



R.E progression map 2023

The way teach RE at Fairburn View Primary School is broken down into the three strands:

- Believing - Religious beliefs, teachings, sources, questions about meaning, purpose and truth.
- Expressing - Religious and spiritual forms of expression, questions about identity and diversity of God/Prayer/Festivals.
- Living - Religious practices and ways of living, questions about values and commitments. In developing this curriculum, we have utilised components of published RE materials including the AGREED SYLLABUS 2023-2028, RE TODAY and NATRE resources to create the RE scheme of work

Disciplinary knowledge – role play, festivals, debates, school visits to places of worship and listening to visitors

Substantive knowledge - the facts and information about the religious people

Current EYFS plan is currently under development, please follow this for now:

EYFS - The **principal aim of RE** is to engage in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own

Topic	Knowledge & Understanding	Vocabulary
<p>Autumn</p>	<p>Believing F1 Which stories are special and why?</p> <p>Suggested questions: What is your favourite story? What do you like about it, and why? What stories do you know about Jesus? What do you think Jesus was (is) like? Do you know any Bible stories? What stories do you know that are special to Christians (or other faiths)? Who are the stories about? What happens in the story? Does the story tell you about God? What do you learn?</p> <p>Suggested content:</p> <ul style="list-style-type: none"> • Explore stories pupils like, re-telling stories to others and sharing features of a story they like. • Talk about the Bible being the Christians' holy book which helps them to understand more about God, and how people and the world work. Look at a range of children's Bibles to see how they are similar/different. Share a Bible story from a suitable children's Bible, e.g. 'Butterworth and Inkpen' series; SPCK The Big Bible Storybook. Introduce new vocabulary: Bible, Christian, Holy book, scripture. • Hear and explore stories from the Bible, stories Jesus told, stories from the life of Jesus. Examples can include David the Shepherd Boy (1 Samuel 17); the story of Ruth (book of Ruth in the Bible); Jesus as friend to the friendless (Zacchaeus, Luke 19); making promises (Matthew 21:28–32); saying 'thank you' (Ten Lepers Luke 17:11–19). • Hear a selection of stories taken from major faith traditions and cultures, including stories about leaders or founders within faiths, e.g. Moses in the Bulrushes; Prophet Muhammad and the Night of Power. • Explore stories through play, role play, freeze-framing, model-making, puppets and shadow puppets, art, dance, singing and music. Reinforce this learning through follow-up activities: • Use the story sack for Diwali celebration role play. 	<p>Learning outcomes:</p> <ul style="list-style-type: none"> • talk about some religious stories • recognise some religious words, e.g. about God • identify some of their own feelings in the stories they hear • identify a sacred text e.g. Bible, Qur'an • talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do • talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked.

	<p>What stories do you know that tell you how you should behave towards other people? What are the similarities and differences between different people's special stories?</p>	<ul style="list-style-type: none"> • Read and share the books in own time, on own or with friends • Role-play some of the stories using costumes and props. • Use persona dolls with a religious identity to engage pupils as they think about belonging to a faith. • Set up the classroom for integrated play based on these experiences. • Use matching games to remind children of the main things they heard from two different stories. • Use the RE films for 4-7s from the BBC: www.bbc.co.uk/teach/class-clips-video/religions-ofthe-world/zfxwpg8 	<p>Key vocabulary: Special God Jesus Promises Diwali</p>
	<p>Believing F2: Which people are special and why?</p> <p>Suggested questions: Who is special to you and why? What is a good friend like? How can you show that you are a good friend? What stories did Jesus tell about being a friend and caring for others? What stories do special people tell in other religions?</p>		<p>Larning outcomes:</p> <ul style="list-style-type: none"> • talk about people who are special to them • say what makes their family and friends special to them • identify some of the qualities of a good friend • reflect on the question 'Am I a good friend?' • recall and talk about stories of Jesus as a friend to others • recall stories about special people in other religions and talk about what we can learn from them.

			<p>Key vocabulary: Friendship Bible Prophet Muhammad</p>
	<p>Expressing F3: Which places are special and why?</p> <p>Suggested questions: Where do you feel safe? Why? Where do you feel happy? Why? Where is special to me? Where is a special place for believers to go? What makes this place special?</p>	<p>Suggested content:</p> <ul style="list-style-type: none"> • Invite visitors to talk about/show pictures of places that are spiritually significant to them and say why they are special. (e.g. this might be visiting an art gallery and looking at a wonderful picture and how this makes them feel; the memories this brings back or encouragement for the future. Alternatively, this could be the local park where they meet together and play. This should build learning towards understanding special places for religious people). Children share and record their own special places in a variety of ways, drawing on all their senses, in a way that is meaningful to them. • Discuss why some places are special and what makes them significant. • Discuss when people like to go there and what they like to do there. • Consider the church building as a special place for Christians and/or a mosque as a special place for Muslims. • Consider a place of worship for members of another faith e.g. synagogue or mosque. • Consider different special places, such as (Makkah) Mecca for Muslims. 	<p>Learning outcomes:</p> <ul style="list-style-type: none"> • talk about somewhere that is special to themselves, saying why • be aware that some religious people have places which have special meaning for them • talk about the things that are special and valued in a place of worship • identify some significant features of sacred places • recognise a place of worship • get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.

	<ul style="list-style-type: none"> • Visit a local place of worship. • Create a special place in the inside/outside area or wider school grounds. A space for quiet reflection. This will work well for schools who have a forest schools focus. 	<p>Key vocabulary: Special place Christmas Makkah Mecca</p>
	<p>Expressing F4 Which times are special and why?</p> <p>Suggested questions: What special times have you had? What did you celebrate? Why? Who were you with? What happened? What do other people celebrate? What happens at Christmas, and why? What happens at Easter, and why? What stories do you know about Jesus' birth and when he died? What do you think about Jesus? What do Christians say about Jesus? What other festivals have you learnt about? What happens at the festivals, and why? What stories can you remember about festivals? What are the similarities and differences between different people's special times?</p> <p>Suggested content:</p> <ul style="list-style-type: none"> • Discuss the importance and value of celebration in children's own lives • Look at reminders (cards, invitations, photos, wrapping paper) of special days, e.g. birthday, wedding, christening, Christmas, Mother's Day • Consider some major religious festivals and celebrations, e.g. seasonal festivals including Christmas and Easter, and the stories associated with them; Sukkoth; Eid-ul-Adha; Diwali; • Use a variety of media to explore ways of celebrating, and how religious believers celebrate festivals and special times. 	<p>Learning outcome:</p> <ul style="list-style-type: none"> • give examples of special occasions and suggest features of a good celebration • recall simple stories connected with Christmas/ Easter and a festival from another faith • say why Christmas/Easter and a festival from another faith is a special time for Christians/ members of the other faith

