



Religious Education

Disciplinarians: Making Sense of the beliefs, Making Connections and Understanding the Impact

Hinduism, Christianity, Islam, Judaism Comparisons



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn						
<p>Being Special: Where do we belong? RE Today unit- F4</p> <p>Make sense of beliefs</p> <ul style="list-style-type: none"> • re-tell religious stories <p>Make connections:</p> <p>making connections with personal experiences</p> <ul style="list-style-type: none"> • share and record occasions when things have happened in their lives that made them feel special <p>Understand the impact:</p> <ul style="list-style-type: none"> • recall simply what happens at a traditional Christian infant baptism and dedication • recall simply what happens when a baby is welcomed into a religion other than Christianity <p>Why do Christians perform nativity plays at Christmas? INCARNATION Unit F2.</p> <p>Make connections:</p> <p>Talk about people that are special to them</p> <p>Say what makes their family and friends special to them.</p> <p>Understand the impact:</p> <p>Recall simply what happens at a traditional Christian festival (Christmas)</p> <p>Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus</p> <p>Make connections:</p> <ul style="list-style-type: none"> • Retell religious stories, making connections with personal experiences 	<p>What does it mean to belong?</p> <p>RE Today unit- 1.10</p> <p>Make sense of beliefs:</p> <ul style="list-style-type: none"> • Recognise that loving others is important in lots of communities • Say simply what Jesus and one other religious leader taught about loving other people <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean • Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) <p>Make connections:</p> <ul style="list-style-type: none"> • Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences • Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas. 	<p>Who is a Muslim and how do they live?</p> <p>RE Today unit- 1.6</p> <p>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 show what Muslims believe about Muhammad. <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 into action. <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 	<p>What do Christians learn from the Creation story?</p> <p>Understanding Christianity CREATION/ FALL Unit 2A.1</p> <p>Make sense of belief</p> <p>Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. Make clear links between Genesis 1 and what Christians believe about God and Creation.</p> <p>Understand the impact:</p> <p>Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.)</p> <p>Make connections:</p> <p>Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.</p> <p>Knowledge Building blocks</p> <ul style="list-style-type: none"> • God the Creator cares for the creation, including human beings. • As human beings are part of God's good creation, they do best when they listen to God. • The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good 	<p>What is the Trinity?</p> <p>Understanding Christianity INCARNATION/ GOD Unit 2A.3</p> <p>Make sense of belief</p> <p>Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. Offer suggestions about what texts about baptism and Trinity might mean. Give examples of what these texts mean to some Christians today.</p> <p>Understand the impact:</p> <p>Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</p> <p>Make connections:</p> <p>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.</p> <p>Knowledge Building blocks</p> <ul style="list-style-type: none"> • Christians believe God is Trinity: Father, Son and Holy Spirit. • Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Christians find that understanding God is 	<p>What does it mean if God is holy and loving?</p> <p>Understanding Christianity GOD Unit 2B.1</p> <p>Make sense of belief</p> <p>Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms.</p> <p>Understand the impact:</p> <p>Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. Show how Christians put their beliefs into practice in worship.</p> <p>Make connections:</p> <p>Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p> <p>Knowledge Building blocks</p> <ul style="list-style-type: none"> • Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. • Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace. 	<p>Creation and Science: conflicting or complementary?</p> <p>Understanding Christianity CREATION/ FALL Unit 2B.2</p> <p>Make sense of belief</p> <p>Outline the importance of Creation on the timeline of the 'big story' of the Bible. 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.</p> <p>Understand the impact:</p> <p>Make clear connections between Genesis 1 and Christian belief about God as Creator. Show understanding of why many Christians find science and faith go together.</p> <p>Make connections:</p> <p>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</p> <p>Knowledge Building blocks</p>

