

HEAP BRIDGE VILLAGE PRIMARY SCHOOL



Religious Education

Long Term Curriculum Implementation Plan

&

Assessment Arrangements

RE Today
Services

Purpose of study

- To contribute dynamically to children’s education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- To learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions.
- To learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.
- Teaching should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.
- It should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and worldviews.
- To gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. Pupils should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

Subject content

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 elaborated the principle aim. The curriculum for RE aims to ensure that all pupils:

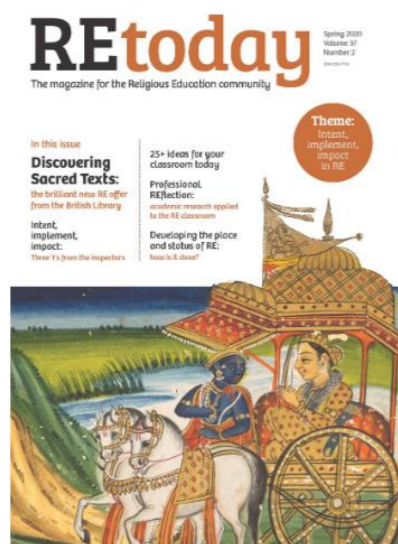
- To know about and understand a range of religions and worldviews
- To express ideas and insights about the nature, significance and impact of religions and worldviews
- To gain and deploy the skills needed to engage seriously with religions and worldviews

Key stage 1

Christians, Muslims and Jewish people.
36 hours a year

Key stage 2

Christians, Muslims, Jewish and Hindu people. 45 hours a year









NC	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Key Question: F5: Where do we belong?	Key Question: F2: Which people are special and why?	Key Question: F6: What is special about our world?	Key Question: F4: Which times are special and why?	Key Question: F3: Which places are special and why?	Key Question: F1: Which stories are special and why?
Year 1	Key Question: 1:1 Who is a Christian and what do they believe?	Key Question: 1:1 Who is a Christian and what do they believe?	Key Question: 1:7 What does it mean to belong to a faith community?	Key Question: 1:6 How and why do we celebrate special and sacred times? (Easter)	Key Question: 1:5 What makes some places sacred? VISIT	Key Question: 1:5 What makes some places sacred?
Year 2	Key Question: 1:8 How should we care for others and the world and why does it matter?	Key Question: 1:4 What can we learn from sacred books?	Key Question: 1:4 What can we learn from sacred books?	Key Question: 1:6 How and why do we celebrate special and sacred times? (Passover)	Key Question: 1:2 Who is a Muslim and what do they believe? VISIT	Key Question: 1:2 Who is a Muslim and what do they believe?
Year 3	Key Question: L2:2 Why is the Bible important to Christians?	Key Question: L2:5 Why are festivals important to religious communities?	Key Question: L2:1 What do people believe about God?	Key Question: L2:7 What does it mean to be a Christian today?	Key Question: L2:4 Why do people pray? VISIT	Key Question: L2:4 Why do people pray?
Year 4	Key Question: L2:6 Why do some people think that life is a journey?	Key Question: L2:5 Why are festivals important to religious communities?	Key Question: L2:9 What can we learn from religions about deciding what is right and wrong?	Key Question: L2:3 Why is Jesus inspiring to some people?	Key Question: L2:8 What does it mean to be a Hindu in Britain today?	Key Question: L2:8 What does it mean to be a Hindu in Britain today?
Year 5	Key Question: U2:2 What would Jesus do? Can we live by the values of Jesus in the 21 st century?	Key Question: U2:2 What would Jesus do? Can we live by the values of Jesus in the 21 st century?	Key Question: U2:4 If God is everywhere, why go to a place of worship? VISIT	Key Question: U2:1 Why do some people believe God exists?	Key Question: U2:6 What does it mean to be a Muslim in Britain today?	Key Question: U2:6 What does it mean to be a Muslim in Britain today?
Year 6	Key Question: U2:7 What matters most to Christians and Humans?	Key Question: U2:7 What matters most to Christians and Humans?	Key Question: U2:8 What difference does it make to believe in Ahimsa, Grace and Ummah?	Key Question: U2:3 What do religions say to us when life gets hard?	Key Question: U2:5 Is it better to express your religion in arts and architecture or in charity and generosity?	Key Question: U2:5 Is it better to express your religion in arts and architecture or in charity and generosity?





