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| **Foundation Stage** | **Christianity - God** | **Christianity - Jesus** | **Christianity – The Church** | **Buddhism** | **Hinduism** | **Judaism** | **Sikhism** | **Islam** |
|  | **Recall** some parts of religious stories from at least 2 religions. **(B&V LRT)**  **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. | **Recall** some parts of religious stories from at least 2 religions. **(B&V LRT)**  **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. | **Recall** some parts of religious stories from at least 2 religions. **(B&V LRT)**  **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. | **Recall** some parts of religious stories from at least 2 religions. **(B&V LRT)**  **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. | **Recall** some parts of religious stories from at least 2 religions. **(B&V LRT)**  **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. | **Recall** some parts of religious stories from at least 2 religions. **(B&V LRT)**  **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. | **Recall** some parts of religious stories from at least 2 religions. **(B&V LRT)**  **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. | **Recall** some parts of religious stories from at least 2 religions. **(B&V LRT)**  **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** | **Christianity – God** | **Christianity - Jesus** | **Christianity – The Church** | **Buddhism** | **Hinduism** | **Judaism** | **Sikhism** | **Islam** |
|  | 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 can talk to when they are happy/sad/worried. | 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  beginnings and how  they were welcomed  into the family.  \* Reflect on who has  helped them in life so far. | 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 of families in raising children.  Talk about their own identity as part of a family and part of the school community. | Use some religious words and phrases to **recognise and name** features of religious traditions. **(B&V LRT)**  Can **recall** religious stories and recognise symbols and other verbal and visual forms of religious expression. **(B&V LRT)**  **Talk about** their own experience and feelings.  **Talk about** what is of value and concern to themselves.  To **know** what relevant questions are and to **ask** them. | 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  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.) | Give an example  of a key belief (ie.  that Jews believe  in one God)  and/or a religious  story (the story of  Noah and/or  Abraham).  Give an example of a core value or commitment (trusting that God will keep his promise).  Use some religious words and phrases to recognise and name features of religious traditions (eg. Sukkot, festival).  Talk about the way that religious beliefs might influence the way a person behaves (eg. like Noah and Abraham, Jewish people should trust that God keeps his promises).  Notice and show curiosity about people and how they live their lives (finding out about Jewish festivals – thinking about the fact that people celebrate different celebrations in very different ways – eg. Sukkot).  Notice that for many people, trust is an important part of human life.  Ask questions (about the importance of trust and who they can trust/rely on in their own lives). | Use some religious words and phrases to **recognise and name** features of religious traditions. **(B&V LRT)**  Can **recall** religious stories and recognise symbols and other verbal and visual forms of religious expression. **(B&V LRT)**  **Talk about** their own experience and feelings.  **Talk about** what is of value and concern to themselves.  To **know** what relevant questions are and to **ask** them. | 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 and what they have noticed about the way that humans treat it.  Reflect on how they treat the natural world – and if they have a duty to look after it. |
| **Year 2** | **Christianity – God** | **Christianity – Jesus** | **Christianity – The Church** | **Buddhism** | **Hinduism** | **Judaism** | **Sikhism** | **Islam** |
|  | Retell (simply) the Genesis  1 story of creation. Suggest why Christians  might think it is important to  look after the world.  Suggest ways that  Christians might express their concern for the natural world.  Describe how and why Christians might thank God for creation at Harvest  festivals.  Identify ways in which humans use (and abuse) the  natural world.  About why our planet should matter to all humans – and how this should  influence our behaviour.  Reflect on their own use of the world’s resources.  Ask questions about what they can do to show that they care about the world. | 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.  Identify ways in which Christians might use light as  part of their Christmas  celebrations (advent candles,  candle-light carl 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.  Ask questions about the value of sources of light in their own lives. Talk about the people who  provide comfort, security and hope for them. Suggest ways in which they  might be a light for others. | 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 communities that they belong to – and how they show their commitment to these communities. | **Retell and suggest meanings** for religious stories, actions and symbols. **(B&V LRT)**  Use religious words and phrases and consistently **identify** some features of religious traditions. **(B&V LRT)**  Begin to **identify and describe** how religion is expressed in different ways. **(B&V LRT)**  **Talk about** what is of value and concern to themselves and to others.  **Talk about** what they find interesting or puzzling. **(B&V LRT)**  To **ask important questions** about religions and belief. | 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 which humans show their gratitude to the people who matter in their lives.  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. | **Retell and suggest meanings** for religious stories, actions and symbols. **(B&V LRT)**  Use religious words and phrases and consistently **identify** some features of religious traditions. **(B&V LRT)**  Begin to **identify and describe** how religion is expressed in different ways. **(B&V LRT)**  **Talk about** what is of value and concern to themselves and to others.  **Talk about** what they find interesting or puzzling. **(B&V LRT)**  To **ask important questions** about religions and belief. | **Retell and suggest meanings** for religious stories, actions and symbols. **(B&V LRT)**  Use religious words and phrases and consistently **identify** some features of religious traditions. **(B&V LRT)**  Begin to **identify and describe** how religion is expressed in different ways. **(B&V LRT)**  **Talk about** what is of value and concern to themselves and to others.  **Talk about** what they find interesting or puzzling. **(B&V LRT)**  To **ask important questions** about religions and belief. | 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 which humans show their gratitude.  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. |