<p>What so important about the Christmas story?</p> <p>Make connections: Think about some of the reasons why people give gifts. They will consider how it feels to both give and receive gifts, drawing on their own experiences. Consider what makes a present precious.</p> <p>Make sense of belief: Recap what they already know about Christmas and why it is celebrated. Know story of the nativity, focusing on why the three wise men gave gifts of gold, frankincense and myrrh to Jesus when they visited him. Relate this to Christian ideas of giving and receiving. Recap the story of the nativity and recall the gifts given by the three wise men. They will consider gifts that babies receive today and think about what they would give to baby Jesus if they had visited him in the stables today.</p> <p>Understand the impact Think about why people give gifts at Christmas and consider presents that can be given but not seen. Think about concepts such as kindness, friendship and love as presents they can give their loved one instead of presents that go under the Christmas tree. Compare the importance of these 'invisible' presents compared to physical gifts.</p> <p>Understand the impact Think about why Christians remember the birth of a baby more than 2000 years ago and discuss the Christian beliefs that Jesus was a gift from God to the world. It also teaches them</p>	<p>and self-control have something to say to them too.</p> <p>Why does Christmas matter to Christians?</p> <p>Understanding Christianity INCARNATION Unit 1.3</p> <p>Make sense of belief: Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. Recognise that stories of Jesus' life come from the Gospels.</p> <p>Understand the impact: Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</p> <p>Make connections: Decide what they personally have to be thankful for at Christmas time.</p> <p>Knowledge Building blocks</p> <p>Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</p> <ul style="list-style-type: none"> • The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). • Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming. 	<p>ways to live (such as the Ten Commandments).</p> <ul style="list-style-type: none"> • [Building block from EYFS: Christians believe God made our wonderful world and so we should look after it.] <p>What is it like to follow God? Understanding Christianity PEOPLE OF GOD Unit 2A.2</p> <p>Make sense of belief: Make clear links between the story of Noah and the idea of covenant.</p> <p>Understand the impact: Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</p> <p>Make connections: Make links between the story of Noah and how we live in school and the wider world.</p> <p>Knowledge Building blocks</p> <ul style="list-style-type: none"> • The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God. • The People of God try to live in the way God wants, following his commands and worshipping him. • They believe he promises to stay with them and Bible stories show how God keeps his promises. 	<p>challenging; people spend their whole lives learning more and more about God.</p> <ul style="list-style-type: none"> • Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. • Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus. <p>What do Hindus believe God is like? RE Today unit-L2.7</p> <p>Make sense of belief</p> <ul style="list-style-type: none"> • Identify some Hindu deities and say how they help Hindus describe God • Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God • Offer informed suggestions about what Hindu murtis express about God <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a Home Shrine; celebrating Diwali) • Identify some different ways in which Hindus worship <p>Make connections</p> <p>Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today</p> <ul style="list-style-type: none"> • Make links between the Hindu idea of everyone having a 	<ul style="list-style-type: none"> • Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. • Christians believe getting to know God is like getting to know a person rather than learning information. <p>What does it mean to be a Muslim in Britain today? RE Today unit- U2.8</p> <p>Make sense of belief: Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message) Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet)</p> <p>Understand the impact: 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</p> <p>Make connections</p> <p>Make connections between Muslim beliefs studied and Muslim ways of living in Britain/your region today Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.</p>	<p>There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.</p> <ul style="list-style-type: none"> • These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts? • There are many scientists throughout history and now who are Christians. • The discoveries of science make Christians wonder even more about the power and majesty of the Creator. <p>Why do some people believe in God and some people not? RE Today Unit-U2.11</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs • Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from • Give examples of reasons why people do or do not believe in God <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between what people believe about God and the impact of this belief on how they live • Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) <p>Make connections:</p> <ul style="list-style-type: none"> • Reflect on and articulate some ways in which believing in God is valuable
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Christian beliefs about what Jesus brought to the world, such as hope and peace. Consider what gifts they would like to give their loved ones at Christmas and why.

