Religious Education (RE) Curriculum

Greswold Primary School

Subject Intent

We wish for every child in our school to gain knowledge about and have an understanding of the multi-faith society in which we all live. With our own BRICKS values at the heart of the RE curriculum, children learn about different beliefs, world views and practices and how to strengthen relationships between them. Children learn from each other, their teachers and those around them - we invite and encourage input from the community wherever possible. We hope our pupils will develop an understanding of the points of views and practices from people of the same faith, different faiths and of no faith. In so doing, we aspire to encourage children to deepen and grow their own spiritual, moral, social and cultural development as either theologians, philosophers and/or sociologists. In conjunction with this, our BRICKS values promote a sense of curiosity whilst showing respect and understanding that we all belong to the same school, country and shared earth.

Through giving children the tools to understand their own spiritual identity, we want the RE curriculum at Greswold to empower children to adhere to moral values and learn to play their part as well-grounded, confident citizens in our wonderfully diverse society. Children share, compare, celebrate and find common ground with their peers as we celebrate world-views and learn to understand the important role that we all have to play in promoting community cohesion.

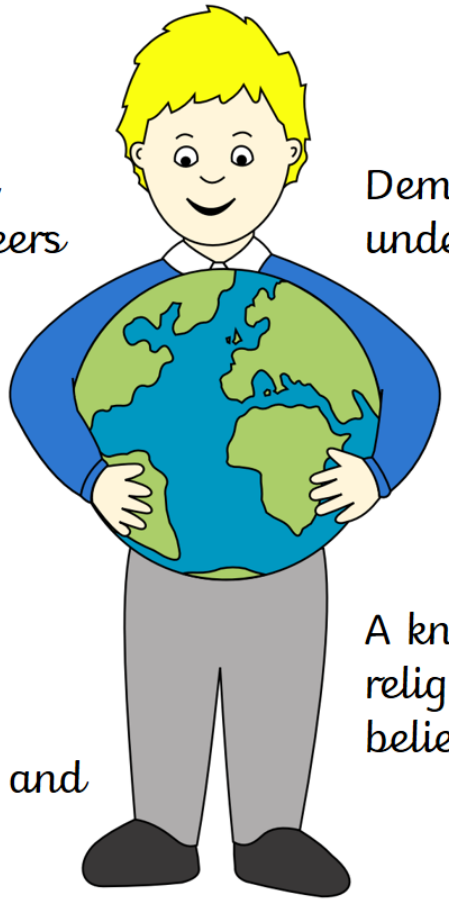
Religious Education in the Early Years

During our home visits and transition sessions we gather child and family specific information so we can celebrate the diversity of our school community. Throughout the year we concentrate on the concept of 'special'. The children will explore special stories, people, places, occasions and celebrations. They will also explore why they are special. We use our online learning journal Tapestry to enable parents and children to share their own experiences and knowledge of these events.

The Greswold Theologian

Show understanding and empathy towards their peers and school community.

Demonstrate curiosity, respect, understanding and questioning.



The ability to share their own beliefs and experiences respectfully.

A knowledge of different faiths, religions and world views: their beliefs and celebrations.

Celebrate our own beliefs and that of others.

The Greswold...

Theologians

Subject Long-Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	What does it mean to belong to a faith community?	Why does Christmas matter to Christians?	What do Christians believe God is like?	Who is a Muslim and how do they live?		What is the good news that Christians believe Jesus brings?
2	Who is Jewish and how do they live?	What makes some places sacred to believers? *(Visit to St Alphege)*		Why does Easter matter to Christians?	Who do Christians say made the world? How should we care for others and the world and why does it matter?	
3	What is it like for someone to follow God?	What do Hindus believe God is like?	What does it mean to be Hindu in Britain today?	What is the Trinity and why is it important for Christians?	For Christians what was the impact of Pentecost?	How and why do people mark the significant events of life?
4	What kind of world did Jesus want?	How do festivals and family life show what matters to Jewish people?	How do festivals and worship show what matters to a Muslim?	Why do Christians call the day Jesus died Good Friday?	What do Christians learn from the creation story? How and why do people try to make the world a better place?	
5	What does it mean if Christians believe God is holy and loving?	Why do Christians believe Jesus was the Messiah?	Why is the Torah so important to Jewish people?	Christians and how to live: What would Jesus do? *(Visit to St Alphege)*	What does it mean to be a Muslim in Britain today?	What matters most to Humanists and Christians?
6	Why do some people believe in God and some people do not?	For Christians what kind of King was Jesus?	Creation and Science	What do Christians believe Jesus did to save people?	Why do Hindus want to be good?	How does faith help people when life gets hard?

