



Linden Primary School RE Curriculum Map

RE		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Year 1	Substantive Knowledge	<p><u>Who is a Christian and what do they believe?</u> <u>Religions explored: Christianity</u></p> <p>Talk about the fact that Christians believe in God and follow the example of Jesus</p> <p>Recognise some Christian symbols and images used to express ideas about God</p> <p>Talk about some simple ideas about Christian beliefs about God and Jesus</p> <p>Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means</p> <p>Talk about issues of good and bad, right and wrong arising from the stories</p> <p>Ask some questions about believing in God and offer some ideas of their own</p> <p>Make links between what Jesus taught and what Christians believe and do</p>		<p><u>What makes some places sacred?</u> <u>Religions explored: Christianity & Sikhism</u></p> <p>Recognise that there are special places where people go to worship, and talk about what people do there</p> <p>Identify at least three objects used in worship in two religions</p> <p>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</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches, gurdwaras show what people believe</p> <p>Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel</p> <p>Ask good questions during a school visit about what happens in a church or gurdwara</p> <p>Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising</p> <p>Show that they have begun to be aware that some people regularly worship God in different ways and in different places</p> <p>Explore how festivals are celebrating and the history behind them</p> <p>Tell religious stories to large audiences</p>		<p><u>What does it mean to belong to a faith community?</u> <u>Religions explored: Christianity & Sikhism</u></p> <p>Talk about what is special and of value about belonging to a group that is important to them</p> <p>Show an awareness that some people belong to different religions</p> <p>Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to</p> <p>Respond to examples of co-operation between different people</p> <p>Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences</p> <p>Identify two ways people show they belong to each other when they get married</p> <p>Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean</p> <p>Identify some similarities and differences between the ceremonies studied</p>	
	Disciplinary Knowledge	<p>Recall some features of religious, spiritual and moral stories</p> <p>Recognise and name some features of religions and belief</p> <p>Identify what interests and puzzles them</p> <p>Recognise symbols and other forms of religious expression</p> <p>Recount parts of some religious stories</p>		<p>Recall some features of religious, spiritual and moral stories</p> <p>Recognise and name some features of religions and belief</p> <p>Identify what interests and puzzles them</p> <p>Recognise symbols and other forms of religious expression</p> <p>Recount parts of some religious stories</p>		<p>Recognise and name some features of religions and belief</p> <p>Identify what interests and puzzles them</p> <p>Recognise symbols and other forms of religious expression</p> <p>Recognise features of religious life and practice</p> <p>Recognise some religious symbols and words</p>	



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		<p>Recognise features of religious life and practice</p> <p>Recognise some religious symbols and words</p> <p>Identify own experience and feelings, in religious material studied</p> <p>Identify things that are interesting or puzzling</p> <p>Identify what is of value and concern to themselves, in religious material studied</p>	<p>Recognise features of religious life and practice</p> <p>Recognise some religious symbols and words</p> <p>Identify own experience and feelings, in religious material studied</p> <p>Identify things that are interesting or puzzling</p> <p>Identify what is of value and concern to themselves, in religious material studied</p>	<p>Identify own experience and feelings, in religious material studied</p> <p>Identify things that are interesting or puzzling</p> <p>Identify what is of value and concern to themselves, in religious material studied</p>
