

Eaves Primary School RE Curriculum Map 2022-2023



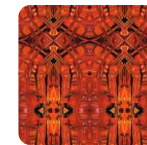
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS1	Special People What makes people special?	Special People and Special Times The children will spend time talking about family celebrations.	Celebrations How do people celebrate?	New Life The children will explore the Christian Celebration of Easter- looking at tradition and significance.	Stories What can we learn from stories?	Special Places What makes a place special?
FS2	Special times: How and why do we celebrate? What times are special to different people and why?	Special times: How and why do we celebrate? What times are special to different people and why?	Special stories: Why are some stories special? What special messages can we learn from stories?	Special stories: Why are some stories special? What special messages can we learn from stories?	Special places: What buildings and places are special to different people? OR What is special about our world?	Special places: What buildings and places are special to different people? OR What is special about our world?
Year 1	Christianity (God) Why do Christians say that God is a 'Father'? God the Father, prayer.	Christianity (Jesus) Why is Jesus special to Christians? The nativity story, beliefs about Jesus as God incarnate, Christmas.	Islam How might beliefs about creation affect the way people treat the world? God as creator, care for the planet.	Judaism Why might some people put their trust in God? God's promise, Noah, Abraham, trusting in God.	Hindu Dharma What do Hindus believe about God? one God in many forms, God in all things, expressing ideas about God.	Christianity (Church) How might some people show that they 'belong' to God? Baptism, belonging.
Year 2	Christianity (God) Does how we treat the world matter? Creation, Care for the planet, Harvest.	Christianity (Jesus) Why do Christians say Jesus is the 'Light of the World'? Jesus as the light of the world, symbolism of light, Advent and Christmas.	Hindu Dharma How might people express their devotion? Devotion, worship in the home and temple.	Islam Why do Muslims believe it is important to obey God? submission and gratitude, prayer.	Christianity (Church) What unites the Christian community? Worship, the church, use of symbols.	Judaism What aspects of life really matter? Moses, Ten Commandments, the Sabbath.

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Year 3	Christianity (God) How (and why) have some people served God? Prophets, service to God, inspirational people.	Islam Why is the Prophet Muhammad (pbuh) an example for Muslims? The Prophet. Muhammed (pbuh), Zakah.	Christianity (Jesus) What does it mean to be a disciple of Jesus? Discipleship, following the example of Jesus, helping others.	Christianity (Church) What do Christians mean by the 'Holy Spirit'? The Holy Spirit gifts of the spirit. Pentecost.	Sikhism Why are the Gurus important to Sikhs? Guru Nanak The 10 gurus, Baisakhi.	Hindu Dharma Why is family an important part of Hindu life? religious duty Hindu scriptures (the Ramayana), Raksha Bandhan.
Year 4	Hindu Dharma What might a Hindu learn through celebrating Diwali? Vishnu. Rama and Sita. Diwali.	Christianity (God) How and why might Christians use the Bible? The Bible, christian life – guided by wisdom, teachings and authority.	Sikhism How do Sikhs express their beliefs and values? the 5 Ks, Equality, the Gurdwara.	Christianity (Jesus) Is sacrifice an important part of religious life? Jesus in the wilderness, Lent, Sacrifice	Islam Why do Muslims fast during Ramadan? The Five Pillars of Islam, Ramadan.	Christianity (Church) What does 'love your neighbour' really mean? Parables, love for all.
Year 5	Christianity (God) Why is it sometimes difficult to do the right thing? Sin, Adam and Eve's disobedience, temptation and morality.	Islam Why is the Qur'an so important to Muslims? The Qur'an. The Night of Power.	Hindu Dharma What might Hindus learn from stories about Krishna? Krishna, Holi.	Christianity (Jesus) What do we mean by a miracle? miracles of Jesus, pilgrimage.	Christianity (Church) How do people decide what to believe? The Trinity, use of symbols and metaphors, The Worldwide Church.	Judaism Do people need laws to guide them? The Torah, the synagogue.
