

# Grayswood CE Primary School Skills Progression Map



## Subject: Religious Education

### Intent

In line with the 'Church of England Statement of Entitlement for Religious Education 2019', we aim for all our children to:

- know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- engage with challenging questions of meaning and purpose raised by human existence and experience.
- recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places
- explore their own religious, spiritual, and philosophical ways living, believing and thinking.

Jesus teaches all of us to 'Love One Another as I have loved you' (John 15:12), and this Bible verse is woven through our school values of love, kindness, respect, teamwork, perseverance, and forgiveness, which are at the heart of all we do at Grayswood. The children in our school receive a high-quality Religious Education curriculum that is rich and varied, enabling learners to grow in their knowledge and understanding of a range of faiths and worldviews, in an environment that is focused on nurturing kindness and respect for others.

It is our vision that pupils will leave Grayswood as responsible citizens of the community, ready to embrace the future with confidence. Our curriculum allows time for children to explore their own personal worldviews and to reflect on how they arrived at this particular viewpoint. We encourage pupils to think about how all people have beliefs and values – a lens through which they see things through, whether they are religious or non-religious. During our RE lessons, we encourage children to be able to identify the common values that may be shared between people belonging to different religions or even amongst people from non-religious backgrounds. As we reflect on the words of Jesus 'to love one another,' we also spend time celebrating difference and diversity in the ways in which people live, how and where they worship, and the wide variety of festivals people celebrate all around the world. Therefore, our hope is that we will send our pupils off with confidence that they will flourish as citizens in a pluralistic, global community; and consequently, be better able to enjoy living life in all its fullness (John 10:10).

RE is a core subject at Grayswood, therefore it is a priority for our school leaders to ensure the teaching, learning and resourcing of the subject is in line with the other academic subjects.

	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Christianity</b>	<p><b>Key question: Who am I and where do I belong?</b>  <b>Reflecting</b> on the feelings and experiences of new life.  <b>Empathising</b> with the joy of new life at spring time, throughout the year as babies are born, and within stories, e.g. the Christmas story.  <b>Investigating</b> artefacts and stories through listening and asking questions.  <b>Interpreting</b> by suggesting meanings for words, actions and objects within stories and celebrations.</p> <p><b>Key question: Why do we have celebrations?</b>  <b>Reflecting</b> on their own experiences and celebrations.  <b>Empathising</b> by considering the experiences and beliefs of others, and knowing how to show respect.  <b>Investigating</b> by asking relevant questions.  <b>Interpreting</b> the meaning of different foods, artefacts,</p>	<p><b>Why do Christians call God 'creator'?</b></p> <ul style="list-style-type: none"> <li>talk simply about core beliefs and concepts regarding God as a creator, and how this is seen in the Bible</li> <li>use the vocabulary 'create / Creator / creation and/or thankful / grateful / worship' when they talk.</li> <li>identify how the creation account and Jesus' miracles demonstrate some things that Christians believe.</li> <li>talk about how saying thank you to God is part of worship for Christians</li> <li>give examples of how Christians &amp; other people put their beliefs into practice, such as celebrating and donating food at</li> </ul>	<p><b>What is God like for Christians?</b></p> <ul style="list-style-type: none"> <li>suggest meaning for some Biblical images of God</li> <li>describe how these images connect to Christians' beliefs about God</li> <li>talk about some Christian beliefs about what God is like</li> <li>explain how Christians are shown in the Bible that God loves them</li> <li>consider what difference it might make to Christians to have God as their shepherd</li> <li>articulate their own beliefs / ideas about God</li> </ul> <p><b>Why is giving important to Christians?</b></p> <ul style="list-style-type: none"> <li>explain why giving to others is important</li> <li>suggest different ways by which different people might give</li> </ul>	<p><b>How can artists help us understand what Christians believe and do?</b></p> <ul style="list-style-type: none"> <li>identify simple similarities and differences between ideas communicated in different examples of art</li> <li>describe and suggest meanings for symbols and other forms of Christian artistic expression</li> <li>make links between Christian art and practices</li> <li>make links between Christian art and how different Christians may worship God (as individuals and as part of a community)</li> <li>suggest the impact of Christian art upon beliefs and practices</li> <li>make links between their ideas about God</li> </ul>	<p><b>What did Jesus say about God's kingdom – and why was it good news?</b></p> <ul style="list-style-type: none"> <li>identify simple similarities and differences between earthly kingdoms and the Kingdom of God</li> <li>describe and suggest the meaning of the Kingdom of God</li> <li>make links between belief in, and belonging to, the Kingdom and Christian behaviour</li> <li>investigate and connect aspects of the Kingdom of God, identifying some similarities and differences in children's lived experience of monarchy and government</li> <li>identify the impact of belief in God's Kingdom and discipleship – individually and as a community</li> <li>compare their own ideas and feelings with those of many Christians</li> </ul>	<p><b>What do Christians believe about creation?</b></p> <ul style="list-style-type: none"> <li>explore, gather and collect ideas about creation drawing on key texts from the Bible and lived experience of Christians</li> <li>suggest meanings for a variety of Christian beliefs about creation and the fall, using accurate vocabulary</li> <li>suggest some ways in which different Christians may interpret key biblical texts</li> <li>comment on connections between beliefs, values, practices and ways of life with regard to the care of the world / human sin</li> <li>investigate and describe similarities and differences in belief within and across different Christians communities and the impact on how they live</li> <li>explain how the hope of a new</li> </ul>	<p><b>How is God Three – and yet One?</b></p> <ul style="list-style-type: none"> <li>describe the concept of the Trinity as Three and yet One, in their own words</li> <li>describe and suggest meanings for different aspects of Trinity symbolism, using appropriate vocabulary and suggesting similarities / differences</li> <li>investigate and connect features in Christian art portraying Jesus' baptism or the Trinity, identifying similarities and differences between different artists' representations, and linking to different interpretations of the text</li> <li>identify the impact of beliefs about the Trinity on some Christians' lived experience or on artists' work, thinking about what's the same and what's different – and what some possible reasons for this might be</li> <li>compare their own ideas about God as a Trinity with those of others</li> <li>make links between what they and Christian artists think about the Trinity, giving reasons for beliefs / attitudes / choices</li> <li>ask significant questions about the Trinity, comparing their ideas with others' ideas</li> </ul>