| **Year 3** | **Christianity – God** | **Christianity - Jesus** | **Christianity – The Church** | **Buddhism** | **Hinduism** | **Judaism** | **Sikhism** | **Islam** |
|  | Know that the Abrahamic  faiths believe in prophets  (and that many of these are  shared across the three religions).  Identify Christian beliefs and values contained within  stories of the prophets (eg.  Noah, Abraham, Moses, Jonah). Suggest why these  prophets chose to listen.  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 model and why. Raise and discuss questions  about following others – including both positive and negative responses. | Know what is meant by discipleship.  Know about the people who became disciples of Jesus – and suggest why these people decided to follow Jesus. 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 difference.  Reflect on their own leadership abilities.  Discuss their own desires to make a difference in the world/in their communities. | 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 communities. Identify Christian values exemplified in the gifts/fruits of the Spirit.  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. 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. | Children will begin to **show awareness** of similarities in religions. **(B&V, LRT)**  **Identify** how religion is expressed in different ways, eg dress, prayer, celebrations.  Use a developing religious vocabulary to **describe** some key features of religious traditions recognising some similarities and differences. **(B&V, LRT)**  **Identify** what influences them, **making links** between aspects of their own and others’ experiences.  In relation to matters of right and wrong, **recognise** their own and others’ values.  **Ask** important questions about religion and beliefs and find out answers. **(SHE, B&V)** | Develop an understanding of the importance of duty and commitment to many religions.  Know that following dharma (religious duty) is an important part of Hindu life.  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. 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 duties – to themselves, to their families, to their communities.  Discuss who or what they follow – and why. | Children will begin to **show awareness** of similarities in religions. **(B&V, LRT)**  **Identify** how religion is expressed in different ways, eg dress, prayer, celebrations. (LRT)  Use a developing religious vocabulary to **describe** some key features of religious traditions recognising some similarities and differences**. (B&V LRT),**  **Identify** what influences them, **making links** between aspects of their own and others’ experiences.  In relation to matters of right and wrong, **recognise** their own and others’ values.  **Ask** important questions about religion and beliefs and find out answers. **(SHE, B&V)** | Develop an understanding of the importance of founders and leaders for religious communities.  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. | Develop an understanding  of the importance of founders and leaders for  religious communities.  Identify Islamic beliefs and  values contained within the  story of the life of the Prophet Muhammad (pbuh).  Describe how a Muslim might try to follow the  teachings and example of the  Prophet Muhammad (pbuh).  Describe and give reasons  for the Islamic practice of  Zakat. Suggest why charity might be important to a Muslim –  and the different ways that a  Muslim might try to be charitable.  Identify characteristics of a  good role model.  Discuss how good role models can have a positive  impact on individuals,  communities and societies.  Reflect on their own  aspirations for themselves  and others. Ask questions and suggest answers about how they can try to make the world a better place. |
| **Year 4** | **Christianity - God** | **Christianity - Jesus** | **Christianity – The Church** | **Buddhism** | **Hinduism** | **Judaism** | **Sikhism** | **Islam** |
|  | 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 sources of authority when making decisions about how to live (eg. church leaders, prayer, conscience).  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. | 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 examples of sacrificial love (eg. Oscar Romero) and how they were motivated by their faith.  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 expression of love and commitment. | 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 importance of love for all (agape) as part of Christian life, and the ways that this might be expressed.  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 they would want to pass on to future generations – and how they would do this. | Use specific vocabulary to **describe** key features of living religious traditions, **recognising** similarities and differences. **Make links** between believers’ values and commitments and their own  Begin to **identify** the impact religion has on believers’ lives. **(B&V LRT)**  **Ask important question** about religions and beliefs, and **compare** to their own experiences. **(SHE, B&V, SPM)** | 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 how this is a symbol of good  overcoming evil.  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. | Use specific vocabulary to **describe** key features of living religious traditions, **recognising** similarities and differences.  Begin to **identify** the impact religion has on believers’ lives**. (B&V LRT)**  **Make links** between believers’ values and commitments and their own.  **Ask important question** about religions and beliefs, and **compare** to their own experiences. **(SHE, B&V, SPM)** | Explore teachings and stories from Sikhism. Describe what moral guidance Sikhs might gain from the stories and examples of the Gurus. Make links between the beliefs, values and practices of Sikhism.  Use subject specific language to describe how and why Sikhs show their religious commitments and values. Explain how clothing and behaviour might be symbolic of beliefs, values and commitments.  Discuss (with relevant examples) the importance of how we view and behave towards others. Talk about how our outward behaviour reflects our inner beliefs, values and commitments.  Reflect on their own concept of living a good life and how this influences the way that they treat others. Discuss own thoughts and feelings about equality and justicee. | 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 individuals, families and communities.  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. |
