

Year 1	What do Jews remember on Shabbat?	To understand beliefs and teachings	<ul style="list-style-type: none"> Retell the Jewish story of Creation. Give an example of how Jews use the day of rest from the story of the creation to guide their daily lives. Recognise that the practice of Shabbat shows a strong relationship between Jews people and God. 	What do my senses tell me about the world of religion?	To understand beliefs and teachings	<ul style="list-style-type: none"> Begin to make connections using their senses and what they know about the world around them Ask "I wonder ..." questions about the world around us Use our senses to investigate worship in different religious traditions Use our senses to justify a belief that they hold 	How did the universe come to be?	To understand beliefs and teachings	<ul style="list-style-type: none"> Ask at least one question about the origin of the universe. Give a simple reason, using the word 'because', for the origin of the universe. Know that, for some people, religions provide an answer to the question of the origin of the universe (creation stories). Know that beliefs about the origin of the universe influence how individuals treat the world around them.
		To understand practices and lifestyles			To understand how beliefs are conveyed			To understand values	

Year 2	<p>Why is light an important symbol for Christians, Jews and Hindus?</p>	<p>To understand beliefs and teachings</p> <p>To understand practices and lifestyles</p> <p>To understand how beliefs are conveyed</p>	<ul style="list-style-type: none"> Retell at least one narrative where light is an important symbol. Recognise that the narratives used by Christians, Hindus and Jews reflect their key beliefs. Give an example of how Christmas, Hindu and Jews and beliefs (and the symbolism of light) to guide their daily lives. 	<p>How and why do Jewish people celebrate Passover?</p>	<p>To understand beliefs and teachings</p> <p>To understand practices and lifestyles</p> <p>To understand how beliefs are conveyed</p> <p>To understand values</p>	<ul style="list-style-type: none"> Recognise that Passover (Pesach) is a Jewish festival. Identify ways in which Passover can have an impact on Jewish daily life and family. Identify evidence of religion and belief especially in the local area. 	<p>Why do people have different views about God?</p>	<p>To understand beliefs and teachings</p> <p>To understand practices and lifestyles</p> <p>To understand how beliefs are conveyed</p> <p>To reflect</p> <p>To understand values</p>	<ul style="list-style-type: none"> Give a reason why a member of at least one other religious community might believe in God. Give a reason why a person might not believe in God. Give an example of what a member of a religious community might believe about God. Make connections between people's beliefs of right and wrong and their belief about God.
	<p>What does the Nativity story teach Christians about Jesus?</p>	<p>To reflect</p> <p>To understand values</p>	<ul style="list-style-type: none"> Retell the Christmas story. Recognise that Christians believe Jesus was sent by God to be him in the flesh. Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. <p>Recognise the connection between Christmas and Easter</p>						
Year 3	<p>How do people express commitment to a religion/world view in different ways?</p>	<p>To understand beliefs and teachings</p> <p>To understand practices and lifestyles</p> <p>To understand how beliefs</p>	<ul style="list-style-type: none"> Identify a range of ways in which religious belief can impact daily life. Show awareness of the similarities and differences between the commitment ceremonies or rites of passage within Christianity, and between Christianity, Judaism and Sikhism. Identify some similarities and 	<p>What is the trinity?</p>	<p>To understand beliefs and teachings</p> <p>To understand practices and lifestyles</p> <p>To understand how beliefs</p>	<ul style="list-style-type: none"> Show awareness of the Biblical origins of Christian teachings of the Trinity. Identify different types/genres of writing within the Bible. Give examples of how Christians might express their beliefs about the Trinity 	<p>What is philosophy? How do people have moral decisions?</p>	<p>To understand beliefs and teachings</p> <p>To understand practices and lifestyles</p> <p>To understand how beliefs are conveyed</p> <p>To reflect</p>	<ul style="list-style-type: none"> Talk about the difference between knowing and believing. Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly, analyse arguments and how they work.

		are conveyed	differences in how people practise and express beliefs about commitment.		are conveyed	<ul style="list-style-type: none"> • Identify how Christian baptism uses and expresses the doctrine of Trinity. • Recognise ways in which belief in the Trinity might make a difference to the way a Christian thinks about their life and how they see the world 		To understand values	<ul style="list-style-type: none"> • Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.
		To reflect							
		To understand values				<ul style="list-style-type: none"> • Show awareness of the importance of the Qur'an • Identify ways in which the Muslim view of Allah is similar to and different from the Christian view of God. • Recognise ways in which the Muslim view of Allah influences the way Muslims live their lives and view other people. • Recognise that there are many different answers to the question, 'What is God like?' 			

