

Progression in Religious Education

2023 - 2024

Year A

B = Believing (Theology); L = Living (Social Sciences) and T = Thinking (Philosophy)

Kirkstead and Richmond

Year A and Year B

Hello

What makes us unique

Our families

The end-of-topic expectations associated with Understanding the World

Children can share information about their own family, ask questions or make comments.

Children can share pictures of their family and talk about the pictures.

Children can use examples from real life and from books to know there are many different families

Wonderful Weather

What makes us special

We will be exploring the natural world around us

The end-of-topic expectations associated with Understanding the World

Children can engage with religious and cultural communities and their practices, such as Harvest, throughout the curriculum at appropriate times of the year

Children understand the importance of places of worship and places of local importance to the community and people have different religious and cultural beliefs.

Children can interact with the outdoors to foster curiosity and explore the natural world

After Dark

Celebrations and recognise that people celebrate special times in different ways.

The end-of-topic expectations associated with Understanding the World

Children can engage with religious and cultural communities and their practices.

Children can begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.

Once Upon a Time

Deeper work on celebration and special times and what is special to us (Christmas, Epiphany, Wise Men, Lent, act of giving/receiving, compassion)

Use of picture books, stories and artefacts from the past or present

The end-of-topic expectations associated with Understanding the World

Children know about customs, special food and artefacts

Children know stories about Jesus' life events i.e. birth from the use of picture books and stories

Know about celebrating birthdays and Christmas

Children can describe their own experiences

Get Ready, Get Set and Go

We will be thinking about God's creation and the wonderful world we live in

We will be looking for signs of Spring, saying what we see and how it makes us feel

The end-of-topic expectations associated with Understanding the World

Through the use images, video clips, shared texts and other resources to bring the wider world into the classroom, the children can say what they see and how it makes them feel

Children can discuss how we care for the natural world around us

Children can select appropriate vocabulary to name specific features of the world, both natural and made by people

Heroes

Learning about different people in our community

Contrasting heroes from different stories, including stories from religious stories such as David and Goliath or Rama and Sita

People have different beliefs

The end-of-topic expectations associated with Understanding the World

Children can talk about people that the children may have come across within their community, such as a religious leader, charity worker or volunteer

Children can understand and retell fictional and non-fictional characters from a range of cultures and times in storytelling.

Children can identify common themes from stories, such as bravery, difficult choices and kindness, and talk about children’s experiences with these themes.

Children can use songs, poems, puppets, role play and other storytelling methods to contrast religious stories

Children have a rich bank of vocabulary with which to describe their own lives and the lives of others

Children can engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year.

Around the World

Learning about religious festivals that take place around the world and places of worship.

The end-of-topic expectations associated with Understanding the World and the level of development children should be expected to have attained by the end of the EYFS - early learning goals

Children can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and – where appropriate -maps

Children know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class

Children can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps

Religion	Tintern, Crowland and Regent	Religion	Westminster and St James
Christianity	<p>Year A and Year B</p> <p>Creation</p> <p>The acquisition of core knowledge mapped against the curriculum content</p> <p>Know that God created the universe.</p> <p>Know that the Earth and everything in it are important to God.</p> <p>Know that God has a unique relationship with human beings as their Creator and Sustainer.</p> <p>Know that humans should care for the world because it belongs to God.</p> <p>Know the story of creation from Genesis 1:1–2.3</p> <p>Know that ‘Creation’ is the beginning of the ‘big story’ of the Bible.</p> <p>Know at least one example of what Christians do to say thank you to God for the Creation. Think, talk and ask questions about living in an amazing world.</p> <p>Know at least two examples of what Christians do to look after the world.</p> <p>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</p> <p>B1 Be able to use clear and simple language to retell a story</p> <p>B2 Recognise a link between a story and a belief/concept</p> <p>L3 Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer</p>	<p>Hinduism</p> <p>Hinduism</p>	<p>Year B</p> <p>God</p> <p>The acquisition of core knowledge mapped against the curriculum content</p> <p>Know that Hinduism is a monotheistic religion (belief in one ultimate reality) and Brahman, the ultimate reality, the life force in all things.</p> <p>Know about Trimurti – Brahma (creator – the beginning of life), Vishnu (preserver – the sustaining of life), Shiva (destroyer – the end of life) – representing the cycle of life (helping Hindus worship Brahman, the ultimate reality).</p> <p>Know the symbol of the lotus flower and its association with Brahma, Vishnu and the story of creation.</p> <p>Know about other deities as a means of understanding more about Brahman, the ultimate reality, e.g. Lakshmi, Hanuman, Ganesh</p> <p>Know about Atman (the soul) – the bit of the ultimate reality in all living things.</p> <p>Know the atman travels continuously through the cycle of life: samsara (birth, life, death, reincarnation) and the goal is for the atman to break free from this cycle of life (moksha).</p> <p>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</p> <p>B1 Be able to use clear and simple language to retell a story</p> <p>B2 Recognise a link between a story and a belief/concept</p> <p>T1 Be able to ask questions about the world around them.</p> <p>T3 Use reasons to support personal opinions about religions/beliefs.</p> <p>In Depth Study of Hinduism</p> <p>The acquisition of core knowledge mapped against the curriculum content</p>

<p>Christianity</p>	<p>L4a Be able to describe at least two ways in which people express/practise their beliefs as a community L4b Be able to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage T1 Be able to ask questions about the world around them. T2 Be able to make connections between using their senses and what they know about the world around them. T3 Use reasons to support personal opinions about religions/beliefs. God <u>The acquisition of core knowledge mapped against the curriculum content</u> Know people who are in authority and how we show respect for them. Know the Creation accounts Genesis 1-2 and where the story found. Know how we feel when we have made something special. Know beliefs about God and how they are explored in stories from the Old Testament. Know Christians believe in one God who has created the world (Genesis 1). Know that Christians believe that God loves human beings and wants them to be in relationship with him (e.g. Abraham, Moses, Noah, King David). Know Christians believe that God never gives up on people (e.g. Jonah) . <u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u> B1 Be able to use clear and simple language to retell a story B2 Recognise a link between a story and a belief/concept L3 Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer L4a Be able to describe at least two ways in which people express/practise their beliefs as a community L4b Be able to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage T1 Be able to ask questions about the world around them. T3 Use reasons to support personal opinions about religions/beliefs. God <u>The acquisition of core knowledge mapped against the curriculum content</u> Know that Muslims believe in one God (tawhid), created the universe in harmony.</p>	<p>Christianity</p>	<p>Know and can expand upon the key beliefs: Brahman, the Trimurti, samsara, atman, karma, moksha, dharma Know about worship in the home: home shrine often including a murti (an image of a particular deity that has been consecrated). Know about Hindu devotion to particular deities (representing different expressions of Brahman, the ultimate reality). Know the importance of the family and the way in which dharma relates to family life. Know about worship in the mandir: puja ; the significance of the objects on the puja tray – a bell (to awaken the deity that is the focus of worship), water, flowers, fruit/food, incense (to engage all the senses); the arti ceremony (act of worship involving a diva lamp in which the Brahmin [priest] shares the light with the community of worshippers). <u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u> B2 Recognise a link between a story and a belief/concept L1 Be able to identify that different people have different beliefs about the world around them. L3 Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer L4b Be able to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage T1 Be able to ask questions about the world around them. T3 Use reasons to support personal opinions about religions/beliefs. Jesus’ Teaching <u>The acquisition of core knowledge mapped against the curriculum content</u> Know about issues of good and bad, right and wrong arising from the texts. Know about texts from different religions that promote the ‘Golden Rule’, and think about what would happen if people followed this idea more. Know some texts from different religious scriptures about the ‘Golden Rule’ and know times when it has been followed and times when it has not been followed. Know about how the golden rule can make life better for everyone. <u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u> B1 Be able to use clear and simple language to retell a story B2 Recognise a link between a story and a belief/concept L1 Be able to identify that different people have different beliefs about the world around them. L3 Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer L4a Be able to describe at least two ways in which people express/practise their beliefs as a community T3 Use reasons to support personal opinions about religions/beliefs. Jesus’ Teaching <u>The acquisition of core knowledge mapped against the curriculum content</u> Know that Christian's trust Jesus who, they believe told humans about God. Can recall with a partner what is already known about Jesus and his work of teaching people about God.</p>
<p>Islam</p>		<p>Christianity</p>	

