophet but use calligraphy, for example, to say what God is like (A3). Expected: * Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). * Revealed: astroy about the lift of the Prophet Muhammad (A2). * Revealed: astroy about the lift of the Prophet Muhammad (A2). * Lidentify some objects used by Muslims and suggest why they are important (A2). * Lidentify some objects used by Muslims and suggest why they are important (A2). * Lidentify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). * Exceeding: * Exceeding: * Like Muslims between what the Holy Qur'an says and how Muslims behave (A2). * Ask some questions about God that are hard to answer and offer some ideas of their own (C1).	Emerging: - Talk about the fact that Jewish people believe in God (A1). - Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3). Expected: - Talk about how the mezuzah in the home reminds Jewish people about God (A3). - 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 (B1). - Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2). - Ask some questions about believing in God and offer some ideas of their own (C1). Exceeding: - Make links between some Jewish teachings and how Jewish people live (A2). - Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1).	Emerging: - Talk about the fact that Jewish people believe in God (A1). - Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3). Expected: - Talk about how the mezuzah in the home reminds Jewish people about God (A3). - 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 (B1). - Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2). - Ask some questions about believing in God and offer some ideas of their own (C1). Exceeding: - Make links between some Jewish teachings and how Jewish people live (A2). - Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their tearning about why Jewish people choose to celebrate in these ways (C1).
Suggested Content	g. all-powerful, loving, close to every person, forgiving. Look at art and recognise some symbols and images used to express ideas about God. Listen to pieces of music that express ideas about God. Talk to Christians about what they believe about God (personal worldviews). Give apportunities for pupils to reflect on and express their own big questions about life and God, in particular through discussion, art, music and drama e.g responding to the question Where is God? through art. Using a suitable children's Bible (e.g. The Lion Storyteller Bible or New International Children's Version), shore stories that show the importance of Jesus to Christians e.g. a parable, a miracle, a teaching of Jesus, birth and death and resurrection of Jesus.	Share stories that help to show how Christians think of God e.g. the book of Janah in the Old Testament, the Annuacitania (Luke 122-56), the lost on (Luke 151-32) and Perthecost (Acts 25-13). Describe some of the beliefs that Christian traditions (organised worldviews) teach about God e.g. all-powerful, loving, close to every person, forgiving. Look at art and recognise some symbols and images used to express ideas about God. Listen to pieces of music that express ideas about God. Listen to pieces of music that express ideas about God (personal worldviews). Give opportunities for pupils to reflect on and express their own big questions about life and God, in particular through discussion, art, music and drame ag responding to the question Where is God? through art. Version), share stories that show the importance of Jesus to Christians e, a.g. a parable, a miracle, a teaching of Jesus, birth and deem and resurrection of Jesus to Christians e, a.g. a parable, and the leves when the supervisor of the properties of the start	It's some reacrings from me now Out to Muslims about what they believe about God. **Mony pupils have no personal belief in God but will have learnt about Muslim people who do. **Give pupils the opportunity to comment on the idea of God for themselves, in the light of their learning. Are their ideas similar to or different from what they have been learning? **Jdentify the objects that are most precious to them. Why are they precious? Who does it show? **Jdentify to bejects that are significant to Muslims; if possible, see them being used by a believer, e.g. prayer beads, proyer mot, Qu'an and stand, compass, headsord. Why are these important?	share stories that help to show how Muslims think of God (Allah) and how following God shows them ways to behave e.g. "Muhammad and the cat", The story of the two brothers", The crying came! Look at calligraphy and listen to nasheeds that express ideas about God and the Prophet Muhammad e.g. calligraphy showing some of the 9n ames of Allah; I am a Muslim by Zain Bhikha; share the wards of the Shahadah, listen to the Call to Prayer. Sive pupils a way to respond to their own big questions e.g. writing a class big questions peem or a "Where is God?" peem. Describe one of the beliefs that Muslims hold about God e.g. tawhid (note how this links to the idea that Muslims never try to draw Allah). Share the Muslim story of the revelation of the Holy Qur'an – how the AngelJibril revealed it to Prophet Muhammad on Mount Hicz, how Muslims learn Arabic to be able to read and remember it; some teachings from the Holy Qur'an. *Talk to Muslims about what they believe about God. *Many pupils have no personal belief in God but will have learnt about Muslim people who do. Give pupils the approximation to artiferent from what they have been learnings? *Identify the objects that are isnificant to Muslims; if possible, see them being used by a believer, e.g. prayer beads, prayer mat, Qur'an and stand, compass, headscarf. Why are these important? *Share the experiences of Muslims during the fast of Ramadan and the celebrating of Eid-ui-Fir. How and why do Muslims celebrate?	Use play, artefacts, photographs and storyfelling to explore questions about Jewish life for	"Discuss what precious items pupils have in their home. Why are they important? *Experience celebrating in the classroom, with music, food or fun, and talk about how special times can make people hoppy and thoughtful. *Talk about rememberling what really matters: how do people make a special time to remember? *Introduce Jewish beliefs about God (some Jewish people write G-d, because they do not want the name of God to be erosed or defaced) - as expressed in the Shema (Deuteronomy 64-9) i.e. God is one, creator and cares for all people. *Look at a mezuach, how it is used and how it has the words of the Shema inside. Why do Jews have this in their home? What words would they like to have displayed in their home? *Find out what Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, choloilo bread, family med, rest. Explore how some Jewish have this in their home? **Note of the state of the state of the state of the Shabbat, candles, blessing the children, wine, choloilo bread, family med, rest. Explore how some Jewish have time to be a state of the state of
	Year 2 - Religious Education	Year 2 - Religious Education				
	Module 1	Module 2	Module 3 Everessing	Module 4	Module 5	Module 6
Focus	Module 1 Believing 1.4 What can we learn from sacred books? Christians, Muslims and/or Jewish people	Module 2 Expressing 1.5 What makes some places sacred? Christians, Muslims and/or Jewish people	Module 3 Expressing 1.6 How and why do we celebrate special and sacred times? Christians, Muslims and/or Jewish people	Module 4 Living 1.7 What does it mean to belong to a faith community? Christians, Muslims and/or Jewish people	Module 5 Living 1.8 How should we care for others and the world, and why does it matter? Christians, Muslims and/or Jewish people	Module 6
Focus Key Stage Outcomes	Believing	Expressing	Expressing 1.6 How and why do we celebrate special and sacred times? Christians, Muslims and/or Jewish people A. Know about and understand a range A. Recall and name different beliefs and practices, including festivals, worshi A. Recall and suggest meenings to some religious and moral stories, exploring and discussin A. Recagnise and the summary of	Living 1.7 What does it mean to belong to a faith community? Christians, Muslims and/or Jewish people of religious and non-religious worldviews. o, fituals and ways of life, in order to find out about the meanings behind them. of the proceding some similarities between communities. tee and impact of religious and non-religious worldviews. tee and impact of religious and non-religious worldviews. The proceding of the proceding sensitively for themselves, between officers of the proceding	Living 1.8 How should we care for others and the world, and why does it matter? Christians, Muslims	Module 6
	Believing	Expressing 1.5 What makes some places sacred? Christians, Muslims and/or Jewish people Emerging: Recognise that there are special places where people go to worship, and talk about what people do there (A1). Identify at least three objects used in worship in two religions (A5). Expected: Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A5). Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A5). Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A5). Identify special objects and symbols found in a place where people worship and be able to say something about what hey make the conditions are all the same and the sam	Expressing 1.6 How and why do we celebrate special and socred times? Christians, Muslims and/or Jewish people A. Know about and understand a range. A. Know about and understand a range. A. Know about and understand a range. A. Recall and suggest meanings to some religions and procritices, including festivals, worshing a some different point of the procritical process. A. Recaptise are different special and suggest meanings to some religions and one point and a discussion. B. Express ideas and insights about the nature, significant in the procritical process of the procritical procritical process. B. Express ideas and insights about the nature, significant between the procritical procri	Living 1.7 What does it mean to belong to a faith community? Christians, Muslims and/or Jewish people of religious and non-religious worldviews. or, fructs and ways of life, in order to find out about the meanings behind them, socred writing the sources are vision and life to grant the production of the communities. The conditional control of religious and non-religious worldviews. In y, so that pupils can identify what difference belonging to a community might make. Intity and belonging, responding sensitively for themselves. Tousy with religious and non-religious worldviews. Tousy world religious worl	Living 1.8 How should we care for others and the world, and why does it matter? Christians, Muslims	Module 6
	Emerging: - Talk about some of the stories that are used in religion and why people still read them (A2). - Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (83). Expected: - Recognise that sacred texts contain stories which are special to many people and should be the sacred texts contain stories which are special to many people and should be with respect (83). - Re-tell sories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2). - Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). - Talk about issues of good and bad, right and wrong arising from the stories (C3). Exceeding: - Suggest their own ideas about stories from sacred texts and give reasons for their significance (C1).	Expressing 1.5 What makes some places sacred? Christians, Muslims and/or Jewish people Emerging: Recognise that there are special places where people go to worship, and talk about what people do there (A1). Identify at least three objects used in worship in two religions (A5). Expected: Identify a least three objects used in worship in two religions (A5). Expected: Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). Describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel (C1). Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1). Exceeding: Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising (A2) Your that hings and hot be aware that some people regularly worship God in different ways and in different places (B3). *Talk about how the words 'sacred' and 'holy' are used (they usually refer to places or things or words that are to do with God); what makes some places and things special, sacred or holy; consider what things and places are special to pupils and their families, and why; do they have things that are to do with God); what makes some places and things special, sacred belonging (including the importance of hoving clean hands or dressing in certain ways. *Talk about why it is important to showing clean hands or dressing in certain ways. *Explore the main features of places of worship in Christianity and at least one other religion, itself by the present of the second or the second places of worship and how they are used. *Explore the main featu	Lépressing 1.6 How and why do we celebrate special and sacred times? Christians, Muslims and/or Jewish people A1. Recall and name different beliefs and practices, including festivals, worshing and practices, including festivals, worshing and security of the process of the p	Living 1.7 What does it mean to belong to a faith community? Christians, Muslims and/or Jewish people of religious and non-religious worldviews. or, Intuis and ways of life, in order to find out about the meanings behind them. or religious and sources of wisdom and recognising the traditions from which they come. numity's way of life, appreciating some similarities between communities. tea and impact of religious and non-religious worldviews. In the properties of the p	Living 1.8 How should we care for others and the world, and why does it matter? Christians, Muslims and/or Jewish people Emerging: • Talk about how religions teach that people are valuable, giving simple examples (B1). • Recognise that some people believe God created the world and so we should look after it (A2). Expected: • Recognise that some people believe God created the world and so we should look after it (A2). Expected: • Receins believe stories and staries from another faith about caring for others and the world (A2). • Receins believe stories and staries from another faith about caring for others and the world (A2). • Talk about saues of good and bad, right and wrang arising from the stories (C3). • Talk about some texts from different religions that promote the "Golden Rule", and think about what would happen if people followed this idea more (C2). • Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1). • Like conditions are supplied to the story of the story	
Learning Outcomes	Emerging: 1.4 What can we learn from sacred books? Christians, Muslims and/or Jewish people Emerging: 1.7 Talk about some of the stories that are used in religion and why people still read them (A2). 1.8 Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (E3). [25] Expected: 1.8 Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). 1.8 Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2). 1.8 Ask and suggest answers to questions arising from stories. Jesus told and from another religion (C1). 1.7 Talk about issues of good and bad, right and wrong arising from the stories (C3). Exceeding: 1. Suggest their own ideas about stories from sacred texts and give reasons for their significance (C1). 1. Make links between the messages within sacred texts and the way people live (A2). 1. Explore what a story is and why we like them; are there different types of story? Introduce a parable as a story with a deeper meaning. Talk about how some books are more than special-they are sacred or holy, meaning that people believe that they are from God. 1. Introduce the Bible as a sacred text for Knistians. 1. Introduce a sacred text for Muslims - Holy Qur'an, and/or Jewish people - Tenakh. 1. Investigate how these books are used and freated - Torah (part of Tenakh; often read from scrolls in the synagogue, beautifully written in Hebrew; Bible translated into lots of different versions to make accessible to all; Holy Qur'an kept in its original Arabic, as Muslims believe that is how it was revealed to Prophet Muhammad. 1. Read, act out and illustrate some stories Jesus told about what God is like (e.g. The lost sheep/Lost coin' Luke 15, building on prior learning) and how to treat each other (e.g. The good Samarthar Luke 10). 2. Explore stories from Jewish sacred text, the Tenakh, which teach about God looking after his people e.g. Valhammad and and	Expressing 1.5 What makes some places sacred? Christians, Muslims and/or Jewish people Emerging: - Recognise that there are special places where people go to worship, and talk about what people of other (A.S.). - Clentify at least three objects used in worship in two religions (A.3). - Expected: - Identify at least three objects used in worship in two religions (A.3). - Expected: - Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A.S.). - Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B.2). - Describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel (Cl.). - Ask good questions during a school visit about what happens in a church, synagogue or mosque (B.1). - Exceeding: - Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising (A.2). - Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B.S.). - Talk about how the words 'sacred' and 'holy' are used (they usually refer to places or things or words that are to do with God); what makes some places and things special, sacred or holy; consider what things and places are special to pupils and their families, and why; do they have things that are holy and sacred? - Talk about how the words 'sacred' and 'holy' are used (they usually refer to places or things or words that are to do with God); what makes some places and things special, sacred or holy; consider what things and places are special to pupils and their families, and why; do they have things that are holy and sacred? - Talk about how the words of worship is used and talk to some Christians, Muslims and/or Jewish people about how and why it is importance in horing clean hands or dressing in certain ways). - Explore the main features of place	Expressing 1.6 How and why do we celebrate special and socred times? Christians, Muslims and/or Jewish people A1. Recall and name different beliefs and practices, including festivals, worsh. A2. Retell and suggest meanings to some religious and moral stories, exploring and discussin A3. Recognise some different symbols and actions which express a communities of the com	Living 1.7 What does it mean to belong to a faith community? Christians, Muslims and/or Jewish people of religious and non-religious worldviews. o, Intudis and ways of life, in order to find out about the meanings behind them. graced writings and sources of visdom and recognising the traditions from which they come. Intuity's way of life, appreciating some similarities between communities. It is a subject of religious and non-religious worldviews. It is a subject of religious and non-religious worldviews. It is a subject of the properties the subject of the properties. It is a subject of the properties the subject of the properties. It is a subject of the properties the subject of the properties. It is a subject of the properties the subject of the properties. It is a subject of the properties the properties of the properties. It is a subject of the properties the properties of the properties. It is a subject of the properties the properties of the properties of the properties. It is a subject of the properties of the properties of the properties. It is a subject of the properties of the properties of the properties of the properties. It is a subject of the properties of the prope	Emerging: - Talk About how religions teach that people are valuable, giving simple examples (B1). - Recognise that some people believe God created the world and so we should look after it (A2). - Expected: - Re-tell Bible stories and stories from another faith about caring for others and the world (A2). - Identify ways that some people believe God created the world and so we should look after it (A2). - Expected: - Re-tell Bible stories and stories from another faith about caring for others and the world (A2). - Identify ways that some people make a response to God by caring for others and the world (B1). - Talk about issues of good and bad, right and wrong arising from the stories (C3). - Talk about susses of good and bad, right and wrong arising from the stories (C3). - Talk about susses of good and bad, right and some (C2). - Talk about susses of good and bad, right and some (C2). - Talk about susses of good and bad, right and some (C2). - Talk about susses of good and bad, right and some (C2). - Answer the title question thoughtfully, in the light of their learning in this unit (C1). - Introduce the idea that each person is unique and important, using e.g. Christian teachings that God values everyone (Matthew 4:26). Jesus blesses the children (Matthew 19, Mark 10, Luke 18). - Paslam 8 (Dowl praises God's creation and how each person is special in it). - Talk about the benefits and responsibilities of friendship and care for others and how these show ideas of good and bad, right and wrong, e.g. Jesus' special friends (Luke 18). - Talk about the benefits and responsibilities of friendship and care for others and how these show ideas of good and bad, right and wrong, e.g. Jesus' special friends (Luke 18). - Talk about the benefits and responsibilities of friendship and the ways in which people care for others. Explore stories from the Bible about friendship and care for others and how these show ideas of good and bad, right and wrong, e.g. Jesus' special friends (Luke 18). - Talk about the	Year 3 - Religious Education