Year 2	Substantive Knowledge	<p><u>What can we learn from sacred texts?</u> <u>Religions explored: Judaism & Christianity</u></p> <p>Introduce different stories – parables (stories with meaning)</p> <p>Exploring the Bible as a sacred text for Christians.</p> <p>Explain that sacred texts contain stories which are special to many people.</p> <p>Exploring the Tanakh as a sacred Jewish text</p> <p>Investigate how Jewish and Christian religious books are used and treated</p> <p>Read, act out and explore Christian and Jewish stories and suggest the meaning of these stories.</p> <p>Share and compare how some stories occur in more than one religion</p> <p>Ask and suggest answers to questions arising from stories Jesus told and from another religion. Talk about issues of good and bad, right and wrong arising from the stories.</p> <p>Make links between the messages within sacred texts and the way people live.</p>	<p><u>How and why do we celebrate sacred and special times?</u> <u>Religions explored: Judaism & Christianity</u></p> <p>Understand the terms holy and sacred. Consider what is special and sacred?</p> <p>Discuss the importance of showing respect for others, their beliefs and sacred items</p> <p>Explore the main features of a place of worship for Christianity and one other religion</p> <p>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.</p> <p>Find out how a place of worship is used talking to a member of that religion</p> <p>Notice similarities and differences between different places of worship and how they are used</p> <p>Explore the meanings of signs, symbols, artefacts and actions in a place of worship</p> <p>Explore the use of music in religious worship</p> <p>Ask good questions during a school visit about what happens in a church or gurdwara.</p>	<p><u>How should we care for others and the world, and why does it matter?</u> <u>Religions explored: Judaism, Islam & Christianity</u></p> <p>Introduce the idea each person is unique and special linking to religious teachings</p> <p>Talk about the benefits of friendships and treating others kindly exploring religious stories showing right and wrong</p> <p>Consider the idea we all have gifts we can use to benefit others</p> <p>Learn that supporting others and helping the poor are important beliefs in different religions</p> <p>Learn about famous people who have been inspired by religion to look after others</p> <p>Explore creation accounts from different religions – How do different religions view what god is like?</p> <p>How do religious believers view we should treat the world around us?</p> <p>Talk about some texts from different religions that promote the ‘Golden Rule’, and think about what would happen if people followed this idea more.</p>



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	Disciplinary Knowledge	<p>Retell religious, spiritual and moral stories</p> <p>Identify how religion and belief is expressed in different ways</p> <p>Identify similarities and differences in religions and beliefs</p> <p>Identify some religious beliefs and teachings</p> <p>Identify some religious practices, and know that some are characteristic of more than one religion</p>	<p>Suggest meanings in religious symbols, language and stories</p> <p>Ask questions about their own and others' feelings and experiences</p> <p>Identify similarities and differences in religions and beliefs</p> <p>Identify some meanings for symbols and other forms of religious expression</p> <p>Suggest meanings in religious symbols, language and stories</p> <p>Identify some religious practices, and know that some are characteristic of more than one religion</p> <p>Respond sensitively to others</p>	<p>Recognise that some questions cause people to wonder and are difficult to answer</p> <p>Suggest meanings in religious symbols, language and stories</p> <p>Identify religious beliefs and teaching</p> <p>Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong</p> <p>Retell religious stories</p> <p>Recognise that some questions about life are difficult to answer</p> <p>Ask questions about their own and others' feelings and experiences</p> <p>Respond sensitively to others</p>
Year 3	Substantive Knowledge	<p><u>What do different people believe about God?</u> <u>Religions explored: Christianity & Hinduism</u></p> <p>Understand and explain how we show trust and faith in our everyday lives</p> <p>Give examples of how we know about something we have not seen or experienced ourselves</p> <p>Name and describe the attributes of God that different religions believe including: the holy trinity (Christianity), the trimurti (Hinduism)</p> <p>Explain how Christian and Hindu art are used to represent God</p> <p>Listen to and recall how ideas about God are represented in religious stories – eg, Moses and the burning bush, Jonah, the baptism of Jesus and stories told about Jesus' teaching of God</p>	<p><u>Why are festivals important to religious communities?</u> <u>Religions explored: Christianity, Hinduism, Islam</u></p> <p>Name and describe times in their own lives when they have celebrated significant events and people. Thinking about why and how they did this</p> <p>Understand the meanings of the stories behind key religious festivals, e.g Christmas, Easter, Pentecost, Harvest in Christianity, Diwali in Hinduism</p> <p>Describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals</p> <p>Notice and think about similarities and differences between the way festival are celebrated e.g. Christmas or Holy Week within different Christian traditions; between home and places of worship</p>	<p><u>What does it mean to be a Christian in Britain today?</u> <u>Religions explored: Christianity</u></p> <p>Name how Christians show their faith with their family. Eg Religious objects, songs and activities carried out at home</p> <p>Name and describe how Christians show their faith within church communities – exploring similarities and differences between different Christian communities</p> <p>Understand how Christians show their faith in their local community</p> <p>Name and understand how some Christians have made a difference in the world wide community</p>