	<p>decorations and outfits for various religious celebrations</p> <p><b>Key question: What can we learn from stories?</b></p> <p><b>Reflecting</b> on the importance of stories, what we can learn from stories and how they relate to our own lives.</p> <p><b>Empathising</b> with characters within stories and thinking about how they may have felt at particular moments.</p> <p><b>Investigating</b> stories through listening and asking questions.</p> <p><b>Interpreting</b> by suggesting meanings for words, actions and objects within stories.</p> <p><b>Key question: What makes something special?</b></p> <p><b>Reflecting</b> on the importance of stories, what we can learn from stories and how they relate to our own lives.</p> <p><b>Empathising</b> with characters within stories and thinking</p>	<p>Harvest, caring for the world, and thanking God</p> <ul style="list-style-type: none"> <li>notice what might be similar / different in the ways people give</li> <li>respond to the world around them in a way that shows awe, sensitivity, gratitude and/or responsibility</li> <li>talk about their own emotions and link</li> </ul> <p><b>What is the 'Nativity', and why is it important to Christians?</b></p> <ul style="list-style-type: none"> <li>say that (for Christians) Jesus is God's Son &amp; was born as a baby</li> <li>suggest how Jesus might be like us and/or like God</li> <li>suggest what different symbols mean e.g. in Nativity paintings, figures etc.</li> <li>say who the different figures are in the Nativity story (God,</li> </ul>	<ul style="list-style-type: none"> <li>find evidence in the church / community for different types of giving by Christians e.g. prayer, money, time, acts of service (all worship)</li> <li>suggest how Christians might be giving to / worshipping God by doing these things</li> <li>retell the story of how the wise men gave, making simple connections with the symbolism of the gifts &amp; things Christians believe about Jesus</li> <li>express their ideas about giving in simple ways, drawing from their learning</li> </ul> <p><b>Why do Christians call Jesus 'Saviour'?</b></p> <ul style="list-style-type: none"> <li>Talk about their own experiences of being rescued / 'saved' or forgiven</li> <li>respond sensitively to the idea of 'rescue' or 'forgiveness',</li> </ul>	<p>and other people's, thinking about where ideas come from (theirs and others')</p> <ul style="list-style-type: none"> <li>reflect on and creatively respond (using a choice of media) to their own beliefs about Jesus</li> </ul> <p><b>What's the Bible's 'big story' – and why is it like treasure for Christians?</b></p> <ul style="list-style-type: none"> <li>suggest why different parts of the Bible might be important to Christians, making links from with their learning to explain their reasons</li> <li>make links between the 'Big Story' and some things that Christians believe</li> <li>describe how people show their ideas about God (<b>theology</b>) or the Bible using their creativity</li> <li>consider why the Easter or</li> </ul>	<ul style="list-style-type: none"> <li>make links between what they and other people think about God's Kingdom</li> <li>give reasons for their own beliefs, attitudes and actions about how people should live, especially in relation to their own developing worldview</li> <li>ask significant questions about how people should live, comparing their ideas with others' and suggesting answers from their learning</li> </ul> <p><b>What did God promise to his people?</b></p> <ul style="list-style-type: none"> <li>identify simple similarities and differences between biblical covenants, giving examples from their learning</li> <li>describe and suggest meanings for covenant symbols</li> <li>make links between Old Testament covenants and the biblical history of Israel</li> </ul>	<p>creation makes a difference to themselves and others, recognising that others may think differently</p> <ul style="list-style-type: none"> <li>suggest what happen as a result of their own and others' attitudes to creation and the fall, drawing on examples form their learning</li> <li>develop insights of their own in exploring questions of how humans might live in response to creation, relating their own experiences in the world today</li> </ul> <p><b>Why is the idea of rescue so important to Christians, and how does the Bible show this?</b></p> <ul style="list-style-type: none"> <li>explore stories from the Bible and draw conclusions about what Christians might learn about God (the rescuer) from them</li> <li>express their understanding of the concept of salvation using accurate theological vocabulary, especially in relation</li> </ul>	<p>and suggesting answers from their learning</p> <ul style="list-style-type: none"> <li>find their own way of representing the qualities of the Trinity, explaining what has influenced their choices</li> </ul> <p><b>What do Christians believe about the Messiah – and why is it good news?</b></p> <ul style="list-style-type: none"> <li>use key texts to draw conclusions about links between prophecies in the Old Testament and Christians' beliefs about Jesus</li> <li>express their thinking using theological terms e.g. incarnation / salvation / Messiah etc.</li> <li>explain links between the words of prophets / Simeon / Jesus and events within the life of Jesus</li> <li>consider the impact of prophecies about the Messiah on the beliefs and worship of the Christian community e.g. in answer to questions such as 'For Christians, if these prophecies are not true, then what...?' or as an explanation for why Jesus is at the centre of Christian worship</li> <li>develop insights of their own in understanding the importance for Christians of Jesus being the fulfilment of Old Testament prophecies</li> <li>reflect on their own personal worldview in relation to their learning</li> </ul>
