

Whole School Subject Progression Map Overview - RE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Development Matters Aged 3 and 4:</p> <ul style="list-style-type: none"> • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Celebrate and value cultural, religious and community events and experiences. <p>Agreed RE Syllabus: RE in the nursery can include:</p> <ul style="list-style-type: none"> • Creative play, make-believe, role-play, dance and drama. • Dressing up and acting out scenes from stories, celebrations or festivals. • Making and eating festival food. • Talking and listening to each other; hearing and discussing stories of all kinds, including religious and secular stories with themes such as goodness, difference, the inner world of thoughts and feelings, and imagination. • Exploring authentic religious artefacts, including those designed for small children such as 'soft toy' artefacts or storybooks. • Seeing pictures, books and videos of places of worship and meeting believers in class. • Listening to a range of example of religious and spiritual music; singing and enjoying music. • Starting to introduce religious terminology. • Work on nature, growing and life cycles or harvest. • Seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, the birth of a new baby, weddings or the death of a pet. • Starting to talk about the different ways in which people believe and behave, and encouraging children to ask questions. 					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	<p><u>Belonging</u></p> <p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none"> Children use their imaginations in art, music, dance, imaginative play, role-play and stories to represent their own ideas, thoughts and feelings. They use talk to organise, sequence and clarify thinking, ideas, feelings and events. They work as part of a group, taking turns and sharing fairly, understanding that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously. 	<p><u>Christianity</u></p> <p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none"> Recall simply what happens at a traditional Christian festival (Christmas). Say what makes their family and friends special to them. Talk about people who are special to them. 	<p><u>Being Special</u></p> <p>Unit F4: Being special.</p> <p><u>Learning Outcomes:</u></p> <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. Creating and thinking critically: children have and develop their own ideas, make links between ideas and develop strategies for doing things. 	<p><u>Christianity</u></p> <p>Unit F3: Why is Easter special for Christians?</p> <p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none"> Recognise and re-tell stories connected with celebration of Easter. Say why Easter is a special time for Christians. Talk about ideas of new life in nature. Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature. Talk about some ways Christians remember these stories at Easter. 	<p><u>Special Stories</u></p> <p>Unit F6: Which stories are specially valued and why?</p> <p><u>Learning Outcomes:</u></p> <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. the Bible or the Torah. Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the Ten Lepers teaches about saying 'thank you' and why it is good to thank and be thanked; what the Hanukkah story teaches Jews about standing up for what is right, etc.) 	<p><u>Sacred Places</u></p> <p>Unit F5: Which places are specially valued and why?</p> <p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none"> Talk about somewhere that is special to themselves, saying why. Recognise 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. Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God. Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. Express a personal response to the natural world.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Year 1	<p><u>Christianity / Christians</u></p> <p>1. What do Christians believe God is like?</p> <p><u>Learning outcomes:</u> Make sense of belief</p> <ul style="list-style-type: none"> • identify what a parable is • tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father • give clear, simple accounts of what the story means to Christians <p>Understand the impact</p> <ul style="list-style-type: none"> • give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying 'sorry', by seeing God as welcoming them back, by forgiving others) • give an example of how Christians put their beliefs into practice in worship (e.g. by saying 'sorry' to God) <p>Make connections</p> <ul style="list-style-type: none"> • think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas • give a reason for the ideas they have and the connections they make. 	<p><u>Christianity / Christians</u></p> <p>2 Why does Christmas matter to Christians? How and why do we celebrate special times?</p> <p><u>Learning outcomes:</u> Make sense of belief</p> <ul style="list-style-type: none"> • recognise that stories of Jesus' life come from the Gospels • give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians <p>Understand the impact</p> <ul style="list-style-type: none"> • give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas <p>Make connections</p> <ul style="list-style-type: none"> • think, talk and ask questions about Christmas for people who are Christians and for people who are not • decide what they personally have to be thankful for, giving a reason for their ideas. 	<p><u>Christian, Muslim and/or Jewish people</u></p> <p>6 What makes some places significant? What makes some places sacred to believers?