Year 6	Christianity (Church) How do Christians mark the 'turning points' on the journey of life? Christian rites of passage, denominational differences.	Hindu Dharma Is there one journey or many? Reincarnation, Karma, the 4 ashramas.	Islam What is Hajj and why is it important to Muslims? The Ummah, Hajj.	Christianity (Jesus) Why do Christians believe Good Friday is 'good'? Holy Week, The Eucharist denominational differences.	Buddhism What do we mean by a 'good life'? The Buddha , The Four Noble Truths, The Eightfold path.	Christianity (God) If life is like a journey, what's the destination? Salvation, Forgiveness.

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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS2 onwards use the Lancashire Scheme for Learning.						
FS1 Understanding the World People, Culture & Communities (including RE)	Special People What makes people special? Link to own immediate experiences. The children will learn to make connections between the features of their families and other families. The children will begin to notice differences between people. The children will continue to develop positive attitudes about the differences between people. Identify features of a person that change from person to person.	Special People and Special Times The children will spend time talking about family celebrations. Children will talk about photos and memories. Who helps us within our community- consider impact. Diwali 25 th October 2022. The Christmas Story. Celebrating Jesus birth (Concept celebrating birth). Remembrance Day. Recall simple stories connected with Christmas/Harvest.	Celebrations How do people celebrate? The children will explore pertinent traditions to the children and their families. Chinese New Year Celebrations and traditions. The children will be able to talk about the customs and their importance.	New Life The children will explore the Christian Celebration of Easter- looking at tradition and significance. Significant People and Mother's Day.	Stories What can we learn from stories? Explore some familiar cultural stories that link to different experiences and faiths that are significant to the children. Significant People and Father's Day.	Special Places What makes a place special? Homes Places of worship Community Schools Discuss meaning for individuals and groups of people. Discuss the key features of different places and their significance.
FS2 Understanding the World People, Culture & Communities (including RE)	Special Times Give examples of special people in their family Recognise some of the special people in Christianity, (God, Jesus, Mary) and be able to recall simple	Special Times Give examples of special occasions and suggest features of a good celebration Recall simple stories connected with Christmas/Harvest/ Diwali and Eid.	Special Stories Talk about/ recall some religious stories e.g. through role play, art, model making. Share features of a story that they like and explain why. Identify a sacred text e.g. Bible, Qur'an.	Special Stories Talk about/ recall some religious stories e.g. through role play, art, model making. Focus on Easter story from Palm Sunday to Easter Sunday	Special Places Talk about the wonders of the natural world. Express ideas about how to care for animals and plants Re tell stories to explain Christian and Muslim ideas about Creation and the natural world.	Special Places Talk about their special place and explain why it is special. Be aware that some Christians, Muslims and Hindus have places that are special to them. Know that the church is a holy place for a

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	stories associated with these.	Say why festivals are special times for believers of different faiths.	Identify that the Bible and Qur'an are special		Talk about ways in which people can harm the natural world Talk about ways in which people can look after the natural world.	Christian, a mosque is a holy place for a Muslim and a temple/mandir is a holy place for a Hindu. Identify some significant features/objects found inside and outside a church or mosque. Identify new vocabulary. Talk about some of the things Christians and Muslims do when they are visiting a church, mosque or mandir.