Subject Progression and Outcomes

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Year 1	**1.10 What does it mean to belong to a faith community?**	**1.3 Why does Christmas matter to Christians?**	**1.1 What do Christians believe God is like?**	**1.6 Who is a Muslim and how do they live?**		**1.4 What is the good news that Christians believe Jesus brings?**
	Thematic unit: Community	Incarnation✓	God✓	God, Tawhid, Ibadah✓		Gospel✓
	Christianity, Islam, Judaism✓	*Christianity*	*Christianity*	*Islam✓*		*Christianity*
	Make sense of beliefs: • Recognise that loving others is important in lots of communities • Say simply what Jesus and one other religious leader taught about loving other people✓ **Understand the impact:** • Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean✓ • Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) **Make connections:** • Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences • Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.	**Make sense of belief:** • Recognise that stories of Jesus' life come from the Gospels • Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians **Understand the impact:** • Give examples of ways in which Christians use the story of the✓ Nativity to guide their beliefs and actions at Christmas **Make connections:** • Think, talk and ask questions about Christmas for people who are Christians and for people who are not✓ • Decide what they personally have to be thankful for, giving a reason for their ideas.	**Make sense of belief:** • Identify what a parable is • Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father✓ • Give clear, simple accounts of what the story means to Christians **Understand the impact:** • Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) • Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) **Make connections:** • Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas • Give a reason for the ideas they have and the connections they make.	**Make sense of belief:** • Recognise the words of the Shahadah and that it is very important for Muslims • Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean✓ • Give examples of how stories about the Prophet show what Muslims believe about Muhammad✓ **Understand the impact:** • Give examples of how Muslims use the Shahadah to show what matters to them✓ • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • Give examples of how Muslims put their beliefs about prayer into action✓ **Make connections:** • Think, talk about and ask questions about Muslim beliefs and ways of living • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.		**Make sense of belief:** • Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians • Recognise that Jesus gives instructions to people about how to behave✓ **Understand the impact:** • Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless • Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) **Make connections:** • Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.
	← EYFS exploring community and belonging. →Year 3 unit L2.11 which explores how people from different communities mark significant events in life.	← EYFS exploring Christian ideas about Incarnation. →Year 3 unit L2.3 and Year 5 unit U2.3 that develop understanding of Christian beliefs about Incarnation, Trinity, and the Messiah.	← EYFS exploring Christian ideas about God✓ → Year 3 unit L2.3 and Year 5 unit U2.1 that develops understanding of Chris tian belief about God.	← EYFS where pupils are introduced to Islam. → Year 4 unit L2.9 and Year 5 U2.8 that develops understanding of Muslim beliefs about God Tawhid and Ibadah✓ .		← EYFS and year 1 unit 1.3, exploring Christian beliefs about Jesus. → Year 4 unit L2.4 and Year 5 U2.4 that develop understanding of Christian beliefs about Gospel.