Learning Outcomes	Emerging: - Talk about some of the stories that are used in religion and why people still read them (A2). - Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3). - Expected: - Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3). - Rever a some ways in which Christians, Muslims and Jewish people treat their sacred books (B3). - Rever a some ways in which Christians, Muslims and Jewish people treat their sacred books (B3). - Re-rell stories from the Christian Bible and stories which are special to many people and should be treated with respect (B3). - Re-rell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2). - Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). - Talk about issues of good and bad, right and wrong arising from the stories (C3). - Exceeding: - Suggest their own ideas about stories from sacred texts and give reasons for their significance (C1). - Make links between the messages within sacred texts and the way people live (A2). - Explore what a story is and why we like them; are there different types of story? Introduce a parable as a story with a deeper meaning. Talk about how some books are more than special they are sacred or holy, meaning that people believe that they are from God. - Introduce the Bible as a sacred text for Muslims - Holy Qur'an, and/or Jewish people - Tenakh. - Investigate how these books are used and freated - Torah (part of Tenakh): often read from scrolls in the synagogue, beautifully written in Hebrew; Bible translated into lots of different versions to make accessible to all; Holy Qur'an kept in its original Arabic, as Muslims believe that is how it was revealed to Prophet Muhammad. - Read, act our and illustrates some stories Jesus told about what God is like (e.g. 'The good Schook of Exodus); - The call of Samuel' (1 Samuels): "Over a dan Gollietti' (1 Samuel 17	Emerging: - Recognise that there are special places where people go to worship, and talk about what people do there (AL). - Recognise that there are special places where people go to worship, and talk about what people do there (AL). - Identify at least three objects used in worship in two religions (A5). Expected: - Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A5). - Talk about wat they mean and how they are used (A5). - Talk about what they mean and how they are used (A5). - Tolk about what they mean and how they are used (A5). - Describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel (C1). - Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1). - Exceeding: - Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B5). - Talk about how the words 'sacred' and 'holy' are used (they usually refer to places or things or words that are to do with God); what makes some places and things special, sacred or holy; consider what things and places are special to pupils and their families, and why, do they have things that are holy and sacred. - Talk about how the words 'sacred' and 'holy' are used (they usually refer to places or things or words that are to do with God); what makes some places and things special, sacred or holy; consider what things and places are special to pupils and their families, and why, do they have things that are holy and sacred. - Talk about how the words 'sacred' and 'holy' are used (they usually refer to places or things or words that are to do with God); what makes some places and things special, sacred belonging (including the importance of having clean hands or dressing in certain ways). - Explore the main features of places of worship in Christianity and at least one other religion, ideally by vis	Expressing 1.6 How and why do we celebrate special and socred times? Christians, Muslims and/or Jewish people A1. Recoll and name different beliefs and practices, including festivals, worsh. A2. Retell and suggest meanings to some religious and moral stories, exploring and discussin A3. Recognise some different symbols and actions which express a common B4. Express ideas and insights about the nature, significan B1. Ask and respond to questo between the celebration different were or segment of the property of the prop	Living 1.7 What does it mean to belong to a faith community? Christians, Muslims and/or Jewish people of religious and non-religious worldviews. of rulais and ways of life, in order to find out about the meanings behind them. sacred writings and sources of visadom and recognising the traditions from which they come. numity's way of life, appreciating some similarities between communities. the and impact of religious and non-religious worldviews. the analysis of the second s	Emerging: - Talk About how religions teach that people are valuable, giving simple examples (B1). - Recognise that some people believe God created the world and so we should look after it (A2). - Expected: - Talk about how religions teach that people are valuable, giving simple examples (B1). - Recognise that some people believe God created the world and so we should look after it (A2). - Expected: - Identify ways that some people make a response to God by carring for others and the world (A2). - Identify ways that some people make a response to God by carring for others and the world (B1). - Talk about some texts from different religions that promote the 'Golden Rule', and think about what vould happen if people followed this idea more (C2). - Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1). - Exceeding: - Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1). - Answer the title question thoughtfully, in the light of their learning in this unit (C1). - Introduce the idea that each person is unique and important, using e.g. Christian teachings that God values everyone (Matthew 626). Jesus blesses the children (Matthew 19, Mark 10, Luke 18); - Paslan B Quald praises God's creation and how each person is special in It). - Talk about the benefits and responsibilities of friendship and care for others and how these show titles of good and bad, right and ways and the serving others and supporting the poor are important parts of good and bad, right and ways are serving others and supporting the poor are important parts of being a religious believe that serving others and supporting the poor are important parts of being a religious believe that serving others and supporting the poor are important parts of being a religious believe that serving others and supporting the poor are important parts of being a religious believe that serving others and suppor	

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Key Stage Outcomes	A. Know about and understand a range of religious and non-religious worldviews. A1. Describe and make connections between different features of the religious and non-religious worldviews with graphing personal describes and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that are rise from them in different communities. A2. Describe and destrated in the communities they are investigating, responding the vary of expressing meaning. B. Express and actions so that the count understand different ways of life and ways of expressing meaning. B. Express in the count of the communities of religious worldviews. B. Deserve and different ways of life and ways of expressing meaning. B. Express in the count of the co					
Learning Outcomes	Emerging: - 1.dentify beliefs about God that are held by Christians, Hindus and/or Muslims (B1). - 1.dentify beliefs about God that are held by Christians, Hindus and/or Muslims (B1). - Retell and suggest the meanings of stories from sacred texts about people who encountered God (A1). - Expected some of the ways in which Christians Hindus and/or Muslims describe God (A1). - Suggest why having a Unit or was defined to the same thing can be hard (B2). - 1.dentify how ywhy thir makes a difference in people's lives to believe in God (B1). - Exceeding: - 1.dentify how similarities and differences between ideas about what God is like in different religions (B3). - 1.Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1).	Emerging: Recall and name some Bible stories that inspire Christians (A2). Identify at least two ways Christians use the Bible in everyday life (B1). Expected: Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2). Give examples of how and suggest reasons why Christians use the Bible today (B1). Describe some ways Christians say what God is like, with examples from the Bible, using different forms of expression (A1). Discuss their own and others' ideas about why humans do bod things and how people try to put things right (C3). Expeloin how the Bible uses different kinds of stories to tell a big story (A2). Suggest why Christians believe that God needs to rescue/save human beings (B2).	Emerging: - Describe what some believers say and do when they pray (A1). - Describe what some believers say and do when they pray (A1). - Respond thoughtfully to examples of how praying helps religious believers (B2). - Expected. - Describe he practice of prayer in the religions studied (A2). - Responding the practice of prayer in the religions proved and what they do when they pray to the practice of the	Emerging: - Recognise and identify some differences between religious festivals and other types of celebrations (82) Retell some stories behind festivals (e.g. Christmas, Diwali, Pesach) (A2) Expected: - Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2) Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2) Identify similarities and differences in the way festivals are celebrated within and between religions (A5) Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1) Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2) Suggest how and why religious festivals restricted for the surp specific (C2).	Emerging: - Recognise and identify some differences between religious festivals and other types of celebratio - Rerell some stories behind festivals (e.g. Christmas, Chanukah) (A2). Expected: - Describe how the way some people celebrate festivals might show something about their beliefs of 1 dentify some differences in the way festivals (e.g. Christmas) are celebrated within and between 1 dentify some differences in the way festivals (e.g. Christmas) are celebrated within and between 1 dentify some differences in the way festivals (e.g. Christmas) are celebrated within and between 1 dentify some differences in the way festivals on on-religious worldview might celebrate festivals - Raise important questions and suggest answers about how the celebrations studied might make texeeding: - Describe two different answers to 'How do people celebrate Christmas?' by a religious studies exp - Suggest how and why religious festivals are valuable to many people (B2).	some Christian beliefs and teachings (AL). Describe some ways in which Christians express their faith through hymns and modern worship songs (A2). Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). Discuss links between the actions of Christians in helpina others and ways in which people of
Suggested Content	Talk about ways in which we exercise trust and faith in our everyday lives. Find some examples of how we know about something we have not seen or experienced for ourselves. What do people believe about God? Explore some of the ways in which religions name and describe the attributes of God, with a particular focus on how Christians think of God as Trinity - Father, Son and Holy Spirit; the 99 Names of Allar, or Hindu beliefs about the Trimuri - Brahma (creator), Vishnu (preserver), Shiva (sometimes called 'destroyer' or 'transformer'). **Study art (Christians), calligraphy (Muslims) and/or murtis (Hindus) used to represent ideas about God find out what they say about God. **Explore how ideas about God are shown in stories/narratives: e.g. encounters which help believers to understand Gods' relationship with people e.g. Moses and the Burning Bush (Exodus 21-15), Jonah (book of Jonah in the Old Testament); Baptism of Jesus (Mark 19-11); Pentecost (Acts 21-12) and Paul's conversion (Acts 91-19); stories Jesus told which teach about God e.g. the parable of the Lost Son (or the Forgiving Father) (Luke 1511-132). **Hindu texts which describe the indescribable (e.g. extract some of the more concrete metaphors from Bhagavod Gia 7:3-4 and 102-41; [www.astils.com/7] or the pear Whor? by Sri now Bhagavod Gia 7:3-4 and 102-41; [www.astils.com/7] or the pear Whor? by Sri Newer - the revelation of the Qur'an to Muhammad, and the story of Muhammad's night journey and accession. **Explore the influence believing in God has on the lives of believers - how it affects their personal worldviews. **Explore the fact that many people do not believe in God. Find out some reasons why, and consider what difference it can make to someone's personal worldview. **Reflect on pupils' own questions and ideas about God in light of their learning. **Express their own ideas about God (whether or not they believe God exists) through art, music, poetry or drama.	• Talk about sources of guidance and wisdom in their own and others' lives: who or what helps them to decide how to live? Introduce the Bible as a guide for Christians. • Give pupils a brief introduction to the Christian Bible – Old and New Testaments, divided into books, chapters and verses; different types of writing (Illustrate with two examples e.g. histories, lows, poems, prayers, biographies (such as the Gospels), lettres); (be clear that what Christians coll the 'Old Testament' is Jewelsh scripture too). • Introduce pupils to the idea that for Christians, the Bible is the basis of Christian chachings, part of the 'organised worldview' of Christians and Illustrates are dealth be the control of the 'organised worldview' of Christians. Not all Christians read the Bible, but in Christian teaching, the Bible tells them about what God is like. It also tells to 'big story' of God's dealings with human beings. God loves humans and created a wonderful world for people (creation); with human beings. God loves humans and created a wonderful world for people (creation); the same people - to bring them back to God (solvation). This story explains why Christians think they need to say sorry to God, with yet ty to follow Jesus, and why they are grateful to God for sending. Jesus. It shows why Christians think they lead to say the people - to bring them back to God (solvation). This story explains why Christians think they can deal of the god of the control of the control of the Christians. Think they can control the god of the control of the control of the Christians. Think the Bible is still important because it tells them about how to live, and why they should follow God. • Creation: Read Genesis 1 (use a lively children's version). Ask pupils to create dance/movement actions for each day, or artworks to reflect the narrative, focus on what the narrative shows God is like-powerful, creative, good etc. • Find out what god and bad things people sometimes do. Explore the idea of temptation: what things are tempting?	Discover and think about the meanings of the words of key prayers in three religions - e.g. the Muslim First Surah of the Qur'an, the Christian Lord's Prayer and the Hindu Gayarri Montra. Learn that Hindus, Muslims and Christians may pray in many different ways, both using set forms of words and more spontaneously, and the three religions believe similar and different ideas about how God hears prayers. Consider the idea that some people describe themselves as "spiritual but not religious" and some of them may like to pray in their own way. Consider the idea that some non-religious people may believe it is more use to be kind or to help someone than to pray for them. Some non-religious people use practices like listing things they are thankful for at the end of the day (e.g. in a "gratitude journal"). Find our about some symbols used in prayers in different religions. Explore connections between prayer in three different religions. Explore connections between prayer in three different religions. Ask good questions about answered and unanswered prayer and find out some answers to "ake good questions about answered and unanswered prayer and find out some answers to "be considered the impact of prayer in different religions. Discuss and consider the impact of praying, using some stories from inside the religions, e.g. stories of answered prayer, or of the origin of a prayer in ancient India, in Jesus' teaching or in the Holy Qur'an. Make links between beliefs and practice of prayer in different religions. Ask pupils to weigh up the value and impact of these key ideas for themselves: ore there benefits in recolling things you are sorry about, ways in which you would like to be better, or for things to be better for other people? What benefits might there be? Do pupils ever do these things?	festivals through symbols, sounds, actions, story	events/people, and why and how they dothis. Are there similarities and differences in practices across the class? Why might this be? 1 Be a Religious Studies (RS) investigator; provide pupils with inference grids with pictures showing some Christmas celebration practices, religious and secular. Ask questions about what pupils can see, what they guess is happening, and questions they would like to ask. 5 Be a Religious Studies investigator: choose a series of Christmas practices to explore, at least one celebrated at church and one from home e.g., nativity service, Christingle service, decorring the house, card singing. Find out information about how, why and by whom these are done. Plan one of these activities e.g., a nativity service, explaining why certain parts of the celebration happen, who might join in or not join in. 5 Be a Sociology inserting and the celebrated happing in the UK celebrate Christmas and what is important to them about Christmas. Ask or variety of people from different religious and non-religious worldviews. Analyse the results. Can pupils see any partners? Do lots of people give similar information in their response? Are all the responses different? 5 Information in their response? Are all the responses different? 5 Information in their response? Are all the responses different or a figure of the control of Christmas and who their stances are controlled to the control of Christmas and who their stances are controlled to the control of Christmas in their response? Are all the responses different or a figure of the control of Christmas in their response? Are all the responses different or a signar of the control of Christmas is celebrated in the Christmas when the control of Christmas is celebrated in the control of Christmas in the control of Christmas is celebrated in the Christmas in the control of their of the control of Christmas is celebrated in the Christmas is celebrated in the Christmas in the control of Christmas is celebrated in the Uky from large groups of people, or small	out what goes on in at least two different kinds of churches (e.g. Anglican, Baptist, Roman Carbolic, Pentecosta), and some of the similarities and differences between what Christians do there. E.g. Sunday school classes, 'Messy Church', Girls Brigade, Boys' Brigade, Sunday services, Gifferent types of worship music, home groups. Kind progress, Gifferent types of worship music, home groups. As the state of the control of t
	Year 4 - Religious Education					
	Module 1	Module 2 Expressing	Module 3 Expressing	Module 4	Module 5	Module 6
Focus	Believing L2.3 Why is Jesus inspiring to some people?	L2.5 Why are festivals important to religious communities? (Y3&Y4) Christians, Hindus and/or Muslims and/or Jewish people	L2.6 Why do some people think that life is like a journey and what significant experiences mark this? Christians, Hindus and/or Jewish people and non-religious responses (e.g. Humanist)	Living L2.8 What does it mean to be a Hindu in Britain today?	L2.9 What can we learn from religions about deciding what is right and wrong? Christians, Jewish people and non-religious responses (e.g. Humanist)	Living L2.10 How do family life and festivals show what matters to Jewish people?
Key Stage Outcomes	Al. Describe and make connections between different features of the religious and non-religious worldviewing. Al. Describe and understand links between stories and non-religious worldviewing and non-religious worldviewing. Al. Describe and understand links between stories and other aspects of the companied					
		B3.	B1. Observe and understand varied examples of religious and insights about the nature, significa B1. Observe and understand varied examples of religious and non-religious worldviews so that inderstand the challenges of commitment to a community of faith or belief, suggesting why belongi Observe and consider different dimensions of religion, of that they can explore and show understand C. Gain and deploy the skills needed to engage se present thoughfully their own and others' views on challenging questions about belonging, meaning C2. Consider and apoly ideas about ways in which diverse communities can live toacher for the communities are communities can live toacher for C3. Consider and apoly ideas about ways in which diverse communities can live toacher for the communities of the communities of the communities of the communities are can be communities.	hey can understand different ways of life and ways of expressing meaning, nee and impact of religious and non-religious workviews. they can explain, with reasons, their meanings and significance to individuals and communities, and to a community may be valuable, both in the diverse communities being studied and in their own gn to a community may be valuable, both in the diverse communities being studied and in their own ricusty with religious and non-religious worldviews (g, purpose and truth, applying ideas of their own in different forms including (e,g.) reasoning, music the wellbein of all. responding thoughtfully to ideas shout community, values and respect,	lives. ews.	
