

BAINES ENDOWED – LONG TERM PLANNING GRID 2019-20

RELIGIOUS EDUCATION

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS <i>Where do we belong?</i>	Diwali	Christianity – God <i>When are the important times for our community?</i> CHRISTMAS	Islam <i>How do we show that we belong?</i>	Chinese New Year	Christianity – Jesus <i>What builds / helps our community?</i> EASTER	Christianity – Church <i>What are the special places in our community?</i>
EYFS Knowledge		<ul style="list-style-type: none"> The Christian belief in a creator God who is active in the world redeeming it. God's 'gift' as revealed in the birth of Jesus. Explore the Christmas story and celebrations. Consider examples of gift giving in their lives. 	<ul style="list-style-type: none"> Consider issues of identity and belonging arising from being part of the Muslim community and its beliefs. Explore how belief in Allah and obedience to his word unites them as the Ummah [Muslim community]. Reflect on who they are, what they believe and value as part of communities to which they belong. 		<ul style="list-style-type: none"> Consider Christian beliefs about love and how Jesus' teachings influence Christian charity work. Focus on charity and, where possible, Christian charities working in their local community. They children will make links between who Christians love and who they love. 	<ul style="list-style-type: none"> Examine the role of the Church as a community of believers from all races and nationalities who are committed to life lived in the Spirit of Jesus. The role of the Church in the local community. Explore the location and activities of a local church. Consider their links with various communities.

EYFS Progression of skills	<ul style="list-style-type: none"> Recall some parts of religious stories from at least 2 religions. Talk about people and situations important to themselves within the school community. Talk about people and situations important to themselves in their families and community. 					
Year 1 <i>What do people say about God?</i>	Judaism <i>Why might some people put their trust in God?</i> SUKKOT	Christianity – Jesus <i>Why is Jesus special to Christians?</i> CHRISTMAS	Hinduism <i>What do Hindus believe about God?</i>	Christianity – Church <i>How might some people show they belong to God?</i>	Christianity – God <i>Why to Christians say that God is a father?</i>	Islam <i>How might beliefs about creation effect the way people treat the world?</i>
Year 1 Knowledge	<ul style="list-style-type: none"> Pupils can think about how celebrations might be a way to remind people of important events and beliefs. Pupils know celebrations for Jewish people are a reminder to trust in God. Learn about the festival of Sukkot and how this is a time Jews 	<ul style="list-style-type: none"> Know a simple version of the nativity story. Talk about why Christians would say that Jesus is a special baby. Talk about how different characters in the nativity welcome the baby Jesus. Identify religious aspects of Christmas celebrations Talk about why Christmas is a special time for Christians Consider how and why babies might be special- and why they need love and care. Talk about the importance of looking after those who cannot help themselves. Talk about their own 	<ul style="list-style-type: none"> Know that Hindus believe in one God in many forms Know that Hindus believe that God is present in all living things Suggest what Hindus might learn about God from the story of the blind men and the elephant Talk about how and why Hindus might use statues and images (murtis) in their worship Suggest symbolic meanings expressed in the images Talk about the different ways that people can be seen and described 	<ul style="list-style-type: none"> Know that some Christians welcome babies into the God’s family (the Church) with baptism ceremonies Talk about what it might mean to belong to the Church family Identify features of baptism – eg. the font, candles, godparents Talk about why parents might want to have their child baptised Talk about what is means to belong to a family Talk about the role 	<ul style="list-style-type: none"> Know that Christians refer to God as ‘Father’ Talk about why Christians might compare God to a loving parent Talk about how and why Christians might want to talk to God Suggest symbolic meanings of rituals and items used in Christian prayer Talk about the importance of love in families Talk about the ways in which they are cared for and supported by family members Reflect on their own role within the family Discuss who they 	<ul style="list-style-type: none"> Know that Muslims believe in one God (Allah) Know that Muslims believe the world was created by God Talk about why Muslims might value the natural world Know that Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet Suggest how Muslims might show respect for God by caring for the natural world Talk about their own experiences and feelings about the natural world