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Year 2	**1.7 Who is Jewish and how do they live?** God, Torah, God's people✓ *Judaism✓*		**1.8 What makes some places sacred to believers?** Thematic: worship, sacred✓ *Christianity, Islam and Judaism✓*	**1.5 Why does Easter matter to Christians?** Salvation✓ *Christianity*	**1.1 and 1.9 How should we care for others and the world and why does it matter?** Thematic: Creation, stewardship✓ *Christianity, Judaism, Islam✓*	
	Make sense of belief: • Recognise the words of the Shema as a Jewish prayer • Retell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like✓ **Understand the impact:** • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live✓ • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) **Make connections:** • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.		**Make sense of belief:** • Recognise that there are special places where people go to worship, and talk about what people do there✓ • Identify at least three objects used in worship in two religionsand give a simple account of how they are used and something about what they mean✓ • Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship✓ **Understand the impact:** • Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe✓ • Give simple examples of how people worship at a church, mosque or synagogue✓ • Talk about why some people like to belong to a sacred building or a community **Make connections:** • Think, talk, and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas • Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.	**Make sense of belief:** • Recognise that Incarnation and Salvation are part of a 'big story' of the Bible✓ • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) **Understand the impact:** • Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter **Make connections:** • Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.	**Make sense of belief:** • Retell the story of creation from Genesis 1:1–2:3 simply • Recognise that 'Creation' is the beginning of the 'big story' of the Bible✓ • Say what the story tells Christians about God, Creation and the world✓ • Identify a story or text that says something about each person being unique and valuable✓ • Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) • Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world✓ **Understand the impact:** • Give at least one example of what Christians do to say 'thank you' to God for Creation✓ • Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories • Give examples of how Christians and Jews can show care for the natural earth✓ • Say why Christians and Jews might look after the natural world✓ **Make connections:** • Think, talk and ask questions about living in an amazing world✓ • Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in. • Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world✓ • Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.	
	← EYFS exploring stories special for Jewish people. ← Year 1 unit 1.10 → Year 2 unit 1.9 developing an understanding of being part of a Jewish community and Jewish beliefs about creation and stewardship. → Year 4 unit L2.10 and Year 5 unit U2.9 exploring festivals, family, and Torah✓		← EYFS exploring special places. ← Year 1 unit 1.3, 1.1, 1.4, 1.6 ← Year 2 unit 1.7 which are systematic studies of Christians Jews, and Muslims.	← EYFS exploring Easter. ← year 1 1.4 Christian beliefs about Jesus → Year 4 unit L2.5 and Year 6 U2.5 that develop understanding of Christian beliefs about Salvation✓	← EYFS exploring Christian ideas about Creation. → Year 4 unit L2.1 exploring Christian ideas about Creation. → and L2.12 develops understanding how Christians, Jews, Muslims and people with non-religious worldviews how people try to make the world a better place✓	

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Year 3	**L1.2 What is it like for someone to follow God?** People of God Christianity	**L2.7 what do Hindus believe God is like?** Brahman, atman Hindu Dharma	**L2.8 What does it mean to be a Hindu in Britain today?** Dharma Hindu Dharma	**L2.3 What is the Trinity and why is it important for Christians?** God, incarnation Christianity	**L2.6 For Christians what was the impact of Pentecost?** Kingdom of God Christianity	**L2.11 How and why do people mark the significant events of life?** Thematic: commitment Christianity, Hindu Dharma, Judaism, Non-religious
	Make sense of belief: • Make clear links between the story of Noah and the idea of covenant **Understand the impact:** • Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony **Make connections:** • Make links between the story of Noah and how we live in school and the wider world.	**Make sense of belief:** • Identify some Hindu deities and say how they help Hindus describe God • Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God • Offer informed suggestions about what Hindu murtis express about God **Understand the impact:** • Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) • Identify some different ways in which Hindus worship **Make connections:** • Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today • Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.	**Understand the impact:** • Describe how Hindus show their faith within their families in Britain today (e.g. home puja) • Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) • Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) **Make sense of belief:** • Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean • Make links between Hindu practices and the idea that Hindu Dharma is a whole 'way of life' (dharma) **Make connections:** • Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.	**Make sense of belief:** • Recognise what a 'Gospel' is and give an example of the kinds of stories it contains • Offer suggestions about what texts about baptism and Trinity mean • Give examples of what these texts mean to some Christians today **Understand the impact:** • Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live. **Make connections:** • Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.	**Make sense of belief:** • Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth • Offer informed suggestions about what the events of Pentecost in Acts 2 might mean • Give examples of what Pentecost means to some Christians now **Understand the impact:** • Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now • Describe how Christians show their beliefs about the Holy Spirit in worship **Make connections:** • Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.	**Make sense of belief:** • Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean • Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today **Understand the impact:** • Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean • Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) **Make connections:** • Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones • Make links between ideas of love, commitment and promises in religious and non-religious ceremonies • Give good reasons why they think ceremonies of commitment are or are not valuable today.
	← EYFS and year 1 unit 1.1 where pupils were introduced to the Christian beliefs about God. ← Year 1 unit 1.10 →	← EYFS where pupils were introduced to Hindu Dharma → Year 3 unit L2.8 and Year 6 unit U2.7 that develops understanding of what it might be like to be a Hindu in Britain today, Hindu Dharma, Atman, Karma and Moksha.	← EYFS units and Year 3 L2.7 where pupils were introduced to Hindu Dharma and Atman → Year 6 unit U2.7 that develops understanding of Hindu Dharma, Atman, Karma and Moksha	← EYFS units and Year 1 unit 1.1 where pupils are introduced to Christian beliefs about Incarnation and God →Year 5 units U2.1 and U2.3 develops understanding of Christian beliefs about God, and Incarnation.	← EYFS and Year 2 unit 1.5 exploring Easter → Year 6 unit U2.6 that develops understanding of Christian beliefs about Kingdon of God and sources of wisdom on this.	← EYFS where pupils were introduced to key life events and ceremonies linked to them