<p>Islam</p>	<p>Know that he created human beings to help keep the universe in harmony. Know that Muslims believe he provided a straight path (shariah) to help keep the universe in harmony. Know that Muslims have guidance to help humans follow the straight path (Qur'an, prophets, natural world). Know that Muslims have 99 Names of Allah – ways in which Muslims try to understand what God is like (not 100 because you can never fully know God). Know the Qur'an is the holy book of Islam; the words of God, providing guidance for human beings. Know that the Prophet Muhammad – the final prophet; receives guidance (i.e. the Qur'an) directly from God, lives it out in his own life and leads people along the straight path. Know the story about the Prophet Muhammad receiving the Qur'an (the 'Night of Power').</p> <p><u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u></p> <p>B1 Be able to use clear and simple language to retell a story B2 Recognise a link between a story and a belief/concept T1 Be able to ask questions about the world around them. T3 Use reasons to support personal opinions about religions/beliefs.</p> <p>Community</p> <p><u>The acquisition of core knowledge mapped against the curriculum content</u></p> <p>Know about Muslim worship (ibadah) – prayer five times a day: all Muslims in the region praying at the same time = harmony; movements and words of prayer the same for everyone = harmony; always includes saying the statement of belief (shahadah): "There is no God but God and Muhammad is his prophet"; all Muslims pray facing Makkah; preparation for prayer: washing (wudu). Know the key objects associated with prayer: prayer mat (cleanliness is important, Muslims don't prayer directly on the ground), prayer beads (subha), compass (to indicate the direction of Makkah). Know about how Muslims study the Qur'an: the madrassah (school) – studying the Qur'an to find out how to follow the straight path (shariah); learning to recite the Qur'an. Know about a Muslim festival: Eid ul-Fitr (end of the month of Ramadan), Eid ul-Adha (celebration of Prophet Ibrahim's test of faith) – key practices, symbols, etc., and how they relate to Muslim beliefs about God, the universe and human beings.</p>	<p>Christianity and Judaism</p>	<p>Know that Jesus was a good storyteller who told some of the most well-known stories in the world. These are written in the Bible. Know that Jesus used stories to teach people about God and how they should live. Jesus said that everyone is important to God like the sheep are important to the shepherd. Know about the instruction from Jesus to 'Love your neighbour'. Know and can explain the meaning behind story of the 'Good Samaritan' the Lost / Prodigal Son, the Lost Sheep.</p> <p><u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u></p> <p>B1 Be able to use clear and simple language to retell a story B2 Recognise a link between a story and a belief/concept L1 Be able to identify that different people have different beliefs about the world around them. L3 Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer L4a Be able to describe at least two ways in which people express/practise their beliefs as a community T3 Use reasons to support personal opinions about religions/beliefs.</p> <p>Thankfulness</p> <p><u>The acquisition of core knowledge mapped against the curriculum content</u></p> <p>Christianity</p> <p>Know about the importance of gratitude (saying thank you) – do you only have to say thank you if you believe in God?</p> <p>Know that for Christians, the Harvest Festival (saying thank you for the harvest) connects with beliefs about God as creator and human beings as stewards (i.e. there to look after God's creation).</p> <p>Know different ways in which Christians around the world celebrate harvest.</p> <p>Judaism</p> <p>Know key beliefs in one God, who has created the world; in the people of Israel (Jewish people) as the chosen people of God; the covenants (a series of contracts between God and his chosen people that ties them together in relationship). Know about Sukkot – the festival of the booths; it remembers the time when God's chosen people, the people of Israel, wandered in the desert after escaping slavery in Egypt (possibly recap the story of Moses) and God protected them by providing food and shelter Know that sukkot (booths) are created out of leaves and branches and you should be able to see the sky out of the top – they should be flimsy, temporary structures to reflect the experience of the people of Israel in the desert. Know the festival involves four key plants: the Etrog (a citrus fruit), a palm branch, a myrtle branch and a willow branch as symbols of God's protection during their time in the desert. Know and can make connections with the idea of community and belonging – everyone needs someone else.</p> <p><u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u></p> <p>B1 Be able to use clear and simple language to retell a story B2 Recognise a link between a story and a belief/concept</p>
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<p>Judaism, Christianity and Islam</p>	<p><u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u></p> <p>B2 Recognise a link between a story and a belief/concept</p> <p>L2 Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world.</p> <p>L3 Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer</p> <p>L4a Be able to describe at least two ways in which people express/practise their beliefs as a community</p> <p>L4b Be able to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage</p> <p>T1 Be able to ask questions about the world around them.</p> <p>T3 Use reasons to support personal opinions about religions/beliefs.</p> <p>Places of Worship</p> <p><u>The acquisition of core knowledge mapped against the curriculum content</u></p> <p>Judaism</p> <p>Know the Torah scroll contains the story of the people of Israel, the chosen people of God, as well as the mitzvot (commandments) that God has given his people to follow.</p> <p>Know the Torah scroll is used during worship in the synagogue and way in which it is respected.</p> <p>Know the Yad is a hand-shaped pointer used to help Jewish people read the Torah scroll without touching it directly and the links to ways in which Jewish people show respect to the Torah.</p> <p>Know that Ner Tamid for Jew's it is the everlasting light, often lit outside the Ark (the place in which the Torah scroll is stored) and represents God and the fact that he is eternal and always present with his chosen people, the people of Israel.</p> <p>Know the tallit is the prayer shawl worn by Jewish people during worship; the fringe in the four corners of the shawl are tied in a pattern called the tzitzit – this reminds Jewish people of the mitzvot (commandments) that God has asked them to follow; in Orthodox Jewish communities, the tallit is only worn by men; in Reform Jewish communities, men and women can wear it.</p> <p>Christianity</p> <p><u>The acquisition of core knowledge mapped against the curriculum content</u></p> <p>Know the candle is the symbol of Jesus, the light of the world; bringing light into darkness, symbolising goodness/hope in dark times; lit as a form of prayer: prayer.</p> <p>Know the key feature of baptism; symbolises entry into the Christian community; Jesus' baptism (Matthew 3:13-17) and its connections</p>	<p>Islam</p> <p>Islam</p>	<p>L1 Be able to identify that different people have different beliefs about the world around them.</p> <p>L2 Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world.</p> <p>L3 Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer</p> <p>L4a Be able to describe at least two ways in which people express/practise their beliefs as a community</p> <p>L4b Be able to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage</p> <p>T1 Be able to ask questions about the world around them.</p> <p>T3 Use reasons to support personal opinions about religions/beliefs.</p> <p>Year A</p> <p>Being Human – Islam</p> <p><u>The acquisition of core knowledge mapped against the curriculum content</u></p> <p>Know what an Imam is.</p> <p>Know about the Shahadah (statement of faith) – ‘there is no God but God, and Muhammad is his prophet’.</p> <p>Know about the Five Pillars of Islam.</p> <p>Know about Muslim prayer: connection with belief in the oneness of God (tawhid) who has created a universe in harmony and the importance of the prophets (those who guide Muslims along the straight path [shariah] that will help keep the universe in harmony.</p> <p>Know about making good choices and moral conduct (Akhlaq) - choices that will keep creation in harmony, as God intended.</p> <p>Know about the importance of serving others and showing compassion, e.g. zakat (charitable gifts – 2.5% of disposable income annually) – helping address disharmony in the world, that is, some have more than they need, others don't have enough (refer to Five Pillars).</p> <p>Know stories about the prophets (e.g. Ibrahim, Nuh, Musa, Isa, Muhammad) – how to care for others and make sure the world is a fair, just and harmonious place</p> <p><u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u></p> <p>B1 Be able to use clear and simple language to retell a story</p> <p>B2 Recognise a link between a story and a belief/concept</p> <p>T1 Be able to ask questions about the world around them.</p> <p>T3 Use reasons to support personal opinions about religions/beliefs.</p> <p>Life Journey – Islam</p> <p><u>The acquisition of core knowledge mapped against the curriculum content</u></p> <p>Know the importance of community (ummah) in Islam and how all Muslims are working together in harmony to follow a straight path (shariah).</p> <p>Know how Muslims celebrate a new member of the Muslim community (ummah) – the birth of a baby as a blessing, something that Muslims give thanks for.</p> <p>Know that Muslims whisper the call to prayer (adhaan) into the baby's ear just after they have been born – this reminds them to worship the one God; then the baby is given a taste of something sweet.</p>