Year 1	Families: Christianity (God) Why do Christians call God “the Father”? <ul style="list-style-type: none"> • Know that Christians refer to God as ‘Father’ • Talk about why Christians might compare God to a loving parent • Talk about how and why Christians might want to talk to God (prayer) • Suggest symbolic meanings of rituals and items used in Christian prayer • Talk about the importance of love in families 	Celebrations: Christianity (Jesus) Why is Jesus special to Christians? <ul style="list-style-type: none"> • Know a simple version of the nativity story • Talk about why Christians would say that Jesus is a special baby • Talk about how different characters in the nativity welcome the baby Jesus • Identify religious aspects of Christmas celebrations 	Other cultures: Islam How might beliefs about creation affect the way people treat the world? <ul style="list-style-type: none"> • Know that Muslims believe in one God (Allah) • Know that Muslims believe the world was created by God • Talk about why Muslims might value the natural world • Know that Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet • Suggest how Muslims might show respect for God by caring for the 	Easter-time: Judaism Why might some people put their trust in God? <ul style="list-style-type: none"> • Give an example of a key belief (ie. that Jews believe in one God) and/or a religious story (the story of Noah and/or Abraham) • Give an example of a core value or commitment (trusting that God will keep his promise) • Use some religious words and phrases to recognise and name features of religious traditions (eg. Sukkot, festival) 	Other cultures: Hindu Dharma What do Hindus believe about God? <ul style="list-style-type: none"> • Know that Hindus believe in one God in many forms • Know that Hindus believe that God is present in all living things • Suggest what Hindus might learn about God from the story of the blind men and the elephant • Talk about how and why Hindus might use statues and images (murtis) in their worship 	Journeys with a purpose: Christianity (Church) How might some people show that they “belong” to God? <ul style="list-style-type: none"> • Know that some Christians welcome babies into God's family (the Church) with baptism ceremonies • Talk about what it might mean to belong to the Church family • Identify features of baptism – e.g. the font, candles, godparents • Talk about why parents might want to have their child baptised

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	<ul style="list-style-type: none"> • Talk about the ways in which they are cared for and supported by family members • Reflect on their own role within the family • Discuss who they can talk to when they are happy/sad/worried 	<ul style="list-style-type: none"> • Talk about why Christmas is a special time for Christians • Consider how and why babies might be special – and why they need love and care • Talk about the importance of looking after those who cannot help themselves • Talk about their own beginnings and how they were welcomed into the family <ul style="list-style-type: none"> • Reflect on who has helped them in life so far 	natural world <ul style="list-style-type: none"> • Talk about their own experiences and feelings about the natural world and what they have noticed about the way that humans treat it • Reflect on how they treat the natural world – and if they have a duty to look after it 	<ul style="list-style-type: none"> • Talk about the way that religious beliefs might influence the way a person behaves (eg. like Noah and Abraham, Jewish people should trust that God keeps his promises) • Notice and show curiosity about people and how they live their lives (finding out about Jewish festivals – thinking about the fact that people celebrate different celebrations in very different ways – eg. Sukkot) • Ask questions (about the importance of trust and who they can trust/rely on in their own lives) 	<ul style="list-style-type: none"> • Suggest symbolic meanings expressed in the images • Talk about the different ways that people can be seen and described • Consider how people might have multiple roles • Reflect on how others might see them • Talk about the different roles that they might have (friend, child, brother/sister etc.) 	<ul style="list-style-type: none"> • Talk about what is means to belong to a family • Talk about the role of families in raising children • Talk about their own identity as part of a family and part of the school community
Year 2	Christianity (God) Does how we treat the world matter? <ul style="list-style-type: none"> • Retell (simply) the Genesis 1 story of creation • Suggest why Christians might think it is important to look after the world • Suggest ways that Christians might express their concern for the natural world 	Christianity (Jesus) Why do Christians say that Jesus is “The Light of the World”? <ul style="list-style-type: none"> • Suggest what Christians might mean when they refer to Jesus as ‘the Light of the world’ • Talk about the different titles that might be given to Jesus – Christ/Messiah/ Saviour/Son of God 	Hindu Dharma How might people express their devotion? <ul style="list-style-type: none"> • Know that Hindus believe in one God (Brahman) who can be worshipped in many forms • Know that these forms (the deities) have different qualities and are portrayed in different ways 	Islam Why do Muslims believe it is important to obey God? <ul style="list-style-type: none"> • Suggest why Muslims believe that it is important to respect God • Talk about why Muslims would want to show their gratitude to God • Know that submission to God is an important aspect of Islamic life 	Christianity (Church) What unites the Christian community? <ul style="list-style-type: none"> • Suggest beliefs and values that might unite the Christian community • Talk about why some Christians might think it is important to come together to worship God 	Judaism What aspects of life really matter? <ul style="list-style-type: none"> • Retell the story of Moses being given the Ten Commandments • Know some of the Commandments – eg. Keep the Sabbath Day holy, Respect your mother and father • Suggest ways in which the Ten Commandments might