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	<p>about how they may have felt at particular moments.</p> <p><b>Investigating</b> stories through listening and asking questions.</p> <p><b>Interpreting</b> by suggesting meanings for words, actions and objects within stories.</p> <p><b>Key question: What makes a place special?</b></p> <p><b>Reflecting</b> on feelings, experiences, beliefs and practices</p> <p><b>Empathising</b> by considering thoughts, feelings, experiences, beliefs and practices; knowing how to behave in various places</p> <p><b>Investigating</b> by gathering information from a variety of sources, e.g., places of worship, photos,</p>	<p>angels, Mary, Joseph, Jesus, shepherds, Magi/wise men, angels)</p> <ul style="list-style-type: none"> <li>• talk about how our school community is like a family and that we all have things in common with each other</li> <li>• talk about things that might be the same/different in the Nativity sets/pictures</li> <li>• suggest how we might be like those who are in our family/those around us</li> <li>• give a simple reason for a view that they have</li> <li>• respond sensitively and imaginatively to questions about their own and others' ideas, experiences and feelings</li> <li>• show care for the special objects (e.g. Nativity sets / paintings) of others</li> </ul>	<p>making relevant comments in the context of stories and discussions</p> <ul style="list-style-type: none"> <li>• talk about how people who met Jesus might have felt (e.g. before, during and after meeting him)</li> <li>• talk about how other people in Zacchaeus' community might have reacted to what happened</li> <li>• talk about the impact of forgiveness on the Christian community</li> <li>• retell stories about how people were changed ('saved') by meeting Jesus</li> <li>• suggest why Christians call might Jesus 'Saviour'</li> <li>• use the elements of an Easter Garden to retell the story</li> <li>• suggest what different symbols mean e.g. parts of an Easter Garden, or ideas in Christian art</li> </ul>	<p>Christmas accounts or stories about Jesus might be considered most important to Christians</p> <ul style="list-style-type: none"> <li>• make links between words from the Bible and how different Christians choose to live (as individuals and as part of a community)</li> <li>• make links between their ideas and other people's e.g. about stories, texts, beliefs or behaviour, thinking about where ideas come from (theirs and others')</li> <li>• reflect on and creatively respond (using a choice of media) to the 'Big Story' of the Bible, explaining their thinking</li> </ul> <p><b>How did Jesus change lives – and how is it 'good news'?</b></p> <ul style="list-style-type: none"> <li>• explore Biblical texts and</li> </ul>	<ul style="list-style-type: none"> <li>• investigate and connect the covenants in the Old and New Testaments, identifying similarities and differences in people's lived experience, both in the biblical narrative and Christians' lives today</li> <li>• identify the impact of belief in God's promises on people's lives – both individually and in community</li> <li>• compare their own ideas and feelings with those of others</li> <li>• make links between what they and other people think about God and how people should behave</li> <li>• reflect on and creatively respond (using a choice of media) to their own ideas about God's promises</li> </ul> <p><b>For Christians, is Communion a celebration, or an act of remembrance?</b></p>	<p>to the Easter narrative</p> <ul style="list-style-type: none"> <li>• explain how different people have expressed their ideas about salvation and suggest what might have influenced them</li> <li>• comment on connections between some Christians' understanding of salvation and the way they choose to live (as individuals / as part of a community)</li> <li>• reflect on how the salvation story might give Christians meaning in life</li> <li>• relate what Christians believe about life to their own personal views</li> <li>• reflect on and creatively respond (using a choice of media) to the concept of salvation for themselves</li> <li>• explain their thinking, relating it to their learning and using accurate vocabulary</li> </ul> <p><b>How did the Church begin – and where is it now?</b></p>	<ul style="list-style-type: none"> <li>• reflect on and creatively respond (using a choice of media) to the idea of Jesus being the fulfilment of prophecy for Christians, explaining what has influenced their ideas</li> </ul> <p><b>For Christians, what difference does it make to belong to God's Kingdom?</b></p> <ul style="list-style-type: none"> <li>• explore, gather, select and organise ideas about God's Kingdom, drawing on biblical texts and lived Christian experience where appropriate</li> <li>• express their understanding of God's Kingdom in theological terms</li> <li>• suggest some ways in which different Christians may interpret Micah 6.8 &amp; Amos 5.21-24</li> <li>• suggest meanings for actions undertaken by Christians, using accurate vocabulary</li> <li>• comment on connections between questions, beliefs, values, practices and ways of life with regard to living distinctively, explaining their importance for different Christians</li> <li>• investigate and describe similarities and differences in the diverse ways in which Christians interpret their call to live distinctively</li> <li>• describe the impact of beliefs and practices on the actions of individual Christians</li> </ul>