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		<p>Listen to Hindu texts that describe the indescribable</p> <p>Describe similarities between Hindu and Christian views on God</p> <p>Describe the influence believing in God has on the believer</p> <p>Reflect on their own questions and ideas on God based on what they have learnt</p> <p>Express their own ideas about God through art, music, poetry or drama.</p>	<p>Study key elements of festival: shared values, story, beliefs, hopes and commitments</p> <p>Consider) questions about the deep meaning of the festivals: does light conquer darkness (Diwali)? Is love stronger than death (Easter)? Can God free people from slavery (Pesach)? Is it good to say sorry (Yom Kippur)? Does fasting make you a better person? How? (Ramadan and Eid-ul- Fitr; Lent).</p> <p>Explore the benefits of celebration to religious communities by asking some local believers: why do they keep on celebrating ancient events?</p> <p>Consider questions about the role of festivals in the life of Britain today: Is Comic Relief day a bigger festival than Easter? Should everyone be allowed a day off for their festivals? Is Christmas for Christians or everyone?</p>	
	<p>Disciplinary Knowledge</p>	<p>Describe some religious beliefs and teachings of religions studied, and their importance</p> <p>Make links between beliefs, stories and practices</p> <p>Identify similarities and differences between religions and beliefs</p> <p>Describe how some features of religions are used in practices</p> <p>Identify the impacts of beliefs and practices on people's lives</p> <p>Make links between values and commitments, including religious ones, and their own attitudes or behaviour</p> <p>Ask significant questions about religions and beliefs</p> <p>Describe and suggest meanings for symbols and other forms of religious expression</p> <p>Compare aspects of my own experiences and those of others.</p> <p>Make links between religious symbols, language and stories</p> <p>Investigate and connect features of religions and beliefs</p>	<p>Compare ideas about questions that are difficult to answer</p> <p>Investigate and connect features of religions and beliefs</p> <p>Ask significant questions about religions and beliefs</p> <p>Make links between beliefs, stories and practices</p> <p>Identify the impacts of beliefs and practices on people's lives</p> <p>Describe and suggest meanings for symbols and other forms of religious expression</p> <p>Describe how some features of religions are used in festivals and practices</p> <p>Make links between values and commitments, including religious ones, and their own attitudes or behaviour</p>	<p>Identify the impacts of beliefs and practices on people's lives</p> <p>Investigate and connect features of religions and beliefs</p> <p>Describe some religious beliefs and teachings of religions studied, and their importance</p> <p>Compare aspects of my own experiences and those of others.</p>



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		Compare ideas about questions that are difficult to answer		
Year 4	Substantive Knowledge	<p><u>Why is Jesus inspiring to some people?</u> <u>Religions explored: Christianity</u></p> <p>Define key terms from Christianity including gospel, incarnation and salvation</p> <p>Explore what makes a person inspirational and the characteristics of a good role model Give examples of how Christians are inspired by Jesus</p> <p>Suggest an example of how to treat other people relating to the Feeding of five thousand or the Unforgiving servant.</p> <p>Connect the story of the unforgiving servant with an example of Christian life or action</p> <p>Connect the story of the feeding of the five thousand with an example of Christian life or action</p> <p>Define clearly and illustrate key Christian terms by referring to events from Holy Week and Easter</p> <p>Describe how and why Christians celebrate/mark Palm Sunday, Maundy Thursday, Good Friday and Easter day.</p> <p>Identify the most important parts of Easter for Christians and say why they are important.</p> <p>Make connections between the Easter story of Jesus and the wider 'big story' of the Bible</p> <p>Connect ideas like sin, salvation and Jesus as God come to earth with the story</p> <p>Give examples of why these ideas and stories inspire Christians Present my own ideas about the most important attitudes and values to have today, making links with Christian values</p>	<p><u>Why do some people think that life is like a journey and what significant experiences mark this?