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<p>with the Christian belief about God as Trinity (Father, Son and Holy Spirit).</p> <p>Know the key elements of a baptism service: promises, prayer, sprinkling of water, candle; different ways in which baptism is performed.</p> <p>Know the altar is a table upon which the shared meal of Holy Community (Mass/Eucharist/Lord's Supper) takes place and symbolises the Last Supper (last meal Jesus shared with his friends).</p> <p>Islam</p> <p>Know the prayer mat is used during prayer (five times a day); links between regular prayer and Muslim beliefs about God and harmony.</p> <p>Know the preparations for prayer (wudu); prayer facing Makkah; actions and words associated with prayer and ways in which they connect with Muslim beliefs about God and harmony.</p> <p>Know the Qibla indicates the direction of Makkah; Makkah as the birthplace of Islam, the site of the Kaabah (Muslims believe this is the first place dedicated to the worship of one God). Know the links between Makkah and the Prophets Ibrahim and Muhammad; used to work out which direction to face when praying; ensures everyone is praying in harmony around the world.</p> <p>Know the minaret is the tower from which the adhaan (call to prayer) is given; adhaan is sung by a muezzin; minaret ensures this adhaan can be heard as far as possible to make sure as many Muslims as possible.</p> <p><u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u></p> <p>B1 Be able to use clear and simple language to retell a story</p> <p>B2 Recognise a link between a story and a belief/concept</p> <p>L1 Be able to identify that different people have different beliefs about the world around them.</p> <p>L2 Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world.</p> <p>L3 Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer</p> <p>L4a Be able to describe at least two ways in which people express/practise their beliefs as a community</p> <p>L4b Be able to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage</p> <p>T1 Be able to ask questions about the world around them.</p> <p>T3 Use reasons to support personal opinions about religions/beliefs.</p>	<p>Christianity</p>	<p>Know the aqiqah ceremony is performed when a child is 7 days old: mentioned by Muhammad in a collection of his sayings and teachings.</p> <p>Know that traditionally, Muslims give a gift of food to the poor as part of the aqiqah ceremony (to help bring about harmony in the world – to rebalance those who have more than they need and those who do not have enough).</p> <p>Know that some Muslims shave the baby's hair at this time as well; the hair is weighed and this weight in silver is given to the poor.</p> <p>Know that babies are traditionally given a name at this time; often they are named after Prophets or other important Muslim figures.</p> <p>Know some comparisons with other birth rites, e.g. baptism (Christianity)</p> <p><u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u></p> <p>B2 Recognise a link between a story and a belief/concept</p> <p>L3 Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer</p> <p>L4a Be able to describe at least two ways in which people express/practise their beliefs as a community</p> <p>L4b Be able to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage</p> <p>T1 Be able to ask questions about the world around them.</p> <p>T3 Use reasons to support personal opinions about religions/beliefs.</p> <p>Thankfulness</p> <p><u>The acquisition of core knowledge mapped against the curriculum content</u></p> <p>Know about the importance of gratitude (saying thank you) – do you only have to say thank you if you believe in God?</p> <p>Stewardship- connect with beliefs about God as creator and human beings as stewards (i.e., there to look after God's creation); responsibility for the environment because of Christian beliefs</p> <p>Prayers-saying thank you to God for all his gifts-e.g., of physical and emotional gifts to Christians</p> <p>Harvest festival – saying thank you for the harvest; explore different ways in which Christians around the world celebrate harvest, in India, harvest time occurs in late December and early January, so for Indian Christians, harvest time is around the time they are celebrating the birth of Jesus at Christmas – explore the painting</p> <p>Dalit Madonna (Jyoti Sahi), which shows Mary and baby Jesus and is full of imagery of harvest time; make connections with the gifts of the created world (fruit, vegetables, flowers, etc.) and the gift of Jesus</p> <p><u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u></p> <p>B1 Be able to use clear and simple language to retell a story</p> <p>B2 Recognise a link between a story and a belief/concept</p> <p>L1 Be able to identify that different people have different beliefs about the world around them.</p> <p>L2 Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world.</p> <p>L3 Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer</p>
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		<p style="text-align: center;">Christianity</p>	<p>know Christians believe that if you trust God, there is another life after this life, in heaven with God. Children know Christians think Jesus showed that there is life after death by coming alive again after he was killed on the cross at the first Easter. Christians believe Jesus was able to come back to tell his disciples, because he was God in the flesh (incarnation).</p> <p><u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u></p> <p>B1 Be able to use clear and simple language to retell a story B2 Recognise a link between a story and a belief/concept L2 Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world. L3 Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer L4a Be able to describe at least two ways in which people express/practise their beliefs as a community L4b Be able to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage T1 Be able to ask questions about the world around them. T3 Use reasons to support personal opinions about religions/beliefs.</p> <p>Inspirational Christians</p> <p><u>The acquisition of core knowledge mapped against the curriculum content</u></p> <p>Children know the story of Daniel and the Lions Den Children know Christians believe that Daniel believed in obeying God, and he didn't care who knew it.</p> <p>Children know the story of Noah. Children know Christians believe that whenever a challenge God has given us appears beyond our threshold of perseverance, Noah's story is an inspiration Children know the story of David. Children know Christians believe Followers of God come from all beginnings.</p> <p>Children know the story of Esther. Children know Christians believe that others, like Esther, have risked their lives to protect others and to protect a faith that is founded on the Word of God.</p> <p>Children know the story of Jonah. Children know Christians believe there is nowhere to hide from God</p> <p>Children know the story of Simon Peter. Children know Christians believe everyone can be of use to God (plus stories of modern Christians e.g. Bear Grylls, Mother Theresa etc)</p> <p><u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u></p> <p>B1 Be able to use clear and simple language to retell a story B2 Recognise a link between a story and a belief/concept L1 Be able to identify that different people have different beliefs about the world around them. L3 Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer L4a Be able to describe at least two ways in which people express/practise their beliefs as a community T1 Be able to ask questions about the world around them. T3 Use reasons to support personal opinions about religions/beliefs.</p>
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Religion	Fountains and Central	Religion	Lindisfarne, Sempringham and Phoenix
<p>Hinduism</p>	<p>Year A and Year B God <u>The acquisition of core knowledge mapped against the curriculum content</u> Know Hinduism as an umbrella term for a collection of religious expressions. Know some Hindus describe it as Sanatana Dharma (the 'eternal duty'). Know Hinduism is a monotheistic religion (belief in one ultimate reality). Know that Brahman, the ultimate reality, is the life force in all things. Know that Trimurti – Brahma (creator – the beginning of life), and Vishnu (preserver – the sustaining of life), Shiva (destroyer – the end of life) – represent the cycle of life (helping Hindus worship Brahman, the ultimate reality). Know the symbol of the lotus flower and its association with Brahma, Vishnu and the story of creation. Know other deities as a means of understanding more about Brahman, the ultimate reality, e.g. Lakshmi, Hanuman, Ganesh. Atman (the soul) – the ultimate reality of all living things. Know the atman travels continuously through the cycle of life: samsara (birth, life, death, reincarnation). Know the goal is for the atman to break free from this cycle of life (moksha). Know humans can achieve moksha through fulfilling their dharma (duty). Know the actions (karma) they carry out help them do this; good action (karma) help humans fulfil their dharma (duty) and achieve moksha, bad action (karma) prevent humans from fulfilling their dharma (duty) and achieving moksha. <u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u> B1 Be able to explain what it means for a text/story to 'have authority' for a group of believers B2 Be able to identify connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories T2 Be able to understand and begin to explain that there is a difference between believing and knowing. T3 Be able to provide with a range of evidence reasons why a member of a belief tradition may hold a particular belief</p>	<p>Christianity, Islam, Judaism</p> <p>Islam</p>	<p>Year A and Year B Pilgrimage <u>The acquisition of core knowledge mapped against the curriculum content</u> Know that pilgrimage builds upon the understanding of 'journey' to explore personal responses to pilgrimage. Know local and global pilgrimage sites for different faiths. Know how a person of faith may make a special journey. Know the significance of local religious places to faith groups and members of the community. Know artefacts used by pilgrims and can consider their purpose and meaning. Know of rituals performed at sites of pilgrimage and before, during and after a pilgrimage; discover how those actions link to faith beliefs. Know John Bunyan's Pilgrims' Progress and other stories of life-changing journey. Know the meaning of Crucifixion story and consider the motivation and inspiration it brings to Christian believers. <u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u> B1 Be able to use clear and simple language to retell a story B2 Recognise a link between a story and a belief/concept L1 Be able to identify that different people have different beliefs about the world around them. L2 Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world. L3 Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer L4a Be able to describe at least two ways in which people express/practise their beliefs as a community L4b Be able to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage T1 Be able to ask questions about the world around them. T2 Be able to understand and begin to explain that there is a difference between believing and knowing. T3 Use reasons to support personal opinions about religions/beliefs. Worship <u>The acquisition of core knowledge mapped against the curriculum content</u> Recap of key beliefs: God, tawhid, everything created in harmony (Muslim), humans as 'Abd and Khalifa to help keep everything in harmony; the straight path (shariah) they follow to help them do this; the guidance God provides to help them follow the straight path – the natural world, the Qur'an and the prophets. Recap of the Five Pillars with an emphasis on linking the practices with the beliefs that underpin them. The role of human beings in maintaining a harmonious (Muslim) world. The importance of the straight path (shariah) in helping to keep the world in harmony (Muslim), as God intends it to be.</p>