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	<p>artefacts/objects, books etc.  <b>Interpreting</b> the meaning of symbols in a church building or place of worship</p> <p><b>Key question: What makes our world wonderful?</b>  <b>Reflecting</b> on the feelings and experiences of the world and the Creation story –how does it feel to make something fantastic?  <b>Empathising</b> with the wonder of the world or how it feels to have made something but to have it spoilt.  <b>Investigating</b> the story/stories of Creation through talk, particularly questions.</p>	<p><b>What do Christians learn from stories of Jesus?</b>  Children are able to:</p> <ul style="list-style-type: none"> <li>• retell events from Jesus’ life</li> <li>• recognise that Jesus’ miracles raise puzzling questions</li> <li>• make links between Jesus’ life and what Christians believe about him being human ‘like us’ and divine ‘like God’</li> <li>• talk about making friends, and other things that make us human</li> <li>• identify with some parts of Jesus’ life</li> <li>• suggest how Christians might try to be like Jesus in the way they treat others</li> </ul>		<p>consider the meaning and impact on the lives of people then and now</p> <ul style="list-style-type: none"> <li>• consider what Christians learn about God / Jesus from the life of Peter</li> <li>• extend their use of subject specific vocabulary such as forgiveness, miracles, restoration</li> <li>• make connections between Christians following God and forgiving others and consider how this may be expressed in daily life</li> <li>• recognise diversity in the things that people believe</li> <li>• consider the impact of people’s life experiences on their beliefs – and vice versa</li> <li>• consider their own beliefs and values and those of others in the</li> </ul>	<ul style="list-style-type: none"> <li>• discuss the symbolism of communion as it relates to Jesus’ sacrifice</li> <li>• make connections between the Last Supper and the Jewish festival of Passover</li> <li>• explain connections between what Jesus did and what Christians do in communion</li> <li>• suggest how communion helps Christians to remember and express unity</li> <li>• describe how taking communion is an act of remembrance and/or a celebration for Christians</li> <li>• describe how different Christians show the importance of communion as an act of worship</li> <li>• consider whether the similarities / differences in practices are significant</li> <li>• compare their ideas about communion with those of others,</li> </ul>	<ul style="list-style-type: none"> <li>• explore, gather, select and organise ideas about the Church, drawing on biblical teaching and the lived experiences of Christians</li> <li>• suggest meanings for a range of Christian worship activities, using accurate vocabulary</li> <li>• suggest ways Christians in different contexts interpret following the teachings of Jesus</li> <li>• explain how the Holy Spirit makes a difference to Christians, recognising that there are a range of views on this question</li> <li>• comment on connections between questions, beliefs, practices and ways of life for Christians, explaining their significance for different Christian communities</li> <li>• investigate and describe</li> </ul>	<p>(now and in the past) and Christian organisations</p> <ul style="list-style-type: none"> <li>• explain how the possibility of a new start might make a difference to themselves and others, recognising that others may think differently</li> <li>• suggest what might happen as a result of their own and others’ attitudes and actions, drawing on examples from their learning and experience</li> <li>• develop insights of their own in exploring questions raised by the study of the Christian way of living, relating to their own experiences in the world today</li> <li>• reflect on possible connections between a Christian worldview and the human search for meaning</li> </ul>
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	<p><b>Interpreting</b> by talking about what they think about the world and creation.</p>			<p>light of their learning.</p>	<p>including Christians, recognising that differences may arise because of beliefs about Jesus</p>	<p>similarities and differences in lived experience within and between different Christian denominations</p> <ul style="list-style-type: none"> <li>describe the impact of beliefs and practices for Christians living in different communities in the world</li> <li>suggest what might happen as a result of their own and others' attitudes and actions, drawing on examples from their learning</li> <li>develop insights of their own in exploring questions about the Church, relating to their own experiences in the world today</li> </ul>	
<p><b>Judaism</b></p>		<p><b>What is the Torah, and why is it important to Jewish families?</b></p> <ul style="list-style-type: none"> <li>explain what it means to treat something with respect</li> <li>identify important rules in their own lives –</li> </ul>	<p><b>Why do Jewish families celebrate the gift of Shabbat?</b></p> <ul style="list-style-type: none"> <li>reflect on why rest might be important</li> <li>be able to discuss respectfully that families have</li> </ul>	<p><b>What are important times for Jewish people?</b></p> <ul style="list-style-type: none"> <li>link features of Jewish celebrations with stories, beliefs or objects</li> <li>give examples of special times</li> </ul>		<p><b>What does it mean to be part of a synagogue community?</b></p> <ul style="list-style-type: none"> <li>describe the role of Jewish objects as part of worship and explain their links with Jewish beliefs</li> <li>describe how the <b>Torah</b> is shown</li> </ul>	