	<p>thank God for looking after them.</p> <ul style="list-style-type: none"> Know that Jewish people believe they can put their trust in God. Know the story of Noah. Explore how people such as Abraham and Noah put their trust in God. 	<p>beginnings and how they were welcomed into the family.</p> <ul style="list-style-type: none"> Reflect on who has helped them in life so far. 	<ul style="list-style-type: none"> Consider how people might have multiple roles Reflect on how others might see them Talk about the different roles that they might have (friend, child, brother/sister etc.) 	<p>of families in raising children</p> <ul style="list-style-type: none"> Talk about their own identity as part of a family and part of the school community 	<p>can talk to when they are happy/ sad/ worried</p>	<p>and what they have noticed about the way that humans treat it</p> <ul style="list-style-type: none"> Reflect on how they treat the natural world – and if they have a duty to look after it
Year 1 Progression of skills	<ul style="list-style-type: none"> Give an example of a key belief and/or a religious story Give an example of a core value or commitment Use some religious words and phrases to recognise and name features of religious traditions Talk about the way that religious beliefs might influence the way a person behaves Notice and show curiosity about people and how they live their lives Ask questions 					
Year 2 <i>How do we respond to the things that really matter?</i>	<p>Christianity – God</p> <p><i>How do we treat the world matter?</i></p> <p>HARVEST</p>	<p>Christianity – Jesus</p> <p><i>Why do people say that Jesus is the light of the world?</i></p> <p>CHRISTMAS</p>	<p>Judaism</p> <p><i>Does worship help people?</i></p> <p>SUKKOT</p>	<p>Christianity – Church</p> <p><i>What unites the Christian community?</i></p>	<p>Islam</p> <p><i>Why do Muslims believe it is important to obey God?</i></p>	<p>Hinduism</p> <p><i>How might people show their devotion?</i></p>

<p>Year 2 knowledge</p>	<ul style="list-style-type: none"> • God is a creator and sustainer. • Know the creation story in Genesis 1. • Christians express their beliefs through acts of stewardship and the harvest festival. • Caring for the planet is a human and religious value. • Environmental issues are a threat to the world. • Humans can make a difference and have a responsibility to care for the natural world. 	<ul style="list-style-type: none"> • Suggest what Christians might mean when they refer to Jesus as 'the Light of the world' • Talk about the different titles that might be given to Jesus – Christ/ Messiah/ Saviour/Son of God. • Identify ways in which Christians might use light as part of their Christmas celebrations (advent candles, candle-light carol services, Christingle) – and the symbolic meaning • Talk about the different ways that Christians might celebrate Christmas. identify different ways that humans use light • Discuss the importance of light – as a source of comfort, security and hope • Talk about how and why light might be an important symbol 	<ul style="list-style-type: none"> • Examine how special times are identified and why they are significant. • The focus is on God, Torah, The People and the Land. • Explore the practices and beliefs associated with a specific festival and to make links to significant times in pupils lives. 	<ul style="list-style-type: none"> • Suggest beliefs and values that might unite the Christian community • Talk about why some Christians might think it is important to come together to worship God • Identify symbols (images and actions) used in Christian worship • Talk about how and why symbols might be used in Christianity • Identify and describe features of a church • Identify signs and symbols in the world around them • Talk about the school logo – what values it might represent and how it might unite the school community. • Ask thoughtful questions about signs and symbols. • Talk about 	<ul style="list-style-type: none"> • Suggest why Muslims believe that it is important to respect God • Talk about why Muslims would want to show their gratitude to God • Know that submission to God is an important aspect of Islamic life • Identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis • Describe the rituals of Islamic prayer (salah), including wudhu and use of a prayer mat • Suggest how making time for the five daily prayers is an act of submission • Talk about the ways in which shared rituals might unite communities (make links with the way that the Islamic community – the Ummah – is united by prayer) • Identify ways in 	<ul style="list-style-type: none"> • Know that Hindus believe in one God (Brahman) who can be worshipped in many forms • Know that these forms (the deities) have different qualities and are portrayed in different ways • Suggest why Hindus might believe that it is important to show devotion to the deities • Know that Hindus might worship at a Mandir and/or the home shrine • Suggest why worship in the home might be important • Describe the meaning and symbolism of items used in worship (eg. arti lamp, items on the puja tray) • Talk about qualities that make some people special • Identify ways in