</u> <u>Religions explored: Christianity, Judaism & Humanist</u></p> <p>Know two different Christian celebrations of belonging/initiation</p> <p>Recall aspects of a Jewish Bar or Bat Mitzvah ceremony</p> <p>Recall and name aspects of the Hindu sacred thread ceremony</p> <p>Recall and name parts of a wedding ceremony for two different religions</p> <p>Identify at least two promises made at an initiation ceremony for Hindus, Christians or Jewish people and say why they are important</p> <p>Describe how life is seen as a journey by some people Think of reasons why some people have rituals to mark important life events</p> <p>Describe two different Christian celebrations of belonging/initiation</p> <p>Describe what happen at a Jewish Bar or Bat Mitzvah ceremony</p> <p>Describe Hindu beliefs about the journey of life and death using key terms such as dharma, karma and moksha.</p> <p>Describe the significance of the Hindu sacred thread ceremony Describe a wedding ceremony for two different religions</p> <p>Consider questions about the importance and significance to Christians of different forms of baptism. Suggest reasons why some Christians baptise babies at birth and others have believer's baptism</p>	<p><u>What can we learn from religions about deciding what is right or wrong?</u> <u>Religions explored: Christianity, Judaism & Humanist</u></p> <p>Explore teachings which act as guides for living within Judaism, Christianity, and a non-religious belief system, e.g. the Ten Commandments (Exodus 20:1–21, Deuteronomy 5:1–22), the Two Commandments of Jesus (Mark 12:28–34), the golden rule for Humanists.</p> <p>Use religious stories to explore the idea of temptation, and how it affects how people choose between good and bad, e.g. in Christianity, use Genesis 3 and the 'Fall', and Jesus resisting temptation in Matthew 4.</p> <p>Share teachings from different religions that give examples of how to live 'a good life', e.g. Christian teaching from Jesus on the Beatitudes (Matthew 5: 2– 13).</p> <p>Talk about how pupils learn the difference between right and wrong. Is it always clear? How do people know? Sometimes the commands or guidance from religions help people to work out what the right thing is. Consider how helpful it is to have guidance like this for making choices and decisions in everyday life. Is it sometimes difficult for believers to follow the guidance? If religions say that God inspires their rules for living, where do Humanists look for guidance?</p> <p>Explore the lives of some inspirational religious individuals (e.g. Desmond Tutu, Martin Luther King Jr). Consider how their religious faith inspired and guided them in their lives.</p>



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			<p>Suggest reasons why these ceremonies are significant to Jewish people.</p> <p>Explain similarities and differences between different Christian belonging/initiation ceremonies</p> <p>Explain similarities and differences between the Bar and Bat Mitzvah ceremony</p> <p>Explain similarities and differences between the sacred ceremony and other ceremonies of commitment in Judaism or Christianity</p> <p>Explain similarities and differences between wedding ceremonies for two different communities</p> <p>Look for similarities and differences between the description of the journey of life for two different groups</p> <p>Consider questions such as what does it mean to become a Jewish adult</p> <p>Consider reasons and express their own ideas why some people choose to have a religious or a non-religious wedding ceremony</p> <p>Think of reasons why some people might not choose to have an initiation ceremony</p> <p>Consider questions such as What are the challenges people might face on the journey of life? Is being committed to a religion challenging? Why? Why not?</p>	
	Disciplinary Knowledge	<p>Show how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language</p> <p>Describe the impact of beliefs and practices on individuals, groups and communities</p> <p>Describe the key beliefs and teachings of the religions studied</p> <p>Show how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language</p> <p>Gather, select, and organise ideas about religion and belief</p>	<p>Describe the impact of beliefs and practices on individuals, groups and communities</p> <p>Describe similarities and differences within and between religions and beliefs</p> <p>Gather, select, and organise ideas about religion and belief</p> <p>Make some comparisons between religions</p> <p>Show understanding of the ways of belonging to religions and what these involve</p> <p>Show how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language</p>	<p>Describe similarities and differences within and between religions and beliefs</p> <p>Gather, select, and organise ideas about religion and belief</p> <p>Describe the key beliefs and teachings of the religions studied</p> <p>Make some comparisons between religions</p> <p>Ask questions about puzzling aspects of life and suggest answers</p> <p>Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues</p>