<p>Islam</p>	<p>God <u>The acquisition of core knowledge mapped against the curriculum content</u> Know about the oneness of God (tawhid) and its reflection in the shahadah (statement of faith). Know God as creator who has created the universe to be in harmony (Muslim – literally, ‘in submission’ to the will of God). Know God has created human beings to be ‘abd (servant) and khalifa (regent) to help him keep things in harmony. Know he has set out a straight path (shariah) to help maintain this harmony and offered guidance (the natural world). Know the Qur’an and the prophets) help humans follow this path. Know the connection between iman (faith/beliefs) and ibadah (worship/practice) – the ways in which key practices express Muslim beliefs. Know Muslims carry out the same actions at the same time – the pilgrimage as a symbol of the harmony of the global Muslim community (the ummah) and their belief in one God. Know that the masjid (mosque) as a ‘place of prostration’ – the role of the mosque in Muslim belief and practice. Know in-depth the key features (e.g. qibla, minaret, minbar, prayer mats, facilities for wudu). Know ways in which mosques engage with the local community. <u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u> B1 Be able to explain what it means for a text/story to 'have authority' for a group of believers B2 Be able to identify connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories T2 Be able to understand and begin to explain that there is a difference between believing and knowing. T3 Be able to provide with a range of evidence reasons why a member of a belief tradition may hold a particular belief God/Incarnation <u>The acquisition of core knowledge mapped against the curriculum content</u> Know that Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit. Know that Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. Know that Christians worship God as Trinity.</p>	<p>Hinduism</p> <p>Family life and the way in which this contributes to following the straight path (shariah): family life as created by God to help provide a harmonious society; the importance of following the example of the Prophet Muhammad, who was married and had children; prayer at home, family involvement in key obligations, such as fasting and pilgrimage; the different, but complementary, roles of men and women (e.g. Qur’an 49.13); the respect children should show to their parents (e.g. Qur’an 17.23-24). The Hadith – collections of the teachings and lived example (sunnah) of the Prophet Muhammad; different Muslims accept different collections of Hadith to be more or less authoritative; provides additional guidance on how to follow the straight path (shariah), i.e., how to live Islamic ally; examples of Hadith, e.g. “None of you truly believes until he loves for his brother what he loves for himself” (Hadith Nawawi 13). The work of Muslim charities, such as Islamic Relief, the Red Crescent and Muslim Hands UK; the way in which their work connects with Muslim’s beliefs about God, the world and human beings. Examples of contemporary Muslims and the ways in which their beliefs impact on their lives, e.g., Mo Farah, Mohamed Salah, Nadiya Hussain, Mohammed Ali (‘Aerosol Arabic’; Muslim Street artist), Sadiq Khan (Mayor of London), Sayeeda Hussain (Baroness Warsi, member of the House of Lords). <u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u> B2 Recognise a link between a story and a belief/concept L1 Be able to identify that different people have different beliefs about the world around them. L2 Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world. L3 Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer L4a Be able to describe at least two ways in which people express/practise their beliefs as a community T1 Be able to ask questions about the world around them. T2 Be able to understand and begin to explain that there is a difference between believing and knowing. Worship <u>The acquisition of core knowledge mapped against the curriculum content</u> Know the different roles we have and how this links to Hindu faith and worship. Know that each of the gods represents the characteristics of the one God, Brahman. Know about Hindu god/goddess. Link these ideas with the Hindu belief in Brahman. Know about special places where the pupils go if they want to be quiet or think. Know that the shrine is a place where a Hindu family comes to pray. Know about puja and why it is important in Hindu worship. Know about the ‘Aum’ symbol and can explain its meaning. Know the different objects found in a home shrine including pictures of gods/goddesses/loved ones. <u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u> B2 Recognise a link between a story and a belief/concept</p>
<p>Christianity</p>		