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Year 4	**L2.4 What kind of world did Jesus want?** God/ Christianity	**L2.10 How do festivals and family life show what matters to Jewish people?** Incarnation/ Judaism/	**L2.9 How do festivals and worship show what matters to a Muslim?** Torah, God/ Islam/	**L2.5 Why do Christians call the day Jesus died Good Friday?** Gospel/ Christianity	**L2.1 What do Christians learn from the creation story?** Ibadah, Tawhid/ Christianity, Judaism, Islam, non-religious	**L2.12 How and why do people try to make the world a better place?** Thematic:
	Make sense of belief: • Identify some different types of biblical texts, using technical/ terms accurately • Explain connections between biblical texts and Christian ideas of God, using theological terms **Understand the impact:** • Make clear connections between Bible texts studied and/ what Christians believe about God; for example, through how/ cathedrals are designed/ • Show how Christians put their beliefs into practice in worship/ **Make connections:** • Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.	**Make sense of belief:** • Explain the place of Incarnation and Messiah within the 'big story' of the Bible/ • Identify Gospel and prophecy texts, using technical terms • Explain connections between biblical texts, Incarnation and Messiah, using theological terms **Understand the impact:** • Show how Christians put their beliefs about Jesus' Incarnation/ into practice in different ways in celebrating Christmas • Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible/ **Make connections:** • Weigh up how far the idea of Jesus as the 'Messiah' – a/ Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.	**Make sense of belief:** • Identify and explain Jewish beliefs about God/ • Give examples of some texts that say what God is like and explain how Jewish people interpret them/ **Understand the impact:** • Make clear connections between Jewish beliefs about the/ Torah and how they use and treat it • Make clear connections between Jewish commandments and/ how Jews live (e.g. in relation to kosher laws) • Give evidence and examples to show how Jewish people/ put their beliefs into practice in different ways (e.g. some/ differences between Orthodox and Progressive Jewish practice) **Make connections:** • Make connections between Jewish beliefs studied and explain/ how and why they are important to Jewish people today • Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and/ articulate responses on how far they are valuable to people/ who are not Jewish.	**Make sense of belief:** • Identify features of Gospel texts (for example, teachings, parable, narrative) • Taking account of the context, suggest meanings of Gospel/ texts studied, and compare their own ideas with ways in which Christians interpret biblical texts **Understand the impact:** • Make clear connections between Gospel texts, Jesus' 'good/ news', and how Christians live in the Christian community and/ in their individual lives **Make connections:** • Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and/ opportunities in the world today, including their own lives • Articulate their own responses to the issues studied, recognising different points of view.	**Make sense of belief:** • Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message) • Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet) **Understand the impact:** • Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) • Give evidence and examples to show how Muslims put their beliefs into practice in different ways **Make connections:** • Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Solihull today • Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims • Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.	**Make sense of belief:** • Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) • Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good/ without God') **Understand the impact:** • Make clear connections between Christian and Humanist ideas about being good and how people live/ • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view/ **Make connections:** • Raise important questions and suggest answers about how and why people should be good/ • Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.
	← Year 1 unit 1.1. Units and year 3 L2.3 Christian ideas about God and incarnation/ → Christianity units in year 5 and 6 that develop understanding of Christian concepts in line with the 'Big Story' of the Bible/	← EYFS and year 3 U2.3 explored understanding of Christian beliefs about Incarnation/ → Year 6 Units u2.5 and u2.6 develop understanding of Christian concepts in line with the 'Big Story' of the Bible/	← Year 2 unit 1.7 and year 4 L2.10 where pupils explore Jewish beliefs about God, Jewish ways of life and why the Torah is important to Jewish people. ← Thematic units L2.12 and L2.11 from Lower KS2 where pupils focus on how Jewish people try to make the world a better place and mark significant life events	← Year 1 unit 1.4 and year 4 unit L2.4 here pupils explored Christian beliefs about Gospel/ → Year 5 unit U2.3 and Year 6 Units U2. 5 and U2.6 develop understanding of Christian concepts in line with the 'Big Story' of the Bible/	← EYFS and year 1 unit 1.6 where pupils are introduced to Islam/ Year 4 unit L2.9 where pupils explore Muslim beliefs about Ibadah and Tawhid in action/	← Year 3 unit L2.11 where pupils were introduced to key life events and ceremonies linked to them/ → Year 6 unit U2.11 where pupils develop their understanding of non-religious worldviews