Learning	Emerging: *Ask questions raised by the stories and life of Jesus and followers today; give examples of how Christians are inspired by Jesus (B1). *Suggest some ideas about good ways to treat others, arising from their learning (C3). *Suggest some ideas about good ways to treat others, arising from their learning (C3). *Make connections between some of Jesus' teachings and the way Christians live today (A1). *Describe how Christians celebrate Holy Week and Easter Sunday (A1). *Identify the most important parts of Easter for Christians and say why they are important (B1). *Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2). *Exceeding: *Make connections between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, incarnation, salvation) - see unit 1.2.2), reflecting on why this inspires Christians (A1). *Present their own ideas about he most important attitudes and values to have today, making links with Christian values (C2).	B3. C1. Discuss and Emerging: Recognise and identify some differences between religious festivals and other types of celebrations (B2). Retell some stories behind festivals (e.g. Christmas, Divali, Pesach) (A2). Expected: Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).	B1. Observe and understand varied examples of religious and non-religious worldviews so that inderstand the challenges of commitment to a community of faith or belief, suggesting why belongi Observe and consider different dimensions of religious, so that they can explore and show understand C. Gain and depby the skills needed to engage se present thoughtfully their own and others' views on challenging questions about belonging, meaning C2. Consider and apply ideas about ways in which diverse communities can live together fo C5. Discuss and apply their own and others' ideas about ethical questions, including ideas about Emerging: Recall and name some of the ways religions mark milestones of commitment (including marriage) (A1).	hey can understand different ways of life and ways of expressing meaning, nee and impact of religious and non-religious work/divevs. they can explain, with reasons, their meanings and significance to individuals and communities, ng to a community may be valuable, both in the diverse communities being studied and in their own daing of similarities and differences within and between different religious and non-religious worldvir- ciously with religious and non-religious worldvirent of the religious and non-religious worldvir- iously with religious and non-religious worldvirent forms including (e.g.) reasoning, music rith evellbeing of old, responding thoughtfully to ideas about community, values and respect, what is right and wrong and what is just and fair, and express their own ideas clearly in response. Emerging: 1 Identify and name examples of what Hindus have and do in their families and at mandir to show their faith (A3). 2 Ask good questions about what Hindus do to show their faith (B1). Expected: 3 Some Hindus beliefs and teachings about aims and duries in life (A1). 4 Describe some ways in which Hindus express their faith through puig, aorti and bhojans (A2). 5 Suggest at leafs two reasons why being a Hindus is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). 5 Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).	Emerging: - Recall and talk about some rules for living in religious traditions (B2). - Recall and talk about some rules for living in religious traditions (B2). - Find out at least two teachings from religions about how to live a good life (C3). Expected: - Give examples of rules for living from religions and suggest ways in which they might help between similarities and suggest ways in which they might help between stories of temptation and why people can find it difficult to be good (A2). - Give examples of ways in which some inspirational people have been guided by their religion (B1). - Give examples of ways in which some inspirational people decide about right and wrong (C3). - Exceeding: - Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system (B3).	Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities (B1). Explore and suggest ideas about what is worth celebrating and remembering for Jewish people, and in pupils' own lives (C1). Exceeding: Suggest how and why family life and festivals are valuable to Jewish people (B2). *Make links with the value of personal reflection, saying sorry, being forgiven, being grateful,
	Christians are inspired by Jesus (B1). Suggest some ideas about good ways to treat others, arising from their learning (C3). Expected: Nake connections between some of Jesus' teachings and the way Christians live today (A1). Describe how Christians celebrate Holy Week and Easter Sunday (A1). Jelentify the most important parts of Easter for Christians and say why they are important (B1). Give simple definitions of some key Christian terms (e.g. gospel, incarnation, solvation) and illustrate them with events from Holy Week and Easter (A2). Make connections between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, incarnation, solvation) - see unit 1.2.9, reflecting on why this inspires Christians (A1).	Emerging: *Recognise and identify some differences between religious festivals and other types of celebrations (B2). *Retail some stories behind festivals (e.g. Christmas, Diwali, Pesach) (A2). *Expected: *Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). *Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (82). *Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (82). *Leyalore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1). *Exceeding: *Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2). *Suggest how and why religious festivals are valuable to many people (B2). *Think about times in their own lives when pupils remember and celebrate significant events/people, and why and how they do this. *Consider the meanings of the stories behind key religious festivals, e.g. Christmas, Easter, Pentecost, Harvest in Christianity, Dlwali in Hinduism; *Pesach, Rosh Hashanah and Yom Kippur in Judaism; Eid in Islam. Build on any prior learning when looking at any of these festivals.	B. Express ideas and insights about the nature, significa B. Observe and understand varied examples or feligious and non-religious worldviews so that inderstand the challenges of commitment to a community of faith or belief, suggesting why belongi Observe and consider different dimensions of religious, on that they can explore and show understan C. Gain and deploy the skills needed to engage se present thoughtfully their own and others' views on challenging questions about belonging, meaning C.2 Consider and apply belief own and others' ideas obout ethical questions, including ideas about Emerging: Recall and name some of the ways religions mark milestones of commitment (including marriage) (A1). Identify at least two promises made by believers at these ceremonies and say why they are important (B1). Expected: Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3). Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). I Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1). Exceeding: Explain similarities and differences between ceremonies of commitment (B3). Suggest of the suggestion o	hey can understand different ways of life and ways of expressing meaning. ce and impact of religious and non-religious work/views. they can explain, with reasons, their meanings and significance to individuals and communities, ing to a community may be valuable, both in the diverse communities being studied and in their own unding of similarities and differences within and between different religious and non-religious worldvi- ciously with religious and non-religious worldvi- cously with religious and non-religious worldviews in yellows and religious and non-religious worldviews The wellbeing of oil, responding houghtily in close about community, values and response. Temerging: - Tedentify and name examples of what Hindus have and do in their families and at mandir to show their faith (a3). - Ask good questions about what Hindus do to show their faith (B1). - Expected some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duries in life (A1). - Describe some ways in which Hindus express their faith through puig, and and thologious (A2). - Suggest at leafs two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). - Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). - Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might b	Emerging: Recall and talk about some rules for living in religious traditions (82). Recall and talk about some rules for living in religious traditions (82). Rind out of least two teachings from religions about how to live a good life (CS). Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (81). Make connections between stories of temptation and why people can find it difficult to be good (A2). Make connections between stories of temptation and why people and find it difficult to be good (A2). Give examples of ways in which some inspirational people have been guided by their religion (81). Sizeus their own and others' ideas about how people decide about right and wrong (C3). Exceeding: Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system (83). Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity (CS). Explore teachings which act as guides for living within Judaism, Christianity, and a non-religious belief system, e.g. the Ten Commandments (Exadus 201-21, Deuteronomy 51-22), the Two Commandments of Explain some similarity of the system, e.g. the Ten Commandments (Exadus 201-21, Deuteronomy 51-22), the Two Commandments of Jesus (Mark 1228-34), the golden rule for Humanists. Work out what people must have been doing if they needed to be given those rules. Do people still behave like that? What difference would it make if people keep these guides for living? Vas religious belief system, e.g. the Ten Commandments (Exadus 201-21, Deuteronomy 51-22), the Two Commandments of the proper was the value of the prope	faith (AS). Retell some stories behind festivals e.g. Yom Kippur, Pesach (A2). Expected: Retell some stories behind festivals e.g. Yom Kippur, Pesach (A2). Expected: Nake links between the Exodus story and Jewish beliefs about God and his relationship with the Jewish people (A3). Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities (B1). Explore and suggest ideas about what is worth celebrating and remembering for Jewish people, and in pupils' own lives (C1). Expecteding. Texace and and with family life and festivals are valuable to Jewish people (B2). *Male links with the value of personal reflection, saving sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including in pupils' own lives, and giving good reasons for their ideas (C2). *Use creative ways to explore stories behind Jewish festivals: their meaning and significance; how believers expers meanings through symbols, sounds, actions, stories and frutush: o Rosh Hashanah and Yam Kippur Explore Rosh Hashanah, the Jewish new year festival; how Jews look at their ideas from the post year and make a fresh start for the next one; find out about the shofar, eating sweet foods, tashlich. Explore Yom Kippur, the 'Day of Atonemen's a day of festing and praying for forgiveness; what hoppens and why; the main themes of repentance, deliverance and solvation; consider how for Jews this is both solemn (because of the reality of sayin and joyful (God's readiness to forgive). Talk about the value in pupils' own lives of replection, soying sorry, being forgiven and making resolutions to improve. o Pesach/Passover explore the epic story of the Exodus through hext, art, film and drama, exploring the relationship between the people and God, find out how this story is remembered at Pesach and celebrated in Jewish homes (e.g., preparation and the seeder mean, Serfect on the important themes of Pesach (e.g. freedom, faithfulness of God; the Jewish people's place as God
	Christians are inspired by Jesus (B1). Suggest some ideas about good ways to treat others, arising from their learning (C5). Expected: Nakae connections between some of Jesus' teachings and the way Christians live today (A1). Describe how Christians celebrate Holy Week and Easter Sunday (A1). Jesus of the most important parts of Easter for Christians and say why they are important (B1). Give simple definitions of some key Christian terms (e.g., gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2). Exceeding: Exceeding: Exceeding: Exceeding: First of the First of Easter story of Jesus and the wider 'big story' of the Bible (creation, the Edi incarnation, salvation) - see unit 1.23, reflecting on why this inspires Christians (A1). Present their own ideas about the most important attitudes and values to have today, making links with Christian values (C2). Briefly explore what makes a person inspirational to others, identifying characteristics of a good role model. Recall stories of Jesus that pupils have learnt in previous units. Make some connections as you explore creatively some other words and actions of Jesus which continue to inspire Christians (A1), and the source of the properties of the Kingdom of heaven (Mathew 13:1–45 slower). Recall stories of Jesus that pupils have learnt in previous units. Make some connections as you explore creatively some other words and actions of Jesus which continue to inspire Christians today, exportable of the kingdom of heaven (Mathew 13:1–45 slower). Properties of the control of the source of the control o	Emerging: Recognise and identify some differences between religious festivals and other types of celebrations (82). Retell some stories behind festivals (e.g. Christmas, Divali, Pesach) (A2). Expected: Make connections between stories, symbols and beliefs with what happens in at least two festivals (e.g. Lester, Eid) (82). Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (82). Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (82). **Leyolore and suggest ideas about what is worth celebrating and remembering in religious (82). **Explore and suggest ideas about what is worth celebrating and remembering in religious Exceeding: **Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2). **Suggest how and why religious festivals are valuable to many people (B2). **Think about times in their own lives when pupils remember and celebrate significant events/people, and why and how they do this. **Consider the meanings of the softens behind key religious festivals, e.g. Christmas, Easter, Pentecost, Harvest in Christianity, Diwali in Hinduism; Pesach, Rosh Hashanah and Yom Kippur in Judaism; Eid in Islam. Build on any prior learning when looking at any of these festivals. **For each of the festivious keylored, describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals. **Notice and think about similarities and differences between the way festivals are celebrated e.g. Christmas or Holy Week within different Christion traditions, between home and places of worship. **Study key elements of festivals shared values, story, beliefs, hopes and commitments. **Consider questions about the deep meaning of the festivals in the slave of the proper of the festivals is not about the role of festivals in t	B1. Observe and understand varied examples or feligious and non-religious worldviews so that understand the challenges of commitment to a community of faith or belief, suggesting why belong! Observe and consider different dimensions of religious, or that they can explore and show understand C. Gain and deploy the skills needed to engage se present thoughtfully their own and others' views on challenging questions about belonging, meaning C2. Consider and apply ideas about ways in which diverse communities can live together for C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about Emerging: Recall and name some of the ways religions mark milestones of commitment (including marriage) (A1). **Jeantify at least two promises made by believers at these ceremonies and say why they are important (B1). **Expected: **Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). **Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3). **Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). **Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1). **Exceeding: **Explore and use the religious metaphor of life as a journey. What are the significant milestones on this journey? What or the significant milestones on this journey? What or the religious commitment in Britain today (C2). **Explore and use the religious metaphor of life as a journey. What are the significant milestones on this journey? What or the religious metaphor of life as a journey. What are the significant milestones on this journey? What or the metaphor sould be used for life? **Consider the value and meaning of ceremonies which mark milestones in life, particularly those associated with growing up and toking responsibility within a falth community; belongins	hey can understand different ways of life and ways of expressing meaning. ce and impact of religious and non-religious worldwiews. they can explain, with reasons, their meanings and significance to individuals and communities, ing to a community may be valuable, both in the diverse communities being studied and in their own unding of similarities and differences within and between different religious and non-religious worldwices, including global studies and non-religious worldwices, including logious and non-religious worldwices, in which is a significant to a significant logious and religious and respect, what is right and wrong and what is just and fair, and express their own ideas clearly in response. Emerging: 1 Identify and name examples of what Hindus have and do in their families and at mandir to show their faith (a3). 2 Ask good questions about what Hindus do to show their faith (B1). Expected. 2 Expected. 2 Expected. 2 Expected. 3 Describe some ways in which Hindus express their faith through puig, acrit and bhojans (A2). 2 Describe some ways in which Hindus express their faith through puig, acrit and bhojans (A2). 3 Describe some ways in which Hindus express their faith through puig, acrit and bhojans (A2). 5 Describe some ways in which Hindus express their faith through puig, acrit and bhojans (A2). 5 Describe some ways in which Hindus express their faith through puig, acrit and bhojans (A2). 5 Describe some ways with the puig through through through through th	Emerging: Recall and talk about some rules for living in religious traditions (82). Recall and talk about some rules for living in religious traditions (82). Rind out of least two teachings from religions about how to live a good life (C3). Rive examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (81). Make connections between stories of temptation and why people can find it difficult to be good (A2). Make connections between stories of temptation and why people and find it difficult to be good (A2). Sieve examples of ways in which some inspirational people have been guided by their religion (81). Sieve examples of ways in which some inspirational people have been guided by their religion (81). Expealings: Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system (83). Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generatory (C5). Explore teachings which act as guides for living within Judaism, Christianity, and a non-religious belief system, e.g. the Ten Commandments (Exodus 201-21, Beuteronomy 51-22), the Two Commandments of Jesus (Mark 1228-34), the golden rule for Humanists. Work out what people must have been doing if they needed to be given those rules. Do people still behave like that? What difference would it make if people keep these guides for living? Ves religious belief system, e.g., the Ten Commandments (Exodus 201-21, Deuteronomy 51-22), the Two Commandments of Jesus (Mark 1228-34), the golden rule for Humanists. Work out what people must have been doing if they needed to be given those rules. Do people still behave like that? What difference would it make if people keep these guides for living? Ves religious stories to explore the idea of temptatrion, and how in offers the owe people choose between good and bad, e.g., in Ch	faith (AS). Retell some stories behind festivals e.g. Yom Kippur, Pesach (A2). Expected: Retell some stories behind festivals e.g. Yom Kippur, Pesach (A2). Expected: Nake links between the Exadus story and Jewish beliefs about God and his relationship with the Jewish people (A3). Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities (B1). Explore and suggest ideas about what is worth celebrating and remembering for Jewish people, and the provided of the people of