Multi-faith Visits:

- Year 1-St Georges Church, Heywood
- Year 2- Golden Mosque, Rochdale
- Year 3- Manchester Jewish Museum
- Year 5/6- Krishna Hindu temple, Oldham





Religious Education Curriculum – Overview: EYFS

National curriculum <i>links/coverage</i> RECEPTION		Believing / Expressing / Living Systematic enquiry: Questions in this thread...	Religions and worldviews:	Learning outcomes:	Curriculum Enhancements:	Plan
Autumn 1	F5 Where do we belong?	Living: 1.7 What does it mean to belong to a faith community? L2.7 What does it mean to be a Christian in Britain today? L2.8 What does it mean to be a Hindu in Britain today? U2.6 What does it mean to be a Muslim in Britain today?	Christians, Hindus and Muslim people	<ul style="list-style-type: none"> re-tell religious stories making connections with personal experiences share and record occasions when things have happened in their lives that made them feel special recall simply what happens at a traditional Christian infant baptism and dedication recall simply what happens when a baby is welcomed into Islam 		 F5_Where_do_we_belong.pdf
Autumn 2	F2 Which people are special and why?	Beliefs: L2.3 Why is Jesus inspiring to some people? U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?	Christian and Muslim people	<ul style="list-style-type: none"> talk about people who are special to them say what makes their family and friends special to them identify some of the qualities of a good friend recall and talk about stories of Jesus as a friend to others 		 F2_Which_people_are_special_and_why.pdf
Spring 1	F6 What is special about our world?	Living: 1.8 How should we care for others and the world, and why does it matter? U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?	Christians, Muslim and Jewish people	<ul style="list-style-type: none"> talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world re-tell stories, talking about what they say about the world, God, human beings think about the wonders of the natural world, expressing ideas and feelings express ideas about how to look after animals and plants talk about what people do to mess up the world and what they do to look after it 		 F6_What_is_special_about_our_world.pdf
Spring 2	F4 Which times are special and why?	Expressing: 1.6 How and why do we celebrate special and sacred times? L2.5 Why are festivals important to religious communities? L2.6 Why do some people think that life is a journey and what significant experiences mark this? U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?	Christians, Hindu and Jewish people	<ul style="list-style-type: none"> give examples of special occasions and suggest features of a good celebration recall simple stories connected with Christmas/Easter and a festival from another faith say why Christmas/Easter and a festival from another faith are special times for believers 		 F4_Which_times_are_special_and_why1.pdf
Summer 1	F3 Which places are special and why?	Expressing: 1.5 What makes some places sacred? L2.4 Why do people pray? U2.4 If God is everywhere, why go to a place of worship?	Christian and Muslim people	<ul style="list-style-type: none"> talk about somewhere that is special to themselves, saying why be aware that some religious people have places which have special meaning for them talk about the things that are special and valued in a place of worship identify some significant features of sacred places recognise a place of worship get to know and use appropriate words to talk about their thoughts and feelings when visiting a church 		 F3_Which_places_are_special_and_why.pdf
Summer 2	F1 Which stories are special and why?	Believing: 1.4 What can we learn from sacred books? L2.2 Why is the Bible so important for Christians today?	Christian and other faith traditions	<ul style="list-style-type: none"> talk about some religious stories recognise some religious words, e.g. about God identify some of their own feelings in the stories they hear identify a sacred text e.g. Bible, Qur'an talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do 		 F1_Which_stories_are_special_and_why.pdf