'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas

in the lives of believers, and ways it can be challenging

- Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not

Make connections between belief and behaviour in their own lives, in the light of their learning.

Spring

Disciplinarians: Making Sense of the beliefs, Making Connections and Understanding the Impact

Hinduism, Christianity, Islam, Judaism Comparisons

EFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Why is the word 'God' so important to Christians? Understanding Christianity GOD/ CREATION Unit F1</p> <p>Make connections Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</p> <p>Make sense</p> <ul style="list-style-type: none"> Retell stories, talking about what they say about the world, God, human beings <p>Make connections</p> <ul style="list-style-type: none"> Think about the wonders of the natural world, expressing ideas and feelings <p>Understanding Impact Say how and when Christians like to thank their Creator</p> <p>Make connections</p> <ul style="list-style-type: none"> Talk about what people do to mess up the world and what they do to look after it. <p><i>Why do Christians put a cross in an Easter garden?</i> Understanding Christianity Unit F3</p> <p>Make sense Recognise and retell stories connected with celebration of Easter</p> <ul style="list-style-type: none"> Say why Easter is a special time for Christians <p>Make connections</p> <ul style="list-style-type: none"> Talk about ideas of new life in nature <p>Understand the impact</p> <ul style="list-style-type: none"> Recognise some symbols Christians use during Holy Week, e.g. palm leaves, 	<p>What do Christians believe God is like? Understanding Christianity GOD Unit 1.1</p> <p>Make sense Identify what a parable is. Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. Give clear, simple accounts of what the story means to Christians.</p> <p>Understanding Impact Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, 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; by saying sorry to God, for example.</p> <p>Make connections Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas</p> <p>Knowledge Building Blocks</p> <ul style="list-style-type: none"> Christians believe in God, and that they find out about God in the Bible. Christians believe God is loving, kind, fair and forgiving, and also Lord and King. Some stories show these Christian beliefs. Christians worship God and try to live in ways that please him 	<p>What is special for Jewish believers? Make sense Identify Judaism as one of the major world religions. Judaism started by reading the story of Abraham. Explore some of the key beliefs, traditions and features of Judaism. Identify the Ten Commandments as laws given to Moses on Mount Sinai by God. Explore what these laws are and what they mean before relating them to rules they have to obey in their own lives. Identify the Ten Commandments as the beginnings of the Torah.</p> <p>Understanding Impact Know Torah is significance for Jews today. Know Jews use the Torah to worship and learn about God, as well as some of the practices surrounding us of the Torah (such as using a 'yad' so that the scroll is not touched). Find out about some of the different types of writing in the Torah and some of its well known stories. Know story of David and Goliath and consider what Jews can learn about God from the story.</p> <p>Make connections: Know of the rules set out in the Torah, particularly in relation to food and eating. Know about kosher and non kosher foods and identify some foods that fit into both categories.</p>	<p>How do festivals and worship show what matters to a Muslim? RE Today unit- L2.9</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some beliefs about God in Islam, expressed in Surah 1. Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God) <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims. Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas. 	<p>What does it mean to be a Hindu in Britain today? RE Today unit- L2.8</p> <p>Understand the impact:</p> <ul style="list-style-type: none"> Describe how Hindus show their faith within their families in Britain today (e.g. home puja) Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas. <p><i>Why do Christians call the day Jesus died 'Good Friday'? Understanding Christianity SALVATION Unit 2A.5</i></p> <p>Make sense</p>	<p>Was Jesus the Messiah? Understanding Christianity INCARNATION Unit 2B.4</p> <p>Make sense Explain the place of Incarnation and Messiah within the 'big story' of the Bible. Identify Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms.</p> <p>Understand the impact Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</p> <p>Make connections: Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.</p> <p>Knowledge building blocks Jesus was Jewish.</p> <ul style="list-style-type: none"> Christians believe Jesus is God in the flesh They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. 	<p>Why do Hindus try to be good? RE Today unit- U2.7</p> <p>Make sense of belief</p> <ul style="list-style-type: none"> Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, 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, etc. <p>Understand the impact Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live</p> <ul style="list-style-type: none"> 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 <p>Make connections:</p> <ul style="list-style-type: none"> Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view. <p><i>What did Jesus do to save human beings?</i> Understanding Christianity SALVATION 2B.6</p>