	<p>Living F5: Where do we belong?</p> <p>Suggested questions: How do we show respect for one another? How do we show love/how do I know I am loved? Who do you care about? How do we show care/how do I know I am cared for? How do you know what people are feeling? How do we show people they are welcome? What things can we do better together rather than on our own? Where do you belong? How do you know you belong? What makes us feel special about being welcomed into a group of people?</p>	<p>Suggested content:</p> <ul style="list-style-type: none"> • Discuss the idea that each person is unique and valuable. • Discuss religious beliefs that each person is unique and valuable. • Consider religious beliefs about God loving each person, e.g. Jewish and Christian ideas that God loves people even from before they are born (Psalm 139), and they are written on the palm of his hand (Isaiah 49 v.16). Children could draw around their hands, write their names on the palm and decorate; Christian beliefs about Jesus believing children to be very special. Tell story of children wanting to see Jesus and disciples stopping them (Mark 10 v.13–16). • Discuss how God’s love for children is shown in Christianity through infant baptism and dedication. • Discuss how children are welcomed into another faith or belief community e.g. Islam Aqiqah ceremony, whispering of adhan and cutting of hair, Humanist – naming ceremony. • Consider signs and symbols used in the welcoming of children into the faith community e.g. baptismal candle. • Consider ways of showing that people are special from other religions e.g. Hinduism: Stories about Hindus celebrating Raksha Bandhan – which celebrates the special bond between brothers and sisters. His sister ties a band (rakhi) of gold or red threads around the right hand of a brother. 	<p>Learning outcomes:</p> <ul style="list-style-type: none"> • re-tell religious stories making connections with personal experiences • share and record occasions when things have happened in their lives that made them feel special • recall simply what happens at a traditional Christian infant baptism and dedication • additional opportunity if you have children from religions other than Christianity in your setting • recall simply what happens when a baby is welcomed into a religion other than Christianity

<p>Spring/ Summer</p>	<p>Living F6: What is special about our world?</p> <p>Suggested questions:</p> <ul style="list-style-type: none"> • Discuss the idea that each person is unique and valuable. • Discuss religious beliefs that each person is unique and valuable. • Consider religious beliefs about God loving each person, e.g. Jewish and Christian ideas that God loves people even from before they are born (Psalm 139), and they are written on the palm of his hand (Isaiah 49 v.16). Children could draw around their hands, write their names on the palm and decorate; Christian beliefs about Jesus believing children to be very special. Tell story of children wanting to see Jesus and disciples stopping them (Mark 10 v.13–16). • Discuss how God’s love for children is shown in Christianity through infant baptism and dedication. 	<p>Suggested content:</p> <ul style="list-style-type: none"> • Discuss the idea that each person is unique and valuable. • Discuss religious beliefs that each person is unique and valuable. • Consider religious beliefs about God loving each person, e.g. Jewish and Christian ideas that God loves people even from before they are born (Psalm 139), and they are written on the palm of his hand (Isaiah 49 v.16). Children could draw around their hands, write their names on the palm and decorate; Christian beliefs about Jesus believing children to be very special. Tell story of children wanting to see Jesus and disciples stopping them (Mark 10 v.13–16). • Discuss how God’s love for children is shown in Christianity through infant baptism and dedication. • Discuss how children are welcomed into another faith or belief community e.g. Islam Aqiqah ceremony, whispering of adhan and cutting of hair, Humanist – naming ceremony. • Consider signs and symbols used in the welcoming of children into the faith community e.g. baptismal candle. • Consider ways of showing that people are special from other religions e.g. Hinduism: Stories about Hindus celebrating Raksha Bandhan – which celebrates the special bond between brothers and sisters. His sister ties a band (rakhi) of gold or red threads around the right hand of a brother 	<p>Learning outcomes:</p> <ul style="list-style-type: none"> • re-tell religious stories making connections with personal experiences • share and record occasions when things have happened in their lives that made them feel special • recall simply what happens at a traditional Christian infant baptism and dedication • additional opportunity if you have children from religions other than Christianity in your setting • recall simply what happens when a baby is welcomed into a religion other than Christianity
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Key vocabulary:

Rakhi
Aqiqah
Raksha Bandhan
Hindus

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Year 1			
	Key question:	Suggested content: Select content which is appropriate for your class and add more of your own.	Vocabulary
Autumn Believing	1.1 Who is a Christian and what do they believe?	<p>Share stories that help to show how Christians think of God e.g. the book of Jonah in the Old Testament, the Annunciation (Luke 1:26–56), the lost son (Luke 15:11–32) and Pentecost (Acts 2:1–13).</p> <ul style="list-style-type: none"> • 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. • Talk to Christians about what they believe 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 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), share 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. • Linking with these stories, describe some of the beliefs that Christians hold about Jesus e.g. that he was kind to people in need, that he performed miracles, that he is the son of God, that he lives. • Investigate how Christians follow teaching from the Bible about how to live their lives e.g. prayer and worship, treating others kindly. Hear and think about some prayers Christians use. Note that not all Christians practise their faith in the same ways. • Experience thanking and being thanked, praising and being praised, and connect this experience simply to an idea about worship. • Many pupils have no personal belief in God but have just learnt lots about people who do. Give them the opportunity to comment on the idea of God for themselves, such as whether or not it has any meaning in their lives. 	<p>Christian Christianity Jesus Resurrection Miracle God Belief Bible</p>
		<p><i>Questions linking to other year groups:</i> 1.2(Y2), L2.1(Y3), U2.1(Y5)</p>	<p>Learning outcomes: Working towards:</p> <ul style="list-style-type: none"> • Talk about the face that Christians believe in god and follow the examples of Jesus (A1) • Recognise some Christian symbols and images used to express ideas about God (A3) <p>Working at:</p> <ul style="list-style-type: none"> • Talk about some 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 stories (C3)
- Ask some questions about believing in God and some ideas of their own (C1)

Greater Depth:

- 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 has inspired it (B1)

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<p>Expressing</p>	<p>1.5 What makes some places sacred?</p>	<p>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?</p> <ul style="list-style-type: none"> • Talk about why it is important to show respect for other people’s precious or sacred belongings (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 visiting some places of worship. • Find out how the place of worship is used and talk to some Christians, Muslims and/or Jewish people about how and why it is important in their lives. • Notice some similarities and differences between places of worship and how they are used. • Explore the meanings of signs, symbols, artefacts and actions and how they help in worship e.g. o church: altar, cross, crucifix, font, lectern, candles and the symbol of light; plus specific features from different denominations as appropriate: icons, stations of the cross, baptismal pool, pulpit o synagogue: ark, Ner Tamid, Torah scroll, tzitzit (tassels), tefillin, tallit (prayer shawl) and kippah (skullcap), chanukiah/hanukkah, bimah o mosque/masjid: wudu, calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin. • Explore how religious believers sometimes use music to help them in worship e.g. Christians singing traditional hymns with an organ or using contemporary songs and instruments to praise God, thank God, say sorry, to prepare for prayer etc; children’s songs to help learn stories; to celebrate at a wedding. • Revisit the key question in the light of their learning. Explore the difference between special and sacred, and reflect on whether they have things in their lives that might be special or sacred. 	<p>Mosque Church Crucifix Minbar Muezzin Hymn Wudu Sacred Special Holy Worship Symbols Artefacts</p>
	<p><i>Questions linking to other year groups: F3, L2.4 (Y3), U2.4(Y6),</i></p>		