		<p>and say why they are important</p> <ul style="list-style-type: none"> <li>• suggest why the Torah might be valued by Jews</li> <li>• talk about how Jewish people show respect for the Torah, using examples from pictures, videos or stories</li> <li>• identify possible meanings for the commandments (rules) that God gave to Moses</li> <li>• identify some things that the Jewish community might learn from the Torah about how to live good lives, such as caring for / respecting other people</li> </ul>	<p>different routines and engage in a variety of activities during the week and at the weekend</p> <ul style="list-style-type: none"> <li>• be able to think of different reasons to get together for a family meal and why this might be important</li> <li>• investigate source materials e.g. photographs, stories, artefacts to help answer questions</li> <li>• talk about the different elements of Shabbat and why they might be important for Jewish families</li> <li>• use the vocabulary creation, work/rest, meal, Shabbat</li> <li>• talk about how Jewish families put their beliefs about the importance of Shabbat into practice in their homes and/or synagogue</li> <li>• talk about what might be important to the</li> </ul>	<p>or special words for Jewish people, making links between them</p> <ul style="list-style-type: none"> <li>• describe some of the practices associated with the ‘milestones’ of a Jewish person’s life and the impact this can have</li> <li>• compare their own lives with those of Jewish families</li> <li>• identify similarities and differences in the ways that different Jewish people celebrate important times</li> <li>• identify the impact of different beliefs on the way Jewish people live</li> <li>• evaluate the importance of special times for Jewish people and for themselves</li> <li>• give reasons for their own beliefs, attitudes and actions, thinking about where these come from</li> </ul>		<p>respect and explain some of the <b>Mitzvot</b> from it and what impact this has on the synagogue community.</p> <ul style="list-style-type: none"> <li>• identify what belonging to a synagogue community might mean for/to different people</li> <li>• explain connections between forgiveness at Yom Kippur &amp; celebrating a new year at Rosh Hashanah</li> <li>• link the Jewish value of <b>Tzedek</b> (Justice) (or other Jewish values) with what is important to the synagogue community</li> <li>• explain how different Jewish people show <b>Chessed</b> (loving kindness) and <b>Gemilut Chasadim</b> (doing good deeds) through engaging in Mitzvah Day or strive for <b>Tikun Olam</b> in their efforts to behave and act constructively and beneficially</li> <li>• compare Jewish beliefs, practices and values with their</li> </ul>	
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			different Jewish families they encounter through the resources			own, giving reasons for similarities or differences and describing how they might help shape Jewish identity	
Islam		<p><b>What is important for Muslim families?</b></p> <ul style="list-style-type: none"> <li>• talk respectfully and in straightforward terms about what Muslims believe about Muhammad and the Qur'an</li> <li>• use the vocabulary prophet, messenger, Qur'an, respect, Arabic, salaam (peace) etc.</li> <li>• know how the Qur'an should be treated and why</li> <li>• retell a story from Muhammad's life and understand why it is important for many Muslims</li> <li>• talk about how holding these beliefs are shown in family and/or community life</li> </ul>	<p><b>Who is Allah and how do Muslims worship Him?</b></p> <ul style="list-style-type: none"> <li>• talk respectfully about core beliefs about Allah</li> <li>• use the following vocabulary- Allah, beautiful names, pray, prayer, mosque</li> <li>• give examples of how Allah is worshipped by Muslims</li> <li>• talk about why some Muslims might pray together</li> <li>• talk about how different positions in prayer might help Muslims to focus on Allah</li> <li>• observe simple similarities and differences in Muslim worship</li> <li>• respond sensitively to questions about who or what's important to them, showing</li> </ul>			<p><b>What helps Muslims to live a good life?</b></p> <ul style="list-style-type: none"> <li>• describe and connect some key beliefs about Allah, worship practices and the pillars and explain how they help to shape a good life for Muslims</li> <li>• use key vocabulary accurately</li> <li>• refer to sources (e.g. Hadith, pillars) when explaining how or why Muslims try to live a good life</li> <li>• explain and make connections between Islam and other religions they have studied</li> <li>• describe the impact of living a 'good life' on individuals and / or the ummah (Muslim community)</li> <li>• give reasons why living a good life might be important to Muslims and how / why their own ideas might be similar / different</li> </ul>	