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				communities that they belong to – and how they show their commitment to these communities	which humans show their gratitude <ul style="list-style-type: none"> • Talk about the things they do on a regular basis as a sign of their commitment and belonging. • Reflect on who they should be grateful to and how they show this 	which humans show their gratitude to the people who matter in their lives. <ul style="list-style-type: none"> • Talk about who is special to them and why. • Reflect on who they should be grateful to and how they might show this in words and actions
Year 2 Progression of skills	<ul style="list-style-type: none"> • Retell and suggest meanings for religious stories and/or beliefs • Use some religious words and phrases when talking about beliefs and values • Identify and describe how religion is expressed in different ways • Suggest the symbolic meaning of imagery and actions • Identify things that influence a person's sense of identity and belonging • Ask relevant questions • Talk about their own identity and values 					
Year 3 <i>Who should we follow?</i>	Islam <i>Why is the prophet Muhammed an example for Muslims?</i>	Christianity – Jesus <i>What does it mean to be a disciple of Jesus?</i>	Sikhism <i>Why are the Gurus important to Sikhs?</i>	Christianity – God <i>How and why have people served God?</i>	Christianity – Church <i>What do Christians mean by the Holy Spirit?</i> PENTECOST	Hinduism <i>What is expected of a person following a religion or belief?</i> RAKSHA BANDHAM
Year 3 Knowledge	<ul style="list-style-type: none"> • Know that being charitable is important to Muslims • Understand the 	<ul style="list-style-type: none"> • Know what is meant by discipleship • Know about the people who became disciples of Jesus – and suggest why 	<ul style="list-style-type: none"> • Develop an understanding of the importance of founders and leaders for religious communities 	<ul style="list-style-type: none"> • Know that the Abrahamic faiths believe in prophets (and that many of these are shared across the three religions) 	<ul style="list-style-type: none"> • know what Christians mean by the Holy Spirit • suggest how belief in the Holy Spirit as God's presence in the world might have an impact on individuals and 	<ul style="list-style-type: none"> • develop an understanding of the importance of duty and commitment to many religions • know that following dharma (religious duty)

	<p>importance the Prophet Muhammad to the Islamic community and know why he is a good role model.</p> <ul style="list-style-type: none"> • Suggest ways that a Muslim might be charitable in the world today. • Describe and give reasons for the Islamic practice of zakat. 	<p>these people decided to follow Jesus</p> <ul style="list-style-type: none"> • Identify beliefs and values within religious teachings (eg. 'Follow me and I will make you fishers of men' – Matt 4:19) • describe how and why Christians might try to follow the example of Jesus through mission and charity work • describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs • talk about what it means to have charisma • describe what makes a good leader and why people might want to follow him/her • discuss what motivates people to want to make a 	<ul style="list-style-type: none"> • Identify Sikh beliefs and values contained within the stories of the lives of the Gurus • Describe how and why the Guru Granth Sahib is treated with great respect • Suggest how and why Sikhs might show commitment to their faith • Identify people and ideas that inspire commitment • Discuss the different ways that people might show that they are committed • Reflect on their own commitments and the impact that these have on their lives • Ask questions about the value of having commitments 	<ul style="list-style-type: none"> • Identify Christian beliefs and values contained within the stories of the prophets (eg. Noah, Abraham, Moses, Jonah) • Suggest why these prophets chose to listen to and follow God. • Identify Christians who might be described as people who listened to and followed God • Describe how and why some Christians might devote their lives to serving God • Talk about what is meant by a sense of vocation. • Identify inspirational people/role models for the world today • Describe the qualities that inspirational people might have • Discuss who makes a good role 	<p>communities</p> <ul style="list-style-type: none"> • identify Christian values exemplified in the gifts/fruits of the Spirit <ul style="list-style-type: none"> • identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations • describe how and why Pentecost is celebrated <ul style="list-style-type: none"> • describe why some Christians might take part in a