

Early Years Foundation Stage

Pupils should be taught to:

- Talk about the lives of the people around them and their roles in society.
- 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.

The Derbyshire and Derby City Agreed Syllabus for Religious Education Aims:

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

The threefold aim of RE elaborates the principal aim. The curriculum for RE aims to ensure that all pupils:

1. Know about and understand a range of religions and worldviews, so that they can:
 - describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
 - identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews
 - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
 - explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
 - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
 - appreciate and appraise varied dimensions of religion.
3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
 - find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
 - enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
 - articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

In Key Stage 1

Pupils should be taught to:

Know about and understand a range of religions and worldviews.

- Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
- Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
- Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.

Express ideas and insights about the nature, significance and impact of religions and worldviews.

- Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
- Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- Notice and respond sensitively to some similarities between different religions and worldviews.

Gain and deploy the skills needed to engage seriously with religions and worldviews.

- Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
- Find out about and respond with ideas to examples of cooperation between people who are different.
- Find out about questions of right and wrong and begin to express their ideas and opinions in response.

In Key Stage 2

Pupils should be taught to:

Know about and understand a range of religions and worldviews.

- Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.
- Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

Express ideas and insights about the nature, significance and impact of religions and worldviews.

- Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
- Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
- Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

Gain and deploy the skills needed to engage seriously with religions and worldviews.

- Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
- Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
- Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

	Nursery Theologist	Reception Theologist	Year 1 Theologist	Year 2 Theologist
Progression and Assessment Criteria	<p>Understanding the World</p> <p>1. Continue to develop positive attitudes about the differences between people.</p> <ul style="list-style-type: none"> Ensure that resources reflect the diversity of life in modern Britain. Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities. Answer their questions and encourage discussion. Suggestion: talk positively about different appearances, skin colours and hair types. Celebrate and value cultural, religious and community events and experiences. Help children to learn each other's names, modelling correct pronunciation. 	<p>Understanding the World</p> <p>1. Talk about members of their immediate family and community.</p> <ul style="list-style-type: none"> During dedicated talk time, listen to what children say about their family. Share information about your own family, giving children time to ask questions or make comments. Encourage children to share pictures of their family and listen to what they say about the pictures. Using examples from real life and from books, show children how there are many different families. <p>2. Understand that some places are special to members of their community.</p> <ul style="list-style-type: none"> Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible (*Mosque, Gurdwara, Church). Take children to places of worship and places of local importance to the community. Invite visitors from different religious and cultural communities into the classroom to share their experiences with children <p>3. Recognise that people have different beliefs and celebrate special times in different ways.</p> <ul style="list-style-type: none"> Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year. Help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others. <p>ELGs: Understanding the World</p> <p>4. Talk about the lives of the people around them and their roles in society.</p> <p>5. Know some similarities and differences between different religious and cultural communities in this country, (*Christians and Muslims) drawing on their experiences and what has been read in class.</p>	<p>BELIEVING</p> <p>Introduction to Islam - 1.2 Who is a Muslim and what do they believe?</p> <ul style="list-style-type: none"> Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. Re-tell a story about the life of the Prophet Muhammad. Recognise some objects used by Muslims and suggest why they are important. Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. <p>Make links between what the Holy Qur'an says and how Muslims behave</p> <ul style="list-style-type: none"> Ask some questions about God that are hard to answer and offer some ideas of their own. <p>EXPRESSING</p> <p>1.5 What makes some places sacred? (Mosque)</p> <ul style="list-style-type: none"> Recognise that there are special places where people go to worship and talk about what people do there. Identify at least three objects used in worship in two religions. 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. Talk about ways in which stories, objects, symbols and actions used in mosques to show what people believe. Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel. Ask good questions during a school visit about what happens in a mosque. Show that they have begun to be aware that some people regularly worship God in different ways and in different places. <p>1.6 How and why do we celebrate special and sacred times? (Christianity/Easter/Islam/Eid/Ramadan/Hajj)</p> <ul style="list-style-type: none"> Identify a special time they celebrate and explain simply what celebration means. Talk about ways in which Jesus was a special person who Christians believe is the Son of God. Identify some ways Christians celebrate Christmas, Easter, Harvest, and some ways a festival is celebrated in another religion. Re-tell stories connected with Christmas/Easter/Harvest/and a festival in another religion and say why these are important to believers. Ask questions and suggest answers about stories to do with Muslim/Christian festivals and a story from a festival in another religion. Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers. Suggest meanings for some symbols and actions used in religious celebrations, including Easter, Christmas, and Eid-ul-Fitr. Identify some similarities and differences between the celebrations studied. 	<p>BELIEVING</p> <p>Introduction to Christianity - 1.1 Who is a Christian and what do they believe?</p> <ul style="list-style-type: none"> Recognise some Christian symbols and images used to express ideas about God. What do stories of Jesus tell Christians about how to live? Talk about some simple ideas about Christian beliefs about God and Jesus. Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means. Talk about issues of good and bad, right and wrong arising from the stories Ask some questions about believing in God and offer some ideas of their own. <p>Make links between what Jesus taught and what Christians believe and do .</p> <ul style="list-style-type: none"> Respond thoughtfully to a piece of Christian music and a Bible text that inspired it. <p>1.4 What can we learn from sacred books?</p> <ul style="list-style-type: none"> Talk about some of the stories that are used in religion and why people still read them. Recognise some ways in which Christian and Muslim people treat their sacred books. Recognise that sacred texts contain stories which are special to many people and should be treated with respect. Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories. 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. Suggest their own ideas about stories from sacred texts and give reasons for their significance. Make links between the messages within sacred books. <p>EXPRESSING</p> <p>1.5 What makes some places sacred? (Church)</p> <ul style="list-style-type: none"> Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. Talk about ways in which stories, objects, symbols and actions used in churches and show what people believe. Describe some of the ways in which people use music in worship and talk about how different kinds of music makes them feel. Ask good questions during a school visit about what happens in a church. Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising. Show that they have begun to be aware that some people regularly worship God in different ways and in different places.