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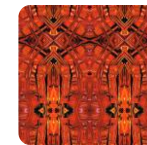
	<ul style="list-style-type: none"> • Describe how and why Christians might thank God for creation at Harvest festivals • Identify ways in which humans use (and abuse) the natural world • Talk about why our planet should matter to all humans – and how this should influence our behaviour • Reflect on their own use of the world's resources • Ask questions about what they can do to show that they care about the world 	<ul style="list-style-type: none"> • Identify ways in which Christians might use light as part of their Christmas celebrations (advent candles, candle-light services, Christingle) – and the symbolic meaning • Talk about the different ways that Christians might celebrate Christmas • Identify different ways that humans use light • Discuss the importance of light – as a source of comfort, security and hope • Talk about how and why light might be an important symbol • Ask questions about the value of sources of light in their own lives • Talk about the people who provide comfort, security and hope for them • Suggest ways in which they might be a light for others 	<ul style="list-style-type: none"> • Suggest why Hindus might believe that it is important to show devotion to the deities • Know that Hindus might worship at a Mandir and/or the home shrine • Suggest why worship in the home might be important • Describe the meaning and symbolism of items used in worship (e.g. arti lamp, items on the puja tray) • Talk about qualities that make some people special • Identify ways in which humans show their gratitude to the people who matter in their lives • Talk about who is special to them and why • Reflect on who they should be grateful to and how they might show this in words and actions 	<ul style="list-style-type: none"> • Identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis • Describe the rituals of Islamic prayer (salah), including wudhu and use of a prayer mat • Suggest how making time for the five daily prayers is an act of Submission • Talk about the ways in which shared rituals might unite communities (make links with the way that the Islamic community – the Ummah – is united by prayer) • Identify ways in which humans show their gratitude • Talk about the things they do on a regular basis as a sign of their commitment and belonging 	<ul style="list-style-type: none"> • Identify symbols (images and actions) used in Christian worship • Talk about how and why symbols might be used in Christianity • Identify and describe features of a church • Identify signs and symbols in the world around them • Talk about the school logo – what values it might represent and how it might unite the school community • Ask thoughtful questions about signs and symbols • Talk about communities that they belong to – and how they show their commitment to these communities 	<p>influence the life of a believer</p> <ul style="list-style-type: none"> •Talk about how keeping the Sabbath day holy might influence a Jewish person •Talk about how the Sabbath is a way of making time for God and family •Know about the Jewish tradition of Friday night dinner •Talk about why some people are particularly special to us •Suggest how and why it is important to make time for the people who really matter in our lives •Talk about the people who are special to them and identify the importance of these relationships in their lives •Give examples of why it is important to spend quality time with the people who matter
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Year 3	Christianity (God) How (and why) have some people served God? <ul style="list-style-type: none"> • Know that the Abrahamic faiths believe in prophets (and that many of these are shared across the three religions) • Identify Christian beliefs and values contained within stories of the prophets (e.g. Noah, Abraham, Moses, Jonah) • Suggest why these prophets chose to listen to and follow God • Identify Christians who might be described as people who listened to and followed God • Describe how and why some Christians might devote their lives to serving God • Talk about what is meant by a sense of vocation • Identify inspirational people/role models for the world today • Describe the qualities that 	Islam Why is the prophet Muhammad an example for Muslims? <ul style="list-style-type: none"> • Develop an understanding of the importance of founders and leaders for religious communities • Identify Islamic beliefs and values contained within the story of the life of the Prophet Muhammad (pbuh) • Describe how a Muslim might try to follow the teachings and example of the Prophet Muhammad (pbuh) • Describe and give reasons for the Islamic practice of Zakah • Suggest why charity might be important to a Muslim – and the different ways that a Muslim might try to be charitable • Identify characteristics of a good role model • Discuss how good role models can have a positive impact on individuals, communities and societies 	Christianity (Jesus) What does it mean to be a disciple of Jesus? <ul style="list-style-type: none"> • Know what is meant by discipleship • Know about the people who became disciples of Jesus – and suggest why these people decided to follow Jesus • Identify beliefs and values within religious teachings (e.g. 