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		<p>Suggest answers to some questions raised by the study of religions and beliefs</p> <p>Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers</p> <p>Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues</p>	<p>Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers</p> <p>Describe the key beliefs and teachings of the religions studied</p> <p>Ask questions about puzzling aspects of life and and suggest answers</p> <p>Comment on connections between questions, beliefs, values and practices</p>	<p>Show how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language</p> <p>Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers</p>
Year 5	Substantive Knowledge	<p><u>Why do some people think God exists?</u> <u>What would Jesus do? (Can we live by the values of Jesus in the 21st Century?)</u> <u>Religions explored: Christianity, Buddhism & Humanist</u></p> <p>Use local census data to find out how many people believe in God. Understand the reasons behind why people believe in God</p> <p>Use the same data to find out how many people do not believe in God. Understand the terms theist, agnostic & atheist</p> <p>Understand Christian beliefs of what God is like. List different names and metaphors in Christianity for God. How would the Christian God want people to live. Linking to the Bible and its 'Big Story'</p> <p>Understand why some people do not believe in God and list the reasons for their beliefs</p> <p>Explore the Christian account of creation (Genesis) and how some Christians believe this is a literal recount of creation and other Christians believe it is not a literal recount but believe it expresses truths about God and humans. Investigate scientists who are also religious</p> <p>Listen to theists, agnostics and atheists reasons for why they do or do not believe in God</p> <p>Explore the impact of believing in God and the benefits or disadvantages it may bring to someone's life</p>	<p><u>If God is everywhere, why go to a place of worship?</u> <u>Religions explored: Christianity, Buddhism, Hinduism</u></p> <p>Find out some of the key features of places of worship: e.g. some differences between Anglican and Baptist churches; mandir</p> <p>Explore the duty of pilgrimage in Hinduism, which is seen as a wider part of worship. This concerns the need for Hindus to be <i>seen</i> by the deity worshipping at a particular shrine. Does this mean that God is concentrated more intensely in particular places?</p> <p>Describe a place where people might say or feel God is somehow more 'present'? What is special about these places?</p> <p>Different ways of worshipping 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? How do Buddhists worship?</p> <p>Find out about alternative forms of Christian communities, e.g. www.freshexpressions.org.uk Consider the appeal of these to some Christians.</p>	<p><u>What does it mean to be a Muslim in Britain today?</u> <u>Religions explored: Islam</u></p> <p>Find out what pupils already know about Islam. How many Muslims do they think there are in Britain and in your local area? Find out and talk about the information from the 2021 Census</p> <p>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?</p> <p>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. Consider what beliefs, practices and values are significant in pupils' lives</p> <p>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?</p> <p>Consider the importance of the Holy Qur'an for Muslims: how it was revealed to the Prophet Muhammad, how it is</p>



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		<p>Explore Jesus' teachings and example thinking about how his values may benefit the world today</p> <p>Examine Luke 4:18–19 and find out what Jesus saw as his mission. Find examples of where he fulfilled this</p> <p>Love: use some of Jesus' stories, teachings and example to understand what Christians believe he meant by loving others</p> <p>Forgiveness: use some of Jesus' stories, teachings and example to understand why he saw forgiveness as so important</p> <p>Justice and fairness: use some of Jesus' stories, teaching and examples to understand the way Christians believe we should treat each other</p> <p>Generosity and not being greedy: use some of Jesus' stories, teaching and examples to understand the way Christians believe we should handle wealth</p> <p>Read gospel passages that talk about the 'kingdom of God', where people live the way God wants people to live. What would this kingdom be like?</p> <p>Devise some moral dilemmas and ask pupils to say 'what would Jesus do', from 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>		<p>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)</p> <p>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)</p> <p>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> <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</p>
