

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.

RE teaching and learning should enable pupils to...

<p>A. Know about and understand a range of religions and worldviews.</p>	<p>B. Express ideas and insights about the nature, significance and impact of religions and worldviews.</p>	<p>C. Gain and deploy the skills needed to engage seriously with religions and worldviews.</p>
---	--	---

Themes	Year 3	Year 4	Year 5	Year 6
Living	What does it mean to be a Christian in Britain today? (L2.7 Living) Christianity	What does it mean to be a Hindu in Britain today? (L2.8-Living) Hinduism	What can we learn from religions about deciding what is right and wrong? (L2.9-Living) (originally a year 4) Christianity/Humanism	What matters most to Christians and to Humanists? (U2.7 Living) Christianity/Humanism

	<p>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).</p> <p>Describe some ways in which Christians express their faith through hymns and modern worship songs (A2).</p> <p>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).</p> <p>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).</p>	<p>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).</p> <p>Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).</p> <p>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).</p> <p>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).</p>	<p>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).</p> <p>Make connections between stories of temptation and why people can find it difficult to be good (A2).</p> <p>Give examples of ways in which some inspirational people have been guided by their religion (B1).</p> <p>Discuss their own and others' ideas about how people decide right and wrong (C3)</p>	<p>Describe what Christians mean about humans beings made in the image of God and being 'fallen', giving examples (A2)</p> <p>Describe some Christian and Humanist values simply (B3).</p> <p>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).</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).</p>
--	---	--	---	---

				<p>What difference does it make to believe in Ahimsa (harmlessness) and Grace.? (U2.8 Living)</p> <p>Christianity/Hinduism/</p>
				<p>Make connections between beliefs and behaviour in different religions (A1).</p> <p>Make connections between belief in ahimsa, and grace, teachings and sources of wisdom in the three religions (A1).</p> <p>Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2)</p> <p>Consider similarities and differences between beliefs and behaviour in different faiths (B3).</p>

<p>Believing</p>	<p>What do different people believe about God? (L2.1 Believing) Christianity/Hinduism/Humanism</p>	<p>Why is Jesus inspiring to some people? (L 2.3 Believing) Christianity</p>	<p>Why do some people believe God exists? (U2.1 Believing) Christianity</p>	<p>What do religions say to us when life gets hard? (U2.3 Believing) Christianity/Hinduism/Humanism</p>
	<p>Describe some of the ways in which Christians and Hindus and/or Muslims describe God (A1).</p> <p>Ask questions and suggest some of their own responses to ideas about God (C1).</p> <p>Suggest why having a faith or belief in something can be hard (B2).</p> <p>Identify how and say why it makes a difference in people's lives to believe in God (B1).</p>	<p>Make connections between some of Jesus' teachings and the way Christians live today (A1).</p> <p>Describe how Christians celebrate Holy Week and Easter Sunday (A1).</p> <p>Identify the most important parts of Easter for Christians and say why they are important (B1).</p> <p>Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).</p>	<p>Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).</p> <p>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).</p> <p>Ideas about the impact of believing or not believing in God on someone's life (B1).</p> <p>Present different views on why people believe in God or not, including their own ideas (C1).</p>	<p>Express ideas about how and why religion can help believers when times are hard, giving examples (B2).</p> <p>Outline Christians, Hindu and/or non-religious beliefs about life after death (A1)</p> <p>Explain some similarities and differences between beliefs about life after death (B2).</p> <p>Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).</p>

	<p>Why is the Bible important for Christians today? (L.2.2 Believing) Christianity</p>			
	<p>Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2).</p> <p>Give examples of how and suggest reasons why Christians use the Bible today (B1).</p> <p>Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1).</p> <p>Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3)</p>		<p>What would Jesus do? Can people live by the values of Jesus in the twenty-first century? (U.2.2 Believing) Christianity</p>	
			<p>Outline Jesus' teaching on how his followers should live (A2)</p> <p>Offer interpretations of two Jesus' parables and say what they might have on Christians today (B1)</p> <p>Explain the impact Jesus' example and teachings might have</p>	

			<p>on Christians today (B1).</p> <p>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3)</p>	
Expressing	<p>Why do people pray (L2.4 Expressing) Christianity/Hinduism (Islam)</p>	<p>Why do some people think that life is a journey? What significant experiences mark this? (L2.6 Expressing) Christianity/Hinduism/Judaism</p>	<p>If God is everywhere, why go to a place of worship? (U2.4 Expressing) Christianity/Hinduism/Judaism</p>	<p>Is it better to express your religion in arts and architecture or in charity and generosity? (U2.5 Expressing) Christianity/Islam</p>
	<p>Describe the practice of prayer in the religions studied (A2).</p> <p>Make connections between what people believe about prayer and what they do when they pray (A3).</p> <p>Describe ways in which prayer can comfort and challenge believers (B2).</p>	<p>Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).</p> <p>Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3).</p>	<p>Make connections between how believers feel about places of worship in different traditions (A3)</p> <p>Select and describe the most important functions of a place of worship for the community (B3).</p>	<p>Describe and make connections between examples of religious creativity (buildings and art) (A1).</p> <p>Show understanding of the value of sacred buildings and art (B3). Suggest reasons why some believers see generosity and charity</p>

	<p>Describe and comment on similarities and differences between how Christians and Hindus pray (B3).</p>	<p>Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2).</p> <p>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).</p>	<p>Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2).</p> <p>Present ideas about the importance of people in a place of worship, rather than the place itself (C1).</p>	<p>as more important than buildings and art (B2).</p> <p>Apply ideas about values and scriptures to the title question (C2).</p>
		<p>L2.5 Why are festival important to religious communities? (Expressing) Christianity/Judaism/Hinduism</p>		
		<p>Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</p> <p>Ask questions and give ideas about what matters most to believers in festivals (B2).</p> <p>Identify similarities and differences in the way</p>		

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).