procession of witness • describe aspects of being human that we should be proud of • discuss what it means to be a successful human – and the different measures of success that might be applied • discuss their own sense of value and what is good/unique about being them • reflect on the people that they value in their lives – and how they show their appreciation 	<p>is an important part of Hindu life</p> <ul style="list-style-type: none"> • suggest the impact of belief in dharma, particularly the belief that there are three 'debts' – duty owed to God/the deities, duty owed to teachers, and duty owed to family • describe how and why Hindus might celebrate Raksha Bandhan • identify aspects of the celebration which remind Hindus of their dharma <ul style="list-style-type: none"> • identify religious teachings contained within a Hindu story – and suggest how these stories might be used to teach Hindu children about dharma (eg. What teachings about duty to family are expressed in the story of Rama and Sita?) • identify sources of authority and inspiration • consider what our 'duties' as human beings are • reflect on their own
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		difference. <ul style="list-style-type: none"> • reflect on their own leadership abilities • discuss their own desires to make a difference in the world/in their communities 		model and why. <ul style="list-style-type: none"> • Raise and discuss questions about following others – including both positive and negative responses 		duties – to themselves, to their families, to their communities <ul style="list-style-type: none"> • discuss who or what they follow – and why
Year 3 Progression of skills	<ul style="list-style-type: none"> • Show awareness of similarities in religions • Identify beliefs and values contained within a story/teaching • Identify the impact religion has on a believer • Identify how religion is expressed in different ways • Use religious terms to describe how people might express their beliefs • Describe how some people, events and sources of wisdom have influenced and inspired others • In relation to matters of right and wrong, recognise their own and others' values • Discuss own questions and responses related to the question 'who should we follow – and why?' 					

Year 4 <i>How should we live our lives?</i>	Judaism <i>How do religious families and communities practise their faith and what contributions does this make to society?</i>	Hinduism <i>What might a Hindu learn from celebrating Diwali?</i> DIWALI	Christianity – God <i>How and why might Christians use the Bible?</i>	Christianity – Jesus <i>Is sacrifice an important part of religious life?</i>	Islam <i>Why do Muslims fast during Ramadhan?</i> RAMADHAN	Christianity – Church <i>What does 'love your neighbour' really mean?</i>
Year 4 Knowledge	<ul style="list-style-type: none"> How religious families and their communities practise their faith. What contribution religious families make to society. The use of symbolism in Judaism. The key features of a synagogue. 	<ul style="list-style-type: none"> Explore teachings about good and evil in the story of Rama and Sita Describe what moral guidance Hindus might gain from the story of Rama and Sita Make links between the actions of Rama and the belief that he is an avatar of Vishnu, appearing on earth to destroy evil and uphold dharma. Use subject specific language to describe how and why Hindus celebrate Diwali Explain the importance of light in the Diwali celebrations, and 	<ul style="list-style-type: none"> Explore different Christian beliefs about the Bible as the word of God Explain why the Bible can be described as a library and give examples of the different types of writings found in the Bible Describe why some Christians might view the Bible as an important source of authority and moral guidance Explain why Christians might have different views about how to interpret and apply the Bible Explain why Christians might also look to other 	<ul style="list-style-type: none"> Retell the story of Jesus in the wilderness Identify Christian beliefs about Jesus reflected in this story Suggest why sacrifice might be an important Christian value (linked to beliefs and teachings about Jesus) Describe what a Christian might do during Lent and why explain what is meant by sacrificial love – agapé – and give examples of how Christians might do this Discuss Christians who have been 	<ul style="list-style-type: none"> Explore Islamic teachings about Ramadan from the Qur'an Make links between Islamic values and the beliefs explored so far in their study of Islam Use subject specific language to describe how and why Muslims fast at Ramadan Explain the importance of Ramadan in the context of the Five Pillars of Islam Consider the impact that fasting might have on 	<ul style="list-style-type: none"> Retell some of the main parables of Jesus Explain how and why these might be an important source of guidance for Christians Suggest ways that Christians might put these teachings into action in the 21st century Describe and explain (with examples) Christian attitudes about how to treat others Explain the