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Year 5	**U2.1 What does it mean if Christians believe God is holy and loving?**	**U2.3 Why do Christians believe Jesus was the Messiah?**	**U2.9 Why is the Torah so important to Jewish people?**	**U2.4 Christians and how to live. What would Jesus do?**	**U2.8 What does it mean to be a Muslim in Britain today?**	**U2.10 What matters to Humanists and Christians?**
	God/ Christianity	Incarnation/ Christianity	Torah, God/ Judaism/	Gospel/ Christianity	Ibadah, Tawhid/ Islam/	Thematic: Christianity, humanist
	Make sense of belief: • Identify some different types of biblical texts, using technical/ terms accurately • Explain connections between biblical texts and Christian ideas of God, using theological terms **Understand the impact:** • Make clear connections between Bible texts studied and/ what Christians believe about God; for example, through how cathedrals are designed/ • Show how Christians put their beliefs into practice in worship/ **Make connections:** • Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.	**Make sense of belief:** • Explain the place of Incarnation and Messiah within the 'big story' of the Bible/ • Identify Gospel and prophecy texts, using technical terms • Explain connections between biblical texts, Incarnation and Messiah, using theological terms **Understand the impact:** • Show how Christians put their beliefs about Jesus' Incarnation/ into practice in different ways in celebrating Christmas • Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible/ **Make connections:** • Weigh up how far the idea of Jesus as the 'Messiah' – a/ Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.	**Make sense of belief:** • Identify and explain Jewish beliefs about God/ • Give examples of some texts that say what God is like and explain how Jewish people interpret them/ **Understand the impact:** • Make clear connections between Jewish beliefs about the/ Torah and how they use and treat it • Make clear connections between Jewish commandments and/ how Jews live (e.g. in relation to kosher laws) • Give evidence and examples to show how Jewish people/ put their beliefs into practice in different ways (e.g. some/ differences between Orthodox and Progressive Jewish practice) **Make connections:** • Make connections between Jewish beliefs studied and explain/ how and why they are important to Jewish people today • Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and/ articulate responses on how far they are valuable to people/ who are not Jewish.	**Make sense of belief:** • Identify features of Gospel texts (for example, teachings, parable, narrative) • Taking account of the context, suggest meanings of Gospel/ texts studied, and compare their own ideas with ways in which Christians interpret biblical texts **Understand the impact:** • Make clear connections between Gospel texts, Jesus' 'good/ news', and how Christians live in the Christian community and/ in their individual lives **Make connections:** • Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and/ opportunities in the world today, including their own lives • Articulate their own responses to the issues studied, recognising different points of view.	**Make sense of belief:** • Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message) • Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet) **Understand the impact:** • Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) • Give evidence and examples to show how Muslims put their beliefs into practice in different ways **Make connections:** • Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Solihull today • Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims • Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.	**Make sense of belief:** • Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) • Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good/ without God') **Understand the impact:** • Make clear connections between Christian and Humanist ideas about being good and how people live/ • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view/ **Make connections:** • Raise important questions and suggest answers about how and why people should be good/ • Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.
	← Year 1 unit 1.1. Units and year 3 L2.3 Christian ideas about God and incarnation/ → Christianity units in year 5 and 6 that develop understanding of Christian concepts in line with the 'Big Story' of the Bible/	← EYFS and year 3 U2.3 explored understanding of Christian beliefs about Incarnation/ → Year 6 Units u2.5 and u2.6 develop understanding of Christian concepts in line with the 'Big Story' of the Bible/	← Year 2 unit 1.7 and year 4 L2.10 where pupils explore Jewish beliefs about God, Jewish ways of life and why the Torah is important to Jewish people. ← Thematic units L2.12 and L2.11 from Lower KS2 where pupils focus on how Jewish people try to make the world a better place and mark significant life events	← Year 1 unit 1.4 and year 4 unit L2.4 here pupils explored Christian beliefs about Gospel/ → Year 5 unit U2.3 and Year 6 Units U2. 5 and U2.6 develop understanding of Christian concepts in line with the 'Big Story' of the Bible/	← EYFS and year 1 unit 1.6 where pupils are introduced to Islam/ Year 4 unit L2.9 where pupils explore Muslim beliefs about Ibadah and Tawhid in action/	← Year 3 unit L2.11 where pupils were introduced to key life events and ceremonies linked to them/ → Year 6 unit U2.11 where pupils develop their understanding of non-religious worldviews