<p>Christianity</p>	<p>Know that Christians believe the Holy Spirit is God’s power at work in the world and in their lives today, enabling them to follow Jesus. Know that Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.</p> <p><u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u></p> <p>B1 Be able to explain what it means for a text/story to 'have authority' for a group of believers</p> <p>B2 Be able to identify connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories</p> <p>L2 Be able to identify ways in which religious practices vary depending on geographic, social, and cultural context.</p> <p>L3 Be able to make connections between beliefs and the decisions an individual makes about how to live their life.</p> <p>T1 Be able to identify ways in which different people think about the world differently.</p> <p>T2 Be able to understand and begin to explain that there is a difference between believing and knowing.</p> <p>T3 Be able to provide with a range of evidence reasons why a member of a belief tradition may hold a particular belief</p> <p>Salvation</p> <p><u>The acquisition of core knowledge mapped against the curriculum content</u></p> <p>Know that Christians believe that Jesus rose again and that faith in him will give eternal life to the believer.</p> <p>Know that Easter celebrates Jesus dying to take the punishment (atonement), pay the dept of sin (redemption) so that people can be forgiven by God and live in a relationship with him.</p> <p>Know that Christians believe that Jesus rose again and that faith in him will give eternal life to the believer.</p> <p>Know that Christians see the Holy Week as the culmination of Jesus’ earthly life, leading to his death and resurrection.</p> <p>Know the various events of Holy Week, such as the Last Supper were important in showing the disciples what Jesus came to earth to do.</p> <p>Know that Christians believe that Jesus really did rise from the dead, and so is still alive today.</p> <p>Know that Christians remember and celebrate Jesus’ last week, death and resurrection.</p> <p>Know that the word ‘good’ means different things to different people.</p>	<p>Islam and Hinduism</p> <p>Christianity</p>	<p>L1 Be able to identify that different people have different beliefs about the world around them.</p> <p>L2 Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world.</p> <p>L3 Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer</p> <p>L4a Be able to describe at least two ways in which people express/practise their beliefs as a community</p> <p>T1 Be able to ask questions about the world around them.</p> <p>T2 Be able to understand and begin to explain that there is a difference between believing and knowing.</p> <p>Worship – Islam and Further Studies in Hinduism</p> <p><u>The acquisition of core knowledge mapped against the curriculum content</u></p> <p>Know beliefs on God- <i>tawhid</i>.</p> <p>Know about the Five Pillars with an emphasis on linking the practices with the beliefs that underpin them.</p> <p>Know about the features of a mosque and what happens in each area and can explain all the activities.</p> <p>Know different mosques around the world and what makes them similar.</p> <p>Know about the importance of Mecca and Ka’bah, Al Aqsa Mosque in Jerusalem and Medina – Al-Masjid an-Nabawi.</p> <p>Know about the Aum sign and images of deities, e.g., Rama & Sita, Krishna. Ganesh.</p> <p>Know that mandirs are not all the same.</p> <p>Know what the symbols are and rituals associated with Hindu worship are.</p> <p>Know what Hindus hope for when offering food to the Deities.</p> <p>Know the role of the temple within its community.</p> <p>Know what else it offers the community and those within the location.</p> <p>Know what is different from other places of worship they have been to or learned about.</p> <p>Know about the features of a mandir and what happens in each area and can explain all the activities</p> <p><u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u></p> <p>B2 Recognise a link between a story and a belief/concept</p> <p>L1 Be able to identify that different people have different beliefs about the world around them.</p> <p>L2 Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world.</p> <p>L3 Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer</p> <p>L4a Be able to describe at least two ways in which people express/practise their beliefs as a community</p> <p>T1 Be able to ask questions about the world around them.</p> <p>T2 Be able to understand and begin to explain that there is a difference between believing and knowing.</p> <p>Creation</p> <p><u>The acquisition of core knowledge mapped against the curriculum content</u></p>
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<p>Christianity, Hinduism, Islam and Humanism</p> <p>Know ways in which Christians live this out, e.g. foodbanks, street pastors, links with global Christian communities or other Christian denominations.</p> <p>Know the ways in which beliefs affect daily living</p> <p><u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u></p> <p>B1 Be able to explain what it means for a text/story to 'have authority' for a group of believers</p> <p>B2 Be able to identify connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories</p> <p>L2 Be able to identify ways in which religious practices vary depending on geographic, social, and cultural context.</p> <p>L3 Be able to make connections between beliefs and the decisions an individual makes about how to live their life.</p> <p>T1 Be able to identify ways in which different people think about the world differently.</p> <p>T2 Be able to understand and begin to explain that there is a difference between believing and knowing.</p> <p>T3 Be able to provide with a range of evidence reasons why a member of a belief tradition may hold a particular belief</p> <p>Big Questions - Who am I? What is a good life? Does God exist? Is there life after death?</p> <p><u>The acquisition of core knowledge mapped against the curriculum content</u></p> <p>Islam</p> <p>Know religious text: Hadith (teachings/sayings/advice given by the Prophet Muhammad).</p> <p>Know the importance of good character/behaviour.</p> <p>Know ways in which beliefs affect daily living, e.g. giving in charity, engaging with the wider local community.</p> <p>Humanism</p> <p>Know the key principles – trusting scientific method, rejecting the idea of the supernatural, making ethical decisions on basis of reason, empathy and a concern for human beings and sentient animals.</p> <p>Know the belief that in the absence of an afterlife and any overarching purpose in the universe, humans can act to give their life meaning by seeking happiness in this life and helping others to do the same.</p> <p><u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u></p>	<p>Judaism and Sikhism</p>	<p>Know the bible story (Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall').</p> <p>Know that this means that humans cannot get close to God without God's help.</p> <p>Know that Christians believe that the Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short.</p> <p>Know that Christians show that they want to be close to God through obedience and worship, which includes saying sorry for falling short.</p> <p><u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u></p> <p>B1 Be able to explain what it means for a text/story to 'have authority' for a group of believers</p> <p>B2 Recognise a link between a story and a belief/concept</p> <p>L2 Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world.</p> <p>L3 Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer</p> <p>L4a Be able to describe at least two ways in which people express/practise their beliefs as a community</p> <p>T2 Be able to understand and begin to explain that there is a difference between believing and knowing.</p> <p>T3 Be able to provide with a range of evidence reasons why a member of a belief tradition may hold a particular belief</p> <p>In-Depth Study of a Belief System</p> <p><u>The acquisition of core knowledge mapped against the curriculum content</u></p> <p>Judaism</p> <p>Know where Judaism fit into history; polytheism v monotheism, the story of Abraham.</p> <p>Know what the scriptures about Shema say about who God is.</p> <p>Know what a Covenant means to Jewish people.</p> <p>Know the impact of that on Jews today.</p> <p>Know the Covenant and the mitzvot. And the key moral principles, including justice, healing the world, charity and kindness to others.</p> <p>Know the diversity in Judaism and how this influences how Jews live their lives.</p> <p>Sikhism</p> <p>Know Sikhs believe in one God (Waheguru) who created the world and that everyone is equal before God.</p> <p>Know that actions are important and you should strive to live a good life.</p> <p>Know the ten gurus; the importance of Guru Nanak as the founder.</p> <p>Know the Khalsa and its importance to Sikhs.</p> <p>Know the five Ks and their symbolism.</p> <p><u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u></p> <p>B1 Be able to explain what it means for a text/story to 'have authority' for a group of believers</p> <p>B2 Recognise a link between a story and a belief/concept</p>
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	<p>B1 Be able to explain what it means for a text/story to 'have authority' for a group of believers</p> <p>B2 Be able to identify connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories</p> <p>L1 Be able to describe the difference between 'beliefs' and 'religion'.</p> <p>L2 Be able to identify ways in which religious practices vary depending on geographic, social, and cultural context.</p> <p>L3 Be able to make connections between beliefs and the decisions an individual makes about how to live their life.</p> <p>L4a Be able to explain at the importance of community within the religious/non-religious tradition studied.</p> <p>L4b Be able to explain connections between religious beliefs and worship as a community in at least two belief traditions</p> <p>T1 Be able to identify ways in which different people think about the world differently.</p> <p>T2 Be able to understand and begin to explain that there is a difference between believing and knowing.</p> <p>T3 Be able to provide with a range of evidence reasons why a member of a belief tradition may hold a particular belief</p>	<p>Buddhism and Humanism</p>	<p>L3 Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer</p> <p>L4a Be able to describe at least two ways in which people express/practise their beliefs as a community</p> <p>T2 Be able to understand and begin to explain that there is a difference between believing and knowing.</p> <p>T3 Be able to provide with a range of evidence reasons why a member of a belief tradition may hold a particular belief</p> <p>Further Study on Belief</p> <p><u>The acquisition of core knowledge mapped against the curriculum content</u></p> <p>Buddhism</p> <p>Know the five precepts of Buddhism.</p> <p>Know how Siddhartha Gautama came to found Buddhism and the teachings that followed.</p> <p>Know how key actions and events would affect the Buddhist journey to Nirvana.</p> <p>Know how Buddhist's worship within the temple.</p> <p>Humanism</p> <p>Know what a worldview is.</p> <p>Know key ideas of influential humanist thinkers.</p> <p>Know humanist beliefs</p> <p>Know how a humanist might respond.</p> <p><u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u></p> <p>B1 Be able to explain what it means for a text/story to 'have authority' for a group of believers</p> <p>B2 Recognise a link between a story and a belief/concept</p> <p>L1 Be able to describe the difference between 'beliefs' and 'religion'.</p> <p>L2 Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world.</p> <p>L3 Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer</p> <p>L4a Be able to describe at least two ways in which people express/practise their beliefs as a community</p> <p>T1 Be able to identify ways in which different people think about the world differently.</p> <p>T2 Be able to understand and begin to explain that there is a difference between believing and knowing.</p> <p>T3 Be able to provide with a range of evidence reasons why a member of a belief tradition may hold a particular belief</p>
Religion	Kelso, Ramsey and Hyde		
Christianity	<p>Year A</p> <p>What does it mean if God is loving and holy?</p> <p><u>The acquisition of core knowledge mapped against the curriculum content</u></p> <p>Know that Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.</p> <p>Know that Christians believe God is both holy and loving.</p> <p>Know Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace.</p>		