		<ul style="list-style-type: none"> <li>• recognise that not all families will do this in the same way</li> <li>• talk about what's important to them and their family</li> </ul> <p>reflect on how they, and Muslims, show respect, or what's important to them, in the way that they behave</p>	<p>respect for the views of others</p> <ul style="list-style-type: none"> <li>• give simple reasons for the views they have</li> </ul>			<ul style="list-style-type: none"> <li>• suggest how Muslims' beliefs might affect their decisions and the challenges this might present</li> </ul>	
<p><b>Hinduism</b></p>							<p><b>What helps Hindus (Sanatanis*) to worship?</b></p> <ul style="list-style-type: none"> <li>• explain some key beliefs / concepts in Hindu (Sanatan) Dharma using correct vocabulary</li> <li>• describe how these beliefs / concepts are expressed through objects, symbols, worship, practices, festivals and/or pilgrimage</li> <li>• recognise a variety of deities/avatars/manifestations of Brahman and the attributes that they represent</li> <li>• suggest some meanings from a story from Hindu (Sanatan) Dharma, and how different Hindus might interpret the story e.g. about good &amp; evil / values / how to live</li> <li>• organise their ideas, making comparisons with learning from other religions</li> </ul>

							<ul style="list-style-type: none"> <li>• make comparisons between their own experiences of places of worship and the mandir, and what happens there</li> <li>• investigate and describe similarities and differences in people's lived experience within Hindu (Sanatan) Dharma and across religions / beliefs</li> <li>• reflect on how worship, stories, festivals and/or practices of Hindu (Sanatan) Dharma relate to their own experiences or the human search for meaning in life</li> </ul>
<b>Buddhism</b>							<p><b>What is the 'Buddhist way of life'?</b></p> <ul style="list-style-type: none"> <li>• gather, select &amp; organise ideas about the Buddha and his teachings</li> <li>• consider whether worship and meditation are different things and why this might be</li> <li>• express their understanding of Buddhism using theological vocabulary</li> <li>• express clear views about how following the Eightfold Path might create challenges for a Buddhist</li> <li>• consider how the four Noble Truths or the Eightfold Path might affect a Buddhist's way of life</li> <li>• connect the key beliefs and teachings of Buddhism with features of a religion e.g. artefacts, symbols, rituals and</li> </ul>