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Year 6	**U2.11 Why do some people believe in God and some people do not?**	**U2.6 For Christians what kind of King was Jesus?**	**U2.2 Creation and Science**	**U2.5 What do Christians believe Jesus did to save people?**	**U2.7 Why do Hindus want to be good?**	**U2.12 How does faith help people when life gets hard?**
	Thematic: God *Christianity,*	Kingdom of God *Christianity*	Creation, fall *Christianity*	Salvation *Christianity*	Atman, Karma, Moksha *Hindu Dharma,*	Thematic: Death *Christianity, Hindu Dharma, Islam, non-religious*
	Make sense of belief: • Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs • Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from • Give examples of reasons why people do or do not believe in God **Understand the impact:** • Make clear connections between what people believe about God and the impact of this belief on how they live • Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) **Make connections:** • Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging • Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not • Make connections between belief and behaviour in their own lives, in the light of their learning.	**Make sense of belief:** • Explain connections between biblical texts and the concept of the kingdom of God • Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. **Understand the impact:** • Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice • Show how Christians put their beliefs into practice in different ways **Make connections:** • Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today • Articulate their own responses to the idea of the importance of love and service in the world today	**Make sense of belief:** • Identify what type of text some Christians say Genesis 1 is, and its purpose • Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. **Understand the impact:** • Make clear connections between Genesis 1 and Christian belief about God as Creator • Show understanding of why many Christians find science and faith go together **Make connections:** • Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses • Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.	**Make sense of belief:** • Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it • Explain what Christians mean when they say that Jesus' death was a sacrifice **Understand the impact:** • Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper • Show how Christians put their beliefs into practice in different ways **Make connections:** • Weigh up the value and impact of ideas of sacrifice in their own lives and the world today • Articulate their own responses to the idea of sacrifice, recognising different points of view.	**Make sense of belief:** • Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately • Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. **Understand the impact:** • Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live • Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. • Give evidence and examples to show how Hindus put their beliefs into practice in different ways **Make connections:** • Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus • Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.	**Make sense of belief:** • Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life • Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences **Understand the impact:** • Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) • Give examples of ways in which beliefs about resurrection/ judgement/heaven/karma/reincarnation make a difference to how someone lives **Make connections:** • Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these • Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.
	← Year 3 unit L2.11 and Year 5 unit U2.10 that developed understanding of non-religious worldviews. → Year 6 unit U2.2	← Year 3 unit L2.6 that developed understanding of Christian beliefs about Kingdom of God and sources of wisdom on this	← EYFS, Year 2 units 1.2 and 1.9. Year 4 units L2.1 and L.2.12 where pupils explored creation ← Year 5 unit U2.3 and U2.4 and Year 6 unit U2.6 develop understanding of Christian concepts in line with the 'Big Story' of the Bible → Year 6 U2.5	← EYFS, year 2 unit 1.5, year 4 unit L2.5 that developed understanding of Christian beliefs about Gospel, Incarnation and salvation. ← Year U2.6 develops understanding of Christian concepts in line with the 'Big story' of the Bible	← EYFS, in which pupils are introduced to Hindu Dharma, alongside Year 3 units L2.7 and L2.8 that explored understanding of Hindu Dharma, Atman, Karma and Moksha.	←Year 6 unit U2.7 in which pupils develop their understanding of Atman, karma and Moksha.