	<p>Learning outcomes:</p> <p>Working towards:</p> <ul style="list-style-type: none"> • 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 Christianity and Islam <p>Working at:</p> <ul style="list-style-type: none"> • 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 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 makes them feel (C1) • Ask good questions during a school visit about what happens in church or mosque (B1) <p>Greater depth:</p> <ul style="list-style-type: none"> • Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising (A2) • Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3). 		
<p>Living</p>	<p>1.7 What does it mean to belong to a faith community?</p>	<ul style="list-style-type: none"> • • Talk about stories of people who belong to groups; groups to which pupils belong, including their families and school, what they enjoy about them and why they are important to them. • • Find out about some symbols of ‘belonging’ used in Christianity and at least one other religion, and what they mean (Christianity e.g. baptismal candles, christening clothes, crosses as badges or necklaces, fish/ICHTHUS badges, What Would Jesus Do bracelets WWJD); symbols of belonging in pupils’ own lives and experience. • • Explore the idea that everyone is valuable and how Christians show this through infant baptism and dedication, finding out what the actions and symbols mean • . • Compare this with a welcoming ceremony from another religion e.g. Judaism: naming ceremony for girls – brit bat or zaved habat; Islam: Aqiqah. • • Find out how people can show they belong with another person, for example, through the promises made in a wedding ceremony, through symbols (e.g. rings, gifts; standing under the chuppah in Jewish weddings). Listen to some music used at Christian weddings. Find out about what the words mean in promises, hymns and prayers at a wedding. 	<p>Group Belonging Ceremony Promise</p>

Questions linking to other year groups:
F5,
L2.7(Y3),
L2.8(Y4),
U2.6(Y5)

- Compare the promises made in a Christian wedding with the Jewish ketubah (wedding contract).
- Talk to some Christians, and members of another religion, about what is good about being in a community, and what kinds of things they do when they meet in groups for worship and community activities.
- Explore the idea that different people belong to different religions, and that many people are not part of religious communities, but that they also belong to different communities (sometimes also with religious people).
- Find out about times when people from different religions and non-religious people might work together, e.g. in charity work or to remember special events. Examples might include Christian Aid and Islamic Relief, or Remembrance Day on 11th November

Learning outcomes:

Working towards:

- Talk about what is special and of value about belonging to a group that is important to them (B2)
- Show an awareness that some people belong to different religions (B1)

Working at:

- Recognise and name some symbols of belonging from their own experience, for Christians and Muslims, suggesting what these might mean and why they matter to believers (A3)
- Give an account of what happens at a traditional Christian infant baptism/dedication and suggest what the actions and symbols mean (A1)
- Identify two ways people show they belong to each other when they get married (A1)
- Respond to examples of co-operation between different people (C2)

Greater depth:

- Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2)
- Identify some similarities and differences between the ceremonies studied (B3)

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Year 2			
	Key question:	Suggested content	Vocabulary
Autumn Expressing	1.6 How and why do we celebrate special and sacred times?	<p>Select content which is appropriate for your class and add more of your own.</p> <ul style="list-style-type: none"> Consider the importance and value of celebration and remembrance in children's own lives. Learn about festivals in Christianity, including Christmas, Easter, Harvest and Pentecost in Christianity: the stories and meanings associated with them. For example, from Easter: <ul style="list-style-type: none"> Explore stories of Jesus in Holy Week such as riding into Jerusalem on a donkey, turning over tables in the temple, washing his friends' feet, being arrested, being deserted, crucifixion, resurrection on Sunday morning. Explore feelings of Jesus and disciples. Explore how these are shown in the ways Christians celebrate Easter today e.g. Palm Sunday processions; washing feet; sorrow of Good Friday; darkness on Saturday services; light and joy of Easter day etc. Learn about how Muslims celebrate Eid-ul-Fitr as the completion of a month of fasting (Ramadan). Find out what happens in a Muslim household at Eid-ul-Fitr. Talk about what the stories and events means for the children themselves. <p>Compare the importance of the symbol of light within different festivals, e.g. Christmas, how believers express beliefs through this symbol, and how light can mean different things to believers in different communities.</p>	Remembrance Eid-ul-Fitr Christmas Resurrection Easter Palm Sunday Festival Communities
	<i>Questions linking to other year groups:</i> F4, L2.5(Y4), U2.5(Y5)		
<p>Learning outcomes:</p> <p>Working towards:</p> <ul style="list-style-type: none"> Identify a special time they celebrate and explain simply what celebration means (A1). Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2). <p>Working at:</p> <ul style="list-style-type: none"> Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). 			

	<ul style="list-style-type: none"> • Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). • Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). <p>Greater depth:</p> <ul style="list-style-type: none"> • Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr (A3). • Identify some similarities and differences between the celebrations studied (B3). 		
<p>Spring Believing</p>	<p>1.1 Who is a Christian and what do they believe? (recap)</p>	<p>Share stories that help to show how Christians think of God e.g. the book of Jonah in the Old Testament, the Annunciation (Luke 1:26–56), the lost son (Luke 15:11–32) and Pentecost (Acts 2:1–13).</p> <ul style="list-style-type: none"> • 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. • Talk to Christians about what they believe 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 drama e.g responding to the question ‘Where is God?’ through art. 	<p>Allah Prophet Muhammad Qur’an Precious Headscarf Ramadan Eid-ul-Fitr Nasheeds Significant Prayer mat</p>
	<p><i>Questions linking to other year groups:</i> 1.2(Y2), L2.1(Y3), U2.1(Y5)</p>	<ul style="list-style-type: none"> • Using a suitable children’s Bible (e.g. The Lion Storyteller Bible or New International Children’s Version), share 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. • Linking with these stories, describe some of the beliefs that Christians hold about Jesus e.g. that he was kind to people in need, that he performed miracles, that he is the son of God, that he lives. • Investigate how Christians follow teaching from the Bible about how to live their lives e.g. prayer and worship, treating others kindly. Hear and think about some prayers Christians use. Note that not all Christians practise their faith in the same ways. 	
	<p>1.2 Who is a Muslim and what do they believe?</p>	<ul style="list-style-type: none"> • Experience thanking and being thanked, praising and being praised, and connect this experience simply to an idea about worship. • Many pupils have no personal belief in God but have just learnt lots about people who do. Give them the opportunity to comment on the idea of God for themselves, such as whether or not it has any meaning in their lives. 	