	Christians are inspired by Jesus (B1). Suggest some ideas about good ways to treat others, arising from their learning (C3). Expected: Nake connections between some of Jesus' teachings and the way Christians live today (A1). Describe how Christians celebrate Holy Week and Easter Sunday (A1). Jesus of the most important parts of Easter for Christians and say why they are important (B1). Give simple definitions of some key Christian terms (e.g., gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2). Exceeding: Nake connections between the Easter story of Jesus and the wider 'big story' of the Bible (creating, the Fig. 1) incarnation, salvation) – see Will connections between the Easter story of Jesus and the wider 'big story' of the Bible (creating, the Fig. 1) incarnation, salvation) – see Present their own ideas about the most important artifudes and values to have today, making links with Christian values (C2). Briefly explore what makes a person inspirational to others, identifying characteristics of a good role model. Recall stories of Jesus that pupils have learnt in previous units. Make some connections as you explore creatively some other words and actions of Jesus which continue to inspire Christians today e.g. parobles of the Kingdom of heaven (Mathwa 13.1–45; sower, mustard seed, pear etc.); parables of forgiveness (good Samaritan, Luke 1029-37; two debtors, Luke 726-50; undrojving servort, Mathwa 18.1–45); hat-seet characters, freeze-frame or act out stories, create artworks; collect pupils' questions, then ask some Christians to explain how they interpret these stories. - Use the events of Holy Week and Easter to find out why Jesus is a important to Christians to explain how they interpret these stories. - Use the events of Holy Week and Easter to find out why Jesus is a important to Christians to explain how they interpret where stories. - Use the events of Holy Week and Easter to find out why Jesus is a important to Christians showing feet; so	Emerging: Recognise and identify some differences between religious festivals and other types of celebrations (82). Retell some stories behind festivals (e.g. Christmas, Divali, Pesach) (A2). Expected: Make connections between stories, symbols and beliefs with what happens in at least two festivals (e.g. Christmas, Divali, Pesach) (A2). Retell some stories between stories, symbols and beliefs with what happens in at least two festivals (e.g. Christmas). Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (82). Ask questions and give ideas about what sworth celebrating and remembering in religious communities and in their own lives (C1). Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1). Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2). *Suggest how and why religious festivals are valuable to many people (B2). *Think about times in their own lives when pupils remember and celebrate significant events, 'people, and why and how thore do this. *Consider the meanings of the Notice behind key religious festivals, e.g. Christmas, Easter, Pentecost, Harvest in Christianity, Divali in Hinduism; Pesach, Rosh Hashanah and Yom Kippur in Judoism; Eid in Islam. Build on any prior learning when looking at any of these festivals. *Notice and think about similarities and differences between the way festivals are celebrated e.g. Christmas or Holy Week within different Christian traditions, between home and places of varishjp. *Study key elements of festivals: shared values, story, beliefs, hopes and commitments. *Consider questions about the deep meaning of the festivats does light conquer darkness (Divali)? Is love stronger than death (Easter)? Can God free people from slavery (Pesach)? Is it good to say sory (Yom Kippur)?	B1. Observe and understand varied examples or feligious and non-religious worldviews so that understand the challenges of commitment to a community of faith or belief, suggesting why belong Observe and consider different dimensions of religious, on that they can explore ad show understand of the consider different dimensions of religion, so that they can explore ad show understand present thoughtfully their own and others' views on challenging upsetions about belonging, meaning C2. Consider and apply their own and others' ideas obout ethical questions, including ideas about and papit pleas on an od others' ideas about ethical questions, including ideas about facility and period pleas about should questions, including ideas about facility of least two promises made by believers at these ceremonies and say why they are important (B1). Expected: - Meaning of least two promises made by believers at these ceremonies and say why they are important (B1). Expected: - Suggest reasons why marking the milestones of life are important to Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A5). - Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). - Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1). Exceeding: - Exploin similarities and differences between ceremonies of commitment (B3). - Exploin similarities and differences between ceremonies of commitment (B3) are considered with growing up and taking responsibility within a faith community; in Christianity, to confirmation and "believers' bothers" or evidence of the significant milestones on this journey? What other metaphors could be used for life? - Consider the value and meaning of ceremonies which mark milestones in life, particularly those associated with growing up and taking responsibility within a faith community; in Christianity, confirmation and "believers' bothers", to t	hey can understand different ways of life and ways of expressing meaning, are and impact of religious and non-religious worldwiews. they can explain, with reasons, their meanings and significance to individuals and communities, and the control of religious worldwiews. The control of the con	Emerging: Recall and talk about some rules for living in religious traditions (B2). Recall and talk about some rules for living in religious traditions (B2). Recall and talk about some rules for living in religious about how to live a good life (C3). Expected: Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). Recommended to decisions (B1). Recommended to work in which some inspirational people have been guided by their religion (B1). Citive examples of ways in which some inspirational people have been guided by their religion (B1). Exceeding: Exceeding: Exceeding: Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system (B3). Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity (C5). Explore teachings which act as guides for living within Judoism, Christianity, and a non-religious belief system, e.g. the Fna Commandments (Exadus 20-12. Deuteronomy 51-22), the Two Commandments of Jesus (Mark 1228-34), the golden rule for Humanists. Work out what people must have been doing if they needed to be given those rules. Do people still behave like that? What difference would it make if people keep these guides for living? *Use religious belief system, e.g. the fire yneeded to be given those rules. Do people still behave like that? What difference would it make if people keep these guides for living? *Use religious stories to explore the idea of temperation, and how it affects how people choose between good and bad, e.g. in Christianity, use Genesis 3 and the Fall', and Jesus resisting temperation in the Author of the universe'; or Christian teaching from Jesus on the Beatitudes (Matthew 52-15). *Share teachings from different religions that give examples of how to live 'a good life', e.g. connect with Unit 12.10 to explore Jew	faith (AS). Retell some stories behind festivals e.g. Yom Kippur, Pesach (A2). Expected: Retell some stories behind festivals e.g. Yom Kippur, Pesach (A2). Expected: Nake links between the Exodus story and Jewish beliefs about God and his relationship with the Jewish people (A3). Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities (B1). Explore and suggest ideas about what is worth celebrating and remembering for Jewish people, and in pupils' own lives (C1). Exceeding: *Suggest how and why family life and festivals are valuable to Jewish people (B2). *Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and junke in the world today, including in pupils' own lives, and giving good reasons for their ideas (C2). *Use creative ways to explore stories behind Jewish festivals: their meaning and significance; how believers express meanings through symbols, sounds, actions, stories and rituals: the control of the contr

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	
		A1. Describe and make connection	ns between different features of the religious and non-religious worldviews they study, discovering r	of religious and non-religious worldviews. nore about celebrations, worship, pilgrimages and the rituals which mark important points in life, in	order to reflect on their significance.		
		A2. Describe and under	erstand links between stories and other aspects of the communities they are investigating, respond A3. Explore and describe a range of beliefs, symbols and actions so that B. Express ideas and insights about the nature, signific	ng moughtfully to a range of sources of wisdom and to beliefs and feachings that arise from them they can understand different ways of life and ways of expressing meaning. ance and impact of religious and non-religious worldviews.	n ditterent communities.		
Key Stage Outcomes			B1. Observe and understand varied examples of religious and non-religious worldviews so tha Understand the challenges of commitment to a community of faith or belief, suggesting why belong	t they can explain, with reasons, their meanings and significance to individuals and communities. ing to a community may be valuable, both in the diverse communities being studied and in their ow			
	B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious worldviews. C. Gain and pelop the skills needed to engage seriously with religious and non-religious worldviews. C1. Discuss and present thoughtfully their own and others' views on dother will be donging questions about he led to the company process and truth, applying inclining, purpose and truth, applying inclining, and poetry.						
		C1. Discuss and	C2. Consider and apply ideas about ways in which diverse communities can live together for	ng, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, mus or the wellbeing of all, responding thoughtfully to ideas about community, values and respect. t what is right and wrong and what is just and fair, and express their own ideas clearly in response.	ic, art and poetry.		
	Emerging:	Emerging: • Make connections between some of Jesus' teachings and the way Christians live today (A1).	Emerging:	Emerging:	Emerging:	Emerging:	
	 Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs (B1). 	Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas (C3).	Recall and name some key features of places of worship studied (A1). Find out about what believers say about their places of worship (C2).	Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1).	 Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1). 	Describe some key environmental problems and some key religious teachings about the Earth (A1).	
	 Give two reasons why a Christian believes in God and one why an atheist does not (A3). Expected: Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). 	Expected: • Outline Jesus' teaching on how his followers should live (A2).	Expected: • Make connections between how believers feel about places of worship in different traditions	Identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live (B1). Expected:	Identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live (B1). Expected:	Respond sensitively to examples of green religious practice with ideas of their own (B2). Find our about two examples of religious projects seeking to have an environmental impact	
Learning	 Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2). 	how to live (B3).	 Select and describe the most important functions of a place of worship for the community (B3). 	 Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). 		(CS). • Make connections between beliefs about the earth and activist behaviour in different religions	
Outcomes	 Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1). 	Explain the impact Jesus' example and teachings might have on Christians today (B1). Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).	 Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). Present ideas about the importance of people in a place of worship, rather than the place itself 	Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). Describe the forms of guidance a Muslim uses and compare them to forms of guidance	Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). Describe the forms of guidance a Muslim uses and compare them to forms of guidance	(A1). • Understand the challenges facing the planet and responses from different religions (B2).	
	 Present different views on why people believe in God or not, including their own ideas (C1). Exceeding: 	Exceeding:	(C1).	experienced by the pupils (A2). • Make connections between the key functions of the mosque and the beliefs of Muslims (A1).	experienced by the pupils (A2). • Make connections between the key functions of the mosque and the beliefs of Muslims (A1).	 Discuss their own and others' ideas about the kinds of collaboration, activism and commitment needed to 'save the Earth' (C3). 	
	 Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently (B3). Explain into what come atheirs, expectice and theirs are about God, expressing their cum. 	giving reasons why Christians want to follow Jesus (A2).	Outline how and why places of worship fulfil special functions in the lives of believers (A3). Comment thoughtfully on the value and purpose of places of worship in religious communities	Exceeding: - Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1).	Exceeding: - Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1).	Exceeding: Explain similarities and differences between religious beliefs about the Earth (A1). Consider and evaluate the contributions religions can make to environmental protection (B3).	
	 Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples (C1). 	Investigate and explain the challenges of following Jesus' teaching about love, forgiveness, justice and/or generosity, expressing their own ideas (C3).	(B1).	Answer the title key question from different perspectives, including their own (C1).	Answer the title key question from different perspectives, including their own (C1).	Consider and evaluate the contributions religions can make to environmental protection (BS). Express ideas about key questions to do with the need for 'greener religions' (C3).	
	Find out about how many people in the world and in your local area believe in God – using	Build on learning from key question L2.3, and note where some key texts have been studied before. Use the ideas below to explore Jesus' teachings and example and how they inspire					
	global statistics and the latest UK census (see p. 5 for local and national demographics). Ask pupils why they think so many people believe in God. Collect these reasons.	many Christians today. Consider the extent to which Jesus' values and example would benefit today's world, within the school community, local and national communities and out to the		Find out what pupils already know about Islam (e.g. from key question 1.2); how many Muslims do they think there are in Britain and in your local area? Find out and	do they think there are in Britain and in your local area? Find out and	This unit investigation enables pupils to learn in depth about issues of climate change, environmental protection and the future sustainability of the planet, in the light of	
	Find out about how many do not believe. Learn the words 'theist' (believes in God), 'agnostic' (cannot say if God exists or not) and 'atheist' (believes there is no god). - Set up an enauliry to explore the key auestion. Ask pupils to raise questions about the existence	global community. • Examine Jesus' mission (Luke 4:18-19). Find examples of where he fulfilled this. • Love: use some of Jesus' stories, teachings and examples to understand what Christians believe	 Find out some of the key features of places of worship: e.g. some differences between Anglican and Baptist churches; mandir; differences between an Orthodox and a Reform synagogue. Explore the duty of high graphs in Hinduism which is seen as a wider part of worship. This 	talk about the information from the 2011 Census. - Explore the practice, meaning and significance of the Five Pillars of Islam as an expression of libadah (worship and belief in action): Shahadah (belief in one God and	talk about the information from the 2011 Census. • Explore the practice, meaning and significance of the Five Pillars of Islam as an expression of libration (worship and helief in action): Shahadah (helief in one God and	teaching and practice from different religions. • Use a case study about Greta Thunberg to introduce the issues of climate justice. From her	
	and nature of God. Focus on Christian ideas of God, to make this more manageable. Start by clarifying what Christians believe God is like. Build on learning from key	he meant by loving others (e.g. greatest commandments, Matthew 22:37-40; good Samaritan, Luke 10:30-35; the lost son, Luke 15:11-32; love your enemies, Matthew 5:43-48; compare with	concerns the need for Hindus to be seen by the deity worshipping at a particular shrine. Does this mean that God is concentrated more intensely in particular places?	his Prophet); salat (daily prayer); sawm (fasting); zakat (alms giving); hajj (pilgrimage). How do these affect the lives of Muslims, moment by moment, daily, annually, in a lifetime?	his Prophet); salat (daily prayer); sawm (fasting); zakat (alms giving); hajj (pilgrimage). How do these affect the lives of Muslims, moment by moment, daily, annually, in a lifetime?	story, what can pupils tell about her personal worldview? What matters most to her? Greta is non-religious. Use this case study to enable pupils to think about the meanings of	
	question L2.1, and explore some names of God and metaphors for God in the Bible (e.g. God as Father, Spirit, Son, eternal, almighty, holy, shepherd, rock, fortress, light). If this	Paul's letter, 1 Corinthians 13:4–7; explore the idea of agape love – self-sacrificial love; make link with belief that Jesus died to show his love for all humans, John 3:16).	• Can pupils talk about a place where people might say or feel God is somehow more 'present'? What is special about these places?	Think about and discuss the value and challenge for Muslims of following the Five Pillars, and how they might make a difference to individual Muslims and to the Muslim community (ummah).	Think about and discuss the value and challenge for Muslims of following the Five Pillars, and how they might make a difference to individual Muslims and to the Muslim community (ummah).	some key questions: whose world is this? Why do humans pollute their own earth? Why do extinctions matter? Can we care better for our planet? Who is most at risk from environmental change? Does the Earth belong to God? If some	
	God exists, what difference would 'he' make to the way people live? Make links with prior learning about the Bible and its 'big story' (key question L2.2).	• Forgiveness: use some of Jesus' stories, teachings and examples to understand why he saw forgiveness as so important (e.g. forgive others, Mark 11:25/Luke 6:37; the two debtors, Luke	Consider images of the Western Wall in Jerusalem. Explore what this wall means to Jews worldwide.	Investigate how they are practised by Muslims in Britain today, noting that practice varies – not all Muslims practise all the pillars. Consider what beliefs, practices and values are significant in	Investigate how they are practised by Muslims in Britain today, noting that practice varies – not all Muslims practise all the pillars. Consider what beliefs, practices and values are significant in	people believe the Earth does belong to God, how should they live? • Learn in detail about key concepts such as khalifa (Islam), stewardship (Christianity), Bhumi	
Suggested	Explore some reasons why people do or do not believe in God. Consider some of the main reasons. These include: family background – many people believe (or don't	7:36–50; the unforgiving servant, Matthew 18:21–35; Jesus forgives those who crucify him, Luke 23 34; link to previous learning about sin and the 'Fall' in question L2.2).	purpose modern synagogues serve in the absence of a 'house of God'.	pupils' lives. Talk about the Shahadah ('There is no god except Allah') and use the 99 names of Allah to	pupils' lives. • Talk about the Shahadah ('There is no god except Allah') and use the 99 names of Allah to	(goddess in Hindu Dharma) and Tu B'Shevat (Jewish) which have implications for care of the earth. Connect these ideas to words and stories from sacred texts.	
Content	believe) because of their home background; religious experience – many people say they have experienced a sense of 'the presence of God' or had prayer answered; many would argue that the universe, the Earth and life are extraordinary and are best explained as the	 Justice and fairness: use some of Jesus' stories, teaching and examples to understand the way many Christians believe people should treat each other (the sheep and the goats, Matthew 25:31-46; serve others, Mark 9:35-37; not just speaking about justice but practising it, 	 Consider these definitions: 'synagogue' = 'house of assembly' (a place to get together), also called 'schul' = school (a place to learn). Answer the key question in light of these definitions. What different ways of worshipping can they find within Christianity? Reflect on why some 	explore the attributes of God. Make links with belief in towhid. Explore Islamic art, looking at shape, pattern, colour and calligraphy. Ask: what is their significance for Muslims, in the context of towhid? (NB link with key question L2.1.)	explore the attributes of God. Make links with belief in tawhid. Explore Islamic art, looking at shape, pattern, colour and calligraphy. Ask: what is their significance for Muslims, in the context of tawhid? (NB link with key question L2.1.)	Learn about the work of projects such as the Jewish Ecological Coalition, Islamic Relief's tree- planting, the Hindu Bhumi Project, Christian projects Eco Church or	
	result of an all-powerful Creator. Many people who do not believe in God point to the existence of terrible suffering as a key reason. Some argue that there is no need	Luke 11:39-42). Generosity and not being greedy: use some of Jesus' stories, teaching and examples to	Christians like to go to church to meet with God, and why some meet in a school or in a home; e.g. community, being part of the 'body of Christ', mutual	Consider the importance of the Holy Qur'an for Muslims: how it was revealed to the Prophet Muhammad, how it is used, treated, learnt. Share examples of stories and	 Consider the importance of the Holy Qur'an for Muslims: how it was revealed to the Prophet Muhammad, how it is used, treated, learnt. Share examples of stories and 	Operation Noah. Consider some reasons why these projects may need to grow and influence their traditions more strongly. Should religions be greener? *Learn in detail about examples of creative expressions of green spirituality from different faiths	
	to use a Creator to explain the existence of the universe and life. Consider ways in which Christians read the Genesis account of creation. Explore why some	understand the way many Christians believe people should handle wealth (the vineyard workers, Matthew 20:1–16; widow's offering, Mark 12:41–44; the rich young man, Mark 10:17–27; Zacchaeus,	support through prayer and encouragement, music vs meditation, silence, simplicity, nature; some don't like institutions, hierarchies, crowds! Why do Christians worship in different ways?	teaching, e.g. Surah 1, Al-Fatihah (The Opening); Surah 17 (the Prophet's Night Journey). Find out about people who memorise the Qur'an and why (hafiz, hafiza).	about people who memorise the Qur'an and why (hafiz, hafiza).	in works of art, music, drama, prophecy and activist protests or actions: what are the spiritual roots of such expression, and what impacts can they have?	