</p> <p><u>Learning outcomes:</u> Make sense of belief</p> <ul style="list-style-type: none"> • recognise that there are special places where people go to worship, and talk about what people do there • identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean <p>Understand the impact</p> <ul style="list-style-type: none"> • identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship • give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe • give simple examples of how people worship at a church, mosque or synagogue • talk about why some people like to belong to a sacred building or a community <p>Make connections</p> <ul style="list-style-type: none"> • think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas • talk about what makes some places special to people, and what the difference is between religious and nonreligious special places. 	<p><u>Christianity / Christians</u></p> <p>5 Why does Easter matter to Christians?</p> <p><u>Learning outcomes:</u> Make sense of belief</p> <ul style="list-style-type: none"> • recognise that incarnation and salvation are part of a 'big story' of the Bible • tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of salvation (Jesus rescuing people) • recognise that Jesus gives instructions about how to behave <p>Understand the impact</p> <ul style="list-style-type: none"> • give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter <p>Make connections</p> <ul style="list-style-type: none"> • think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas. 	<p><u>Islam / Muslims</u></p> <p>4 Who is a Muslim? What do they believe and how do they live? (Double unit, schools to choose either 3 or 4)</p> <p><u>Learning outcomes:</u> Make sense of belief</p> <ul style="list-style-type: none"> • recognise the words of the Shahadah and that it is very important for Muslims • identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean • give examples of how stories about the Prophet Muhammad show what Muslims believe about him <p>Understand the impact</p> <ul style="list-style-type: none"> • give examples of how Muslims use the Shahadah to show what matters to them • give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • give examples of how Muslims put their beliefs about prayer and about Allah into action (e.g. by daily prayer, by using subhah beads) <p>Make connections</p> <ul style="list-style-type: none"> • think, talk about and ask questions about Muslim beliefs and ways of living • talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas • give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<p style="text-align: center;"><u>Christianity, Islam and/or Judaism</u></p> <p>9 How do we show we care for others? Why does it matter?</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> To recognise that every person is unique and important. To understand the golden rule. To retell a story about friendship. To understand how Muslims and Jews show care for others. To identify people who have been inspired to care for others. To recognise how we can help others. <p><u>Learning outcomes:</u></p> <p>Make sense of belief</p> <ul style="list-style-type: none"> identify a story or text that says something about each person being unique and valuable give an example of a key belief some people find in one of these stories (e.g. that God loves all people) <p>Understand the impact</p> <ul style="list-style-type: none"> give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories give examples of how religious teaching encourages care for other people <p>Make connections</p> <ul style="list-style-type: none"> think, talk and ask questions about what difference believing in God makes to how people treat each other give good reasons why everyone (religious and non-religious) should care for others 	<p style="text-align: center;"><u>Christianity, Islam and/or Judaism</u></p> <p>7 How and why do we celebrate significant times? What makes some celebrations sacred to believers?</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> To understand why the story of Rama and Sita is important to Hindus. To know how Diwali is celebrated. To know the story of Moses and Passover. To know how Passover is celebrated. To know why and how Eid-al-Fitr is celebrated. To recognise similarities between celebrations. <p><u>Learning outcomes:</u></p> <p>Make sense of belief</p> <ul style="list-style-type: none"> recognise a special time pupils celebrate and explain simply what celebration means identify and name at least three different religious festivals, giving two facts about each one identify a belief that connects to a festival, e.g. 'they do it because they believe ...' <p>Understand the impact</p> <ul style="list-style-type: none"> give simple examples of the ways a festival makes a difference, e.g. to emotions, to families talk about features in festival stories that made people feel happy or sad and compare them with pupils' own experiences notice and suggest a meaning for some symbols used in the celebrations they learn about, e.g. light, water, signs of togetherness <p>Make connections</p> <ul style="list-style-type: none"> think, talk and ask good questions about big days in different religions talk about links between how people celebrate today and old stories notice and find out about simple similarities: special or sacred food, music, stories, gatherings prayers or gifts 	<p style="text-align: center;"><u>Christianity, Islam and/or Judaism</u></p> <p>8 What can we learn from sacred books and stories?