'Follow me and I will make you fishers of men' – Matt 4:19) • Describe how and why Christians might try to follow the example of Jesus through mission and charity work • Describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs • Talk about what it means to have charisma • Describe what makes a good leader and why people might want to follow him/her 	Christianity (Church) What do Christians mean by the "Holy Spirit"? <ul style="list-style-type: none"> • Know what Christians mean by the Holy Spirit • Suggest how belief in the Holy Spirit as God's presence in the world might have an impact on individuals and communities • Identify Christian values exemplified in the gifts of the Spirit • Identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations • Describe how and why Pentecost is celebrated • Describe why some Christians might take part in a procession of witness • Describe aspects of being human that we should be proud of • Discuss what it means to be a successful human – and the different measures of success that might be applied 	Sikhism Why are the Gurus important to Sikhs? <ul style="list-style-type: none"> • Develop an understanding of the importance of founders and leaders for religious communities • Identify Sikh beliefs and values contained within the stories of the lives of the Gurus • Describe how and why the Guru Granth Sahib is treated with great respect • Suggest how and why Sikhs might show commitment to their faith • Identify people and ideas that inspire commitment • Discuss the different ways that people might show that they are committed • Reflect on their own commitments and the impact that these have on their lives 	Hindu Dharma Why is family an important part of Hindu life? <ul style="list-style-type: none"> • Develop an understanding of the importance of duty and commitment to many religions • Know that following Dharma (religious duty) is an important part of Hindu life • Suggest the impact of belief in Dharma, particularly the belief that there are three 'debts' – duty owed to God/the deities, duty owed to teachers, and duty owed to family • Describe how and why Hindus might celebrate Raksha Bandhan • Identify aspects of the celebration which remind Hindus of their Dharma • Identify religious teachings contained within a Hindu story – and suggest how these stories might be used to teach Hindu children about Dharma (e.g. What
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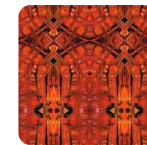
	<p>inspirational people might have</p> <ul style="list-style-type: none"> • Discuss who makes a good role model and why • Raise and discuss questions about following others – including both positive and negative responses 	<ul style="list-style-type: none"> • Reflect on their own aspirations for themselves and others • Ask questions and suggest answers about how they can try to make the world a better place 	<ul style="list-style-type: none"> • Discuss what motivates people to want to make a difference • Reflect on their own leadership abilities • Discuss their own desires to make a difference in the world/ in their communities 	<ul style="list-style-type: none"> • Discuss their own sense of value and what is good/unique about being them • Reflect on the people that they value in their lives – and how they show their appreciation 	<ul style="list-style-type: none"> • Ask questions about the value of having commitments 	<p>teachings about duty to family are expressed in the story of Rama and Sita?)</p> <ul style="list-style-type: none"> • Identify sources of authority and inspiration • Consider what our 'duties' as human beings are • Reflect on their own duties – to themselves, to their families, to their communities • Discuss who or what they follow – and why
Year 4	<p>Hindu dharma What might a Hindu learn through celebrating Diwali?</p> <ul style="list-style-type: none"> • Explore teachings about good and evil in the story of Rama and Sita • Describe what moral guidance Hindus might gain from the story of Rama and Sita • Make links between the actions of Rama and the belief that he is an avatar of Vishnu, appearing on earth to destroy evil and uphold Dharma • Use subject specific language to describe how and why Hindus celebrate Diwali 	<p>Christianity (God) How and why might Christians use the Bible?</p> <ul style="list-style-type: none"> • Explore different Christian beliefs about the Bible as the word of God • Explain why the Bible can be described as a library and give examples of the different types of writings found in the Bible • Describe why some Christians might view the Bible as an important source of authority and moral guidance • Explain why Christians might have different views about 	<p>Sikhism How do Sikhs express their beliefs and values?</p> <ul style="list-style-type: none"> * Explore teachings and stories from Sikhism * Describe what moral guidance Sikhs might gain from the stories and examples of the Gurus * Make links between the beliefs, values and practices of Sikhism * Use subject specific language to describe how and why Sikhs show their religious commitments and values * Explain how clothing and behaviour might be symbolic of beliefs, 	<p>Christianity (Jesus) Is sacrifice an important part of religious life?