	<p>Disciplinary Knowledge</p>	<p>Explain connections between questions, beliefs, values and practices in different belief systems</p> <p>Recognise and explain the impact of beliefs and ultimate questions on individuals and communities</p> <p>Explain how and why differences in belief are expressed.</p> <p>Suggest lines of enquiry to address questions raised by the study of religions and beliefs</p>	<p>Explain how features of religious life and practice make a difference to the lives of individuals and communities</p> <p>Recognise and explain diversity within religious expression, using appropriate concepts.</p> <p>Explain how and why differences in belief are expressed</p> <p>Explain how some forms of religious expression are used differently by individuals and communities</p>	<p>Explain connections between questions, beliefs, values and practices in different belief systems</p> <p>Recognise and explain the impact of beliefs and ultimate questions on individuals and communities</p> <p>Explain how and why differences in belief are expressed</p> <p>Recognise and explain diversity within religious expression, using appropriate concepts</p>



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		<p>Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence</p> <p>Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence</p> <p>Explain how features of religious life and practice make a difference to the lives of individuals and communities</p>		<p>Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities</p> <p>Explain how features of religious life and practice make a difference to the lives of individuals and communities</p> <p>Explain how some forms of religious expression are used differently by individuals and communities</p> <p>Make informed responses to questions of identity and experience</p> <p>Make informed responses to questions of meaning and purpose</p> <p>Make informed responses to people's values and commitments (including religious ones) in the light of their learning</p>
Year 6	Substantive Knowledge	<p><u>What do religions say to us when life gets hard? How should we live our lives and who can inspire us?</u> <u>Religion explored: A range of religions previously taught: Christianity, Islam, Judaism, Hinduism, Humanism, Buddhism</u></p> <p>Raise questions about life, death, suffering and what matters most to us in life</p> <p>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</p> <p>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,</p>	<p><u>Is it better to express your beliefs in arts and architecture or in charity and generosity?</u> <u>Religions explored: Christianity, Islam</u></p> <p>Find out about some great examples of religious art and architecture and present their reasons for choosing those they find most impressive;</p> <p>Work in a small group and present to the class an example of the most impressive religious art or architecture</p> <p>Notice, list and explain similarities and differences between Christian and Muslim sacred buildings</p> <p>Research and discuss Muslim and Christian ideas (e.g. from scriptures) about the importance of being generous and</p>	<p><u>What matters most to Christians and Humanists?</u> <u>Religions explored: Christianity, Humanism</u></p> <p>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?</p> <p>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 Christian belief about humans being made in the image of God (Genesis 1:28) and also sinful (the 'Fall' in Genesis 3). Why do Christians think this is a good explanation of why humans are good and bad?</p>



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		<p>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</p> <p>Understand that most religions teach about some form of life after death. Understand how this may bring comfort to some. Understand that some people believe there is no life after death</p> <p>Learn and compare the beliefs of different religions about what happens when you die. Compare these to the views of non-religious people</p> <p>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 art work of their own. Consider how do ideas of life after death help people in difficult times?</p> <p>Consider similarities and differences in ceremonies that mark the end of life on Earth and how these express different beliefs</p> <p>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.