</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> To recognise how Christians show respect for the Bible. To know stories from the Bible and recognise their meaning. To recognise how Jews show respect for the Torah. To be able to retell a story from the Torah and explore its meaning. To recognise how Muslims show respect for the Qur'an. To be able to retell a story from the Qur'an and explore its meaning. <p><u>Learning outcomes:</u></p> <p>Make sense of belief</p> <ul style="list-style-type: none"> identify a belief about God linked to what a holy book says recognise that sacred texts contain stories which are special to many people and should be treated with respect identify at least three symbols of respect used by members of a religion when they use their holy book <p>Understand the impact</p> <ul style="list-style-type: none"> recognise how different religions express their respect for their scriptures, using symbols and by doing what the scriptures say give simple examples of 'hidden messages' in faith stories, or wise sayings <p>Make connections</p> <ul style="list-style-type: none"> talk about what they like in the stories from sacred texts that they hear think, talk and ask good questions about messages within sacred texts and the values, behaviour and attitudes of people suggest feelings and reactions of characters at key points in faith stories, and suggest meanings in the stories ask and suggest answers to questions arising from 	<p style="text-align: center;"><u>Christianity</u></p> <p>12 What is the 'good news' Christians believe Jesus brings?</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> To identify the good news that Jesus brings. What news does Jesus bring to Christians about forgiveness? To understand how Jesus brings Christians peace. How do Christians follow Jesus' teachings and bring good news to others? To identify what others can learn from Jesus' good news. <p><u>Learning outcomes:</u></p> <p>Make sense of belief</p> <ul style="list-style-type: none"> tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians recognise that Jesus instructs people about how to behave <p>Understand the impact</p> <ul style="list-style-type: none"> give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace and bringing good news to the friendless give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) <p>Make connections</p> <ul style="list-style-type: none"> think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas 	<p style="text-align: center;"><u>Christianity, Islam and/or Judaism</u></p> <p>10 How do we show we care for the Earth? Why does it matter?</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> To appreciate the beauty of the earth. To recall the Christian Creation story. To understand what "khalifah" means to Muslims. To recognise the message in the story The Boy who Threw Stones at Trees. To understand how Jews show care for the earth. To understand why harvest is important to Christians. To identify ways that I can help look after the Earth. <p><u>Learning outcomes:</u></p> <p>Make sense of belief</p> <ul style="list-style-type: none"> identify a story or text that says something about the beautiful Earth give an example of a key belief some people find in one of these stories (e.g. that God loves the world because it is God's creation) give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world <p>Understand the impact</p> <ul style="list-style-type: none"> give an example of how people can show that they care for the Earth, making a link to a creation story give examples of how Christians and Jews can show care for the Earth say why Christians and Jews might look after the natural world <p>Make connections</p> <ul style="list-style-type: none"> think, talk and ask questions about what difference believing in God makes to how people treat the natural world give good reasons why everyone (religious and non-religious) should look after the natural world 	<p style="text-align: center;"><u>Christianity, Islam and/or Judaism</u></p> <p>11 Who is an inspiring person? What stories inspire Christian, Muslim and/or Jewish people?</p> <p><u>Learning outcomes:</u></p> <p>Make sense of belief</p> <ul style="list-style-type: none"> identify at least three people from religions who are admired as good followers of God describe stories that are told by and about special people in two religions identify a belief about a religious leader <p>Understand the impact</p> <ul style="list-style-type: none"> understand why some people inspire others identify the characteristics in inspiring people in religions, local leaders and people who influence the pupils themselves give simple examples of inspiration, for example, 'Moses/Jesus/Muhammad inspired people to ... by ...' <p>Make connections</p> <ul style="list-style-type: none"> think, talk and ask good questions about leadership and inspiration notice and find out about the different ways leaders are admired in different religions talk about links between the work and the question: who inspires me?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p><u>Christianity, Islam and/or Judaism</u></p> <p>L2.1 Where how and why do people worship?</p> <p>Learning Objectives: To know where Christians worship. To recognise how Christians in different denominations worship. To understand features of Christian worship. To recognise the Mosque as a Muslim place of worship. To know how, where and when Muslims worship. To recognise the Gurdwara as a Sikh place of worship.</p>	<p><u>Christianity</u></p> <p>L2.4 What kind of world did Jesus want?</p> <p>Learning Objectives: To understand the calling of the first disciples. To recognise how Jesus showed what kind of world he wanted. To recognise how Jesus showed what kind of world he wanted. To recognise how the church helps to make the world Jesus wanted. To recognise what would make the world a better place.</p>	<p><u>Judaism</u></p> <p>L2.6 How do festivals and family life show what matters to Jewish people?</p> <p>Learning Objectives: To explore Rosh Hashanah. To explore Yom Kippur. To explore Pesach/Passover. To find out about the ten commandments and why they are important to Jewish people. To recognise why showing gratitude is important. To compare and consider the value of family rituals.</p>	<p><u>Hinduism</u></p> <p>L2.7 How do festivals and family life show what matters to Hindu people?</p> <p>Learning Objectives: To explore the importance of dharma to Hindus. To explore how Hindus show their faith with their family home. To explore Hindu family life and traditions To learn about the story of Rama and Sita. To explore Diwali. To find out about Holi.