Questions linking to other year groups:
1.1(Y1),
L2.1(Y3),
U2.1(Y5)

- 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 camel'.
- Look at calligraphy and listen to nasheeds that express ideas about God and the Prophet Muhammad e.g. calligraphy showing some of the 99 names of Allah; I am a Muslim by Zain Bhikha; share the words of the Shahadah, listen to the Call to Prayer.
- Give pupils a way to respond to their own big questions e.g. writing a class big questions poem or a 'Where is God?' poem.
- 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 Angel Jibril revealed it to Prophet Muhammad on Mount Hira; 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 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?
- Identify the objects that are most precious to them. Why are they precious? How does it show?
- Identify objects that are significant 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-ul-Fitr. How and why do Muslims celebrate

Learning outcomes:

Working towards:

- Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr (A1).
- Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy 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).
- Re-tell a story about the life of the Prophet Muhammad (A2).
- Recognise some objects used by Muslims and suggest why they are important (A2).
- Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).

Greater depth:

- 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).

<p>Summer Living</p>	<p>1.8 How should we care for others around the world, and why does it matter?</p>	<ul style="list-style-type: none"> • Introduce the idea that each person is unique and important, using e.g. Christian teachings that God values everyone (Matthew 6:26); Jesus blesses the children (Matthew 19, Mark 10, Luke 18); Psalm 8 (David praises God’s creation and how each person is special in it). • 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 5:1–11), four friends take the paralysed man to Jesus (Luke 5:17–26), ‘The good Samaritan’ (Luke 10:25–37). • Consider the idea that we all have special gifts we can use to benefit others. • Learn that some religions believe that serving others and supporting the poor are important parts of being a religious believer e.g. Zakat (almsgiving) in Islam; tzedekah (charity) in Judaism. • Read stories about how some people have been inspired to care for people because of their religious beliefs e.g. Mother Teresa, Dr Barnardo, Sister Frances Dominica, people known in the local area. • Having studied the teachings of one religion on caring, work together as a group to create an event e.g. a ‘Thank you’ tea party for some school helpers – make cakes and thank-you cards, write invitations and provide cake and drink, or organise a small fund-raising event and donate the money to a local charity. • Look carefully at some texts from different religious scriptures about the ‘Golden Rule’ and see if pupils can suggest times when it has been followed and times when it has not been followed. Talk about how the golden rule can make life better for everyone. Draw cartoons to show their ideas. • Explore the creation account in Genesis 1 in varied and creative ways, to find out what it tells Jewish and Christian believers about what God is like, and what these stories tell believers about God and creation (e.g. that God is great, creative, and concerned with creation; that creation is important, that humans are important within it). • Explore the account in Genesis 2. Talk about ways in which religious believers might treat the world, making connections with the Genesis account (e.g. humans are important but have a role as God’s representatives on God’s creation, to care for it as a gardener tends a garden). • Investigate ways that people can look after the world and think of good reasons they this is important. Make links with the Jewish idea of tikkun olam (repairing the world) and Tu B’shevat (new year for trees). Why should we take care of the earth? Why does it matter? 	<p>Unique Important Psalm Friendship Samaritan</p>
	<p><i>Questions linking to other year groups: F6, U2.7(Y6)</i></p>		

Learning outcomes:

Working towards:

- 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).

Working at:

- 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 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).

Greater depth:

- 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).

The **principal aim of RE** is to engage in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Year 3			
	Key question:	Suggested content Select content which is appropriate for your class and add more of your own	Vocabulary
Autumn Believing	L2.1 What do different people believe about God? (Christians, Hindus, Muslims and Jewish people)	<ul style="list-style-type: none"> • 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 Allah; or Hindu beliefs about the Trimurti – Brahma (creator), Vishnu (preserver), Shiva (destroyer). • Study art (Christians), calligraphy (Muslims) and/or murtis (Hindus) used to represent ideas about God to 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 God's relationship with people e.g., Moses and the Burning Bush (Exodus 3.1–15), Jonah (book of Jonah in the Old Testament); Baptism of Jesus (Mark 1.9–11); Pentecost (Acts 2. 1–21) and Paul's conversion (Acts 9. 1–19); stories Jesus told which teach about God e.g. the parable of the Forgiving Father (Luke 15.11–32). 	Trust Faith Trinity Father Son Holy spirit Allah Vishnu Shiva Brahma Murtis Ascension Humanists Humanism
	<i>Links to other year groups' questions: 1.1 (Y1) L2.1 (Y2)</i>	<ul style="list-style-type: none"> • Hindu texts which describe the indescribable (e.g. extract some of the more concrete metaphors from Bhagavad Gita 7:8–9 and 10:21–41; [http://www.asitis.com/7/] or the poem 'Who?' by Sri Aurobindo). • Explore stories which help Muslims understand the nature of God e.g. the story of the Night of Power – the revelation of the Qur'an to Muhammad, and the story of Muhammad's night journey and ascension. • Examine similarities and differences between these views of God. • Explore the influence believing in God has on the lives of believers. • Explore the fact that many people do not believe in God – talk about those with other views such as scientology and humanists 	

		<ul style="list-style-type: none"> • Reflect on pupils' own questions and ideas about God in light of their learning. • Express their own ideas about God through art, music, poetry or drama. 	
		<p>Learning outcomes:</p> <p>Working towards:</p> <ul style="list-style-type: none"> • Identify 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). <p>Working at:</p> <ul style="list-style-type: none"> • Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). • Ask questions and suggest some of their own responses to ideas about God (C1). • Suggest why having a faith or belief in something can be hard (B2). • Identify how and say why it makes a difference in people's lives to believe in God (B1). <p>Greater depth:</p> <ul style="list-style-type: none"> • Identify some similarities and differences between ideas about what God is like in different religions (B3). • 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). 	
	L2.2 Why is the Bible so important to Christians today?	<ul style="list-style-type: none"> • 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; laws; poems; prayers; biographies (Gospels); letters) (be clear that what Christians call the 'Old Testament' is Jewish scripture too). 	
	<p><i>Links to other groups:</i> F1</p>	<ul style="list-style-type: none"> • Introduce pupils to the idea that for Christians, the Bible tells them about what God is like. It also tells a 'big story' of God's dealings with human beings: God loves humans and created a wonderful world for people (creation); humans disobey God and go their own way ('the Fall'); God sends his Son, Jesus (incarnation) to save people – to bring them back to God (salvation). This story explains why Christians think they need to say sorry to God, why they try to follow Jesus, and why they are grateful to God for sending Jesus. It shows why 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 art work to reflect the narrative; focus on what the narrative shows God is like – powerful, creative, good etc. • Find out what good and bad things people sometimes do. Explore idea of temptation: what things are tempting? Why do we give in sometimes? Do we sometimes blame others? Tell the story of Adam and Eve giving in to 	<p>Salvation Creation Old Testament Bible Adam and Eve</p>