</p> <p>Reflect on and express clearly their own ideas, concerns and possibly worries about death and the idea of life beyond</p> <p>What positive examples have people given that show us how to live?</p> <p>What values and commitments have inspired or been taught by founders of faith or communities, leaders, believers and specific communities?</p> <p>How have actions and examples of people of faith or belief changed our world?</p> <p>How might we change our lives in light of the qualities demonstrated by other people?</p>	<p>charitable, ranking the ideas according to their importance, and applying them to issues about poverty and charity</p> <p>Consider why Christians and Muslims think giving money away is important, and what difference this makes, both to those who give and to those who receive.</p> <p>Compare Christian and Muslim ideas about art (e.g. contrasting views on presenting or not presenting God or people in art; use of calligraphy/ geometrical art vs representational art)</p> <p>Connect ways in which art and actions can reveal what people believe about God (e.g. cathedrals and mosques might express ideas of greatness and perfection of God; actions might suggest that God is concerned with justice)</p> <p>Suggest reasons why some people may be critical of religious art/ architecture, and why some would defend it as important</p> <p>Weigh up which has greater impact – art or charity? Consider what the world would be like without great art or architecture. What about a world without charity or generosity?</p>	<p>Think about how having a ‘code for living’ might help people to be good.</p> <p>Look at a Humanist ‘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> <p>Explore the meanings of some big moral concepts, e.g. fairness, freedom, truth, honesty, kindness, peace. What do they look like in everyday life?</p> <p>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?</p> <p>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.</p> <p>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 upon them?</p> <p>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>
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Disciplinary Knowledge	<p>Use religious and philosophical terminology to explain religions, beliefs and value systems</p> <p>Explain some challenges within religions and beliefs in the contemporary world</p> <p>Distinguish between different viewpoints within religions and beliefs</p> <p>Interpret religions and beliefs from different perspectives</p> <p>Interpret the significance and impact of different forms of religious and spiritual expression</p> <p>Make comparisons between the key beliefs, teachings and practices of religions studied, using a wide range of appropriate vocabulary.</p> <p>Explain in detail the significance of faiths studied, to the lives of individuals and communities.</p> <p>Compare the different ways in which people of faith communities express their faith.</p> <p>Discuss and express views on some fundamental questions of identity, meaning, purpose and morality</p> <p>Make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply</p> <p>Explain the need for diversity within and between religions, beliefs and cultures</p>	<p>Use religious and philosophical terminology to explain religions, beliefs and value systems</p> <p>Compare the different ways in which people of faith communities express their faith.</p> <p>Discuss and express views on some fundamental questions of identity, meaning, purpose and morality</p> <p>Make comparisons between the key beliefs, teachings and practices of religions studied, using a wide range of appropriate vocabulary.</p> <p>Explain in detail the significance of faiths studied, to the lives of individuals and communities</p> <p>Distinguish between different viewpoints within religions and beliefs</p> <p>Interpret religions and beliefs from different perspectives</p> <p>Express views on some fundamental questions of identity, meaning, purpose and morality</p>	<p>Use religious and philosophical terminology to explain religions, beliefs and value systems</p> <p>Explain some challenges within religions and beliefs in the contemporary world</p> <p>Distinguish between different viewpoints within religions and beliefs</p> <p>Interpret religions and beliefs from different perspectives</p> <p>Interpret the significance and impact of different forms of religious and spiritual expression</p> <p>Make comparisons between the key beliefs, teachings and practices of religions studied, using a wide range of appropriate vocabulary.</p> <p>Explain in detail the significance of faiths studied, to the lives of individuals and communities</p> <p>Discuss and express views on some fundamental questions of identity, meaning, purpose and morality</p> <p>Express views on some fundamental questions of identity, meaning, purpose and morality</p> <p>Make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply</p>
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