Religious Education Curriculum – Overview: Key Stage 1

National curriculum links/coverage YEAR 1		Believing / Expressing / Living Systematic enquiry: Questions in this thread...	Religions and worldviews:	Learning outcomes:	Curriculum Enhancements:	Plan
Autumn 1	1:1 Who is a Christian and what do they believe?	Believing: 1.2 Who is a Muslim and what do they believe? 1.3 Who is Jewish and what do they believe? L2.1 What do different people believe about God? U2.1 Why do some people believe God exists?	Christians	<ul style="list-style-type: none"> • Talk about some simple ideas about Christian beliefs about God and Jesus (A1). • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). • Talk about issues of good and bad, right and wrong arising from the stories (C3). • Ask some questions about believing in God and offer 		 1.1_Who_is_a_Christian_and_what_do_they
Autumn 2						
Spring 1	1:7 What does it mean to belong to a faith community?	Living: F5: Where do we belong? 1.7 What does it mean to belong to a faith community? L2.7 What does it mean to be a Christian in Britain today? U2.6 What does it mean to be a Muslim in Britain today?	Christians, Muslims and Jewish people	<ul style="list-style-type: none"> • 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 (A3). • Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). • Identify two ways people show they belong to each other when they get married (A1). • Respond to examples of co-operation between different people (C2) 		 1.7_What_does_it_mean_to_belong_to_a_faith_community
Spring 2	1:6 How and why do we celebrate special and sacred times? (Easter)	Expressing: F4 Which times are special and why? L2.5 Why are festivals important to religious communities? U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?	Christians and Muslims	<ul style="list-style-type: none"> • Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). • Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). • Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). • Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). 		 1_6_How_and_why_do_we_celebrate_special_and_sacred_times
Summer 1	1:5 What makes some places sacred?	Expressing: F3 Which places are special and why? L2.4 Why do people pray? U2.4 If God is everywhere, why go to a place of worship?	Christians, Muslims and/or Jewish people	<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 (A3). • Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). • Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1). 	Visit to St George's Church, Heywood	 1_5_What_makes_some_places_sacred.pdf
Summer 2						






Religious Education Curriculum – Overview: Key Stage 1

National curriculum links/coverage YEAR 2		Believing / Expressing / Living Systematic enquiry: Questions in this thread...	Religions and worldviews:	Learning outcomes:	Curriculum Enhancements:	Plan
Autumn 1	1:8 How should we care for others and the world, and why does it matter?	Living: F6. What is special about our world? L2.9 What can we learn from religions about deciding what is right and wrong? U2.7 What matters most to Christians and Humanists? U2.8 What difference does it make to believe in...?	Christians and Jewish people	<ul style="list-style-type: none"> Re-tell Bible stories and stories from another faith about caring for others and the world (A2). Identify ways that some people make a response to God by caring for others and the world (B1). Talk about issues of good and bad, right and wrong arising from the stories (C3). Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2) Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1). 		 1.8_How_should_we_care_for_others_and_t
Autumn 2	1:4 What can we learn from sacred books?	Believing: F1 Which stories are special and why? L2.2 Why is the Bible so important for Christians today?	Christians, Muslims and Jewish people	<ul style="list-style-type: none"> Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2). Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). Talk about issues of good and bad, right and wrong arising from the stories (C3). 		 1.4_What_can_we_learn_from_sacred_book
Spring 1						
Spring 2	1:6 How and why do we celebrate special and sacred times? (Passover)	Expressing: F4 Which times are special and why? L2.5 Why are festivals important to religious communities? U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?	Christians and Jewish people	<ul style="list-style-type: none"> Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). 		 1.6_How_and_why_d_o_we_celebrate_speci.
Summer 1	1:2 Who is a Muslim and what do they believe?	Believing: 1.1 Who is a Christian and what do they believe? 1.3 Who is Jewish and what do they believe? L2.1 What do different people believe about God? U2.1 Why do some people believe God exists?	Muslim people	<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 (A1). Re-tell a story about the life of the Prophet Muhammad (A2). Recognise some objects used by Muslims and suggest why they are important (A2). Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). Find out about and respond with ideas to examples of cooperation between people who are different (C2). 	Visit to the Golden Mosque, Rochdale	 1.2_Who_is_a_Musli_m_and_what_do_they
Summer 2						