</p> <ul style="list-style-type: none"> • Retell the story of Jesus in the wilderness • Identify Christian beliefs about Jesus reflected in this story • Suggest why sacrifice might be an important Christian value (linked to beliefs and teachings about Jesus) • Describe what a Christian might do during Lent and why • Explain what is meant by sacrificial love – agape – and give examples of how Christians might do this 	<p>Islam Why do Muslims fast during Ramadan?</p> <ul style="list-style-type: none"> • Explore Islamic teachings about Ramadan from the Qur'an • Make links between Islamic values and the beliefs explored so far in their study of Islam • Use subject specific language to describe how and why Muslims fast at Ramadan • Explain the importance of Ramadan in the context of the Five Pillars of Islam • Consider the impact that fasting might have on individuals, families 	<p>Christianity (Church) What does "love your neighbour" really mean?</p> <ul style="list-style-type: none"> • Retell some of the main parables of Jesus • Explain how and why these might be an important source of guidance for Christians • Suggest ways that Christians might put these teachings into action in the 21st century • Describe and explain (with examples) Christian attitudes about how to treat others • Explain the importance of love for

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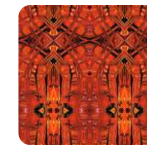
	<ul style="list-style-type: none"> • Explain the importance of light in the Diwali celebrations, and how this is a symbol of good overcoming evil • Discuss (with relevant examples) the importance of the belief that good overcomes evil • Suggest people, words or stories that might be inspiring when trying to overcome difficulties in life • Reflect on their own concept of 'goodness' • Discuss what gives them hope during difficult times 	<p>how to interpret and apply the Bible</p> <ul style="list-style-type: none"> • Explain why Christians might also look to other sources of authority when making decisions about how to live (e.g. church leaders, prayer, conscience) • Discuss why people might have different views about what is right and wrong – and where these views might come from • Describe the different sources of authority that humans might look to when making decisions about how to live their lives • Reflect on their own understanding of morality and where it comes from • Raise questions and discuss responses to different ideas about how to live well 	<p>values and commitments</p> <ul style="list-style-type: none"> * Discuss (with relevant examples) the importance of how we view and behave towards others * Talk about how our outward behaviour reflects our inner beliefs, values and commitments * Reflect on their own concept of living a good life and how this influences the way that they treat others * discuss own thoughts and feelings about equality and justice 	<ul style="list-style-type: none"> • Discuss Christians who have been examples of sacrificial love (e.g. Martin Luther King, Oscar Romero) and how they were motivated by their faith • Consider differing attitudes and responses to the concept of sacrifice (both positive and negative) • Discuss why many people are willing to make sacrifices for the people they love • Discuss why some people may be willing to make a sacrifice for someone they don't even know • Give examples of acts of sacrifice that have been done by or for them • Discuss who or what they would be prepared to make sacrifices for • Consider the value of sacrifice – as an expression of love and commitment 	<p>and communities</p> <ul style="list-style-type: none"> • Discuss (with relevant examples) the importance of showing commitment to a belief, value or community • Consider the role of sacrifice within religion and communities • Reflect on their own beliefs, values and commitments • Consider and discuss how they demonstrate their personal commitments 	<p>all (agape) as part of Christian life, and the ways that this might be expressed</p> <ul style="list-style-type: none"> • Explain (with examples) how and why people might use stories to pass on wisdom and guidance • Discuss how and why fables might be an important aspect of human history and culture • Discuss examples of wisdom and guidance that they have learnt from stories • Consider what messages/words of wisdom they would want to pass on to future generations – and how they would do this
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<p>Year 5</p>	<p>Christianity (God) Why is it sometimes difficult to do the right thing?</p> <ul style="list-style-type: none"> • Describe Christian beliefs about sin and forgiveness • Describe and explain the teaching from Genesis 3 – of how Adam and Eve disobeyed God • Suggest different ways that this story might be understood by Christians • Describe and explain how and why Christians might use the Lord's Prayer • Analyse and interpret the Lord's Prayer – and what guidance it provides for Christians • Suggest things that might lead Christians into temptation in the modern world – and how and why they might try to resist these temptations • Consider the different ways that myth and stories are and used • Explain how a 'truth' might be contained within a story • Consider how they decide what is 'true' – and how there 	<p>Islam Why is the Qur'an so important to Muslims?</p> <ul style="list-style-type: none"> • Explore Islamic beliefs about the Qur'an as the word of God • Explain how and why the Qur'an is a source of guidance for life for a Muslim • Explain the impact of believing that the Qur'an is divine revelation • Describe and explain what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophets • Explain how and why Muslims might commemorate the Night of Power • Describe and explain a variety of ways that Muslims might show respect for the Qur'an – and how this symbolises their respect for God • Explain how the teachings of the Qur'an might influence the actions and choices of a Muslim 	<p>Hindu Dharma What might Hindus learn from stories about Krishna?