| **Year 5** | **Christianity - God** | **Christianity - Jesus** | **Christianity – The Church** | **Buddhism** | **Hinduism** | **Judaism** | **Sikhism** | **Islam** |
|  | 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 might be understood by Christians.  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 within a story.  Consider how they decide what is ‘true’ – and how there might be different types of truth. Discuss and debate things that they consider to be true that others might disagree with. | 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 places associated with miraculous events. 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. | 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 explain the meaning of a range of symbols that might be used for the Trinity. 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. Differentiate between questions that can be answered factually and those that have a range of answers, including personal beliefs and values. | **Make links** between beliefs and sacred texts, including stories and various religious sources **(B&V LRT)**  **Suggest meanings** for a range of living religious traditions eg, Guru Granth Sahib, Wudu before handling the Qur’an. **(B&V LRT)**  **Describe** the impact of religion on people’s in terms of beliefs, values and personal meaning.  **Apply** their ideas to their own and other peoples’ lives simply.  **Ask important questions** about religion and beliefs, and **compare** the different viewpoints within a faith group. **(SHE, B&V, SPM**) | 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 the atman) and the impact this might have on a believer.  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 different ways that myth and stories are and used. Explain how a ‘truth’ might be contained within a story.  Consider how they decide what is ‘true’ – and how there might be different types of truth (eg. empirical truth, historical truth, spiritual truth). Discuss and debate things that they consider to be true that others might disagree with. | **Make links** between beliefs and sacred texts, including stories and various religious sources **(B&V LRT)**  **Suggest meanings** for a range of living religious traditions e.g. Stories from the Torah and what Jews learn from them.  **Describe** the impact of religion on people’s in terms of beliefs, values and personal meaning.  **Apply** their ideas to their own and other peoples’ lives simply.  **Ask important questions** about religion and beliefs, and **compare** the different viewpoints within a faith group. **(SHE, B&V, SPM)** | **Make links** between beliefs and sacred texts, including stories and various religious sources. **(B&V LRT)**  **Suggest meanings** for a range of living religious traditions eg, Guru Granth Sahib, Wudu before handling the Qur’an. **(B&V LRT)**  **Describe** the impact of religion on people’s in terms of beliefs, values and personal meaning. **Apply** their ideas to their own and other peoples’ lives simply.  **Ask important questions** about religion and beliefs, and **compare** the different viewpoints within a faith group.  **(SHE, B&V, SPM)** | **Make links** between beliefs and sacred texts, including stories and various religious sources. **(B&V LRT)**  **Suggest meanings** for a range of living religious traditions eg, Guru Granth Sahib, Wudu before handling the Qur’an. **(B&V LRT)**  **Describe** the impact of religion on people’s in terms of beliefs, values and personal meaning.  **Apply** their ideas to their own and other peoples’ lives simply.  **Ask important questions** about religion and beliefs, and **compare** the different viewpoints within a faith group.  **(SHE, B&V, SPM)** |
| **Year 6** | **Christianity - God** | **Christianity - Jesus** | **Christianity – The Church** | **Buddhism** | **Hinduism** | **Judaism** | **Sikhism** | **Islam** |
|  | 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.  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. | 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 Eucharist and its importance.  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. | Explain how beliefs about the death and resurrection of Jesus might affect the life of a Christian. 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 into practice.  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. | 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 importance of daily meditation in Buddhism.  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. | Use developing religious vocabulary to describe and **show understanding** of religious traditions, including sources, practices, beliefs, ideas, feelings and experiences. **(B&V LRT)**  **Explain** what inspires and influences them, expressing their own views whilst respecting other people’s.  To **analyse** religious information and begin to develop their own opinions  **Ask important questions** about religion and beliefs, (eg, identity, belonging, meaning, purpose, truth, values and commitments).  **Compare** different viewpoints within a faith group.  **(SHE, B&V, SPM)** | Use developing religious vocabulary to describe and **show understanding** of religious traditions, including sources, practices, beliefs, ideas, feelings and experiences. **(B&V LRT)**  **Explain** what inspires and influences them, expressing their own views whilst respecting other people’s.  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Consider how important it is for a Muslim to go on hajj – and what this means for those who are unable to make the pilgrimage.  Discuss the various events that might happen on the journey of life and how people might change over the course of their life.  Consider what support people might need on life’s journey.  Ask and respond thoughtfully to questions about their own journey of life – consider how they have changed so far, how they will continue to change and the support and guidance that might be needed. |