		<p>how this is a symbol of good overcoming evil.</p> <ul style="list-style-type: none"> • discuss (with relevant examples) the importance of the belief that good overcomes evil • suggest people, words or stories that might be inspiring when trying to overcome difficulties in life. • reflect on their own concept of 'goodness' • discuss what gives them hope during difficult times 	<p>sources of authority when making decisions about how to live (eg. church leaders, prayer, conscience)</p> <ul style="list-style-type: none"> • Discuss why people might have different views about what is right and wrong – and where these views might come from • Describe the different sources of authority that humans might look to when making decisions about how to live their lives • Reflect on their own understanding of morality and where it comes from • Raise questions and discuss responses to different ideas about how to live well 	<p>examples of sacrificial love (eg. Oscar Romero) and how they were motivated by their faith</p> <ul style="list-style-type: none"> • Consider differing attitudes and responses to the concept of sacrifice (both positive and negative) • Discuss why many people are willing to make sacrifices for the people they love • Discuss why some people may be willing to make a sacrifice for someone they don't even know • Give examples of acts of sacrifice that have been done by or for them • Discuss who or what they would be prepared to make sacrifices for. • Consider the value of sacrifice – as an 	<p>individuals, families and communities</p> <ul style="list-style-type: none"> • Discuss (with relevant examples) the importance of showing commitment to a belief, value or community • Consider the role of sacrifice within religion and communities • Reflect on their own beliefs, values and commitments • Consider and discuss how they demonstrate their personal commitments 	<p>importance of love for all (agape) as part of Christian life, and the ways that this might be expressed</p> <ul style="list-style-type: none"> • Explain (with examples) how and why people might use stories to pass on wisdom and guidance • Discuss how and why fables might be an important aspect of human history and culture. • Discuss examples of wisdom and guidance that they have learnt from stories • •consider what messages/words of wisdom
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				expression of love and commitment		they would want to pass on to future generations – and how they would do this
Year 4 Progression of skills	<ul style="list-style-type: none"> • Describe what a believer might learn from a religious teaching/story • Make links between ideas about morality and sources of authority • Describe the impact religion has on believers' lives • Explain the deeper meaning and symbolism for specific religious practices • Consider the range of beliefs, values and lifestyles that exist in society • Discuss how people make decisions about how to live their lives • Reflect on their own personal sources of wisdom and authority 					
Year 5 <i>Where can we find guidance about how to live our lives?</i>	Islam <i>Should religious teachings affect our laws today?</i>	Christianity – Jesus <i>What do we mean by a miracle?</i>	Christianity – Church <i>How do people decide what to believe?</i>	Hinduism <i>What might Hindus learn from stories about Krishna?</i> HOLI	Judaism <i>What can we learn from the way Jews teach their scriptures?</i>	Christianity – God <i>Why is it sometimes difficult to do the right thing?</i>
Year 5 Knowledge	<ul style="list-style-type: none"> • Examine the status and role of the Qur'an. • The focus is on Tawid, Iman, Ibadah and Akhlaq. • Consider how the Qur'an supports daily life. • Make links with issues of decision making and guidance in their lives. 	<ul style="list-style-type: none"> • Describe Christian beliefs about miracles as 'signs' of the divinity of Jesus • Retell a selection of miracle stories – and explain what these might reveal to Christians about the nature of Jesus • Describe why some Christians might go on pilgrimage to 	<ul style="list-style-type: none"> • Describe what Christians mean when they talk about one God in Trinity • Identify the beliefs contained within the Apostle's Creed • Explain why the Christian community (The Church) might want/need an agreed statement of belief • Describe and 	<ul style="list-style-type: none"> • Make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty • Explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus • Explain the Hindu belief that God is present in all people (through 	<ul style="list-style-type: none"> • Examine how God's will is revealed to the Jewish people in the Torah. • God, Torah and The Land and The People. • Explore organisation, content and practices associated with the Torah. • Consider that which guides their life. 	<ul style="list-style-type: none"> • Describe Christian beliefs about sin and forgiveness • Describe and explain the teaching from Genesis 3 – of how Adam and Eve disobeyed God • Suggest different ways that this story