	<i>Nursery Theologist</i>	<i>Reception Theologist</i>	<i>Year 1 Theologist</i>	<i>Year 2 Theologist</i>
			<p>LIVING</p> <p>1.7 What does it mean to belong to faith community? How do Muslims show they belong?</p> <ul style="list-style-type: none"> • Talk about what is special and of value about belonging to a group that is important to them. • Show an awareness that some people belong to different religions. • 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 believers. • Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean. • Identify two ways people show they belong to each other when they get married. • Respond to examples of co-operation between different people. • Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences. <p>Year 1 Stories</p> <ul style="list-style-type: none"> • The story of the tiny ants • Muhammad and the camel or ‘The crying camel’. • Story about Bilal the first Muezzin • Muhammad and the cat • ‘The story of the two brothers’, • Easter story • Jesus’ special friends (Luke 5 v.1–11), four friends take the paralysed man to Jesus (Luke 5 v 17–26), ‘The good Samaritan’ (Luke 10: 25– 37). 	<p>LIVING</p> <p>1.7 What does it mean to belong to faith community? How do Christians show they belong?</p> <ul style="list-style-type: none"> • Talk about what is special and of value about belonging to a group that is important to them. • Show an awareness that some people belong to different religions. • 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 believers. • Give an account of what happens at a traditional Christian infant baptism/dedication and suggest what the actions and symbols mean. • Identify two ways people show they belong to each other when they get married. • Respond to examples of co-operation between different people. • Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences. • Identify some similarities and differences between the ceremonies studied. <p>1.8 How should we care for others, the world and why does it matter?</p> <ul style="list-style-type: none"> • Talk about how religions teach that people are valuable, giving simple examples. • Recognise that some people believe God created the world and so we should look after it . • Re-tell Bible stories and stories from another faith about caring for others and the world. • Identify ways that some people make a response to God by caring for others and the world. • Talk about issues of good and bad, right and wrong arising from the stories. • Talk about some texts from different religions that promote the ‘Golden Rule’ and think about what would happen if people followed this idea more. • Use creative ways to express their own ideas about the creation story and what it says about what God is like. • Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories. <p>Year 2 Stories</p> <p>The Last Supper, The Passover story</p>
Vocabulary	<ul style="list-style-type: none"> • special, person, friend, caring • different, same, skin, hair • celebrate, birthday, Eid, Christmas, Diwali, Easter, cards, candles, presents 	<ul style="list-style-type: none"> • family, same, different, love, respect, belong, special, valuable • special places -Mosque, Gurdwara, Church, pray, important, bible, Quran, God 	<ul style="list-style-type: none"> • Muslim, Islam, Allah, prophet, believe, Ramadan, Eid ul Fitr, Eid ul Adha, 5 pillars, Quran, compass, prayer beads, prayer mat, hijab, mosque/masjid, Imam • Christian, religious, precious, signs, symbols, objects, Altar, cross, bible, font, candles, symbol of light • benefit, responsibility, friendship, charity • Creator, celebrate, festival 	<ul style="list-style-type: none"> • Christian, church, altar, cross, crucifix, candles and the symbol of light, baptise, miracle • arrested, deserted, crucifixion, resurrection, darkness, joy, sorrow • community, value, important, dedication, co-operate, sacred