</p> <ul style="list-style-type: none"> • Make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty • Explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus • Explain the Hindu belief that God is present in all people (through the atman) and the impact this might have on a believer • Describe and explain a variety of ways that Hindus might celebrate the festival of Holi • Suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate • Explain how Holi celebrations might express Hindu beliefs about equality • Explain how festivals and celebrations might 	<p>Christianity (Jesus) What do we mean by a miracle?</p> <ul style="list-style-type: none"> • Describe Christian beliefs about miracles as 'signs' of the divinity of Jesus • Retell a selection of miracle stories – and explain what these might reveal to Christians about the nature of Jesus • Describe why some Christians might go on pilgrimage to places associated with miraculous events • Explain the impact that belief in miracles and the power of prayer might have on a Christian • Explain the difference between fact, opinion and belief • Consider differing interpretations of the word miracle – i.e. an amazing event, a very lucky experience, a strange coincidence, an act of God • Discuss their own beliefs – is there anything that they accept as truth which others may not agree with? 	<p>Christianity (Church) How do people decide what to believe?</p> <ul style="list-style-type: none"> • Describe what Christians mean when they talk about one God in Trinity • Identify the beliefs contained within the Apostle's Creed • Explain why the Christian community (The Church) might want/need an agreed statement of belief Describe and explain the meaning of a range of symbols that might be used for the Trinity • Explain how symbols might unite the worldwide Christian Church • Describe the role of places like Taizé where Christians from different backgrounds might come together to worship • Consider what we mean by sources of authority. Give examples of sources of authority that might guide individuals and communities – and the value of these as guidance for life 	<p>Judaism Do people need laws to guide them?</p> <ul style="list-style-type: none"> • Make links between beliefs and sacred texts (in this case, the Torah), including how and why religious sources are used to teach and guide believers • Explain the impact of Jewish beliefs and values – including reasons for diversity • Explain differing forms of expression within the context of Jewish worship. • Describe diversity of religious practices and lifestyle within t • Interpret the deeper meaning of symbolism – contained in stories, images and actions • Explain (with appropriate examples) where people might seek wisdom and guidance • Consider the role of rules and guidance in uniting communities • Discuss and debate the sources of guidance available to them
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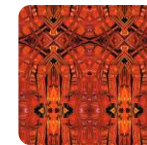
	<p>might be different types of truth (e.g. empirical truth, historical truth, spiritual truth)</p> <ul style="list-style-type: none"> • Discuss and debate things that they consider to be true that others might disagree with 	<ul style="list-style-type: none"> • Discuss where people might look to for guidance about how to live – consider a range of sources of wisdom and authority • Suggest when and why people might want guidance about how to live • Discuss who or what has guided them in their own beliefs, values and commitments • Reflect on what 'ultimate authority' might mean for them 	<p>be helpful ways for communities and societies to pass on values, guidance and traditions</p> <ul style="list-style-type: none"> • Consider the different ways that myth and stories are and used • Explain how a 'truth' might be contained within a story • Consider how they decide what is 'true' – and how there might be different types of truth (e.g. empirical truth, historical truth, spiritual truth) • Discuss and debate things that they consider to be true that others might disagree with 	<ul style="list-style-type: none"> • Reflect on how they make decisions about what is/is not true 	<ul style="list-style-type: none"> • Discuss different responses to sources of authority • Raise meaningful questions about things that puzzle them • Differentiate between questions that can be answered factually and those that have a range of answers, including personal beliefs and values 	<ul style="list-style-type: none"> • Consider the value of differing sources of guidance
Year 6	<p>Christianity (God) How do Christians mark the “turning points” on the journey of life?</p> <ul style="list-style-type: none"> • Explain how rituals (sacraments/rites of passage) might reflect Christian beliefs about their relationship with God • Explain how these rituals might differ between different denominations (e.g. infant baptism and believer's baptism) 	<p>Hindu Dharma Is there one journey or many?</p> <ul style="list-style-type: none"> • Analyse Hindu beliefs about samsara, karma and moksha and how these are linked • Explain how belief in reincarnation might affect the way in which a Hindu views the 'journey of life' • Explain how belief in reincarnation and the law of karma might 	<p>Islam What is Hajj and why is it important to Muslims?