	Christians read it literally; explore how lots of Christians read it as expressing some truths about God and human beings without reading it literally. Find out about Christians who are also scientists (e.g. Jennifer Wiseman, John Polkinghorne, Denis Alexander).	Luke 19:1-9). Read gospel passages that talk about the 'kingdom of God', where people live the way God wants people to live (e.g. mustard seed, Mark 4:30-32; hidden treasure, Matthew 13:44-46;	Find out about alternative forms of Christian communities, e.g. www.freshexpressions.org.uk Consider the appeal of these to some Christians. Note that there are many Christians, Hindus and Jewish people who see themselves as member.	Find out about the difference between the authority of the Qur'an and other forms of guidance for Muslims: Sunnah (practices, customs and traditions of the Prophet Muslammad). Haddit forwings and actions of the Prophet Muslammad).	 Find out about the difference between the authority of the Qur'an and other forms of guidance for Muslims: Sunnah (practices, customs and traditions of the Prophet Muhammad); Hadith (sayings and actions of the Prophet Muhammad). 	Find out about connections between ancient wisdom in holy texts and some ways religious people have become 'climate justice activists'.	
	Invite some Christians, agnostics and atheists in to answer questions about why they do or do not believe in God.	good and bad soil, Matthew 13:1-8, 18-23; the great feast Luke 14:15-24). What would this kinadom be like?	of the communities but don't attend places of worship. Return to the unit key question; how might different people answer this? What answers do pupils have?		Reflect on, what forms of guidance pupils turn to when they need guidance or advice, and examine ways in which these are different from the Qur'an for Muslims.	Discuss what must happen for people and planet to survive and re-balance the ways humans have exploited the earth.	
	life. Talk about and reflect upon the possible benefits and challenges of believing or not believing	Devise some moral dilemmas; pupils ask 'what would Jesus do?', to apply their learning in this unit. Reflect on and discuss what impact following Jesus' example and teaching have on		Investigate the design and purpose of a mosque/masjid and explain how and why the architecture and activities, such as preparing for prayer, reflect Muslim beliefs.	Investigate the design and purpose of a mosque/masjid and explain how and why the architecture and activities, such as preparing for prayer, reflect Muslim beliefs.	What kinds of behaviour, belief and expression does the world need now? Weigh up different responses as we face the crisis of climate justice.	
	in God in Britain today.	the school/local community/world. Some say Jesus' demands are impossible: is this true, and if so, is it worth aiming for them or not?					
	Year 6 - Religious Education						
	Year 6 - Religious Education Module 1 Believing	Module 2 Expressing	Module 3	Module 4 Living	Module 5	Module 6	
Focus	Module 1	Module 2	Module 3 Expressing U2.9** What can be done to reduce racism? Can religion help? Christians, Muslims, non-religious	Module 4 Living U2.8 What difference does it make to believe in ohimsa (harmlessness), grace and/or ummah (community)? Christians, Hindus and/or Muslims			
Focus	Module 1 Believing U2.3 What do religions say to us when life gets hard? Christians, Hindus, non-religious (e.g.	Module 2 Expressing U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslims and non-religious (e.g. Humanists) Al. Describe and make connection	Module 3 Expressing U2.9** What can be done to reduce racism? Can religion help? Christians, Muslims, non-religious A. Know about and understand a range as between different features of the religious and non-religious worldviews they study, discovering 1	Module 4 Living U2.8 What difference does it make to believe in ohimsa (harmlessness), grace and/or ummah (community)? Christians, Hindus and/or Muslims of religious and non-religious worldviews. of releigious and non-religious worldviews.	Module 5 Living (A) U2.7 What matters most to Christians and Humanists? order to reflect on their significance.	Module 6 Living (B)	
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Focus Key Stage Outcomes	Module 1 Believing U2.3 What do religions say to us when life gets hard? Christians, Hindus, non-religious (e.g.	Module 2 Expressing U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslims and non-religious (e.g. Humanists) A1. Describe and make connection A2. Describe and unde	Module 3 Expressing U.9** What can be done to reduce racism? Can religion help? Christians, Muslims, non-religious A. Know about and understand a range so between different features of the religious and non-religious worldviews they study, discovering re- erstand links between stories and other aspects of the communities they are investigating, responsible of the communities of the properties of the communities of the community of the notary, significe B. Express ideas and insights about the nature, significe B. Doserve and understand varied examples of religious and non-religious worldviews so that Understand the challenges of commitment to a community of faith or belief, suggesting why belong	Module 4 Living U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or unmah (community)? Christians, Hindus and/or Muslims of religious and non-religious wordviews, nore about celebrations, worship, pilgrimages and the rituals which mark important points in life, in ore about celebrations, worship, pilgrimages and the rituals which mark important points in life, in ore and bught I/V or ange of sources of wisdom and to beliefs and teachings that arise from them they can understand different ways of life and ways of expressing meaning. ance and impact of religious and non-religious worldviews. I they can explain, with reasons, their meanings and significance to individuals and communities. In they can explain, with reasons, their meanings and significance to individuals and communities. In the control of	Module 5 Living (A) U2.7 What matters most to Christians and Humanists? order to reflect on their significance. n different communities.	Module 6 Living (B)	
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Focus Key Stage Outcomes	Module 1 Believing U2.3 What do religions say to us when life gets hard? Christians, Hindus, non-religious (e.g. Humanists) Emerging: Roise thoughtful questions and suggest some answers about life, death, suffering, and what motters most in life (B1).	Module 2 Expressing U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslims and non-religious (e.g. Humanists) A1. Describe and make connection A2. Describe and under the connection A2. Describe and under the connection A3. Describe and	Expressing U2.9** What can be done to reduce racism? Can religion help? Christians, Muslims, non-religious A. Know about and understand a range as between different features of the religious and non-religious worldviews they study, discovering restand links between stories and other aspects of the communities they are investigating, respond A.S. Explore and describe a range of beliefs, symbols and actions so that B. Express ideas and insights about the nature, significe B1. Observe and understand varied examples of religious and non-religious worldviews so the Understand the challenges of commitment to a community of faith or belief, suggesting why belong. Observe and consider different dimensions of religion, so that they can explore add whow understand the challenges of commitment to a community of faith or belief, suggesting why belong of the understand the challenges of commitment to a community of faith or belief, suggesting who belonging, mean C2. Consider and apply leties about ways in which diverse communities can live together for C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about Emerging: - Describe examples of what is unjust about racism, referring to teaching from different religions and worldviews (A1). - Respond sensitively to religious engagements with racism with ideas of their own (B2).	Module 4 Living U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or unmah (community)? Christians, Hindus and/or Muslims of religious and non-religious wortdviews. nore about celebrations, worship, pilgrimages and the rituals which mark important points in life, in any thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them they can understand different ways of life and ways of expressing meaning. ance and impact of religious and non-religious worldviews. It they can explain, with reasons, their meanings and significance to individuals and communities. Into a community may be valuable, both in the diverse communities being studied and in their ow anding of similarities and differences within and between different religious and non-religious world variously with religious and non-religious world voices. In purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, mus ref wellbeing of all, responding thoughfully to loses about community, values and respect.	Module 5 Living (A) U2.7 What matters most to Christians and Humanists? order to reflect on their significance. In different communities. In lives. In lives. It and poetry. Emerging: I clemitify the values found in stories and texts (A2).	Module 6 Living (B)	
Focus Key Stage Outcomes	Module 1 Believing U2.3 What do religions say to us when life gets hard? Christians, Hindus, non-religious (e.g. Humanists) Emerging: Roise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (81). Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincornation (A3).	Module 2 Expressing U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslims and non-religious (e.g. Humanists) A1. Describe and make connection A2. Describe and under the connection A2 and the connection A3 and the connection A4 and the connection A5 and the connectio	Wodule 3 Expressing U29** What can be done to reduce racism? Can religion help? Christians, Muslims, non-religious and non-religious world views they study, discovering restand links between stories and other aspects of the communities they are investigating, respond AS. Explore and describe a range of beliefs, symbols and actions so that BI. Observe and understand varied searches of religious and non-religious worldviews be a BI. Observe and understand varied searches of religious and non-religious worldviews so that Understand the challenges of commitment on personnel of the communities of the properties of the communities of the challenges of commitment to a community of faith or belief, suggesting why belong communities of the communities of the religious and personnel of the communities of the religious of present thoughtfully their own and others' views on challenging questions about belonging, means and properties of the communities can live together for CS. Discuss and apply their own and others' ideas about ethical questions, including ideas about Emerging: 1. Describe examples of what is unjust about racism, referring to teaching from different religions and worldviews (A1). 2. Respond sensitively to religious engagements with racism with ideas of their own (B2). 3. Find out about at least two examples of anti-racism that have been effective (C3).	Module 4 Living U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or unmah (community)? Christians, Hindus and/or Muslims of religious and non-religious wordviews. once about celebrations, worship, pilgrimages and the rituals which mark important points in life, in all thought to a range of sources of wisdom and to beliefs and teachings that arise from them they can understand different ways of life and ways of expressing meaning, ance and impact of religious and non-religious wordviews. I they can explain, with reasons, their meanings and significance to individuals and communities, ing to a community may be valuable, both in the diverse communities being studied and in their ownding of similarities and differences within and between different religious and non-religious worddviously with religious wor	Module 5 Living (A) U2.7 What matters most to Christians and Humanists? order to reflect on their significance. n different communities. n lives. riews. c, art and poetry. Emerging: - Identify the values found in stories and texts (A2). - Suggest ideas about why humans can be both good and bad, making links with Christian ideas (B3). Expected:	Emerging: * Identify the values found in stories and texts (A2). * Suggest ideas about why humans can be both good and bad, making links with Christian ideas (B3).	
Outcomes	Module 1 Believing U2.3 What do religions say to us when life gets hard? Christians, Hindus, non-religious (e.g. Humanists) Emerging: Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1). Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincomontion (A3). Expected: Express ideas about how and why religion can help believers when times are hard, giving	Module 2 Expressing U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslims and non-religious (e.g. Humanists) A1. Describe and undie A2. Describe and undie A3. Describe and undie A3. Describe and undie A3. Describe and undie A3. Describe and undie A4. Describe and undie A5. Descri	Expressing U2.9** What can be done to reduce racism? Can religion help? Christians, Muslims, non-religious so between different features of the religious and non-religious worldviews they study, discovering restand links between stories and other aspects of the communities they are investigating, respond A3. Explore and describe a range of beliefs, symbols and actions so that B4. Express ideas and insights about the nature, significant of the communities of the insights about the nature, significant of the community of faith or belief, suggesting why belong. Observe and understand different dimensions of religious on that they can explore and show underst C4. Can made deploy the skills received to engages of a discount of the community of the communities can live together for C3. Discuss and apply their own and others' ideas about weight and the communities can live together for C3. Discuss and apply their own and others' ideas about efficient productions, including ideas about Emerging: Describe exemples of what is unjust about racism, referring to teaching from different religions of the communities of the communities of their own (82). Find out about at least two examples of anti-racism that have been effective (C3). Expected: Describe exemples of connections between anti-racism and religion (A1).	Wodule 4 Living U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or unmah (community)? Christians, Hindus and/or Muslims of religious and non-religious work/divers. nore about celebrations, worship, pilgrimages and the rituals which mark important points in life, in any thoughtfully to a range of sources of visidom and to beliefs and teachings that arise from them they can understand different ways of life and ways of expressing meaning, ance and impact of religious and non-religious vort/views. It they can explain, with reasons, their meanings and significance to individuals and communities, ing to a community may be voluble, both in the diverse communities being studied and in their own ding at similarities and differences within and between different religious and non-religious world virously with religious and non-religious world virously wi	Emerging: - Jdeniffy the values found in stories and texts (A2). - Suggest ideas about why humans can be both good and bad, making links with Christian ideas (B3). (B3): - Describe what Christians mean about humans being made in the image of God and being 'falleri, giving examples (A2).	Emerging: - Identify the values found in stories and texts (A2). - Staffgers ideas about why humans can be both good and bad, making links with Christian ideas (B3). - Expected: - Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).	
Focus Key Stage Outcomes Learning Outcomes	Module 1 Believing U2.3 What do religions say to us when life gets hard? Christians, Hindus, non-religious (e.g. Humanists) Emerging: • Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (81). • Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincornation (A3). Expected: • Express ideas about how and why religion can help believers when times are hard, giving examples (812). • Outline Christian, Hindu and/or non-religious beliefs about life after death (A1). • Explain some similarities and differences between beliefs about life after death (B2).	Expressing U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslims and non-religious (e.g. Humanists) A1. Describe and make connection A2. Describe and unde B2. B3 C1. Discuss and Emerging: Respond with ideas of their own to the title question (B2). Find out about religious teachings, charities and ways of expressing generosity (C3). Expected: Describe and make connections between examples of religious creativity (buildings and art) (A1). Show understanding of the value of sacred buildings and art (B3).	Expressing U.9** What can be done to reduce racism? Can religion help? Christians, Muslims, non-religious A. Know about and understand a range she tween different features of the religious and non-religious worldviews they study, discovering re- erstand links between stories and other aspects of the communities they are investigating, respond A3. Explore and describe a range of beliefs, symbols and actions so that B. Express ideas and insights about the nature, signific BI. Observe and understand varied examples of religious and non-religious worldviews so that Understand the challenges of commitment to a community of faith or belief, suggesting why belon C. Osian and deploy the skills needed to engage si d present thoughfully their own and others' views on challenging questions about belonging, mean C.Z. Consider and apply lideas about ways in which diverse communities can live together for C.S. Discuss and apply their own and others' ideas about ethical questions, including ideas about Emerging: - Describe examples of what is unjust about racism, referring to teaching from different religions and worldviews (A1). - Respond sensitively to religious engagements with racism with ideas of their own (82). - Find out about a least two examples of anti-racism that have been effective (C3). Expected: - Describe examples of connections between anti-racism and religion (A1). - Understand the challenges racism presents to human communities and consider different religious responses (82). - Discuss their own and others' ideas about reducing racism and prejudice, informed by rich	Wodule 4 Living U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or unmah (community)? Christians, Hindus and/or Muslims of religious and non-religious work/divers. nore about celebrations, worship, pilgrimages and the rituals which mark important points in life, in or thoughtfully to ange of sources of visdom and to beliefs and teachings that arise from them they can understand different soys of life good ways of expressing meaning. It here you need the common of t	Emerging: - Identify the values found in stories and texts (A2). - Suggest ideas about why humans can be both good and bad, making links with Christian ideas (B3). - Expect held in the image of God and being fallen, in growing sumples (A2) Describe what Christians mean about humans being made in the image of God and being fallen, giving examples (A2) Describe some Christian and Humanist values simply (B3) Exprest held in the image of God and being fallen, giving examples (A2) Describe some Christian and Humanist values simply (B3) Exprest held rown ideas about some big moral concepts, such as fairness, honesty etc.,	Emerging: - Identify the values found in stories and texts (A2). - Statigfyest ideas about why in both post post post post post post post post	
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Persond with ideas of their own to the title question (B2). Find out about religious teachings, charities and ways of expressing generosity (C3). Expected: Describe and make connections between examples of religious creativity (buildings and art) (A1). Show understanding of the value of sacred buildings and art (B3). Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).	Expressing U.9** What can be done to reduce racism? Can religion help? Christians, Muslims, non-religious A. Know about and understand a range she tween different features of the religious and non-religious worldviews they study, discovering re- restand links between stories and other aspects of the communities they are investigating, respons A.S. Explore and abercibe a range of beliefs, symbols and actions so that B. Express ideas and insights about the nature, signific BI. 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Discuss there was a consider different religious responses (62). Discuss there was a consider different religious responses (62). Discuss there was a consider different religious responses (62).	Living U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or ummah (community)? Christians, Hindus and/or Muslims of religious and non-religious wordviews. nore about celebrations, worship, pilgrimages and the rituals which mark important points in life, in any towardviews. nore and understand different ways of life and ways of expressing meaning, ance and impact of religious and non-religious wordviews. It hey can explain, with reasons, their meanings and significance to individuals and communities in the communities of religious and non-religious wordviews. It hey can explain, with reasons, their meanings and significance to individuals and communities into a community may be volucible, both in the diverse communities being studied and in their owniding to a community may be volucible, both in the diverse communities being studied and in their owniding to a community may be volucible, both in the diverse communities of all reproducible, both in the diverse communities being studied and in their owniding to a community may be volucible, both in the diverse communities being studied and in their owniding to a community may be volucible, both in the diverse community and produce would be a community of the diverse of the reason in the diverse community of all reproducible to the volucible of the reason including (e.g.) reasoning, mus or the wellbeing of all, respondial thoughtfully to ideas about community, values and respect what is right and wrong and what is just and fair, and express their own ideas clearly in response. Emerging: Describe what chimsa, grace or ummah mean to religious people (A1). Paspond sensitively to examples of religious practice with ideas of their own (B2). Expected: **Whate connections between beliefs and behaviour in different religions (A1). **Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2). **Whate connections between beliefs in ahimsa, grace and ummah, teachings and sources of	Module 5 Living (A) U2.7 What matters most to Christians and Humanists? order to reflect on their significance. In different communities. In lives. iews. c, art and poetry. Emerging: - Identify the values found in stories and texts (A2). - Suggest ideas about why humans can be both good and bad, making links with Christian ideas (B3). Expected: - Poescribe what Christians mean about humans being made in the image of God and being the stories of the stories	Module 6 Living (8) U2.7 What matters most to Christians and Humanists? Emerging: - Identify the values found in stories and texts (A2). - Suggest ideas about why humans can be both good and bad, making links with Christian ideas (83). Expected: - Describe swhat Christians mean about humans being made in the image of God and being fallen, giving examples (A2).	