		<p>temptation (Genesis 3 – often called ‘the Fall’). Does the way the people behave sound familiar? What lessons do pupils think Christians might learn from this story? Think about why Christians say people need to ask God to forgive them.</p> <ul style="list-style-type: none"> • Explore creatively the Lost Coin, Sheep and Son stories (Luke 15) and how Christians interpret them as showing how much God wants ‘sinners’ to turn back to him; ask some Christians what they mean when they say Jesus saves or rescues them. • Look at some examples of how Christians use the Bible – for everyday prayer and Bible reading (often using notes), in Bible study groups; read aloud in church, with people talking about the meaning. What are the good things and the difficult things people might find from trying to follow this book in day-to-day life? 	
<p>Learning outcomes: Working towards:</p> <ul style="list-style-type: none"> • Recall and name some Bible stories that inspire Christians (A2). • Identify at least two ways Christians use the Bible in everyday life (B1). <p>Working at:</p> <ul style="list-style-type: none"> • 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 God is like, with examples from the Bible, using different forms of expression (A1). • Discuss their own and others’ ideas about why humans do bad things and how people try to put things right (C3). <p>Greater depth:</p> <ul style="list-style-type: none"> • Explain 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). 			
<p>Spring Expressing</p>	<p>L2.4 Why do people pray?</p>	<ul style="list-style-type: none"> • 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 Gayatri Mantra. • Learn that Hindus, Muslims and Christians 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 are spiritual but not religious and like to pray in their own way. • Consider the idea that some people are atheists who believe it is more use to be kind or to help someone than to pray for them. • Find out about some symbols used in prayers in different religions. • Explore connections between prayer in three different religions. • Explore the impact of prayer: Does it enable people to feel calm, hopeful, inspired, close to God or challenged? How? • Ask good questions about answered and unanswered prayer and find out some answers to these questions. 	<p>Prayer Praying Surah Lord’s prayer Spiritual</p>

		<ul style="list-style-type: none"> • Discuss and consider the impact of praying in 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. • Weigh up the value and impact of these key ideas for themselves. 	
	<p><i>Links to other groups: F3, 1.5 (Y1), U2.4(Y6)</i></p>	<p>Working towards:</p> <ul style="list-style-type: none"> • Describe what some believers say and do when they pray (A1). • Respond thoughtfully to examples of how praying helps religious believers (B2). <p>Working at:</p> <ul style="list-style-type: none"> • Describe the practice of prayer in the religions studied (A2). • Make connections between what people believe about prayer and what they do when they pray (A3). • Describe ways in which prayer can comfort and challenge believers (B2). • Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3). <p>Greater depth:</p> <ul style="list-style-type: none"> • Explain similarities and differences between how people pray (B3). • Consider and evaluate the significance of prayer in the lives of people today (A1). 	
<p>Summer Living</p>	<p>L2.7 What does it mean to be a Christian in Britain today</p>	<ul style="list-style-type: none"> • Find out about how Christians may show their faith within their families. What objects might you find in a Christian's home and why? E.g. Bible, cross/crucifix, palm cross, pictures of Jesus or the holy family (Mary, Joseph and Jesus), Christian magazines, CDs of Christian music, some Bible verses on the fridge. What kinds of things might Christian families do during the week? E.g. grace before meals, family prayers and Bible reading, private prayer and Bible reading, giving money to charity. Talk about which objects and actions are most important and why. What similarities and differences are there with the family values and home rituals of pupils in the class? • Explore what some Christians do to show their faith within their church communities. What do they do together and why? Explore church noticeboards or websites to find out what goes on in at least two different kinds of churches (e.g. Anglican, Baptist, Roman Catholic, Pentecostal), 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, different types of worship music, home groups. Ask some teenagers from two churches about how they show their faith. • Find out what Christians do to show their faith in how they help their local community. Choose one or two local churches to illustrate local involvement, e.g. in food banks, running crèches and toddler groups, supporting those in need (e.g. St Vincent de Paul Society), running 'Christians Against Poverty' money management courses, Alpha Courses, cake sales, visiting the sick, etc. Obviously, Christians are not the only people who do these things, but find out why Christians and others do work hard to help people in their communities. What kinds of things do pupils at your school do to help others, and why? 	<p>Anglican Baptist Mother Teresa Archbishop Christian Aid</p>

	<ul style="list-style-type: none"> • Find out about some ways in which Christians make a difference in the worldwide community. How do they show that they are Christians? E.g. Mother Teresa, Pope Francis, Archbishop Justin Welby, Loretta Minghella (Director of Christian Aid). See if there are local Christians who are involved in fighting for justice etc. • Talk about how Christians practise their faith in many ways. For some, believing is central, for others it is more about participation in Christian fellowship, and for others it may be about making the world a fairer place – or a combination of all three. What would pupils say makes someone a Christian and why? 	
<p>Links to other groups: F5, 1.7 (Y1), L2.8(Y4), U2.6(Y5)</p>	<p>Learning outcomes: Working towards:</p> <ul style="list-style-type: none"> • Identify and name examples of what Christians have and do in their families and at church to show their faith (A3). • Ask good questions about what Christians do to show their faith (B1). <p>Working at:</p> <ul style="list-style-type: none"> • Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). <ul style="list-style-type: none"> • Describe some ways in which Christian 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 helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). <p>Greater depth:</p> <ul style="list-style-type: none"> • Explain similarities and differences between at least two different ways of worshipping in two different Christian churches (A3). • Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1). 	

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Year 4		
	Key question:	Suggested content Select content which is appropriate for your class and add more of your own

<p style="text-align: center;">Autumn Expressing</p>	<p>L2.5 How do people from religious and non-religious communities celebrate key festivals?</p>	<ul style="list-style-type: none"> • Think about times in their own lives when pupils remember and celebrate significant events/people, and why and how they differ. Are there differences in practices across the class? Why might this be? • Be a Religious Studies (RS) investigator: provide pupils with inference grids with pictures showing some Christmas celebrations. Ask questions about what pupils can see, what they guess is happening, and questions they would like to ask. • Be a Religious Studies investigator: choose a series of Christmas practices to explore, at least one celebrated at church and one at a Christingle service, decorating the house, carol singing. Find out information about how, why and by whom these are done. Write a service, explaining why certain parts of the celebration happen, who might join in or not join in. • Be a Sociology investigator: look at information about how many people in the UK celebrate Christmas and how they say it. Is it surprising? Create a questionnaire as a class to find out how people celebrate Christmas and what is important to them about it. Compare different religious and non-religious worldviews. Analyse the results. Can pupils see any patterns? Do lots of people give similar responses? Are the responses different? • Compare answers gathered on the celebration of Christmas using the two disciplines. How were they different or similar? Research out how Christians celebrate at Christmas; we don't answer questions about Christmas from the point of view of a Christian. In Sociology we can look at data (e.g. on how Christmas is celebrated in the UK) from large groups of people, or small groups of people. • Choose another festival from another religious or non-religious worldview to study and apply similar strategies e.g. look at Sukkot and how that is celebrated by religious and secular Jews and Jewish people from different communities. • Explore the benefits of celebration to religious communities by asking some local believers: why do they keep on celebrating? • Consider questions about the role of festivals in the life of Britain today: Is Comic Relief day a bigger festival than Easter? Do people work for their festivals? Is Christmas for Christians or for everyone? Can the real meaning of a festival be preserved, or do they lose it? Is there a 'real' meaning of a festival?
	<p><i>Links to other year groups' questions:</i> F4,1.6 (Y2), U2.5(Y5)</p>	<p>Learning outcomes:</p> <p>Working towards:</p> <ul style="list-style-type: none"> • Recognise and identify some differences between religious festivals and other types of celebrations(B2). • Retell some stories behind festivals (e.g. Christmas, Chanukah) (A2). <p>Working at:</p> <ul style="list-style-type: none"> • Describe how the way some people celebrate festivals might show something about their beliefs (A2). • Identify some differences in the way festivals (e.g. Christmas) are celebrated within and between different religious and non-religious communities (A2). • Identify why members of the same religious or non-religious worldview might celebrate festivals differently or for different reasons (A2). • Raise important questions and suggest answers about how the celebrations studied might make a difference to how pupils think about festivals (A2). <p>Greater depth:</p> <ul style="list-style-type: none"> • Describe two different answers to 'How do people celebrate Christmas?' by a religious studies expert and a sociologist (C2). • Suggest how and why religious festivals are valuable to many people (B2).

