

Year 3	Year 4	Year 5	Year 6
<b>BELIEVING</b>			
<p><b>L2.1 What do different people believe about God?</b> <i>Christians, Hindus and/or Muslims</i></p> <p><u>Knowledge</u> Different beliefs about God and some the ways in which Christians Hindus and/or Muslims describe God. Retell and suggest the meanings of stories from sacred texts about <i>people who encountered God</i></p> <p><u>Skills</u> Identify similarities and differences between ideas about God in different religions 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 Express their own understanding of God through words, symbols and the arts</p> <p><b>L2.2 Why is the Bible so important for Christians today?</b></p> <p><u>Knowledge</u> Recall and name some Bible stories that inspire Christians Examples of how and why Christians use the Bible today Describe Christians understanding of what God is like with examples from the Bible</p> <p><u>Skills</u> Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation Share and discuss ideas about why humans do bad things and how people try to put things right and why Christians believe that God needs to rescue/ save human beings</p>	<p><b>L2.3 Why is Jesus inspiring to some people?</b></p> <p><u>Knowledge</u> Stories about and the life of Jesus and followers today How Christians celebrate Holy Week and Easter Sunday Identify the most important parts of Easter for Christians and say why they are important Key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter</p> <p><u>Skills</u> Make connections between some of Jesus' teachings and why this inspires Christians and affects the way Christians live today Present their own ideas about the most important attitudes and values to have today, making links with Christian values</p>	<p><b>U2.1 Why do some people think God exists? <i>Christians and non-religious (e.g. Humanists)</i></b></p> <p><u>Knowledge</u> The terms theist, atheist and agnostic and examples of statements that reflect these beliefs Describe a Christian understanding of what God is like, using examples and evidence (creation etc)</p> <p><u>Skills</u> Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging Suggest ideas about the impact of believing or not believing in God on someone's life Present different views on why people believe in God or not, including their own ideas Explore how Christians interpret texts differently</p> <p><b>U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)</b></p> <p><u>Knowledge</u> Jesus' teaching on how his followers should live and the values they should live by (love, forgiveness. Generosity, justice etc) Jesus' parables and what they might teach Christians about how to live.</p> <p><u>Skills</u> Make connections between some of Jesus' teachings and their impact on the way Christians live today Express ideas about some of the challenges of following Jesus' teachings</p>	<p><b>U2.3 What do religions say to us when life gets hard? <i>Christians, Hindus and non-religious (e.g. Humanists)</i></b></p> <p><u>Knowledge</u> Key terms to do with life after death, e.g. salvation, heaven, reincarnation Christian, Hindu and/or non-religious beliefs about life after death Explain some reasons why Christians and Humanists have different ideas about an afterlife</p> <p><u>Skills</u> Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life Express ideas about how and why religion can help believers when times are hard, giving examples Explain some similarities and differences between beliefs about life after death Explain what difference belief might make to how someone lives, giving examples Interpret a range of artistic expressions of afterlife</p>

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<b>EXPRESSING</b>			
<p><b>L2.4 Why do people pray? Christians, Hindus and/or Muslims</b> <u>Knowledge</u> Describe what some believers say and do when they pray Describe the practice of prayer in the religions studied <u>Skills</u> 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 explain on similarities and differences between how Christians, Muslims and Hindus pray</p> <p><b>L2.5 Why are festivals important to religious communities? Christians and/or Muslims</b> <u>Knowledge</u> Difference between religious festivals and other types of celebrations Retell some stories behind festivals (e.g. Christmas) The way festivals are celebrated: Make connections between stories, symbols and beliefs with what happens in festivals <u>Skills</u> 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 (A3). Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives</p>	<p><b>L2.5 Why are festivals important to religious communities? Hindus and/or Jewish people</b> <u>Knowledge</u> Retell some stories behind festivals (Divali, Pesach) The way festivals are celebrated: Make connections between stories, symbols and beliefs with what happens in festivals <u>Skills</u> 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 Suggest how and why religious festivals are valuable to many people</p> <p><b>L2.6 Why do some people think that life is a journey and what significant experiences mark this? Christians, Hindus and/or Jewish people and non-religious responses (e.g. Humanist)</b> <u>Knowledge</u> 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 Describe what happens in Christian, Jewish, and/or Hindu ceremonies and what these rituals mean <u>Skills</u> Suggest reasons why marking the milestones of are important to Christians, Hindus and/or Jewish people and explain similarities and differences between the ceremonies of commitment</p>	<p><b>U2.4 If God is everywhere, why go to a place of worship? Christians, Hindus and/or Jewish people</b> <u>Knowledge</u> Recall and name some key features of places of worship studied Select and describe the most important functions of a place of worship for the community <u>Skills</u> Give examples of how places of worship support believers in difficult times, explaining why this matters to believers Present ideas about the importance of people in a place of worship, rather than the place itself Comment thoughtfully on the value and purpose of places of worship in religious communities</p>	<p><b>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)</b> <u>Knowledge</u> 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 <u>Skills</u> Examine the title question from different perspectives, including their own 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</p>



It is recommended that schools choose a minimum of THREE questions per year, taking at least one from each strand of Believing, Expressing & Living.

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<b>LIVING</b>			
<p><b>L2.7 What does it mean to be a Christian in Britain today?</b>  <u>Knowledge</u>                      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                      Exceeding: Explain similarities and differences between at least two different ways of worshipping in two different Christian churches  <u>Skills</u>                      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</p>	<p><b>L2.8 What does it mean to be a Hindu in Britain today?</b>  <u>Knowledge</u>                      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  <u>Skills</u>                      Suggest reasons why being a Hindu is a good thing in Britain today, and 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 another religious tradition pupils have been taught  <b>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)</b>  <u>Knowledge</u>                      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  <u>Skills</u>                      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</p>	<p><b>U2.6 What does it mean to be a Muslim in Britain today?</b>  <u>Knowledge</u>                      Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims                      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  <u>Skills</u>                      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                      Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life                      Answer the title key question from different perspectives, including their own</p>	<p><b>U2.7 What matters most to Christians and Humanists?</b>  <u>Knowledge</u>                      Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples                      Describe some Christian and Humanist values  <u>Skills</u>                      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                      Give examples of similarities and differences between Christian and Humanist values</p> <p><b>U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? Christians, Hindus and/or Muslims</b>  <u>Knowledge</u>                      Describe what Ahimsa, Grace or Ummah mean to religious people  <u>Skills</u>                      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 Exceeding:                      Explain similarities in ways in which key beliefs make a difference to life in two or three religions</p>