Outcomes	Module 1 Believing U2.3 What do religions say to us when life gets hard? Christians, Hindus, non-religious (e.g. Humanists) Emerging: Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (81). Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincomotion (A3). Expected: Express ideas about how and why religion can help believers when times are hard, giving examples (82). Outline Christian, Hindu and/or non-religious beliefs about life after death (A1). Explain some reasons why Christians and Humanists have different ideas about an afterlife (83). Exceeding: Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving	Expersing U.2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslims and non-religious (e.g. Humanists) A1. Describe and make connection A2. Describe and under A3. Describe and under A4. Describe and under A5. Describe and under A6. Describe and art (A6.). Show understanding of the value of socred buildings and art (A6.). Show understanding of the value of socred buildings and art (A6.). Exceeding: Outline how and why some Humanists criticies spending on religious buildings or art (A5.).	Expressing U.9** What can be done to reduce racism? Can religion help? Christians, Muslims, non-religious she tween different features of the religious and non-religious worldviews they study, discovering restand links between the study. Second other aspects of the communities they are investigating, responsible to the communities of the community of their mainsights about the nature, signific. B. Lobserve and understand varied examples of religious and non-religious worldviews so that Understand the challenges of commitment to a community of faith or belief, suggesting why belong. Observe and consider different dimensions of religion, so that they can explore and show underst c. Cain and deploy the skills needed to engage at a present thoughtfully their own and others' views on challenging questions about belonging, mean C.2. Consider and apply lease about ways in which diverse communities can live together for. C.3. Discuss and apply their own and others' ideas about ethical questions, including ideas about Emerging: - Describe examples of what is unjust about racism, referring to teaching from different religions and worldviews (A1). Respond sensitively to religious engagements with racism with ideas of their own (B2). Find out about at least two examples of anti-racism that have been effective (C3). Expected: - Describe examples of connections between anti-racism and religion (A1). - Understand the challenges racism presents to human communities and consider different religious responses (B2). - Discuss there was a proper to the proper of the pro	Living U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or ummah (community)? Christians, Hindus and/or Muslims of religious and non-religious worklows. once about celebrations, worship, pilgrimages and the rituals which mark important points in life, in any thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them they can understand different ways of life and ways of expressing meaning. ance and impact of religious and non-religious worklows. It they can explain, with reasons, their meanings and significance to individuals and communities ing to a community may be valuable, both in the diverse communities being studied and in their own ding of similarities and differences within and between different religious and non-religious worldvirously with the with religious and non-religious worldvirously with the with religious and non-religious worldvirously with well with religious and non-religious worldvirously with the with religious and non-religious worldvirously with religious and non-religious years with religious people (A1). **Posterible what chimsa, grace or unmanh mean to religious people (A1). ***Outside mistrible with religious p	Emerging: C, art and poetry. Emerging: I Jedenity the values found in stories and texts (A2). Suggest reasons why is unamable to the stories that the work of the stories that the stories th	Emerging: 1. deentify the values found in stories and texts (A2). 2. Suggest ideas about why humans can be both good and bad, making links with Christian ideas (B3). 2. Describe what Christians mean about humans being made in the image of God and being faller, city in the control of the	
Outcomes	Module 1 Believing U2.3 What do religions say to us when life gets hard? Christians, Hindus, non-religious (e.g. Humanists) Emerging: Raise thoughtful questions and suggest some answers about life, death, suffering, and what marters most in life (B1). Give simple definitions of some key terms to do with life after death, e.g. solvation, heaven, reincamation (A3). Expectes: Outline Christian, Hindu and/or non-religious beliefs about life after death (A1). Explain some similarities and differences between beliefs about life after death (A2). Explain some reasons why Christians and Humanists have different ideas about and arterlife (B3). Expected: Explain some reasons why Christians and Humanists have different ideas about and arterlife (B3). Exceeding:	Emerging: Respond with ideas of their own to the title question (B2). Emerging: Respond with ideas of their own to the title question (B2). Respond with ideas of their own to the title question (B2). 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Discuss and apply their own and others' ideas about ethical questions, including ideas about Emerging: Describe examples of what is unjust about racism, referring to teaching from different religions and worldviews (A1). Respond sensitively to religious engagements with racism with ideas of their own (B2). Expected: Describe examples of connections between anti-racism and religion (A1). Linderstand the challenges racism presents to human communities and consider different religious responses (B2). Discuss their own and others' ideas about reducing racism and prejudice, informed by rich exception of the rown and others' ideas about reducing racism and prejudice, informed by rich expected of case studies (C3). Expective of the rown and others' ideas about reducing racism and prejudice, informed by rich expective of the control of the rown communities (A1). Consider	Living U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or ummah (community)? 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Emerging: Describe what chilmsa, grace or ummah mean to religious people (A1). Respond sensitively to examples of religious practice with ideas of their own (B2). Expected: Expected: Nake connections between beliefs and behaviour in different religions (A1). Nake connections between beliefs and behaviour in different religions (A1). Nake connections between belief in chima, grace and ummah, teachings and sources of wisdom in the three religions (A1). Consider similarities and differences between beliefs and behaviour in different religions (A1).	Module 5 Living (A) U2.7 What matters most to Christians and Humanists? order to reflect on their significance. In different communities. In lives. in lives. in lives. in an and poetry. Emerging: - Identify the values found in stories and texts (A2). - Suggest ideas about why humans can be both good and bad, making links with Christian ideas (B3). Expective what Christians mean about humans being made in the image of God and being control to the control of	Emerging: 1 Identify the values found in stories and texts (A2). 1 Suggest ideas about why humans can be both good and bad, making links with Christian ideas (B3). 1 Expected: 1 Observed that Christians mean about humans being made in the image of God and being folier, giving examples (A2). 1 Expected: 1 Comparison of the image of God and being folier, giving examples (A2). 1 Expers their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3). 2 Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).	
Outcomes	Module 1 Believing U2.3 What do religions say to us when life gets hard? Christians, Hindus, non-religious (e.g. Humanists) Emerging: Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1). Give simple definitions of some key terms to do with life after death, e.g. solvation, heaven, reincamation (A3). Expected: Capta definitions of some key terms to do with life after death, e.g. solvation, heaven, reincamation (A5). Expected: Capta definitions of some key terms to do with life after death, e.g. solvation, heaven, reincamation (A5). Expected: Capta definition (A5). Expected: Capta definition (A5). Expected (B2). Expected (B2). Expected (B2). Expected (B3). Expected (B3). Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B3).	Expressing U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslims and non-religious (e.g. Humanists) A1. Describe and make connection A2. Describe and make connection A2. Describe and unde B2. Is B3 C1. Discuss and C1. Discuss and C2. Discuss and C3. Expected: Find our about religious teachings, charities and ways of expressing generosity (C3). Expected: C3. Expected: C4. Show understanding of the value of socred buildings and art (B3). Suagest reasons why some believers see generosity and charity as more important than buildings and art (B2). Apply ideas about values from scriptures to the title question (C2). Exceeding: Outline how and why some Humanists criticise spending on religious buildings or art (A3). Examine the title question from different perspectives, including their own (C1).	Expressing U2.9** What can be done to reduce racism? Can religion help? Christians, Muslims, non-religious so between different features of the religious and non-religious worldviews they study, discovering restand links between stories and other aspects of the communities they are investigating, respond A8. Explore and describe a range of beliefs, symbols and actions so that B1. Observe and understand varie Express ideas and insights about the nature, signific B1. Observe and understand varie Express ideas and insights about the nature, signific Observe and consider different dimensions of religious so that they can expire and show underst C7. Observe and consider different dimensions of religion, so that they can expire and show underst C8. Consider and apply ideas about ways in which diverse communities can live together (C5. Discuss and apply their own and others' views an challenging questions about belonging, mean C8. Consider and apply ideas about ways in which diverse communities can live together (C5. Discuss and apply their own and others' ideas about efficial questions, including ideas about Emerging: Describe examples of what is unjust about racism, referring to teaching from different religious and worldviews (A1). Respond sensitively to religious engagements with racism with ideas of their own (B2). Find out about at least two examples of anti-racism that have been effective (C3). Expected: Describe examples of connections between anti-racism and religion (A1). Understand the challenges racism presents to human communities and consider different religious responses (B2). Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies (C3). Expecteding: Expecteding: Exploin how different religious leaders have responded to the challenges of racism in and beyond their own communities (A1). Consider and evaluate the significance of at least three key ideas about racism they have studied, in relation to their own ideas (B3).	Living U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or ummah (community)? Christians, Hindus and/or Muslims of religious and non-religious worklows. once about celebrations, worship, pilgrimages and the rituals which mark important points in life, in any thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them they can understand different ways of life and ways of expressing meaning. ance and impact of religious and non-religious worklows. It they can explain, with reasons, their meanings and significance to individuals and communities ing to a community may be valuable, both in the diverse communities being studied and in their own ding of similarities and differences within and between different religious and non-religious worldvirously with the with religious and non-religious worldvirously with the with religious and non-religious worldvirously with well with religious and non-religious worldvirously with the with religious and non-religious worldvirously with religious and non-religious years with religious people (A1). **Posterible what chimsa, grace or unmanh mean to religious people (A1). ***Outside mistrible with religious p	Module 5 Living (A) U2.7 What matters most to Christians and Humanists? order to reflect on their significance. In different communities. In lives. In l	Emerging: - Identify the values found in stories and texts (A2). - Suggest ideas about why humans can be both good and bad, making links with Christian ideas (83). Expected: - Secribe what Christians mean about humans being made in the image of God and being faller, giving examples (A2). - Describe what Christians mean about humans being made in the image of God and being faller, giving examples (A2). - Describe some Christian and Humanist values simply (B3). - Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3). - Suggest reasons why if might be helpful to follow a moral code and why if might be difficult, offering different points of view (B2). Exceeding: - View examples of similarities and differences between christian and Humanist values (B3). - Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, runk, peace, in the light of their learning (C2).	