		<p>places associated with miraculous events</p> <ul style="list-style-type: none"> • Explain the impact that belief in miracles and the power of prayer might have on a Christian • Explain the difference between fact, opinion and belief • Consider differing interpretations of the word miracle – i.e. an amazing event, a very lucky experience, a strange coincidence, an act of God • Discuss their own beliefs – is there anything that they accept as truth which others may not agree with? • Reflect on how they make decisions about what is/is not true 	<p>explain the meaning of a range of symbols that might be used for the Trinity</p> <ul style="list-style-type: none"> • Explain how symbols might unite the worldwide Christian Church • Describe the role of places like Taizé where Christians from different backgrounds might come together to worship • Consider what we mean by sources of authority. Give examples of sources of authority that might guide individuals and communities – and the value of these as guidance for life • Discuss different responses to sources of authority • raise meaningful questions about things that puzzle them 	<p>the atman) and the impact this might have on a believer</p> <ul style="list-style-type: none"> • Describe and explain a variety of ways that Hindus might celebrate the festival of Holi • Suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate • Explain how Holi celebrations might express Hindu beliefs about equality • Explain how festivals and celebrations might be helpful ways for communities and societies to pass on values, guidance and traditions • Consider the 		<p>might be understood by Christians</p> <ul style="list-style-type: none"> • Describe and explain how and why Christians might use the Lord's Prayer • Analyse and interpret the Lord's Prayer – and what guidance it provides for Christians • Suggest things that might lead Christians into temptation in the modern world – and how and why they might try to resist these temptations • Consider the different ways that myth and stories are and used • Explain how a 'truth' might be contained
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Year 5 Progression of skills	<ul style="list-style-type: none"> Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers Explain the impact of beliefs and values – including reasons for diversity Explain differing forms of expression and why these might be used Describe diversity of religious practices and lifestyle within the religious tradition Interpret the deeper meaning of symbolism – contained in stories, images and actions Explain (with appropriate examples) where people might seek wisdom and guidance Consider the role of rules and guidance in uniting communities Discuss and debate the sources of guidance available to them Consider the value of differing sources of guidance 					

Year 6 <i>Is life like a journey?</i>	Islam <i>What is Hajj and why is it important to Muslims?</i>	Christianity – God <i>How do Christians mark ‘turning points’ on the journey of life?</i>	Buddhism <i>What do we mean by a good life?</i>	Christianity – Jesus <i>Why do Christians believe Good Friday is good?</i>	Christianity – Church <i>If life is like a journey, what’s the destination?</i>	Hinduism <i>Do we have to live our lives in a certain way?</i>
				EASTER	EASTER	
Year 6 Knowledge	<ul style="list-style-type: none"> Analyse beliefs, teachings and values and how they are linked Explain how the beliefs and values of a religious tradition might guide a believer through the journey of life Explain the impact of beliefs, values and practices – including differences between and within religious traditions Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals 	<ul style="list-style-type: none"> Explain how rituals (sacraments/rites of passage) might reflect Christian beliefs about their relationship with God Explain how these rituals might differ between different denominations (eg. infant baptism and believer’s baptism) Analyse the importance of Christian rites of passage as an expression of faith and commitment Use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies 	<ul style="list-style-type: none"> Analyse Buddhist beliefs and teachings about how to be content Explain Buddhist beliefs and values contained within the story of Prince Siddhartha Make links between the story of the life of Prince Siddhartha and Buddhist beliefs and teachings about The Four Noble Truths Describe and explain what is involved in following the Eight-Fold Path of Buddhism – and the impact that following this might have on the life of a Buddhist. Consider the 	<ul style="list-style-type: none"> Retell the events leading up to and including the death of Jesus Explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life Explain how and why Christian individuals and communities might celebrate the events of Holy Week Use religious vocabulary to describe and explain the Eucharist Explain different Christian beliefs about the 	<ul style="list-style-type: none"> Explain how beliefs about the death and resurrection of Jesus might affect the life of a Christian <ul style="list-style-type: none"> Explain (simply) Christian beliefs about salvation Explain how Christian beliefs about life after death might affect a believer’s sense of purpose and behaviour throughout the journey of life Explore Christian ideas about forgiveness of sin and the different ways that people might seek to be forgiven (using terms such as confession, repentance, atonement, reconciliation) Analyse Christian teachings about the importance of forgiveness and examples of people who have put these teachings 	<ul style="list-style-type: none"> Analyse Hindu beliefs about samsara, karma and moksha and how these are linked Explain how belief in reincarnation might affect the way in which a Hindu views the ‘journey of life’ Explain how belief in reincarnation and the law of karma might affect the way a Hindu lives Describe and explain the four ashramas (stages of life) in the life of a

	<p>and experiences</p> <ul style="list-style-type: none"> • Explain differing ideas about religious expression. • Consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging • Discuss how people change during the journey of life • Raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments • Develop own views and ideas in response to learning • Demonstrate increasing self-awareness in their own personal development. 	<ul style="list-style-type: none"> • Discuss how people change during the course of their lifetime – and the key events that humans might mark on the journey of life • Consider the value of celebrating landmarks in life – for individuals and communities • Ask and respond thoughtfully to questions about how they have changed during their life so far – and how they might continue to change • Discuss where they might find wisdom and guidance to help prepare them for the changes and responsibilities of different stages of life 	<p>importance of daily meditation in Buddhism</p> <ul style="list-style-type: none"> • Discuss the meaning of contentment – is it the same as happiness, or something different? • Raise questions about the human experience of being unsatisfied – why do humans so often want more than they have? To what extent does this prevent people from ever being happy? • Ask and respond thoughtfully to questions about their own happiness – consider this as something that they are in control of • Discuss the potential barriers to their happiness and what they can do to overcome these 	<p>Eucharist and its importance</p> <ul style="list-style-type: none"> • Consider how people might mature and become stronger through overcoming difficulties • Consider the value of being part of a community on the ‘journey of life’ • Raise questions and discuss the extent to which they agree that ‘suffering makes you stronger’. • Discuss own experiences and attitudes towards the importance of having companionship on the journey of life 	<p>into practice</p> <ul style="list-style-type: none"> • Discuss differing ideas and opinions about the purpose of human life – and how these beliefs might influence relationships with others • Discuss the importance of saying sorry and forgiveness in maintaining relationships with others • Raise questions about the meaning and purpose of life and explain their own ideas and opinions (including influences) • Reflect on the benefits and difficulties of forgiveness 	<p>Hindu</p> <ul style="list-style-type: none"> • Explain how a person might change as they move from one ashrama to the next • Consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama • Discuss the special milestones that we might celebrate during a person’s lifetime • Discuss how our rights, responsibilities and relationships with others might change as we go through life
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Year 6 Progression of skills	<ul style="list-style-type: none"> • Analyse beliefs, teachings and values and how they are linked • Explain how the beliefs and values of a religious tradition might guide a believer through the journey of life • Explain the impact of beliefs, values and practices – including differences between and within religious traditions • Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, ritual and experiences • Explain differing ideas about religious expression • Consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging • Discuss how people change during the journey of life • Raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments • Develop own views and ideas in response to learning • Demonstrate increasing self awareness in their own personal development 					