Vocabulary

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Community • Muhammad • Shabbat • Allah • Ichthus • Faith •Baptism • Agigah •Parable • wedding	Synagogue • Torah • Jewish • Mezuzah • Shabbat •Shema • God • Chanukah • Dreidel •Star of David	• Promise • Abraham • Abram • Covenant • Righteous • Noah • Christians • Old Testament • Prophets • Wedding	• Jesus • Disciples • Follower • Clergy • Galilee • Vicar • Parable • Samaritan • Gospel • Evangelist	Holy • Omnipresent• John • Omniscient • Believer • Eternal • Loving• Testament • Omnipotent • Isaiah	Theist • Atheist • Psychology • Evidence • Psychologist •Agnostic• Theologian • Humanist •Philosophy • Reason
• Incarnation • Jesus • Mary • Joseph • Shepherds • Advent • Secular • Religious • Birth • Celebration	(as above)	Hindu • Brahman • Deity • Namaste • Shiva • Aum • Atman • Lakshmi • Vishnu • Brahma	Freedom • Torah • Yom Kippur • Orthodox • Pesach • Shabbat • Rosh Hashanah • Shema • Progressive • Forgiveness	Messiah • Incarnation • Saviour • Immanuel • Micah • Theological • Prophecy • Gospel • Prophet • Isaiah	Parable • Kingdom • Salvation • Forgiving • Unforgiving • Banquet • Biblical • Inheritance • Social • Unjust
• Forgiving • Prodigal • Worship • Nineveh • loving • Father • Parable • Jonah • God • Holy	Worship • Jewish • Holy • Christian • Muslim • community • Mosque • Sacred • Church • Synagogue • Place of worship • Shabbat	Hindu • Puja • Ramayana • Shrine • Rama • Dharma • Deity • Mandir • Diwali • Sita	Pentecost • Holy Spirit • Disciples • Lord's Prayer • Baptised • Tongues • Acts • Trinity • Apostles	Torah • Sefer Torah • Orthodox • Secular • Pesach (Passover) • Kashrut Synagogue • Kosher • Progressive	Science • Genesis •Big bang theory• Creator • Complementary • Creation • Literal Conflicting • Interpretation • Theory
• Sawm • Salah • Tawhid • Ramadan • Prophet • Muslims • Islam • Shahadah • Zakat • Hajj • Allah	God • Salvation • Saviour • Resurrection • Eternal Life • Secular • Easter • Worship • Good Friday • Religious	Trinity • Holy spirit • Messiah • John the Baptist • Believer's Baptism • Pilgrimage • Muslims • Father • Jesus • Scripture • Infant Baptism • Denomination	Salvation • Jerusalem • Resurrection • Forgiveness • Crucifixion • Palm Sunday • Disciples • Sin • Easter • Calvary	Gospel • Theology • Luke • Matthew • Mark • Interpretation • Leprosy • Christ-like•Parables• Commandments	Salvation • Resurrection • Interpret • Sacrifice • Biblical • Theological • Gospel • Eternal life • Incarnation • Funeral
(as above)	• Creation • World • Belief • Thank • Harvest • God • believe • Bible • Genesis • praise	Pentecost • Holy Spirit • Disciples • Lord's Prayer • Baptised • Tongues • Acts • Trinity • Apostles	Creation • Catholic • Big Story • Genesis Responsibility • Sin • Pilgrimage • Fall Muslims • Holy • Steward • Interpret• • Temptation	Muslim • Ibadah • Submission • Ramadan • Shahadah • Salah • Sawm • Zakah • Hajj • Pilgrimage	Dharma • Samsara • Reincarnation • Atman • Duty •Karma • Moksha •Brahman •Ahimsa • Deity
Christians • Jesus • Matthew • Fishermen • Disciples • Tax collector • peace • forgiveness • Apostles • Prayer	Community • World • Psalm • Stewardship • love • Genesis • Religious • Non-religious • Christian • Jews	• Significant • Journey • Baptism • Commitment • Marriage • Bar Mitzvah • Bat Mitzvah • Ceremony • Wedding • Sacred thread	Tikkun Olam • Jewish • Christian • Muslim • Zakat • Stewardship • Steward • Salvation • Humanist • Golden Rule	Humanist • Nonreligious • Belief • Moral • Golden rule• Christian •Values • Humanism • Worldview •Authorit	Suffering, bereavement, resurrection, judgement, heaven, karma, reincarnation