Outcomes	Module 1 Believing U2.3 What do religions say to us when life gets hard? Christians, Hindus, non-religious (e.g. Humanists) Emerging: Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (81). Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (AS). Expected: Company of the c	Expressing U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslims and non-religious (e.g. Humanists) A1. Describe and make connection A2. Describe and make connection A2. Describe and unde B2. Is B3 C1. Discuss and C1. Discuss and C2. Discuss and C3. Expected: Find our about religious teachings, charities and ways of expressing generosity (C3). Expected: C3. Expected: C4. Show understanding of the value of socred buildings and art (B3). Suagest reasons why some believers see generosity and charity as more important than buildings and art (B2). Apply ideas about values from scriptures to the title question (C2). Exceeding: Outline how and why some Humanists criticise spending on religious buildings or art (A3). Examine the title question from different perspectives, including their own (C1).	Expressing U2.9** What can be done to reduce racism? Can religion help? Christians, Muslims, non-religious she between different features of the religious and non-religious worldviews they study, discovering restand links between stories and other aspects of the communities they are investigating, respond A3. Explore and describe a range of beliefs, symbols and actions so that B4. Doserve and understand varied examples of religious and non-religious worldviews the nature, signific B1. Observe and understand varied examples of religious and non-religious worldviews so that Understand the challenges of commitment to a community of faith or belief, suggesting why belone, Observe and consider different dimensions of religion, so that they can expire and show underst C4. Consider and apply ideas about ways in which diverse communities can live together C5. Discuss and apply their own and others' views on challenging questions about belonging, mean C6. Consider and apply ideas about ways in which diverse communities can live together (C5.) Emerging: Describe examples of what is unjust about racism, referring to teaching from different religions and worldviews (A1). Respond sensitively to religious engagements with racism with ideas of their own (B2). **Percetel: Describe examples of connections between anti-racism that have been effective (C3). Expected: Describe examples of connections between anti-racism and prejudice, informed by rich knowledge of case studies (C3). **Expected:* Describe examples of connections between anti-racism and prejudice, informed by rich knowledge case studies (C3). Expected: Describe examples of connections between anti-racism and prejudice, informed by rich knowledge of case studies (C3). Expectedic: - Explain how different religious leaders have responded to the challenges of racism in and beyond their own communities (A1). - Consider and evaluate the significance of at least three key ideas about racism they have studied, in relation to their own ideas (B3). -	Living U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or ummah (community)? 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Emerging: - Describe what ahimsa, grace or ummah mean to religious people (A1). - Respond sensitively to examples of religious practice with ideas of their own (B2). Expected: - Make connections between beliefs and behaviour in different religions (A1). - Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2). - Wake connections between beliefs and behaviour in different religions (A1). - Outline the thallenges of being a Hindu, Christian or Muslim in Britain today (B2). - Wake connections between beliefs and behaviour in different religions (A1). - Consider similarities and differences between beliefs and behaviour in different foiths (B3). - Exceeding: - Expecianilarities in ways in which key beliefs make a difference to life in two or three religions (A1). - Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas (B3).	Module 5 Living (A) U2.7 What matters most to Christians and Humanists? order to reflect on their significance. In different communities. In lives. In lives. In lives. In lives. In lives. In lives. In an	Emerging: - 1 June 1 June 2 J	
Outcomes	Believing U2.3 What do religions say to us when life gets hard? Christians, Hindus, non-religious (e.g. Humanists) Emerging:	Expressing U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslims and non-religious (e.g. Humanists) A1. Describe and make connection A2. Describe and under A2. Describe and under A3. Describe A3. Describe A3. Describe A3. Describe A4. Desc	Expressing Uz.9** What can be done to reduce racism? Can religion help? Christians, Muslims, non-religious she between different features of the religious and non-religious worldviews they study, discovering restand links between stories and other aspects of the communities they are investigating, respond AS. Explore and describe a range of beliefs, symbols and actions so that AS. Explore and describe a range of beliefs, symbols and actions so that Bel. 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Expected: Describe examples of connections between anti-racism and religion (A1). Expected: Describe examples of connections between anti-racism and religion (A1). Expected: Describe examples of connections between anti-racism and religion (A1). Expected: Describe examples of connections between anti-racism and religion (A1). Expected: Describe examples of connections between anti-racism and religion (A1). Expected: Describe examples of connections between anti-racism and prejudice, informed by rich knowledge of cause studies (C3). Expected: Describe examples of connections between anti-racism and prejudice, informed by ric	Living U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or ummah (community)? Christians, Hindus and/or Muslims of religious and non-religious wordviews. nore about celebrations, worship, pilgrimages and the rituals which mark important points in life, in a thought they to a range of sources of wisdom and to beliefs and teachings that arise from them in the control of religious and non-religious wordviews. In they can understand different ways of life and ways of expressing meaning, ance and impact of religious and non-religious wordviews. 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Emerging: - Describe what ahimsa, grace or ummah mean to religious people (A1). - Respond sensitively to examples of religious practice with ideas of their own (B2). Expected: - Make connections between beliefs and behaviour in different religions (A1). - Outline the challenges of being a Hindut, Christian or Muslim in Britain today (B2). - Wake connections between beliefs and behaviour in different faiths (B3). Exceeding: - Expected: - Wake connections between beliefs and behaviour in different foi	Module 5 Living (A) U2.7 What matters most to Christians and Humanists? order to reflect on their significance. In different communities. In lives. In lives. In lives. In lives. In lives. In lives. In an	Emerging: - **Loring** (B) U2.7 What matters most to Christians and Humanists? Living (B) U2.7 What matters most to Christians and Humanists? **Lidentify the values found in stories and texts (A2). **Suggest ideas about why humans can be both good and bad, making links with Christian ideas (B3). Expected: - **Describe some Christians mean about humans being made in the image of God and being follen', giving examples (A2). - **Describe some Christian and Humanist values simply (B3). - **Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3). - **Suggest reasons why if might be helpful to follow a moral code and why if might be difficult, offering different points of view (B2). - **Loring some place of similarities and differences between Christian and Humanist values (B3). - **Apply ideas about wher really matters in life for themselves, including ideas about fairness, freedom, ruth, peace, in the light of their learning (C2). - **Talk about what kinds of behaviour and actions pupils think of as bad (examples from films, books, TV as well as real life). Rank some of these ideas – which are the worst, and which are less bad? Why? - **Reflect on the question: why do people do good things and bad things? Are we all a mixture of good and bad?** Explore pupils* somewers. Make a link with traditional Christian belief about	
Outcomes	Emerging: **Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (81). **Expected: **E	Expressing U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslims and non-religious (e.g. Humanists) A1. Describe and make connection A2. Describe and make connection A2. Describe and unde B2. I B3 C1. Discuss and C1. Discuss and C2. Discuss and C3. Expressing Emerging: Respond with ideas of their own to the title question (B2). Find out about religious teachings, charities and ways of expressing generosity (C3). Expected: Describe and make connections between examples of religious creativity (buildings and art) C4). Show understanding of the value of sacred buildings and art (B3). Suggest reasons why some believers see generosity and charity as more important than Suggest reasons why some believers see generosity and charity as more important than Apply ideas about values from scriptures to the title question (C2). Exceeding: Outline how and why some Humanists criticise spending on religious buildings or art (A5). Examine the title question from different perspectives, including their own (C1).	Expressing U2.9** What can be done to reduce racism? Can religion help? Christians, Muslims, non-religious between different features of the religious and non-religious worldviews they study, discovering restand links between stories and other aspects of the communities they are investigating, respond as Explore and describe a range of beliefs, symbols and actions so that B. 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Expected: - Make connections between beliefs and behaviour in different religions (A1). - Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2). - Nake connections between beliefs and behaviour in different faiths (B3). Exceeding: - Expected: - What consider similarities and differences between beliefs and behaviour in different faiths (B3). Exceeding: - Expected: - Consider similarities and differences betwee	Module 5 Living (A) U2.7 What matters most to Christians and Humanists? order to reflect on their significance. In different communities. In lives. iews. c, art and poetry. Emerging: - Identify the values found in stories and texts (A2). - Suggest ideas about why humans can be both good and bad, making links with Christian ideas (83). Expected: - Describe what Christians mean about humans beling made in the image of God and being 'fallen', giving examples (A2). - Describe what Christians mean about humans beling made in the image of God and being 'fallen', giving examples (A2). - Describe some Christian and Humanist values simply (B3). - Expected: - Describe some Christian of Humanist values simply (B3). - Expected: - Suggest reasons why it might be helipful fo follow a moral code and why it might be difficult, offering different points of view (B2). - Exceeding: - Give examples of similarities and differences between Christian and Humanist values (B3). - Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2). - Talk about what kinds of behaviour and actions pupils think of as bad (examples from films, books, TV as well as real life). Rank some of these ideas – which are the worst, and which are less bad? Why? - Reflect on the questions: why do people do good think with tradition Christian belief about humans being made in the image of God (Genesis 128) and also sinful (the 'Fall' in Genesis 3). Why do many Phylmans are good and bad? Why do many thinks in a good explanation of why humans are good and bad? why do many thinks are good explanation of why humans are good and bad? Why?	Emerging: - Identify the values found in stories and texts (A2). - Identify the values found in stories and texts (A2). - Suggest ideas about why humans can be both good and bad, making links with Christian ideas (83). 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Outcomes	Emerging: - Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (81). - Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (81). - Raise thoughtful questions of some key terms to do with life after death, e.g. solvation, heaven, reincomantion for finitions of some key terms to do with life after death, e.g. solvation, heaven, reincomantion for finitions of some key terms to do with life after death, e.g. solvation, heaven, reincomantion (81). - Expected: - Express ideas about how and why religion can help believers when times are hard, giving examples (82). - Outline Christian, Hindu and/or non-religious beliefs about life after death (81) Explain some similarities and differences between beliefs about life after death (82) Explain some reasons why Christians and Humanists have different ideas bout an afterlife (83). Exceeding: - Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples (81) Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (83). - Use stimulus material to encourage pupils to ask questions about life, death, suffering, and what matters most in life Analyse and evaluates pupils' questions, to recognise and reflect on how some 'big questions' do not have easy answers, and how people offer different answers to some of the big questions' do not have easy answers, and how people offer different answers to some of the big questions' do not have easy answers, and how people offer different answers to some of the big questions' about life, death, suffering etc Analyse and evaluates pupils' questions, to recognise and reflect on how some 'big questions' do not have easy answers, and how people offer different answers to some of the big questions' do not have easy answers, and how people of the deciding what is right and wrong, membership of	Expressing U.2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? 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Can religion help? Christians, Muslims, non-religious so between different features of the religious and non-religious worldviews they study, discovering restand links between stories and other aspects of the communities they are investigating, respond A3. Explore and describe a range of beliefs, symbols and actions so that B4. Express ideas and insights about the nature, significant B1. Observe and understand varied examples of religious and non-religious worldviews to the Understand the challenges of commitment to a community of faith or belief, suggesting why belon C, Observe and consider different dimensions of religious, both at they can explore and show underst C, Gain and deploy the skills needed to engages at d present thoughtfully their own and others' views on challenging questions about belonging, mean C3. 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Respond sensitively to religious engagements with racism with ideas of their own (82). **Find out about at least the examples of anti-racism that have been effective (C3). **Expected:** Describe examples of connections between anti-racism and religion (A1). **Understand the challenges racism presents to human communities and consider different religious responses (82). **Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge for case studies (C3). **Expected:** Describe examples of connections between anti-racism and religion (A1). **Understand the challenges racism presents to human communities and consider different religious responses (82). **Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies (C3). **Expensi ideas about religion and racism, developing rich knowledge ond challenging bias, Please	Living U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or ummah (community)? 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Rank some of these ideas - which are the worst, and which are less body Why? * Reflect on the question: why do people do good things and bad things? Are we all a mixture of good and bad? Explore pupils' answers. Make a link with traditional Christian belief about humans being made in the image of God (Ceness 1.28) and also simily the Fair in Genesia 3). * Talk about how having a "code for living" and the people to be god. Talk about the difference if someone believes guidance comes from a divine Being (e.g., many Christians) or that human being made in the image of God (ceness 1.29) and also simily (the Fair in Genesia). * Look at a Humanist, non-religious 'code for living', e.g. be honest, use your mind; tell the truty. * Look at a Humanist, non-religious 'code for living', e.g. be honest, use your mind; tell the truty.	
Outcomes	Emerging: - Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1). - Express ideas about how and why religion can help believers when times are hard, giving examples (B2). - Outline Christian, Hindu and/or non-religious beliefs about life after death (A1). - Explois some reasons why Christians and Humanists howe different death (B2). - Explois some reasons why Christians and Humanists have different death (B2). - Explois some reasons why Christians and Humanists have different death (B2). - Explois some reasons why Christians and Humanists have different ideas about an afterlife (B3). Exceeding: - Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples (B1). - Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B3). - Use stimulus material to encourage pupils to ask questions about life, death, suffering, and what matters most in life. - Analyse and evaluate pupils' questions, to recognise and reflect on how some 'big questions' do not have easy answers, and how people offer different answers to some of the big questions about life, death, suffering etc. - Exploir ways in which religious beliefs and reflect on how some 'big questions' do not have easy answers, and how people offer different answers to some of the big questions about life, death, suffering etc. - Explore ways in which religious beliefs and the properties of the big has a completified to community who care for each other, opportunities to celebrate to gether. 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Christians, Hindus and/or Muslims of religious and non-religious wordviews. nore about celebrations, worship, pilgrimages and the rituals which mark important points in life, in gloughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them they can understand different ways of life and ways of expressing meaning. nace and impact of religious and non-religious wordviews. It they can explain, with reasons, their meanings and significance to individuals and communities ing to a community may be valuable, both in the diverse communities being studied and in their own anding of similarities and differences within and between different religious and non-religious worddvious, and the propose of truth, applying ideas of their own in different forms including (e.g.) reasoning, mus or the wellbeing of all, responding thoughfully to ideas obut community, values and respect. The write is right and wrong and what is just and fair, and express their own ideas clearly in response. Emerging: - Describe what chimsa, grace or ummah mean to religious people (A1). - Respond sensitively to examples of religious practice with ideas of their own (B2). Expected: - Make connections between beliefs and behaviour in different religions (A1). - Ourline the challenges of being a Hindu, Christian or Muslim in Britain today (B2). - Wake connections between beliefs and behaviour in different religions (A1). - Ourline the challenges of being a Hindu, Christian or Muslim in Britain today (B2). - Wake connections between beliefs and behaviour in different religions (A1). - Ourline in similarities and differences between beliefs and behaviour in different faiths (B3). Exceeding: - Consider similarities and differences between beliefs and behaviour in different faiths (B3). - Consider similarities and difference would in make to farming, supermarkets, your meaks, community - Learn that f	Living (A) U2.7 What matters most to Christians and Humanists? order to reflect on their significance. In different communities. In lives.	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Rank some of these ideas - which are the worst, and which are less bad? Why? - Reflect an the question: why do people do good things and bad things? Are we all a mixture of good and bad? Explore pupils' answers. Make a link with traditional Christian belief about humans being made in the image of God (Genesis 128) and also sinful (the Fall in Genesis 3). Why do many Christians think this is a good explanation of why humans are good and bad? "Why do many Christians his this is a good explanation of why humans are good and bad? "Interestination of the proper on the good of the development of the proper of the control of the control of the proper of the proper of the proper of the good of the development of the proper of the good of the development of the proper of the good of the development of the proper of	
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Expected: **Describe what Christians mean about humans being made in the image of God and being fallent, giving examples (A2). **Describe what Christians mean about humans being made in the image of God and being fallent, giving examples (A2). **Describe some Christian and Humanist values simply (B3). **Expected: **Describe some Christian off by the properties of the state	Emerging: - Identify the values found in stories and texts (A2). - Suggest ideas about why humans can be both good and bad, making links with Christian ideas (83). - Expected: - Suggest ideas about why humans can be both good and bad, making links with Christian ideas (83). - Expected: - Describe swine Christian smean about humans being made in the image of God and being falleri, giving examples (A2). - Describe some Christian and Humanist values simply (B3). - Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C5). - Suggest reasons why if might be helpful to follow a moral code and why if might be difficult, offering different points of view (B2). - Ege of the complex of similarities and differences between Christian and Humanist values (B3). - Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2). - Talk about what kinds of behaviour and actions pupils think of as bad (examples from films, books, TV as well as real life). Rank some of these ideas - which are the worst, and which are less body Why? - Reflect on the question: why do people do good things and bad things? Are we all a mixture of good and bad? Explore pupils' answers. Make a link with traditional Christian belief about humans being made in the image of God (Genesis 128) and also sinful (the "Fall" in Genesis S). Why do many Christians hink this is a good explanation of why humans are good and bad? - Talk about how having a 'cade for living' might help people to be good. Talk about the difference if someone believe squidance comes from a divine Being (e.g., may, Christians) or that human being must decide their own guidelines (most non-religious). - Very the demand characteristics, school or town look like? - Very the remainings of some big moral concepts, e.g. feinnes, freedom, truth, honesty, kindness, peace. What do they look like in ever	