	Year 3 Theologist	Year 4 Theologist	Year 5 Theologist	Year 6 Theologist
Progression and Assessment Criteria	<p>BELIEVING</p> <p>L2.3 Why is Jesus inspiring to some people?</p> <ul style="list-style-type: none"> • Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus. • Suggest some ideas about good ways to treat others, arising from their learning. • Make connections between some of Jesus’ teachings and the way Christians live today. • Describe how Christians celebrate Holy Week and Easter Sunday. • Identify the most important parts of Easter for Christians and say why they are important. • Give simple definitions of some key Christian terms e.g. gospel, incarnation, salvation and illustrate them with events from Holy Week and Easter. • Present their own ideas about the most important attitudes and values to have today, making links with Christian values . 	<p>BELIEVING</p> <p>L2.1 What do different people believe about God?</p> <ul style="list-style-type: none"> • Retell and suggest the meanings of stories from sacred texts about people who encountered God. • Describe some of the ways in which Christians Muslims and Sikhs describe God. • Ask questions and suggest some of their own responses to ideas about God. • Suggest why having a faith or belief in something can be hard. • Identify how and say why it makes a difference in people’s lives to believe in God. • Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through. <p>L2.2 Why is the Bible so important to Christians today?</p> <ul style="list-style-type: none"> • Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation. • Give examples of how and suggest reasons why Christians use the Bible today. • Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression. • Discuss their own and others’ ideas about why humans do bad things and how people try to put things right. • Suggest why Christians believe that God needs to rescue/save human beings. 	<p>BELIEVING</p> <p>U2.1 Why do some people think God exists? Christians and non-religious (e.g. Humanists)</p> <ul style="list-style-type: none"> • Retell and suggest the meanings of stories from sacred texts about people who encountered God. • Describe some of the ways in which Christians, Muslims and Humanists describe God. • Ask questions and suggest some of their own responses to ideas about God. • Suggest why having a faith or belief in something can be hard. • Identify how and say why it makes a difference in people’s lives to believe in God. • Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts. <p>U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)</p> <p>Recall and name some Bible stories that inspire Christians.</p> <ul style="list-style-type: none"> • Identify at least two ways Christians use the Bible in everyday life . • Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation. • Give examples of how and suggest reasons why Christians use the Bible Today. • Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression. • Discuss their own and others’ ideas about why humans do bad things and how people try to put things right . • Suggest why Christians believe that God needs to rescue/save human beings. <p>U2.3 What do religions say to us when life gets hard? Christians, Buddhists and non-religious (e.g. Humanists)</p> <ul style="list-style-type: none"> • Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life. • Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation. • Express ideas about how and why religion can help believers when times are hard, giving examples . • Outline Christian, Jewish and/or non-religious beliefs about life after death. • Explain some similarities and differences between beliefs about life after death. • Explain some reasons why Christians and Humanists have different ideas about an afterlife. • Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples. • Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding. 	<p>BELIEVING</p> <p>U2.3 What do religions say to us when life gets hard?</p> <p>Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life.</p> <ul style="list-style-type: none"> • Express ideas about how and why religion can help believers when times are hard, giving examples. • Outline Christian, Hindu and/or nonreligious beliefs about life after death. • Explain some similarities and differences between beliefs about life after death. • Explain some reasons why Christians and Humanists have different ideas about an afterlife. • Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding.