Spring Believing	L2.3 Why is Jesus inspiring to some people?	<ul style="list-style-type: none"> Briefly explore what makes a person inspirational to others, identifying characteristics of a good role model. Explore creatively some words and actions of Jesus which continue to inspire Christians today e.g parables of the kingdom (mustard seed, pearl etc.); parables of forgiveness (good Samaritan, Luke 10:29–37; two debtors, Luke 7:36–50; unforgiving characters, freeze-frame or act out stories; create artworks; collect pupils' questions, then find out how Christians interpret them). Use the events of Holy Week and Easter to find out why Jesus is so important to Christians today; how are the events of Holy Week celebrated? Palm Sunday, waving palms; Maundy Thursday, washing feet; sorrow of Good Friday services; darkness in churches on Saturday. Explore the question: why do Christians call Good Friday 'good'? Include the terms incarnation (Jesus as God as a human) and resurrection (that Jesus' death and resurrection opens up a way for people to be forgiven and get close to God) (see Unit L2.2 for more on these terms). Find out about the impact that believing in Jesus can have on a Christian's life and how Jesus has inspired some examples of good behaviour e.g. how Christians show gratitude to Jesus for saving them and dealing with sin and death and bringing forgiveness – by praying for other people about Jesus, caring for others. Introduce the belief that Christians cannot be completely good and so they rely on the Holy Spirit to help them follow Jesus (see the Spirit, Galatians 5:22–23). Follow this up with examples of what some Christians say are the most important attitudes and values to have, as inspired by the Bible (e.g. fairness, service, sacrifice, joy) comparing these with what pupils believe to be most important.
	Links to other year groups' questions: F2, U2.2(Y5),	<p>Working towards:</p> <ul style="list-style-type: none"> Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by them today. Suggest some ideas about good ways to treat others, arising from their learning (C3). <p>Working at:</p> <ul style="list-style-type: none"> 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 the Bible (A1). <p>Greater depth:</p> <ul style="list-style-type: none"> Make connections between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, incarnation, resurrection) (A1). Present their own ideas about the most important attitudes and values to have today, making links with Christian values (C3).
	L2.6 Why do some people think life is a journey? What significant experiences mark this?	<ul style="list-style-type: none"> Explore and use the religious metaphor of life as a journey. What are the significant milestones on this journey? What other metaphors are used? Consider the value and meaning of ceremonies which mark milestones in life, particularly those associated with growing up in a community: in Christianity, confirmation and 'believers' baptism' or adult baptism, first communion and confession (Roman Catholicism); bar/bat mitzvah/chayil in Judaism. Explore the symbols and rituals used, and the promises made. Do non-religious milestones mark these moments? What meaning do these ceremonies have to the individual, their family and their communities?

		<ul style="list-style-type: none"> • Rank, sort and order some different commitments held by believers in different religions – and by the pupils themselves. • Think about the symbolism, meaning and value of ceremonies that mark the commitment of a loving relationship between people and commitments in two religious traditions. What promises are made? Why are they important? Compare with non-religious commitments. • Explore some basic ideas about what Christians, Hindus and Jewish people believe about life after death; how do they mark the end of life? • Work with the metaphor of life as a journey: what might be the signposts, guidebooks, stopping points or traffic jams? Do you think all believers to move on in life's journey? • Create a 'map of life' for a Hindu, Jewish or Christian person, showing what these religions offer to guide people through life. What is a person's 'map of life'? Is a religion like a 'map of life'? • Reflect on their own ideas about community, belonging and belief.
	<p><i>Links to other year groups' questions: F6, 1.6 (Y2)</i></p>	<p>Learning outcomes:</p> <p>Working towards:</p> <ul style="list-style-type: none"> • 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). <p>Working at:</p> <ul style="list-style-type: none"> • 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 (B3). • Explain similarities and differences between ceremonies of commitment (B3). • Discuss and present their own ideas about the value and challenge of religious commitment in Britain today (C2).
<p>Summer</p>	<p>L2.8 What does it mean to be a Hindu in Britain today?</p>	<p>Note that the word 'Hinduism' is a European word; many Hindus refer to their tradition as 'Sanatana Dharma' – i.e. 'Eternal Dharma' rather than 'Hinduism'. It is incredibly diverse as a whole way of life rather than a set of beliefs.</p> <ul style="list-style-type: none"> • Find out about how Hindus show their faith within their families. [What objects might you find in a Hindu's home and why? Pictures of deities, puja tray including incense, fruit, bells, flowers, candles; some sacred texts such as the Bhagavad Gita, OM symbol.] • How do Hindu families do during the week? Daily puja, blessing food, aarti ceremony, singing hymns, reading holy texts, visit the temple. • Which actions are most important and why. What similarities and differences are there with the family values and home rituals of other religions? • Look at the Ramayana, the story of Rama and Sita. Use it to explore ideas of dharma, karma, devotion, and good vs evil. • Explore Hindu ideas about the four aims of life (punusharthas) – dharma: religious or moral duty; artha: economic development; kama: honest means; kama: regulated enjoyment of the pleasures and beauty of life; moksha: liberation from the cycle of birth and death. • Explore Hindu ideas of karma – how actions bring good or bad karma. Find out how and why people act in line with their karma. • Explore what Hindus do to show their tradition within their faith communities. What do they do together and why? Performing rituals, including prayer, praise such as singing hymns/songs (bhajans), offerings before the murtis, sharing and receiving blessings, representing the grace of God; looking at Hindu iconography – how do the different images show the different characters and their roles?