Religious Education Curriculum – Overview: Lower Key Stage 2

National curriculum links/coverage YEAR 3		Believing / Expressing / Living Systematic enquiry: Questions in this thread...	Religions and worldviews:	Learning outcomes:	Curriculum Enhancements:	Plan
Autumn 1	L2:2 Why is the Bible important to Christians?	Believing: F1 Which stories are special and why? 1.4 What can we learn from sacred books?	Christians	<ul style="list-style-type: none"> • Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2). • Give examples of how and suggest reasons why Christians use the Bible today (B1). • Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1). • Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3). 		 L2.2_Why_is_the_Bible_important_to_Christians.pdf
Autumn 2	L2:5 Why are festivals important to religious communities?	Expressing: F4 Which times are special and why? 1.6 How and why do we celebrate special and sacred times? U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?	Christian, Hindus and Muslims	<ul style="list-style-type: none"> • Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). • Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). • 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 (C1). 		 L2_5_Why_are_festivals_important_to_religious_communities.pdf
Spring 1	L2:1 What do people believe about God?	Believing: 1.1-3 Who is Christian / Muslim / Jewish and what do they believe? U2.1 Why do some people believe God exists?	Christians and Muslim people	<ul style="list-style-type: none"> • Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). • Ask questions and suggest some of their own responses to ideas about God (C1). • Suggest why having a faith or belief in something can be hard (B2). • Identify how and say why it makes a difference in people's lives to believe in God (B1). 		 L2.1_What_do_people_believe_about_God.pdf
Spring 2	L2:7 What does it mean to be a Christian today?	Living: F5 Where do we belong? 1.7 What does it mean to belong to a faith community? L2.8 What does it mean to be a Hindu in Britain today? U2.6 What does it mean to be a Muslim in Britain today?	Christians	<ul style="list-style-type: none"> • Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). • Describe some ways in which Christians express their faith through hymns and modern worship songs (A2). • 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 (B2). • 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 (C2). 		 L2_7_What_does_it_mean_to_be_a_Christian_today.pdf
Summer 1	L2:4 Why do people pray?	Expressing: F3 Which places are special and why? 1.5 What makes some places sacred? U2.4 If God is everywhere, why go to a place of worship?	Hindus, Christian and Muslim people	<ul style="list-style-type: none"> • Describe the practice of prayer in the religions studied (A2). • Make connections between what people believe about prayer and what they do when they pray (A3). • Describe ways in which prayer can comfort and challenge believers (B2). • Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3). 		 L2.4_Why_do_people_pray_.pdf
Summer 2						





Religious Education Curriculum – Overview: Lower Key Stage 2

National curriculum links/coverage YEAR 4		Believing / Expressing / Living Systematic enquiry: Questions in this thread...	Religions and worldviews:	Learning outcomes:	Curriculum Enhancements:	Plan
Autumn 1	L2:6 Why do some people think that life is a journey?	Expressing: FS: Which times are special and why? 1.6 How and why do we celebrate special and sacred times?	Christians, Hindus and Jewish people	<ul style="list-style-type: none"> Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3). Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1). 		 L2.6_Why_do_some_people_think_life_i
Autumn 2	L2:5 Why are festivals important to religious communities?	Expressing: F4 Which times are special and why? 1.6 How and why do we celebrate special and sacred times Is it better to express your beliefs in arts and architecture or in charity and generosity?	Muslim and Hindu people	<ul style="list-style-type: none"> Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). 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 (C1). 		 L2_5_Why_are_festivals_important_to_relig
Spring 1	L2:9 What can we learn from religions about deciding what is right and wrong?	Living: 1.8 How should we care for others and the world, and why does it matter? U2.7 What matters most to Christians and Humanists?	Christians, Jewish people, non-religious people (e.g. Humanist)	<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. (B1) Make connections between stories of temptation and why people can find it difficult to be good (A2) Give examples of ways in which some inspirational people have been guided by their religion (B1) Discuss their own and others' ideas about how people decide right and wrong (C3) 		 L2_9_What_can_we_learn_from_religior
Spring 2	L2:3 Why is Jesus inspiring to some people?	Believing: F2 Which people are special and why? U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?	Christians	<ul style="list-style-type: none"> Make connections between some of Jesus' teachings and the way Christians live today (A1). Describe how Christians celebrate Holy Week and Easter Sunday (A1). Identify the most important parts of Easter for Christians and say why they are important (B1). Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events 		 L2.3_Why_is_Jesus_inspiring_to_some_p
Summer 1	L2:8 What does it mean to be a Hindu in Britain today?	Living: F5: Where do we belong? 1.7 What does it mean to belong to a faith community? L2.7 What does it mean to be a Christian in Britain today? U2.6 What does it mean to be a Muslim in Britain today?	Hindus	<ul style="list-style-type: none"> 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 (A1). Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). 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 (B2). 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 (C2). 	Visit to Krishna Hindu Temple, Oldham	 L2_8_What_does_it_mean_to_be_a_Hind
Summer 2						