	Year 3 Theologist	Year 4 Theologist	Year 5 Theologist	Year 6 Theologist
	<p>EXPRESSING</p> <p>L2.4 Why do people pray? Christians, Hindus, Muslims</p> <ul style="list-style-type: none"> Respond thoughtfully to examples of how praying helps religious believers. Describe the practice of prayer in the religions studied. Make connections between what people believe about prayer and what they do when they pray. Describe ways in which prayer can comfort and challenge believers. Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray. Consider and evaluate the significance of prayer in the lives of people today. <p>L2.5 Why are festivals important to religious communities?</p> <ul style="list-style-type: none"> Recognise and identify some differences between religious festivals and other types of celebrations. Retell some stories behind festivals (e.g. Christmas, Diwali) Make connections between stories, symbols and beliefs with what happens in at least two festivals. Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid). Identify similarities and differences in the way festivals are celebrated within and between religions. Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives . Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media. 	<p>EXPRESSING</p> <p>L2.6: Why do some people think that life is a journey? What significant experiences mark this?</p> <ul style="list-style-type: none"> Recall and name some of the ways religions mark milestones of commitment (including marriage). Identify at least two promises made by believers at these ceremonies and say why they are important. Suggest why some people see life as a journey and identify some of the key milestones on this journey. Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean. Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people. Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief. Explain similarities and differences between ceremonies of commitment. Discuss and present their own ideas about the value and challenge of religious commitment in Britain today. 	<p>EXPRESSING</p> <p>U2.4 If God is everywhere, why go to a place of worship? Christians, Hindus and/or Jewish people.?</p> <ul style="list-style-type: none"> Recall and name some key features of places of a synagogue. Make connections between how believers feel about places of worship in different traditions. Select and describe the most important functions of a place of worship for the community. Give examples of how places of worship support believers in difficult times, explaining why this matters to believers. Present ideas about the importance of <i>people</i> in a place of worship, rather than the <i>place</i> itself . Outline how and why places of worship fulfil special functions in the lives of believers. Comment thoughtfully on the value and purpose of places of worship in religious communities. 	<p>EXPRESSING</p> <p>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslims and non-religious (e.g. Humanists)</p> <ul style="list-style-type: none"> Find out about religious teachings, charities and ways of expressing generosity. Describe and make connections between examples of religious creativity (buildings and art). Show understanding of the value of sacred buildings and art. Suggest reasons why some believers see generosity and charity as more important than buildings and art. Apply ideas about values and from scriptures to the title question. Outline how and why some Humanists criticise spending on religious buildings or art. Examine the title question from different perspectives, including their own .