<p>Humanism</p>	<p>Know that Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God’s love.</p> <p><u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u></p> <p>B1 Be able to name at least three sources of authority (e.g. text, religious leader, tradition, etc.) for a group of believers and identify the beliefs/concepts they refer to.</p> <p>B2a Be able to explain connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories.</p> <p>L2 Be able to explain the impact that society/culture/geography can have on religious practices, e.g. by comparing the way in which a religious practice from one belief tradition varies in different areas of the world.</p> <p>L3 Be able to show understanding that an individual is affected by a range of beliefs, both religious and non-religious (e.g. that God made the world and that it is important to promote fundamental British values).</p> <p>L4a Be able to identify a diverse range of ways in which community impacts on a believer’s experience of a belief tradition (e.g. through festivals, rites of passage, communal worship, etc.).</p> <p>T1 Be able to analyse different ways in which people think about the world and make connections between this and their beliefs.</p> <p>T2 Be able to explain the distinctions between ‘belief’, ‘faith’, ‘opinion’, ‘truth’ and ‘knowledge’.</p> <p>T3 Begin to analyse the strengths/weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs.</p> <p>Big Question - Do you have to believe in God to be good?</p> <p><u>The acquisition of core knowledge mapped against the curriculum content</u></p> <p>Know about accepting individual responsibility to reason about our actions.</p> <p>Know the Humanist view on the importance of reason, empathy, compassion, and respect for the dignity of all persons when deciding how to act.</p> <p>Know about the absence of sacred texts, divine rules, or unquestionable authorities to follow.</p> <p>Know about reward and punishment as insufficient motivations to do good.</p> <p>Know about considering the consequences of our actions on others and the outcome if everyone were to act in the same way.</p> <p>Know the value of general moral principles but the need for flexibility and the opportunity to question rules.</p> <p>Know that The Golden Rule as a naturally evolved ethical principle, present in a wide variety of cultures throughout history.</p> <p>Know the importance of practical action for humanists; judging not what people say but what they do.</p> <p><u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u></p> <p>B1 Be able to name at least three sources of authority (e.g. text, religious leader, tradition, etc.) for a group of believers and identify the beliefs/concepts they refer to.</p> <p>B2a Be able to explain connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories.</p> <p>B2b Be able to identify how similar concepts, e.g. creation, are presented across different belief traditions with reference to authoritative texts/stories</p> <p>L1 Explain the reasons why some belief traditions are not comfortable with the term ‘religion’ and be able to identify what makes a non-religious worldview different from a religion.</p> <p>L2 Be able to explain the impact that society/culture/geography can have on religious practices, e.g. by comparing the way in which a religious practice from one belief tradition varies in different areas of the world.</p> <p>L3 Be able to show understanding that an individual is affected by a range of beliefs, both religious and non-religious (e.g. that God made the world and that it is important to promote fundamental British values).</p> <p>L4a Be able to identify a diverse range of ways in which community impacts on a believer’s experience of a belief tradition (e.g. through festivals, rites of passage, communal worship, etc.).</p> <p>L4b Be able to identify some of the ways in which the wider local/national community impacts on a believer’s experience of a belief tradition (e.g. keeping the fast during Ramadan whilst sitting exams in school).</p> <p>T1 Be able to analyse different ways in which people think about the world and make connections between this and their beliefs.</p> <p>T2 Be able to explain the distinctions between ‘belief’, ‘faith’, ‘opinion’, ‘truth’ and ‘knowledge’.</p> <p>T3 Begin to analyse the strengths/weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs.</p>
<p>Christianity</p>	<p>Creation and Science Conflicting or Complimentary</p> <p><u>The acquisition of core knowledge mapped against the curriculum content</u></p> <p>Know that there is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.</p> <p>Know these debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts?</p> <p>Know there are many scientists throughout history and now who are Christians.</p> <p>Know the discoveries of science make some Christians wonder even more about the power and majesty of the Creator.</p>