Outcomes	Emerging: - Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1). - Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincamotion (A3). - Expected: - Supplied definitions of some key terms to do with life after death, e.g. salvation, heaven, reincamotion (A3). - Expected: - Supplied definitions of some key terms to do with life after death, e.g. salvation, heaven, reincamotion (A3). - Expected: - Supplied definitions of some key terms to do with life after death, e.g. salvation, heaven, reincamotion (A3). - Expected: - Coultine Christian, Hindu and/or non-religious beliefs about life after death (A1) Explain some similarities and differences between beliefs about life after death (B2) Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3) Expecial mover and tifference belief in judgement/heaven/karma/reincamotion might make to how someone lives, giving examples (B1) Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B3). - Use stimulus material to encourage pupils to ask questions about life, death, suffering, and what motters most in life Analyse and evaluate pupils' questions, to recognise and reflect on how some 'big questions' do not have easy answers, and how people offer different answers to some of the big questions' do not have easy answers, and how people offer different answers to some of the big questions obout life, death, suffering etc Explore ways in which religious belief of the death given and what motters most in life Analyse and evaluate pupils' questions, to recognise and reflect on how some 'big questions' do not have easy answers, and how people offer different answers to some of the big questions' do not have easy answers, and how people offer different answers to some of the big questions' do not have easy answers, and how people offer death in the fir	Expressing U.2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? 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Examine the title question from different perspectives, including their own (C1). * Find out about some great examples of religious art and architecture and present their reasons for choosing those they find most impressive. * Find out about some great examples of religious art and architecture and present their reasons for choosing those they find most impressive. * Find out about some great examples of religious art and architecture and present their reasons for choosing those they find most impressive. * Find out about some great examples of religious art and architecture and present their reasons for choosing those they find most impressive. * Find out about some great examples of religious art and architecture and present their reasons for choosing those they find most impressive. * Find out about some great examples of religious art and architecture and present their reasons for choosing those they find most impressive. * Consider why Christians and Muslims hinking th	Expressing U2.9** What can be done to reduce racism? 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Exceeding: - Unline how and why some Humanists criticise spending on religious buildings or art (A5). - Examine the title question from different perspectives, including their own (C1). - Find out about some great examples of religious art and architecture and present their reasons for choosing those they find most impressive. - Find out about some great examples of religious art and architecture and present their reasons for choosing those they find most impressive. - Find out about some great examples of religious art and architecture and present their reasons for choosing those they find most impressive. - Find out about some great examples of religious art and architecture and present their reasons for choosing those they find most impressive. - Find out about some great examples of religious art and architecture and present their reasons for choosing those they find most impressive. - Find out about some great examples of religious art and architecture and present their reasons for the class an example of	Expressing U2.9** What can be done to reduce racism? 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Expected: Expected: Describe examples of connections between anti-racism and prejudice, informed by rich knowledge and evaluat	Living U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or ummah (community)? 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Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas (B3). *Learn that for Hindus being harmless means, for example, no violence, eating no meat and wearing no leather, find our h	Emerging: I dentify the values found in stories and texts (A2). Longing (A) Emerging: I dentify the values found in stories and texts (A2). Longing these shour why humans can be both good and bad, making links with Christian ideas Says the story of the story o	Emerging: Edentify the values found in stories and texts (A2). Steamify the values found in stories and texts (A2). Steamify the values found in stories and texts (A2). Steamify the values found in stories and texts (A2). Steamify the values found in stories and both good and bad, making links with Christian ideas (A2). Expected: Describe what Christians mean about humans being made in the image of God and being faller, given the control of the	
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Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B3). - Use stimulus material to encourage pupils to ask questions about life, death, suffering, and what matters most in life Analyse and evaluate pupils' questions, to recognise and reflect on how some 'big questions' do not have easy answers, and how people offer different answers to some of the big questions' do not have easy answers, and how people offer different answers to some of the big questions' do not have easy answers, and how people offer different answers to some of the big questions' do not have easy answers, and how people offer different answers to some of the big questions' do not have easy answers, and how people offer different answers to some of the big questions' do not have easy answers, and how people offer different answers to some of the big questions' do not have easy answers, and how people offer different answers to some of the big questions' do not have easy answers, and how people offer different answers for the big questions obout life, death, suffering etc. Explore ways in which religions help people t	Emerging: - Respond with ideas of their own to the title question (82). - Respond with ideas of their own to the title question (82). - Respond with ideas of their own to the title question (82). - Respond with ideas of their own to the title question (82). - Respond with ideas of their own to the title question (82). - Respond with ideas of their own to the title question (82). - Respond with ideas of their own to the title question (82). - Sind our about religious teachings, charities and ways of expressing generosity (C3). - Expected: - Describe and make connections between examples of religious creativity (buildings and art) (A1) Suggest reasons why some believers see generosity and charity as more important than buildings and art (82) Apply ideas about values from scriptures to the title question (C2) Exceeding: - Outline how and why some Humanists criticise spending on religious buildings or art (A3) Examine the title question from different perspectives, including their own (C1). - Find out about some great examples of religious art and architecture and present their reasons for choosing those they find most impressive Work in a small group and present to the class an example of the most impressive religious art or architecture Notice, list and explain similarities and differences between Christian and Muslim sacred buildings Discuss Muslim and Christian ideas (e.g. from scriptures) about the importance of being generous and charitable, ranking the ideas according to their importance on applying them to issues about yoverly and charity Notice, list and explain similarities and differences between Christian and Muslim strikes about for eq. contrasting views opperational arry Consider why Christians and Muslims think giving money away is important, and what difference this makes, both to those who give and to those who receive Compare Christian and Muslims these about and eq. contrasting views opperational arry Connect ways in which art and actions can reveal wha	Expressing U2.9** What can be done to reduce racism? Can religion help? Christians, Muslims, non-religious so between different features of the religious and non-religious worldviews they study, discovering restand links between stories and other aspects of the communities they are investigating, responding the state of the religious and non-religious worldviews they study, discovering restand links between stories and other aspects of the communities they are investigating, responding the state of the state of the communities they are investigating, responding the state of the communities they are investigating for person and understand varied. Express ideas and insights about the nature, significant of the community of faths or belief, suggesting why belong. Observe and consider different dimensions of religion, so that they can expire and show underst and present thoughfully their own and others' ideas. 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Expecially and the challenges racism presents to human communities and consider different religious responses (R2). - Discuss their own and others' ideas about reducing prejudice and	Living U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or ummah (community)? 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Rank some of these ideas - which are the worst, and which are less received and bad? Explore pupils' answers. Make a link with radiational Christian belief about humans being made in the importance of Food (Genes 122) and things? Are we all an without the fairness is 128) and about what really in a second provided the pupils of the pupils' and the pupils of the pupi	Emerging: 1 Identify the values found in stories and texts (A2). 1 Suggest ideas about why humans can be both good and bad, making links with Christian ideas (83). 2 Expected. 1 Suggest ideas about why humans can be both good and bad, making links with Christian ideas (83). 2 Expected. 2 Expected what Christians mean about humans being made in the image of God and being folier, giving examples (A2). 3 Expected in the complex (A2). 3 Expected in the complex (A2). 5 Expected in the complex (A2). 6 We examples of similarities and differences between Christian and Humanist values (B3). 4 Apply ideas shout what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2). 1 Talk about what kinds of behaviour and actions pupils think of as bad (examples from films, books, TV as well as real life). Rank some of these ideas — which are the worst, and which are less of good and bad? Explore pupils' answers. Make a link with traditional Christian belief about humans being made in the image of God (Genes is 129) and also inful (the Faff in Genesis 3). Why do many Christians think this is a good explanation of why humans are good and bad? 1 Talk about how having a "code for living" inglish the people to be good. Talk hoout how having a "code for living" inglish help people to be good and bad? 1 Talk about how having a "code for living", e.g. be honest; use your mind; tell the truth; do to other people what you would like them to do to you. How would this help people to behave? What would a Humanist class, school or town look like? 2 Explore the meanings of some beig more concepts, e.g. fairness, freedom, truth, honesty, kindness, peace. What do they look like in everyday life? 4 Explore the meanings of some beig more concepts, e.g. fairness, freedom, truth, honesty, kindness, p	
Outcomes	Emerging: - Raise thoughtful questions and suggest some answers about life, death, suffering, and what more sufficient in life (31). - Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3). 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Ask some religious believers to explain how their foith has helped them in difficult times, and how it encourages them to enjoy life too Introduce the idea that mater religious Traditions teach about some form of life after death, which can bring comfort to people as they face suffering, or if they are bereaved. Teach pupils that many non-religious people believes the death is the end of life, and that there is no afterifie Learn some key concepts about life after death in left of life than there is no afterifie.	Expressing U.2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslims and non-religious (e.g. Humanists) A1. Describe and make connection A2. Describe and make connection A2. Describe and under A3. Describe and make connection A3. Describe and make connection A4. Describe and make connection A5. Describe and under B5. C1. Discuss and C1. Discuss and C3. Expected: C4. Sepached: C5. Expected: C6. Sepached: C6. 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Expected: **Describe examples of connections between anti-racism and religion (A1). **Understand the challenges racism presents to human communities and consider different religious responses (82). **Discuss their own and others' ideas about recism and prejudic	Living U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or ummah (community)? Christians, Hindus and/or Muslims of religious and non-religious wordviews. nore about celebrations, worship, pilgrimages and the rituals which mark important points in life, in grouptfully to a range of sources of wisdom and to beliefs and teachings that arise from them they can understand different ways of life and ways of expressing meaning, ance and impact of religious and non-religious wordviews. It hey can explain, with reasons, their meanings and significance to individuals and communities. Ing to a community may be voluble, both in the diverse communities being studied and in their ow anding of similarities and differences within and between different religious and non-religious wordviews. In purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, mus refer well with a religious and non-religious word the well-being of all, responding thoughtfully to ideas about community, values and respect. It what is right and wrong and what is just and fair, and express their own ideas clearly in response. Emerging: - Describe what ahimsa, grace or ummah mean to religious people (A1). - Respond sensitively to examples of religious practice with ideas of their own (B2). Expected: - Make connections between beliefs and behaviour in different religions (A1). - Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2). - Wake connections between beliefs and behaviour in different religions (A1). - Consider similarities and differences between beliefs and behaviour in different foiths (B3). Exceeding: - Expecials: - Expecials: - Expecials: - Expecials: - Expecials: - Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas (B3). - Learn that for Hindus being harmless means, for example, no violence, eating no meat and wearing no leather, find out how ohimsa links to ideas of karma and rei	Living (A) U2.7 What matters most to Christians and Humanists? order to reflect on their significance. In different communities. In lives. iews. c, art and poetry. Emerging: Identify the values found in stories and texts (A2). Identify the values found in stories and texts (A2). Identify the values found in stories and texts (A2). Identify the values found in stories and texts (A2). Identify the values found in stories and texts (A2). Identify the values found in stories and texts (A2). Identify the values found in stories and texts (A2). Identify the values found in stories and texts (A2). Identify the values found in stories and texts (A2). Identify the values found in stories and texts (A2). Identify the values found in stories and texts (A2). Identify the values found in stories and texts (A2). Identify the values found the stories and texts (A2). Identify the values found the stories and texts (A2). Identify the values found the stories and texts (A2). Identify the values found the stories and texts (A2). Identify the values found the stories and texts (A2). Identify the values found the stories and texts (A2). Identify the values found the stories and texts (A2). Identify the values found the stories and texts (A2). Identify the values found the stories and texts (A2). Identify the values found the stories and texts (A2). Identify the values found the stories and texts (A2). Identify the values found the values (A2). Identify the values of the values (A2). Identify the values found the values (A2). Identify the values of the values (A2). Identify the values of the values (A2). Identify the values of the values (A2). Identify the values (A2). I	Emerging: 1 Identify the values found in stories and texts (A2). 1 Suggest ideas about why humans can be both good and bad, making links with Christian ideas (83). 2 Expected: 1 Describe what Christians mean about humans being made in the image of God and being folies; (A2). 2 Expected: 2 Expected: 2 Expected: 2 Expected: 3 Expected: 3 Expected: 4 Expected: 4 Expects their own ideas about some big moral concepts, such as fairness, honesty etc., expects their own ideas about some big moral concepts, such as fairness, honesty etc., expects their own ideas about some big moral concepts, such as fairness, honesty etc., expects their own ideas about some big moral concepts, such as fairness, honesty etc., expects their own ideas about some big moral concepts, such as fairness, honesty etc., expects their own ideas about formed the intervent of the concepts of the intervent of the interve	
Outcomes	Emerging: Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (81). Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (81). Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3). Expected: Express ideas sbout how and why religion can help believers when times are hard, giving examples (82). Expected: Expelsi mosme similarities and differences between beliefs about life after death (A1). Explain some reasons why Christians and Humanists have different ideas about an afterlife (83). Expected: Expected: Expected on the death of the control of th	Emerging: - Respond with ideas of their own to the title question (82). - Respond with ideas of their own to the title question (82). - Respond with ideas of their own to the title question (82). - Respond with ideas of their own to the title question (82). - Respond with ideas of their own to the title question (82). - Respond with ideas of their own to the title question (82). - Respond with ideas of their own to the title question (82). - Sind our about religious teachings, charities and ways of expressing generosity (C3). - Expected: - Describe and make connections between examples of religious creativity (buildings and art) (A1) Suggest reasons why some believers see generosity and charity as more important than buildings and art (82) Apply ideas about values from scriptures to the title question (C2) Exceeding: - Outline how and why some Humanists criticise spending on religious buildings or art (A3) Examine the title question from different perspectives, including their own (C1). - Find out about some great examples of religious art and architecture and present their reasons for choosing those they find most impressive Work in a small group and present to the class an example of the most impressive religious art or architecture Notice, list and explain similarities and differences between Christian and Muslim sacred buildings Discuss Muslim and Christian ideas (e.g. from scriptures) about the importance of being generous and charitable, ranking the ideas according to their importance on applying them to issues about yoverly and charity Notice, list and explain similarities and differences between Christian and Muslim strikes about for eq. contrasting views opperational arry Consider why Christians and Muslims think giving money away is important, and what difference this makes, both to those who give and to those who receive Compare Christian and Muslims these about and eq. contrasting views opperational arry Connect ways in which art and actions can reveal wha	Expressing Uz.9** What can be done to reduce racism? Can religion help? Christians, Muslims, non-religious she between different features of the religious and non-religious worldviews they study, discovering restand links between stories and other aspects of the communities they are investigating, respond A3. Explore and describe a range of beliefs, symbols and actions so that B4. Doserve and understand varied examples of religious and non-religious worldviews they study, discovering restand links between different dimensions of religious and non-religious worldviews so that Understand the challenges of commitment to a community of faith or belief, suggesting why belone. Observe and consider different dimensions of religion, so that they can explore and show underst c. Gain and deploy the skills needed to engage story to present thoughtfully their own and others' views on challenging questions about belonging, mean C2. Consider and apply ideas about ways in which diverse communities can live together fC.3. Discuss and apply their own and others' ideas about ethical questions, including ideas about more communities can live together fC.3. Discuss and apply their own and others' ideas about ethical questions, including ideas about and worldviews (A1). Respond sensitively to religious engagements with racism with ideas of their own (B2). Expected: Describe examples of connections between anti-racism that have been effective (C5). Expected: Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies (C3). Exceeding: Explain how different religious leaders have responded to the challenges of racism in and beyond their own communities (A1). Consider and evaluate the significance of at least three key ideas about racism they have studied, in relation to their own ideas (B3). Expecting the about religious question to do with reducing prejudice and racism they have studied, in relation to their own ideas (B3). Express ideas about a religious guestion	Living U2.8 What difference does it make to believe in chimsa (harmlessness), grace and/or ummah (community)? Christians, Hindus and/or Muslims of religious and non-religious wordviews. nore about celebrations, worship, pilgrimages and the rituals which mark important points in life, in ghoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them they can understand different ways of life and ways of expressing meaning, ance and impact of religious and non-religious worldviews. It hey can explain, with reasons, their meanings and significance to individuals and communities. Ing to a community may be voluble, both in the diverse communities being studied and in their ow anding of similarities and differences within and between different religious and non-religious worldviews. In purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, mus or the wellbeing of all, respondial phoughfully to ideas about community, values and respect. It what is right and wrong and what is just and fair, and express their own ideas clearly in response. Emerging: - Describe what chimsa, grace or ummah mean to religious people (A1). - Respond sensitively to examples of religious practice with ideas of their own (B2). Expected: - Make connections between beliefs and behaviour in different religions (A1). - Outline the challenges of being a Hindut, Christian or Muslim in Britain today (B2). - Nake connections between beliefs and behaviour in different religions (A1). - Outline the challenges of being a Hindut, Christian or Muslim in Britain today (B2). - Wake connections between beliefs and behaviour in different religions (A1). - Consider similarities and differences between beliefs and behaviour in different faiths (B3). Exceeding: - Experia similarities in ways in which key beliefs make a difference to life in two or three religions (A1). - Consider similarities and differences between beliefs and behaviour in different for the way in the contract	Living (A) U2.7 What matters most to Christians and Humanists? order to reflect on their significance. In different communities. In lives. idevs. c, art and poetry. Emerging: 1. Identify the values found in stories and texts (A2). 1. Suggest ideas about why humans can be both good and bad, making links with Christian ideas (B3). Expected: 1. Describe what Christians mean about humans beling made in the image of God and being fallent, giving examples (A2). 1. Describe what Christians mean about humans beling made in the image of God and being fallent, giving examples (A2). 1. Describe some Christian and Humanist values simply (B3). 1. Expected: 1. Describe some Christian of Humanist values simply (B3). 2. Expected: 3. Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2). 2. Exceeding: 3. Give examples of similarities and differences between Christian and Humanist values (B3). 4. Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2). 4. Talk about what kinds of behaviour and actions pupils think of as bad (examples from films, books, TV as well as real life). Rank some of these ideas – which are the worst, and which are less add? Why? 4. Reflect on the question: why do people do good think with traditional Christian belief about humans being made in the image of God (Genesis 128) and also sinful (the "Fall" in Genesis 3). Why do many Christians think this is a good explanation of why humans are good and bad? *Talk about who having a 'code for living' might help people to be good. Talk about the difference its become believes guidance comes from a divine Being (e.g. may Christians) for that human beings must decide their own guidelines (most non-religious). 1. Look at a Humanist, non-religious 'code for living' might help people to be good and bad? *Talk about how having a 'code for living' might help people to be	Emerging: - **Identify the values found in stories and texts (A2). - **Suggest ideas about why humans can be both good and bad, making links with Christian ideas (83). Expected: - **Describe what Christians mean about humans being made in the image of God and being follers, giving examples (A2). - **Describe what Christians mean about humans being made in the image of God and being follers, giving examples (A2). - **Describe some Christian and Humanist values simply (B3). - **Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3). - **Suggest reasons why if might be helpful to follow a moral code and why if might be difficult, offering different points of view (B2). - **Express their own ideas about where really mothers in life for themselves, including ideas about fairness, freedom, ruth, peace, in the light of their learning (C2). - **Talk about what kinds of behaviour and actions pupils think of as bad (examples from films, books, TV as well as real life). Rank some of these ideas - which are the worst, and which are less bad? Why? - **Reflect on the question: why do people do good things and bad things? Are we all a mixture of good and bad? **Explore pupils* inswers. Make a link with traditional Christian belief about humans being made in the image of God (Genesis 128) and also sinful (the 'Fall' in Genesis 3). Why do many Christians think this is a good explanation of why humans are good and bad? - **Talk about how having a 'code for living' might help people to be good. Talk about the difference is benome believe souldance comes from a divine Being (e.g. many Christians) or that human being must decide their own guidelines (most non-religious). - **Look at a Humanist class, school or town look like? - **Explore the meanings of some big moral concepts, e.g. fairness, freedom, runh, honesty, kindness, peace. What of whell be oble where who lake love God and bad? - **Christian codes for living con b	