</p>	<p><u>Islam</u></p> <p>L2.9 How do festivals and family life show what matters to Muslim people?</p> <p>Learning Objectives: To be able to explore the five pillars of Islam. To be able to find out what the Qur'an tells Muslims about what God is like. To learn about Salah and why it is important to Muslims. To learn about Salah and why it is important to Muslims. To learn about Salah and why it is important to Muslims.</p>	<p><u>Islam, Judaism, Hinduism, Sikhism, non-religions.</u></p> <p>L2.11 What are the deeper meanings of the festivals?</p> <p>Learning Objectives: To be able to explore the 6 aspects of religious festivals, beginning with Easter. To be able to explore the meaning of Diwali. To be able to explore the meaning of Ramadan and Eid-al-Fitr. To be able to explore the meaning of Pesach. To be able to explore the meaning of Vaisakhi. To be able to find similarities and differences between some religious festivals To be able to explore celebrations that we celebrate today in the UK.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<p><u>Christianity, Hinduism, Islam, non-religious people.</u></p> <p>L2.2 Why do some people think life is like a journey? How and why do people mark the significant events of life?</p> <p>Learning objectives: To explore the idea that life is like a journey. To understand the metaphor life is like a journey. To understand the significance of baptism to Christians. To understand the importance of Bar and Bat Mitzvahs for Jewish people. To understand the importance of the naming ceremony to Hindus. To understand the importance of a pilgrimage to Muslims.</p>	<p><u>Christianity</u></p> <p>L2.3 What is the 'Trinity' and why is it important for Christians?</p> <p>Learning objectives: To understand what the Trinity means to Christians. To explain what the Trinity means to Christians. To understand what incarnation means to Christians. To recap what incarnation means to Christians. To understand why Christians celebrate Christmas.</p>	<p><u>Sikhism</u></p> <p>L2.8 How is faith expressed in Sikh communities and traditions?</p> <p>Learning objectives: To find out what Sikhs believe and some of the features of Sikh worship. To find out how Sikhs worship through prayer. To find out how children are welcomed into the Sikh community. To explore the Sikh tradition of the langar. To explore the Sikh practice of sewa.</p>	<p><u>Christianity</u></p> <p>L2.5 Why do Christians call the day Jesus died 'Good Friday'?</p> <p>Learning objectives: To learn about the events of Palm Sunday. To learn about the significance of the Last Supper. To learn about the events that led up to Jesus being arrested. To find out about the events and emotions surrounding the crucifixion of Jesus. To find out about the events of the resurrection and to explore Christian beliefs in life after death. To learn about the meaning of 'Messiah' for Jesus and to summarise the events of Holy Week.</p>	<p><u>Christianity</u></p> <p>L2.10 For Christians, what was the impact of Pentecost?</p> <p>Learning objectives: To understand the Christian celebration of Pentecost and why it is celebrated. To understand how the belief about the holy trinity link to the belief about Pentecost. To understand what is the Kingdom of God. To explore the clues that tell us what Christians believe about the Kingdom of God. To explore the Holy Spirit to Christians. To explore why Christians believe the Holy Spirit is important during Pentecost.</p>	<p><u>Islam, Christianity, Sikhism, non-religions.</u></p> <p>L2.12 How and why do people try to make the world a better place?</p> <p>Learning objectives: To explore what is the golden rule. To explore how the 10 commandments links to how Christians behave in life. To explore what is sin and discuss how the world would be different without sin. To explore why some people believe that the world is not a good place. To explore how do religions teach about helping others. To explore the rules different religions follow that help them to make the world a better place. To explore how charity make the world a better place.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p>Christianity</p> <p>U2.1: What does it mean if Christians believe God is holy and loving?</p> <p>If God Biblical ideas of God Holy God, loving God Beliefs in Music from Christians Building to God's Glory Get Creative Two things that matter to Christians God- maybe not</p>	<p>Christianity, non-religions.</p> <p>U2.2: Creation and science: conflicting or complementary?</p> <p>Identify what type of text some Christians say Genesis 1 is, and its purpose taking account of the context, Suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations To understand the scientific view of creation show understanding of why many Christians find science and faith go together Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views</p>	<p>Christianity, non-religions.</p> <p>U2.3: Values: What matters most to Humanists and Christians?</p> <p>Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen'; Humanists saying people can be 'good without God', and exist without a designer)</p> <p>Make clear connections between Christian and Humanist ideas about being good and how people live Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</p> <p>Raise important questions and suggest answers about how and why people should be good Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views</p>	<p>Hinduism, Sikhism, Judaism, Islam</p> <p>U2.4: How and why do some people inspire others? Examples from religions.