Islam and Judaism

Know Christians may believe creation reveals something about the nature of God — for example, power, creativity, concern for life— and reminds humans of their place as dependent upon the Creator.

The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)

B1 Be able to name at least three sources of authority (e.g. text, religious leader, tradition, etc.) for a group of believers and identify the beliefs/concepts they refer to.

B2a Be able to explain connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories.

B2b Be able to identify how similar concepts, e.g. creation, are presented across different belief traditions with reference to authoritative texts/stories

L2 Be able to explain the impact that society/culture/geography can have on religious practices, e.g. by comparing the way in which a religious practice from one belief tradition varies in different areas of the world.

L3 Be able to show understanding that an individual is affected by a range of beliefs, both religious and non-religious (e.g. that God made the world and that it is important to promote fundamental British values).

L4a Be able to identify a diverse range of ways in which community impacts on a believer’s experience of a belief tradition (e.g. through festivals, rites of passage, communal worship, etc.).

L4b Be able to identify some of the ways in which the wider local/national community impacts on a believer’s experience of a belief tradition (e.g. keeping the fast during Ramadan whilst sitting exams in school).

T1 Be able to analyse different ways in which people think about the world and make connections between this and their beliefs.

T2 Be able to explain the distinctions between ‘belief’, ‘faith’, ‘opinion’, ‘truth’ and ‘knowledge’.

T3 Begin to analyse the strengths/weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs.

Life Journey

The acquisition of core knowledge mapped against the curriculum content

Islam

Know about belief which starts from birth (reciting the adhaan (call to prayer)) into a baby’s ear, giving them something sweet to taste, shaving the baby’s head and the aqiqah ceremony. Know the links between this, zakat [charitable giving] and Muslim belief about harmony).

Know marriage is a social contract, mahr (a financial gift given to the bride), the nikah [marriage ceremony] and the role of cultural traditions in Muslim weddings.

Know about Muslim belief regarding death (burial rituals should take place as soon as possible after death (within three days); ritual collective washing of the body, wrapping the body in white.

Judaism

Know about belief which starts from birth (brit milah – circumcision of boy when eight days old – mark of belonging to the people of Israel).

Know about initiation ceremonies (bar/bat mitzvah [lit. ‘son’ or ‘daughter of the commandment’).

Know the key features of Jewish belonging, e.g. reading Torah portion, binding tefillin on arms and forehead for some Jewish groups, celebration.

Know about Jewish marriage (signing the ketubah [marriage contract], the seven blessings and drinking from the Kiddush [blessing] cup, breaking a glass to signify the destruction of the Temple; ways in which this links to Jewish beliefs about covenant.

Know about Jewish belief regarding death (burial rituals should take place as soon as possible after death; the body is washed and dressed in tachrichim [a simple white shroud]; men are also wrapped in their tallit [prayer shawl] - the fringes are cut off the tallit to show that he is now free of the religious laws; before burial, the mourners make a tear in their clothes.

Know that this is the act of keriah to show their grief; Jews are buried, not cremated.

The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)

B1 Be able to name at least three sources of authority (e.g. text, religious leader, tradition, etc.) for a group of believers and identify the beliefs/concepts they refer to.

B2a Be able to explain connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories.

B2b Be able to identify how similar concepts, e.g. creation, are presented across different belief traditions with reference to authoritative texts/stories

L2 Be able to explain the impact that society/culture/geography can have on religious practices, e.g. by comparing the way in which a religious practice from one belief tradition varies in different areas of the world.

L3 Be able to show understanding that an individual is affected by a range of beliefs, both religious and non-religious (e.g. that God made the world and that it is important to promote fundamental British values).

L4a Be able to identify a diverse range of ways in which community impacts on a believer’s experience of a belief tradition (e.g. through festivals, rites of passage, communal worship, etc.).

L4b Be able to identify some of the ways in which the wider local/national community impacts on a believer’s experience of a belief tradition (e.g. keeping the fast during Ramadan whilst sitting exams in school).

<p>Christianity</p>	<p>T1 Be able to analyse different ways in which people think about the world and make connections between this and their beliefs.</p> <p>Year B People of God</p> <p><u>The acquisition of core knowledge mapped against the curriculum content</u></p> <p>The Old Testament pieces together the story of the People of God. The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt. Christians see this story as looking forward to how Jesus’ death and resurrection also rescue people from slavery to sin. Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.</p> <p>The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God. The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt. Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.</p> <p>Christians see the Christian church as the People of God and try to live in a way that attracts others to God; for example, as salt and light in the world.</p> <p><u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u></p> <p>B1 Be able to name at least three sources of authority (e.g. text, religious leader, tradition, etc.) for a group of believers and identify the beliefs/concepts they refer to.</p> <p>B2a Be able to explain connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories.</p> <p>B2b Be able to identify how similar concepts, e.g. creation, are presented across different belief traditions with reference to authoritative texts/stories</p> <p>L2 Be able to explain the impact that society/culture/geography can have on religious practices, e.g. by comparing the way in which a religious practice from one belief tradition varies in different areas of the world.</p> <p>L3 Be able to show understanding that an individual is affected by a range of beliefs, both religious and non-religious (e.g. that God made the world and that it is important to promote fundamental British values).</p> <p>L4a Be able to identify a diverse range of ways in which community impacts on a believer’s experience of a belief tradition (e.g. through festivals, rites of passage, communal worship, etc.).</p> <p>L4b Be able to identify some of the ways in which the wider local/national community impacts on a believer’s experience of a belief tradition (e.g. keeping the fast during Ramadan whilst sitting exams in school).</p> <p>T1 Be able to analyse different ways in which people think about the world and make connections between this and their beliefs.</p> <p>T2 Be able to explain the distinctions between ‘belief’, ‘faith’, ‘opinion’, ‘truth’ and ‘knowledge’.</p> <p>T3 Begin to analyse the strengths/weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs.</p>
<p>Christianity, Hinduism, Islam and Judaism</p>	<p>Exploring Belief Through Art</p> <p><u>The acquisition of core knowledge mapped against the curriculum content</u></p> <p>Know the importance of creativity as a way to express meaning, emotion, knowledge, etc. Know that creativity is connected with what it means to be human; one of the key ways in which humans are different from other animals. Know the challenges of communication: the same word/symbol can mean different things to different people. Know how art and imagery can be used to communicate about ideas like God, hope, justice, truth, love, etc., communicate meaning. Know about how art has been/is used to explain beliefs about creation and creativity in different religions (e.g., Christianity, Islam, Hinduism, Judaism). Know the reasons why some religious people will depict God/key religious figures visually and material world is precious to God because he created it and artists use the material world to explore their ideas about the Creator, it is also acceptable because God become human in the person of Jesus Christ and it is acceptable to visually depict humans; Islam and Judaism: drawing pictures of God or key religious figures is prohibited because people might be tempted to worship the pictures instead of God. Know famous examples of religious art and art exploring religious themes (see, for example, the Methodist Modern Art Collection, resources on the National Gallery website, information on calligraphy in Islamic traditions, the use of music in a range of religious traditions, e.g. the Jewish cantor, Christian gospel choirs, the Muslim adhaan [call to prayer], dramatic retellings of religious stories, e.g. the Oberammergau Passion Play, mystery plays in York and Lincoln, the role of dance in Hinduism, etc.)</p> <p><u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u></p>