Year 4	What do we mean by truth?	To understand beliefs and teachings	<ul style="list-style-type: none"> Describe different philosophical answers to questions relating to meaning and existence including God as truth and the concept of pantheism. Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge such as axiom and proof. Give reasons for more than one point of view, providing pieces of evidence to support these views using the work of philosophers and truth claims from sacred texts. 	Why is there so much diversity of belief within Christianity?	To understand beliefs and teachings	<ul style="list-style-type: none"> Describe the difference between the terms 'religion' and 'belief'. Describe some of the varying ways in which Christianity is practised locally, nationally and globally. Identify events in history which have influenced Christianity e.g. Martin Luther and the Reformation. 	How do religious groups contribute to society?	To understand beliefs and teachings	<ul style="list-style-type: none"> Describe ways in which the Christian beliefs in God's compassion for the poor and the value of all people as equal in God's sight impact on and influence individual lives, communities and society. Describe ways in which dharma impacts on and influences Hindu life and society. Describe some of the varying ways in which religious beliefs are practised both locally and nationally with reference to Christianity and Hinduism. Identify ways in which beliefs might make a Christian or Hindu think about how they live their life.
		To understand practices and lifestyles			To understand how beliefs are conveyed			To reflect	

									<ul style="list-style-type: none"> • Identify how the crucifixion and resurrection of Jesus as a core event that has shaped Christian belief • Describe how individuals, communities, society and personal experiences can shape beliefs
Year 5	Is believing in God reasonable?	<p>To understand beliefs and teachings</p> <p>To understand practices and lifestyles</p> <p>To understand how beliefs are conveyed</p> <p>To reflect</p> <p>To understand values</p>	<ul style="list-style-type: none"> • Understand arguments for and against the existence of God • To identify weak arguments and baseless assertions • To support their own arguments with evidence and logical reasoning • To understand what makes a position reasonable or unreasonable 	<p>What can we learn about the world/knowledge/meantime of life from the great philosopher?</p>	<p>To understand beliefs and teachings</p> <p>To understand practices and lifestyles</p> <p>To understand how beliefs are conveyed</p> <p>To reflect</p> <p>To understand values</p>	<ul style="list-style-type: none"> • Understand arguments made by great philosophers • To respond to these arguments with their own thoughts • To explore different forms of communicating ideas such as parables or dialogues • To identify weak arguments and baseless assertions • To compare different approaches to morality and identify similarities and differences 	<p>How do Hindus make sense of the world?</p>	<p>To understand beliefs and teachings</p> <p>To understand practices and lifestyles</p> <p>To understand how beliefs are conveyed</p> <p>To reflect</p> <p>To understand values</p>	<ul style="list-style-type: none"> • Describe different sources of authority and how they link with beliefs. • Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers. • Describe ways in which beliefs shape the way Hindus view the world in which they live and how they view others. • Explain a range of answers to ethical and moral questions and issues, drawing conclusions and

						<ul style="list-style-type: none"> To articulate and summarise abstract thoughts about morality 			<p>showing awareness of diversity of opinion and why there are differences.</p> <ul style="list-style-type: none"> Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs. <hr/> <ul style="list-style-type: none"> Show awareness that talking about religion and belief can be complex. Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs. Describe ways in which beliefs shape the way Christians/Muslims view the world in which they live and how they view others.
							<p>How has belief in Christianity impacted on music and art through history?</p>		

Year 6	What does it mean to be human? Is being happy the greatest purpose in life?	To understand beliefs and teachings	<ul style="list-style-type: none"> • Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence • Begin to analyse and evaluate different ways in which philosophers understand humanness incorporating what it means to live a 'good' life • Use well-chosen pieces of evidence to support and counter a particular argument 	Creation or science: conflicting or complementary	To understand beliefs and teachings	<ul style="list-style-type: none"> • Begin to analyse and evaluate different ideas of how the universe came to be • Explain the connections and divergence between different theories, and how they may fit together or disagree entirely. • Begin to analyse the reliability of the sources of the different ideas of how the universe came to be. 	What does sacrifice mean?	To understand beliefs and teachings	<ul style="list-style-type: none"> • Describe different philosophical and theological answers to questions about sacrifice • Identify ways in which beliefs about sacrifice influence the ways Christians and Muslims see the world • Identify ways in which beliefs about sacrifice impact the actions of Christians and Muslims • Give reasons for more than one point of view on the importance of sacrifice, providing pieces of the evidence to support these views in both philosophy and sacred texts.
		To understand practices and lifestyles		To understand how beliefs are conveyed	To reflect			To understand values	
				How and why does religion bring peace and conflict?		<ul style="list-style-type: none"> • Recognise the controversial nature of this topic • Explain what at least two religions believe about peace and conflict. • Analyse the relationship between peace and pacifism. • Begin to analyse and evaluate the role of religion in peace and 			

						conflict in real life situations			
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