							<p>what these mean to the Sangha (Buddhist community).</p> <ul style="list-style-type: none"> <li>• apply ideas and reflections about issues raised e.g. suffering, enlightenment, meditation to their own, others' and Buddhists' lives</li> <li>• articulate what it might mean for a Buddhist to live a 'good life', reflecting where their ideas/values come from, and consider how this view might be similar to or different from their own personal worldview (<b>personal knowledge</b>)</li> </ul>
Sikhism				<p><b>What do Sikhs value?</b></p> <ul style="list-style-type: none"> <li>• describe and explain the importance of Guru Nanak Ji or the Guru Granth Sahib to most Sikhs</li> <li>• describe where many Sikhs worship and summarise their main duties, giving reasons why these are central to their beliefs</li> <li>• identify the special symbols for Sikhs and explain their meaning, relating these to Sikhi beliefs (e.g. the</li> </ul>			

				<p>importance of equality)</p> <ul style="list-style-type: none"> <li>• make links between Sikh beliefs, texts/ stories and practices</li> <li>• investigate and connect aspects of Sikhi beliefs, reflecting on similarities and differences between worship in the home and worship in the gurdwara</li> <li>• describe and reflect on how a Sikh's beliefs might impact their life</li> <li>• apply ideas about 'duties' or 'equality' to their own and others' lives</li> </ul>			
Humanism					<p><b>How do Humanists (non-religious people) celebrate new life?</b></p> <ul style="list-style-type: none"> <li>• be able to explain what Humanism is and how and why Humanists celebrate new life</li> <li>• draw conclusions about non-religious beliefs from understanding how babies are</li> </ul>		

					<p>welcomed into a Humanist community.</p> <ul style="list-style-type: none"> <li>• describe why it is important for many people to celebrate the birth of a baby</li> <li>• identify similarities and differences in the ways some people welcome babies and be able to give examples, linking with differences in beliefs</li> <li>• be able to describe how important these celebrations can be to a community</li> <li>• show that they have developed an understanding and respect for what is valued by others and how that value is expressed</li> <li>• be able to share their own personal ideas about new life and new beginnings</li> </ul>		
<b>Thematic Unit</b>		<p><b>What makes a good leader?</b></p> <ul style="list-style-type: none"> <li>• retell stories about religious leaders</li> <li>• talk about the things that people can learn from leaders</li> </ul>	<p><b>Is giving better than receiving?</b></p> <ul style="list-style-type: none"> <li>• talk simply about how giving is important to different people, and why</li> <li>• identify messages from stories about</li> </ul>	<p><b>How do people use creative ways to express their beliefs?</b></p> <ul style="list-style-type: none"> <li>• identify and describe similarities and differences in the way that people use the arts to</li> </ul>	<p><b>Are words more important than actions?</b></p> <ul style="list-style-type: none"> <li>• suggest reasons why some words might be especially important to people, giving examples from their learning</li> </ul>	<p><b>What does it mean to live a 'good life'?</b></p> <ul style="list-style-type: none"> <li>• describe ways in which religious and non-religious people understand a 'good life'</li> <li>• make links between beliefs, texts /</li> </ul>	<p><b>Who am I and where do I belong?</b></p> <ul style="list-style-type: none"> <li>• suggest reasons why some words might be especially important to people, giving examples from their learning</li> <li>• make links between words, beliefs and actions for different people</li> </ul>