<p>Christianity</p>	<p>B1 Be able to name at least three sources of authority (e.g. text, religious leader, tradition, etc.) for a group of believers and identify the beliefs/concepts they refer to. B2a Be able to explain connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories. B2b Be able to identify how similar concepts, e.g. creation, are presented across different belief traditions with reference to authoritative texts/stories L1 Explain the reasons why some belief traditions are not comfortable with the term ‘religion’ and be able to identify what makes a non-religious worldview different from a religion. L2 Be able to explain the impact that society/culture/geography can have on religious practices, e.g. by comparing the way in which a religious practice from one belief tradition varies in different areas of the world. L3 Be able to show understanding that an individual is affected by a range of beliefs, both religious and non-religious (e.g. that God made the world and that it is important to promote fundamental British values). L4a Be able to identify a diverse range of ways in which community impacts on a believer’s experience of a belief tradition (e.g. through festivals, rites of passage, communal worship, etc.). L4b Be able to identify some of the ways in which the wider local/national community impacts on a believer’s experience of a belief tradition (e.g. keeping the fast during Ramadan whilst sitting exams in school). T1 Be able to analyse different ways in which people think about the world and make connections between this and their beliefs. T2 Be able to explain the distinctions between ‘belief’, ‘faith’, ‘opinion’, ‘truth’ and ‘knowledge’. T3 Begin to analyse the strengths/weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs.</p> <p>Incarnation – Was Jesus the Messiah?</p>
<p>Christianity</p>	<p><u>The acquisition of core knowledge mapped against the curriculum content</u> Children know that Jesus was Jewish. Christians believe Jesus is God in the flesh. They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. The Old Testament talks about a ‘rescuer’ or ‘anointed one’ — a messiah. Some texts talk about what this ‘messiah’ would be like. Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) Christians see Jesus as their Saviour (See Salvation). The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God.</p> <ul style="list-style-type: none"> •The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt. • Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. • Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God, for example, as salt and light in the world. <p><u>The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)</u> B1 Be able to name at least three sources of authority (e.g. text, religious leader, tradition, etc.) for a group of believers and identify the beliefs/concepts they refer to. B2a Be able to explain connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories. L2 Be able to explain the impact that society/culture/geography can have on religious practices, e.g. by comparing the way in which a religious practice from one belief tradition varies in different areas of the world. L3 Be able to show understanding that an individual is affected by a range of beliefs, both religious and non-religious (e.g. that God made the world and that it is important to promote fundamental British values). L4a Be able to identify a diverse range of ways in which community impacts on a believer’s experience of a belief tradition (e.g. through festivals, rites of passage, communal worship, etc.). L4b Be able to identify some of the ways in which the wider local/national community impacts on a believer’s experience of a belief tradition (e.g. keeping the fast during Ramadan whilst sitting exams in school). T1 Be able to analyse different ways in which people think about the world and make connections between this and their beliefs. T2 Be able to explain the distinctions between ‘belief’, ‘faith’, ‘opinion’, ‘truth’ and ‘knowledge’. T3 Begin to analyse the strengths/weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs.</p> <p>What Difference Does the Resurrection Make to Christians?</p> <p><u>The acquisition of core knowledge mapped against the curriculum content</u> Children know the ‘big story’ of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans’ relationship with God.</p> <ul style="list-style-type: none"> • The Gospels give accounts of Jesus’ death and resurrection.

- Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.
- This belief gives | Christians hope for life with God, starting now and continuing in a new life (heaven).

The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)

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T1 Be able to analyse different ways in which people think about the world and make connections between this and their beliefs.

T2 Be able to explain the distinctions between 'belief', 'faith', 'opinion', 'truth' and 'knowledge'.

T3 Begin to analyse the strengths/weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs.

Life Journey - Hinduism

The acquisition of core knowledge mapped against the curriculum content

The Samskaras (rites of passage that mark the move from one phase of life to the next):

1. Birth (namakarana and jatakarma – naming ceremony and welcome ceremony)
2. Initiation (upanayana – sacred thread ceremony)
3. Marriage (vivaha)
4. Death (antyeshti)

The key features of each and the ways in which they connect to beliefs about Brahman, atman, samsara, dharma and karma The value of religion is religion important because it makes certain claims about God,

the world and human beings that religious believers accept as the truth? Is religion important because it has social value for the whole of society? Does religion have value because it fosters a sense of community

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T1 Be able to analyse different ways in which people think about the world and make connections between this and their beliefs.

Buddhism – Belief and Practices

The acquisition of core knowledge mapped against the curriculum content

Children can explain what Buddhism is and how/when it began? Children understand the story of how Prince Siddhartha became Buddha.

Children know that Buddhists do not worship a god like most other world religions. • Children know what the Three Signs of Being are • Children know what the five moral precepts are •

Children can make their own decisions about what is right and wrong . • Children understand what the Four Noble Truths are • Children know what the Eightfold Path is • Children can use

Hinduism

Buddhism

their own words to explain Buddhist terms. • Children can explain what karma is • Children can explain what reincarnation is • Children can offer their own opinions about life after death. • Children know where Buddhists worship • Children can explain some of the symbols associated with the Buddha statue • Children can name some of the other symbols associated with Buddhism Children can explain what the word 'worship' means
Children know some of the ways in which Buddhists
Worship. Children can evaluate the ways in which Buddhist worship
is similar or different to worship in other religion

The end-of-unit expectations associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking)

B1 Be able to name at least three sources of authority (e.g. text, religious leader, tradition, etc.) for a group of believers and identify the beliefs/concepts they refer to.

B2a Be able to explain connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories.

L1 Explain the reasons why some belief traditions are not comfortable with the term 'religion' and be able to identify what makes a non-religious worldview different from a religion.

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