</p> <ul style="list-style-type: none"> • Analyse the Five Pillars of Islam and how they are linked • Explain how the beliefs and values of Islam might guide a person through life • Explain the importance of the Ummah for Muslims and that this is 	<p>Christianity (Jesus) Why do Christians believe Good Friday is “good”?</p> <ul style="list-style-type: none"> • Retell the events leading up to and including the death of Jesus • Explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life 	<p>Buddhism What do we mean by a “good life”</p> <ul style="list-style-type: none"> • Analyse Buddhist beliefs and teachings about how to be content • Explain Buddhist beliefs and values contained within the story of Prince Siddhartha • Make links between the story of the life of Prince 	<p>Christianity (Church) If life is like a journey, what's the destination?</p> <ul style="list-style-type: none"> • Explain how beliefs about the death and resurrection of Jesus might affect the life of a Christian • Explain (simply) Christian beliefs about salvation • Explain how Christian beliefs about life after death might affect a

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	<ul style="list-style-type: none"> Analyse the importance of Christian rites of passage as an expression of faith and commitment Use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies Discuss how people change during the course of their lifetime – and the key events that humans might mark on the journey of life Consider the value of celebrating landmarks in life – for individuals and communities Ask and respond thoughtfully to questions about how they have changed during their life so far – and how they might continue to change Discuss where they might find wisdom and guidance to help prepare them for the changes and responsibilities of different stages of life 	<p>affect the way a Hindu lives</p> <ul style="list-style-type: none"> Describe and explain the four ashramas (stages of life) in the life of a Hindu Explain how a person might change as they move from one ashrama to the next Consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama Discuss the special milestones that we might celebrate during a person's lifetime Discuss how our rights, responsibilities and relationships with others might change as we go through life Ask and respond thoughtfully to questions about their own journey of life – consider how events and influences so far have made them the person they are today and what has been important learning 	<p>a community of diverse members</p> <ul style="list-style-type: none"> Describe and explain the importance of Hajj, including the practices, rituals and impact Explain how a person might change once becoming a hajji Consider how important it is for a Muslim to go on hajj – and what this means for those who are unable to make the pilgrimage Discuss the various events that might happen on the journey of life and how people might change over the course of their life Consider what support people might need on life's journey Ask and respond thoughtfully to questions about their own journey of life – consider how they have changed so far, how they will continue to change and the support and guidance that might be needed 	<ul style="list-style-type: none"> Explain how and why Christian individuals and communities might celebrate the events of Holy Week Use religious vocabulary to describe and explain the Eucharist Explain different Christian beliefs about the Eucharist and its importance Consider how people might mature and become stronger through overcoming difficulties Consider the value of being part of a community on the 'journey of life' Raise questions and discuss the extent to which they agree that 'suffering makes you stronger' Discuss own experiences and attitudes towards the importance of having companionship on the journey of life 	<p>Siddhartha and Buddhist beliefs and teachings about The Four Noble Truths</p> <ul style="list-style-type: none"> Describe and explain what is involved in following the Eight-Fold Path of Buddhism – and the impact that following this might have on the life of a Buddhist. Consider the importance of daily meditation in Buddhism Discuss the meaning of contentment – is it the same as happiness, or something different? Raise questions about the human experience of being unsatisfied – why do humans so often want more than they have? To what extent does this prevent people from ever being happy? Ask and respond thoughtfully to questions about their own 	<p>believer's sense of purpose and behaviour throughout the journey of life</p> <p>*Explore Christian ideas about forgiveness of sin and the different ways that people might seek to be forgiven (using terms such as confession, repentance, atonement, reconciliation)</p> <ul style="list-style-type: none"> Analyse Christian teachings about the importance of forgiveness and examples of people who have put these teachings into practice Discuss differing ideas and opinions about the purpose of human life – and how these beliefs might influence relationships with others Discuss the importance of saying sorry and forgiveness in maintaining relationships with others Raise questions about the meaning and purpose of life and explain their own ideas
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		to prepare them for the future			<p>happiness – consider this as something that they are in control of</p> <ul style="list-style-type: none">• Discuss the potential barriers to their happiness and what they can do to overcome these	<p>and opinions (including influences)</p> <ul style="list-style-type: none">• Reflect on the benefits and difficulties of forgiveness
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