</p> <p>Explain beliefs about how inspirational people can bring believers closer to God Describe examples of texts or quotes which explain what an ideal way of life might be Compare about different inspiring leaders from different religions</p> <p>Make clear connections between belief about living a good life and the leaders they study Give examples of the impact of faith on life Explain differences between leaders from different religions</p> <p>Raise questions about the concept of 'inspirational people', suggesting good answers Explain the importance of role models from different religions Express their own response to the inspiring lives they have studied</p>	<p>Christianity</p> <p>U2.5: How do Christians decide how to live? 'What would Jesus do?'</p> <p>Identify features of Gospel texts (for example, teachings, parable, narrative) taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts</p> <p>Make clear connections between Gospel texts, Jesus' 'good news' and how Christians live in the Christian community and in their individual lives</p> <p>Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives Articulate their own responses to the issues studied, recognising different points of view</p>	<p>Christianity</p> <p>U2.6: What do Christians believe Jesus did to 'save' people?</p> <p>Outline the 'big story' of the Bible, explaining how incarnation and salvation fit within it Explain what Christians mean when they say that Jesus' death was a sacrifice</p> <p>Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/the Lord's Supper Show how Christians put their beliefs into practice in different ways</p> <p>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today Articulate their own responses to the idea of sacrifice, recognising different points of view</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	<p><u>Hinduism</u></p> <p>U2.7: What helps Hindu people as they try to be good?</p> <p>Hindus identify and explain Hindu beliefs, e.g. dharma, karma, samsara and moksha, using technical terms accurately give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha and dharma make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live</p> <p>Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. give evidence and examples to show how Hindus put their beliefs into practice in different ways make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus</p> <p>reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view</p>	<p><u>Islam</u></p> <p>U2.8: How is faith expressed in Islam?</p> <p>Muslims. identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Prophet Muhammad* as the Messenger, the Qur'an as the message)</p> <p>Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow the example of Muhammad) make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) give evidence and examples to show how Muslims put their beliefs into practice in different ways make connections between Muslim beliefs studied and Muslim ways of living in Britain/Bedfordshire today consider and weigh up the value of, e.g. submission, obedience, generosity, selfcontrol and worship in the lives of Muslims today, and articulate responses on how far they are valuable to people who are not Muslims</p> <p>reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views</p>	<p><u>Christianity, Islam, non-religions.</u></p> <p>U2.9: Justice and poverty: why does faith make a difference?</p> <p>Christians, Muslims, non-religious people explain beliefs and teachings about justice from Christian and Muslim texts compare their ideas about justice and fairness with those studied in Islam and Christianity make clear connections between belief about justice from sacred texts and the actions of a modern religiously based charity</p> <p>describe clearly examples of the impact of charitable work in the world today</p> <p>explain some differences between the two charities raise questions about charity, justice and the impact of religion and beliefs, suggesting answers</p> <p>explain the importance of the idea that God loves justice and is just to Muslims and Christians</p> <p>express their own ideas about justice</p>	<p><u>Religious and non-religious.</u></p> <p>U2.10: What will make our community a more respectful place?</p> <p>Religious and non-religious ideas explain beliefs about the value of religious and cultural diversity in their local town/community</p> <p>describe examples of texts which explain why honouring all humans is important in, for example, both Christianity and Islam compare their ideas about respect for all with those studied make clear connections between belief in the 'Golden Rule' and the needs of a mixed community</p> <p>give examples of the impact of interfaith work in their community</p> <p>raise questions about how we can be a more tolerant and respectful community, suggesting answers</p> <p>explain the importance of tolerance, respect and liberty for all in making a community that is harmonious</p> <p>give good reasons for their views about harmony in our communities</p>	<p><u>Christianity, Islam, non-religions.</u></p> <p>U2.11: Why do some people believe in God and some people not?</p> <p>Christians, Muslims, nonreligious people define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs</p> <p>identify and explain what religious and nonreligious people believe about God, saying where they get their ideas from</p> <p>give examples of reasons why people do or do not believe in God make clear connections between what people believe about God and the impact of this belief on how they live</p> <p>give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging</p> <p>consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not</p> <p>make connections between belief and behaviour in their own lives, in the light of their learning</p>	<p><u>Christianity, Islam, Judaism and/or Hinduism</u></p> <p>U2.12: How does faith enable resilience?</p> <p>Christians, Muslims and/or Jews and/or Hindus, nonreligious people describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives</p> <p>interpret a range of artistic expressions of the afterlife, offering and explaining different ways of understanding these offer a reasoned response to the unit question, with evidence and examples, expressing insights of their own.</p>