		<p>Hindu teenagers about how they show their faith. • Find out about some ways in which Hindus make a difference in the world of life guide them in how they live? E.g. Mahatma Gandhi, Pandurang Shastri Athavale.</p>
	<p><i>Links to other year groups' questions: F5, 1.7 (Y1), L2.7(Y3), U2.6(Y5)</i></p>	<p>Working towards:</p> <ul style="list-style-type: none"> • Identify 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). <p>Working at:</p> <ul style="list-style-type: none"> • Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings (A2). • Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). • Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard to be a Hindu in Britain today (B1). • Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including Christians, help others (C1). <p>Greater depth:</p> <ul style="list-style-type: none"> • Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (C1). • Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences (C1).

	Key question	Suggested content Select content which is appropriate for your class and add more of your own	
<p>Autumn Believing</p>	<p>U2.1 Why do some people believe God exists?</p>	<ul style="list-style-type: none"> • Find out about how many people in the world and in your local area believe in God – using 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. 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 enquiry to explore the key question. Ask pupils to raise questions about the existence 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 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 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). • 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 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 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 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 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). • Invite some Christians, agnostics and atheists in to answer questions about why they do or do not believe in God. • Explore what impact believing in God might make on the way someone lives his or her everyday life. Talk about and reflect upon the possible benefits and challenges of believing or not believing in God in Britain today 	<p>Agnostic Atheist Eternal Genesis</p>
	<p><i>Links to other year groups’ questions:</i> 1.1(Y1), 1.2(Y2), L2.1(Y3)</p>	<p>Learning outcomes: Working towards:</p> <ul style="list-style-type: none"> • Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs (B1). • Give two reasons why a Christian believes in God and one why an atheist does not (A3). <p>Working at:</p> <ul style="list-style-type: none"> • Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). • 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). • Express thoughtful ideas about the impact of believing or not believing in God on someone’s life (B1). 	

	<ul style="list-style-type: none"> • Present different views on why people believe in God or not, including their own ideas (C1). <p>Greater depth:</p> <ul style="list-style-type: none"> • Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently (B3). • Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples (C2). 	
<p>U2.2 What would Jesus do? (Can we live by the values of Jesus in the 21st century)</p>	<ul style="list-style-type: none"> • 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 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 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 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 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). • 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 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). • 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, Luke 11:39–42). • Generosity and not being greedy: use some of Jesus' stories, teaching and examples to 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, 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; good and bad soil, Matthew 13:1–8, 18–23; the great feast Luke 14:15–24). What would this kingdom be like? • 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 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? 	<p>Commandments Crucify Forgiveness Morals</p>
<p>Links to other year groups' questions:</p>	<p>Learning outcomes:</p> <p>Working towards:</p> <ul style="list-style-type: none"> • Make connections between some of Jesus' teachings and the way Christians live today (A1). • Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas (C3). 	

	<p>F2, L2.3(Y4)</p>	<p>Working at:</p> <ul style="list-style-type: none"> • Outline Jesus' teaching on how his followers should live (A2). • Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3). • 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). <p>Greater depth:</p> <ul style="list-style-type: none"> • Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow . • Investigate and explain the challenges of following Jesus' teaching about love, forgiveness justice and/or generosity, expressing their own ideas
<p>Spring Expressing</p>	<p>U2.9 What can be done to reduce racism? Can religion help?</p>	<ul style="list-style-type: none"> • This unit investigation enables pupils to learn in depth from some key concepts, case studies and teachings about religion and racism, developing rich knowledge and challenging bias. Please note that only putting one anti-racist unit into your curriculum syllabus will not be sufficient to address wider societal issues. RE should always be open and should choose a diversity of examples across all units. • Full resources for the unit are available free from NATRE: www.natre.org.uk/aboutnatre/projects/anti-racist-re/primary-classroom-resources/ • Discover and think about the meanings of some key ideas about racism and religion by studying some people who have given their lives to reducing prejudice and hatred. • Learn in depth and detail about the statues of Colston and Wesley in Bristol. • Consider how music, film, prayer, art and other forms of expression have been used in struggles against racism. • Enable pupils to think for themselves about the ways that scriptures encourage religious people to treat all humans with dignity, respect, equity or love – and consider reasons why this does not always happen. • Learn that early Christian traditions include important stories about human unity, even though the Christian church has sometimes been complicit in racism. • Learn that Prophet Muhammad taught his followers to set racial difference aside. • Ask good questions about racism and equality, discussing how religion could make more positive contributions to justice. • Consider some questions, such as: can prayer help reduce racism? Does God care about racism? Why are religious people sometimes racist even though they preach love for all? Is it only religious people who fail to live up to their ideals? • Create a work of art and commentary on it, expressing pupils' reactions to the idea that 'we have far more in common than keeps us apart'. • Pupils weigh up their own learning in relation to their own ideas about equity, justice and race.

	<p>Links to other year groups' questions: N/A</p>	<p>Working towards:</p> <ul style="list-style-type: none"> • 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 antiracism that have been effective (C3). <p>Working at:</p> <ul style="list-style-type: none"> • Describe examples of connections between antiracism 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). <p>Greater depth:</p> <ul style="list-style-type: none"> • 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). • Express ideas about a religious question to do with reducing prejudice and racism, e.g. through the creative arts or in reasoned argument (C3). 	
<p>Summer Living</p>	<p>U2.6 What does it mean to be a Muslim in Britain today?</p>	<ul style="list-style-type: none"> • 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 talk about the information from the 2011 Census. • Explore the practice, meaning and significance of the Five Pillars of Islam as an expression of ibadah (worship and belief in action); Shahadah (belief in one God and 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? • 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). 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 pupils' lives. • Talk about the Shahadah ('There is no god except Allah') and use the 99 names of Allah to 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.) • 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 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). • 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). • 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. 	<p>Census Five pillars Ibadah Shahadah Prophet Sawm Hajj Ummah Allah</p>

• 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.

Links to other year groups' questions: F5, 1.7(Y1), L2.7(Y3), L2.8(Y4)

Learning outcomes:

Working towards:

- Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1).
- Identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live (B1).

Working at:

- Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).
- 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 experienced by the pupils (A2).
- Make connections between the key functions of the mosque and the beliefs of Muslims (A1).