Religious Education Curriculum – Overview: Upper Key Stage 2

National curriculum links/coverage YEAR 5		Believing / Expressing / Living Systematic enquiry: Questions in this thread...	Religions and worldviews:	Learning outcomes:	Curriculum Enhancements:	Plan
Autumn 1	U2:2 What would Jesus do? Can we live by the values of Jesus in the 21 st century?	Believing: F2 Which people are special and why? L2.3 Why is Jesus inspiring to some people?	Christians	<ul style="list-style-type: none"> Outline Jesus’ teaching on how his followers should live (A2). Offer interpretations of two of Jesus’ parables and say what they might teach Christians about how to live (B3). Explain the impact Jesus’ example and teachings might have on Christians today (B1). Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3). 		 U2_2_What_would_Jesus_do_Can_we_live
Autumn 2						
Spring 1	U2:4 If God is everywhere, why go to a place of worship?	Expressing: F3: Which places are special and why? 1.7: What makes some places sacred? L2.5: Why do people pray?	Christian, Hindu and Jewish people	<ul style="list-style-type: none"> Make connections between how believers feel about places of worship in different traditions (A3). Select and describe the most important functions of a place of worship for the community (B3). Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). Present ideas about the importance of people in a place of worship, rather than the place itself (C1). 	Visit to Manchester Jewish Museum	 U2.4_If_God_is_everywhere_why_go_to_a_p
Spring 2	U2:1 Why do some people believe God exists?	Believing: 1.1-3 Who is Christian/ Muslim / Jewish and what do they believe? L2.1 What do different people believe about God?	Christian and non-religious, e.g. Humanists	<ul style="list-style-type: none"> Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2). Express thoughtful ideas about the impact of believing or not believing in God on someone’s life (B1). Present different views on why people believe in God or not, including their own ideas (C1). 		 U2_1_why_do_some_people_believe_God_ε
Summer 1	U2:6 What does it mean to be a Muslim in Britain today?	Living: F5: Where do we belong? 1.7 What does it mean to belong to a faith community? L2.7 What does it mean to be a Christian in Britain today? L2.8 What does it mean to be a Hindu in Britain today?	Muslims	<ul style="list-style-type: none"> Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). Describe and reflect on the significance of the Holy Qur’an to Muslims (B1). Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). Make connections between the key functions of the mosque and the beliefs of Muslims (A1). 		 U2.6_What_does_it_mean_to_be_a_Muslir
Summer 2						

Religious Education Curriculum – Overview: Upper Key Stage 2

National curriculum links/coverage YEAR 6		Believing / Expressing / Living Systematic enquiry: Questions in this thread...	Religions and worldviews:	Learning outcomes:	Curriculum Enhancements:	Plan
Autumn 1	U2:7 What matters most to Christians and Humans?	Living: 1.8 How should we care for others and the world, and why does it matter? L2.9 What can we learn from religions about deciding right and wrong? 3.10 Does religion help people to be good?	Christians and non-religious e.g. Humanists	<ul style="list-style-type: none"> Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). Describe some Christian and Humanist values simply (B3). Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3). Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2). 		 U2.7_What_matters_most_to_Christians_ar
Autumn 2						
Spring 1	U2:8 What difference does it make to believe in Ahimsa, Grace and Ummah?	Living: 1.8 How should we care for others and the world, and why does it matter? 3.11 What difference does it make to believe in...?	Christians, Muslims and Hindu people	<ul style="list-style-type: none"> Make connections between beliefs and behaviour in different religions (A1). Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1). Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2). Consider similarities and differences between beliefs and behaviour in different faiths (B3). 		 U2.8_What_difference_does_it_make_to_be
Spring 2	U2:3 What do religions say to us when life gets hard?	Believing: 3.4 Is death the end? Does it matter? 3.5 Why is there suffering? Are there any solutions?	Christians, Hindus, Jewish, Muslim and non-religious people	<ul style="list-style-type: none"> Express ideas about how and why religion can help believers when times are hard, giving examples (B2). Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1). Explain some similarities and differences between beliefs about life after death (B2). Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3). 		 U2.3_What_do_religions_say_to_us_when_
Summer 1	U2:5 Is it better to express your religion in arts and architecture or in charity and generosity?	Expressing: 3.7 How can people express the spiritual through the arts?	Christians, Muslim and non-religious people	<ul style="list-style-type: none"> Describe and make connections between examples of religious creativity (buildings and art) (A1). Show understanding of the value of sacred buildings and art (B3). Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). Apply ideas about values and from scriptures to the title question (C2). 		 U2.5_Is_it_better_to_express_your_religion_
Summer 2						