	Year 3 Theologist	Year 4 Theologist	Year 5 Theologist	Year 6 Theologist
	<p>LIVING Introduction to Hinduism. - L2.8 What does it mean to be a Hindu in Britain today?</p> <ul style="list-style-type: none"> Identify and name examples of what Hindus have and do in their families and at mandir to show their faith. Ask good questions about what Hindus do to show their faith. Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life. Describe some ways in which Hindus express their faith through puja, aarti and bhajans. Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught. Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences. Why is Gandhi inspiring to some people? <p>L2.9 What can we learn from religions about deciding what is right and wrong? Christians, Jewish people and non-religious responses (e.g. Humanist)</p> <ul style="list-style-type: none"> Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions . Make connections between stories of temptation and why people can find it difficult to be good . Give examples of ways in which some inspirational people have been guided by their religion . Discuss their own and others’ ideas about how people decide right and wrong. Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system. Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity. 	<p>LIVING L2.7 What does it mean to be a Christian in Britain today</p> <ul style="list-style-type: none"> Ask good questions about what Christians do to show their faith. Describe some examples of what Christians do to show their faith and make connections with some Christian beliefs and teachings. Describe some ways in which Christian express their faith through hymns and modern worship songs. Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes. Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. Explain similarities and differences between at least two different ways of worshipping in two different Christian churches. <p>Introduction to Sikhism - L2.8 What does it mean to be a Sikh in Britain today?</p> <ul style="list-style-type: none"> Identify and name examples of what Sikhs have and do in their families and at Gurdwara to show their faith . Ask good questions about what Sikhs do to show their faith. Describe some examples of what Sikhs do to show their faith and make connections with some Sikhs beliefs and teachings about aims and duties in life. Describe some ways in which Sikhs express their faith through Paath, Ardaas, Simran, bhajans. Suggest at least two reasons why being a Sikhs is a good thing in Britain today, and two reasons why it might be hard sometimes. Discuss links between the actions of H Sikhs in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. Explain similarities and differences between Sikh worship and worship in another religious tradition pupils have been taught. Discuss and present ideas about what it means to be a Sikhs in Britain today, making links with their own experiences. 	<p>LIVING Introduction to Judaism - U2.6 *Judaism What does it mean to be a Jew in Britain today?</p> <ul style="list-style-type: none"> Make links between some Jewish teachings and how Jewish people live. Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these. Give examples of ways in which believing in God is valuable in the lives of Christians and Jewish people, and ways in which it can be challenging Explain how the mezuzah in the home reminds Jewish people about God Describe how Shabbat is a special day of the week for Jewish people and give some examples of what they might do to celebrate Shabbat. <p>Make connections between Jewish practice of the Ten commandments and their beliefs about God and the Prophet Abraham.</p> <ul style="list-style-type: none"> Describe and reflect on the significance of the Torah to Jewish people. Describe the forms of guidance a Jewish person uses and compare them to forms of guidance experienced by the pupils. Make connections between the key functions of the synagogue and the beliefs of Jewish people. Comment thoughtfully on the value and purpose of religious practices and rituals in a Jewish person’s daily life. <p>Outline the challenges of being Jewish in Britain today.</p> <ul style="list-style-type: none"> Make connections between stories, symbols and beliefs with what happens in at least three Jewish festivals. Identify similarities and differences in the way festivals are celebrated within and between religions. Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. 	<p>LIVING Introduction to Islam - U2.6 What does it mean to be a Muslim in Britain today?</p> <ul style="list-style-type: none"> Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. Describe and reflect on the significance of the Holy Qur’an to Muslims. Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. Make connections between the key functions of the mosque and the beliefs of Muslims. Outline Christian, Muslim and nonreligious beliefs about life after death. Outline the challenges of being a Muslim in Britain today. Answer the title key question from different perspectives, including their own. Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid). Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives <p>*Learn about Eid/Ramadan/Hajj as time appropriate.</p> <p>U2.7 What matters the most to Christians and Humanists?</p> <ul style="list-style-type: none"> Identify the values found in stories and religious/non-religious texts. Suggest ideas about why humans can be both good and bad, making links with Christian ideas . Describe what Christians mean about humans being made in the image of God and being ‘fallen’, giving examples . Give examples of similarities and differences between Christian and Humanist values. Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied. Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. <p>U2.8 What difference does it make to believe in Ahimsa, Grace and Ummah?</p> <ul style="list-style-type: none"> Describe what Ahimsa, Grace or Ummah mean to religious people. Make connections between beliefs and behaviour in different religions. Outline the challenges of being a Hindu, Christian or Muslim in Britain today . Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions. Consider similarities and differences between beliefs and behaviour in different faiths. Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas.

Hardwick – Religious Education

	<i>Year 3 Theologist</i>	<i>Year 4 Theologist</i>	<i>Year 5 Theologist</i>	<i>Year 6 Theologist</i>
Vocabulary	<ul style="list-style-type: none"> • parable, inspire, incarnation, gratitude, service, sacrifice • rituals, symbols, commitment • moral duty, karma • moksha, reincarnation, images • spiritual, religious, hopeful, atheist • temptation, resist, guidance, dilemma 	<ul style="list-style-type: none"> • spirit, eternal, holy, nature, influence, revelation, community, worship • sacred, biblical, guidance, wisdom, obey, disobey, temptation • Guru, Gurdwara, symbols, khanga, kara, kesh, kirpan, kachera, Vaisakhi, Guru Granth Sahib • Journey, metaphor, commitment, ceremonies, baptise 	<ul style="list-style-type: none"> • parable, justice, generosity, forgiveness, moral dilemma, commandments • synagogue, community, pilgrimage, shrine • Torah scroll, tallit, kippah, hanukkah • theist, atheist and agnostic, creation • Metaphors-Father, Spirit, Son, eternal, almighty, holy, shepherd, rock, fortress, light 	<ul style="list-style-type: none"> • Traditions, bereavement, afterlife, meditation, suffering, salvation, reincarnation • architecture, sacred, scripture, charitable, generosity • Humanist, Humanism, Christian codes, liberation • grace, intention, ummah, community