Greater depth:

- Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1).
- Answer the title key question from different perspectives, including their own (C1)

The **principal aim of RE** is to engage in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own

Year 6			
	Key question	Suggested content Select content which is appropriate for your class and add more of your own	Vocabulary
Autumn Believing	U2.3 What do religions and worldviews say when life gets hard?	<ul style="list-style-type: none"> • 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. • Explore ways in which religions help people to live, even when times are tough, e.g. through prayer, giving a sense of purpose, a guide to deciding what is right and wrong, membership of a community who care for each other, opportunities to celebrate together. Ask some religious believers to explain how their faith has helped them in difficult times, and how it encourages them to enjoy life too. • Introduce the idea that most 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 believe that death is the end of life, and that there is no afterlife. • Learn some key concepts about life after death in Christianity (such as judgement, heaven, salvation through Jesus); and Hindu Dharma (karma, soul, samsara, reincarnation and moksha); also, one non-religious view about what happens after death, e.g. Humanism. • Look at examples of 'art of heaven' in which religious believers imagine the afterlife; explore how these art works reflect Christian, Hindu and non-religious beliefs; get pupils to respond with artwork of their own. How do ideas of life after death help people in difficult times? 	Suffering Prayer Bereavement Heaven Salvation Karma Samsara Reincarnation Moksha Afterlife

		<ul style="list-style-type: none"> • Consider similarities and differences in ceremonies that mark the end of life on Earth and how these express different beliefs. • Read and respond to prayers, liturgies, meditation texts and songs/hymns used when someone has died, and think about the questions and beliefs they address. • Taking due care, ask pupils to reflect on and express their own ideas, concerns and possibly worries about death and the idea of life beyond. 	
	<p>Links to other year groups' questions: N/A</p>	<p>Learning outcomes: Working towards:</p> <ul style="list-style-type: none"> • 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, reincarnation (A3). <p>Expected:</p> <ul style="list-style-type: none"> • 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). • 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). <p>Exceeding:</p> <ul style="list-style-type: none"> • 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). 	
<p>Spring Expressing</p>	<p>U2.4 If God is everywhere, why go to a place of worship?</p>	<ul style="list-style-type: none"> • 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 pilgrimage in Hinduism, which is seen as a wider part of worship. This 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? • Can pupils talk about a place where people might say or feel God is somehow more 'present'? What is special about these places? • Consider images of the Western Wall in Jerusalem. Explore what this wall means to Jews worldwide. • Learn about the destruction of the Jewish temple, the 'house of God', in 70 CE. Find out what purpose modern synagogues serve in the absence of a 'house of God'. • 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 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 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? 	<p>Anglican Baptist Worship Synagogue Meditation</p>

		<ul style="list-style-type: none"> • 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 members 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 	
	<p><i>Links to other year groups' questions: F3, 1.5(Y1), L2.5(Y4)</i></p>	<p>Learning outcomes: Working towards:</p> <ul style="list-style-type: none"> • Recall and name some key features of places of worship studied (A1). • Find out about what believers say about their places of worship (C2). <p>Working at:</p> <ul style="list-style-type: none"> • Make connections between how believers feel about places of worship in different traditions (A3). • Select and describe the most important functions of a place of worship for the community (B3). • 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 (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> • 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 (B1). 	
<p>Summer Living</p>	<p>U2.7 What matters most to Christians and Humanists?</p>	<ul style="list-style-type: none"> • 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' answers. Make a link with traditional Christian belief about humans being made in the image of God (Genesis 1:28) 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 if someone believes guidance comes from a divine Being (e.g. many Christians) or that human beings must decide their own guidelines (most non-religious). • Look at a Humanist, non-religious '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? 	<p>Just/unjust Humanist Samaritan Valuable</p>

	<ul style="list-style-type: none"> • Explore the meanings of some big moral concepts, e.g. fairness, freedom, truth, honesty, kindness, peace. What do they look like in everyday life? • Christian codes for living can be summed up in Jesus' two rules: love God and love your neighbour. Explore in detail how Jesus expects his followers to behave through the story of the good Samaritan (Luke 10:25–37) and Jesus' attitude on the cross (Luke 23:32–35). Jesus talks about actions as fruit. What does he mean? If a person's intentions are bad, can their actions produce good fruit? • Discuss what matters most, e.g. by ranking, sorting and ordering a list of 'valuable things': family / friends / Xbox / pets / God / food / being safe / being clever / being beautiful / being good / sport / music / worship / love / honesty / human beings. Get pupils to consider why they hold the values which they do, and how these values make a difference to their lives • Consider some direct questions about values: is peace more valuable than money? Is love more important than freedom? Is thinking bad thoughts as bad as acting on them? • Notice and think about the fact that values can clash, and that doing the right thing can be difficult. How do pupils decide for themselves 	
<p><i>Links to other year groups' questions: 1.8(Y2)</i></p>	<p>Learning outcomes: Working towards:</p> <ul style="list-style-type: none"> • 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). <p>Working at:</p> <ul style="list-style-type: none"> • 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). • 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 it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2). <p>Greater depth:</p> <ul style="list-style-type: none"> • 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). 	
<p>U2.8 What difference does it make to believe in ahimsa</p>	<p>Discover and think about the meanings of some key ideas in three religions, building on prior learning:</p> <ul style="list-style-type: none"> • Learn that for Hindus being harmless means, for example, no violence, eating no meat and wearing no leather; find out how ahimsa links to ideas of karma and reincarnation. 	<p>Harmless Gandhi Liberation Ahimsa Grace</p>

	<p>(harmlessness), grace and/or Ummah (community)? Christians, Hindus and/or Muslims</p> <ul style="list-style-type: none"> • Find out about how Gandhi practised ahimsa in the liberation of India; if people believed in ahimsa, what difference would it make to farming, supermarkets, your meals, community relations, international relations? Why doesn't everybody believe in being harmless? • Learn that in Christian traditions the idea of grace from God means that God loves people unconditionally and offers forgiveness to anyone for anything. Recall how this is illustrated by the story of the forgiving father/lost son (Luke 15:11–32). • Make links between the idea of grace, traditional Christian belief in Jesus' death and resurrection as an expression of God's love, and Christian forgiveness today (Luke 23:34, John 3:16, 1 John 1:7–9). • Ask some Christians about what they understand by grace from God, and find out what difference it makes to their lives. If they believe God forgives them for anything, does that mean that it doesn't matter if they do bad things? • Recall that for Muslims, the worldwide Muslim community is called the Ummah, and being part of the Ummah is expressed, e.g. in pilgrimage to Makkah and in shared welfare through zakat. Explore the impact of the practice of zakat and hajj on Muslims, locally, in the UK and globally. • Ask good questions about these three concepts and find out some answers to them. • Discuss and consider the impact of ahimsa, grace and ummah: if we all followed these ideas, how would life change? Are they only religious ideas or are there similar non-religious concepts? • Make links between the three concepts: how are they similar and how different? Which has most impact and why? Weigh up the value and impact of these key ideas for themselves 	<p>Pilgrimage Ummah Makkah Zakat</p>
<p>Links to other year groups' questions: 1.8(Y2)</p>	<p>Learning outcomes: Working towards:</p> <ul style="list-style-type: none"> • Describe what Ahimsa, Grace or Ummah mean to religious people (A1). • Respond sensitively to examples of religious practice with ideas of their own (B2). <p>Working at:</p> <ul style="list-style-type: none"> • Make connections between beliefs and behaviour in different religions (A1). • Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2). • Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1). • Consider similarities and differences between beliefs and behaviour in different faiths (B3). <p>Greater depth:</p> <ul style="list-style-type: none"> • Explain similarities 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). 	