		<ul style="list-style-type: none"> <li>• identify features / qualities of good leadership from the lives of different leaders</li> <li>• give examples of how leaders made a difference to other people</li> <li>• suggest what might make people want to follow them</li> <li>• give simple reasons for why someone might be a good leader</li> <li>• talk about the things that they have learnt about being a good leader</li> <li>• reflect on leadership in their own lives &amp; the examples they follow</li> </ul>	<p>giving from Judaism and Christianity</p> <ul style="list-style-type: none"> <li>• identify how Sikhs give to others through the langar</li> <li>• talk about different communities of people and how giving expresses what's important to them</li> <li>• give examples of the difference that giving makes to individuals and communities</li> <li>• begin to understand how giving and receiving help to build a strong community</li> <li>• respond with sensitivity to the experiences of giving and receiving</li> <li>• talk about how giving / receiving might make someone happy</li> <li>• recognise that the question 'Is it better to give or to receive?' is difficult to answer and that different people will have different views</li> </ul>	<p>express beliefs, religious and non-religious</p> <ul style="list-style-type: none"> <li>• consider how different forms of creative expression might demonstrate diversity in the things that people believe &amp; convey deeply-held beliefs and values</li> <li>• identify and suggest meanings for a range of contrasting symbols and language, using appropriate vocabulary</li> <li>• identify how the Arts can help to express the beliefs of a community or bring a community together</li> <li>• appreciate that mysteries in life can be difficult to explain in words and that the Arts can help to do this</li> <li>• create their own piece of art that conveys their beliefs or inner</li> </ul>	<ul style="list-style-type: none"> <li>• make links between words, beliefs and actions for different people</li> <li>• identify the impact of words on people's actions, individually and as a community</li> <li>• investigate and connect aspects of religions and beliefs, identifying similarities and differences in the lived experiences of different people</li> <li>• recognise the importance of both words and actions in building strong communities</li> <li>• compare words and actions that are important to them with words /actions that are important to others</li> <li>• give reasons for some of the views they have, relating to where their ideas come from</li> </ul> <p><b>How do people try to make the world a fairer place?</b></p> <ul style="list-style-type: none"> <li>• suggest reasons why people might want to make the world a fairer or more equal place,</li> </ul>	<p>interpretations / stories and practices (believing, belonging and behaving) in relation to living a good life</p> <ul style="list-style-type: none"> <li>• explain the impact of living a good life for different people e.g. on the afterlife</li> <li>• conduct simple research into views about living a good life</li> <li>• investigate and connect features of religions and beliefs, identifying some similarities and differences in people's lived experience</li> <li>• explain the impact of living a 'good life' on the wider community</li> <li>• make links between what they think and what other people think about living a good life, giving reasons for beliefs, attitudes and actions, including their own</li> </ul>	<ul style="list-style-type: none"> <li>• identify the impact of words on people's actions, individually and as a community</li> <li>• investigate and connect aspects of religions and beliefs, identifying similarities and differences in the lived experiences of different people</li> <li>• recognise the importance of words &amp; actions in building strong communities</li> <li>• reflect on the importance of role models in shaping someone's identity</li> <li>• compare words and actions that are important to them with words /actions that are important to others</li> <li>• give reasons for some of the views they have, relating to where their ideas come from</li> </ul>
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			<ul style="list-style-type: none"><li>• give simple reasons for their views</li></ul>	feelings with justifications <ul style="list-style-type: none"><li>• suggest how art/the creative arts, as a source of inspiration or as a response to God, can make a difference to themselves and others</li></ul>	giving examples from their learning <ul style="list-style-type: none"><li>• make links between how different people address issues of injustice &amp; their beliefs, and talk about the reasons for some similarities and/or differences</li><li>• talk about the impact of beliefs and practices on different people's lived experience or their communities</li><li>• explain what difference people's actions (e.g. charities) can make to the lives of others</li><li>• respond sensitively to the views of others</li><li>• express their own ideas about justice, fairness and/or equality</li><li>• describe some of the challenges of taking action to address injustice</li><li>• give reasons for some of the views they have, relating to where their ideas come from</li></ul>		
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