<p>cross, eggs, etc., and make connections with signs of new life in nature</p> <ul style="list-style-type: none"> • Talk about some ways Christians remember these stories at Easter. 	<p>Who Is Jewish and how do they live? RE Today unit- 1.7 Make sense of belief:</p> <ul style="list-style-type: none"> • Recognise the words of the Shema as a Jewish prayer • Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. Understand the impact: • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) <p>Make connections:</p> <ul style="list-style-type: none"> • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.. 	<p>Find out about some of the ways in which the Torah teaches them to be kind and generous to others.</p> <p>Jews give money to charity and some of the other ways they help out people in their communities. Relate this to their own experiences of helping others.</p> <p>Why does Easter matter to Christians? Understanding Christianity SALVATION Unit 1.5 Make sense</p> <p>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> <p>Understand the impact</p> <p>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</p> <p>Make connections:</p> <p>Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</p> <p>Knowledge building blocks</p> <ul style="list-style-type: none"> • Easter is very important in the 'big story' of the Bible. • Christians believe Jesus rose again, giving people hope of a new life. 	<p>How do festivals and family life show what matters to Jewish people? RE Today unit- L2.10 Make sense of belief:</p> <ul style="list-style-type: none"> • Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. • Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people • Offer informed suggestions about the meaning of the Exodus story for Jews today <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities <p>Make connections</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. • Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas. 	<p>Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. Give examples of what the texts studied mean to some Christians.</p> <p>Understand the impact:</p> <p>Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</p> <p>Make connections</p> <p>Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly</p> <p>Knowledge building blocks</p> <p>Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</p> <ul style="list-style-type: none"> • The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. • Christians today trust that Jesus really did rise from the dead, and so is still alive today. • Christians remember and celebrate Jesus' last week, death and resurrection. 	<p>Some texts talk about what this 'messiah' would be like.</p> <ul style="list-style-type: none"> • Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) • Christians see Jesus as their Saviour (See Salvation) <p>Why is the Torah so important to Jewish people? RE Today unit-U2.9 Make sense of belief:</p> <ul style="list-style-type: none"> • Identify and explain Jewish beliefs about God • Give examples of some texts that say what God is like and explain how Jewish people interpret them <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between Jewish beliefs about the Torah and how Jews use and treat it • Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) • Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) <p>Make connections:</p> <ul style="list-style-type: none"> • Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today • Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish 	<p>Make sense</p> <p>Outline the timeline of 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, using theological terms. Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts.</p> <p>Understand the impact:</p> <p>Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. Show how Christians put their beliefs into practice.</p> <p>Make connections:</p> <p>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today</p> <p>Knowledge building blocks</p> <ul style="list-style-type: none"> • Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. • The Gospels give accounts of Jesus' death and resurrection. • The New Testament says that Jesus' death was somehow 'for us' • Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God;
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leading from darkness to light.

- Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).
- Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.

Summer
Disciplinarians: Making Sense of the beliefs, Making Connections and Understanding the Impact
Hinduism, Christianity, Islam, Judaism Comparisons

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>Which places are special and why? RE Today unit- F5</i></p> <p>Make connections</p> <ul style="list-style-type: none"> • Talk about somewhere that is special to themselves, saying why <p>Understanding the Impact</p> <ul style="list-style-type: none"> • 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 <p>Making Sense</p> <ul style="list-style-type: none"> • Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God <p>Making Connection</p> <ul style="list-style-type: none"> • Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church (or other place of worship) • Express a personal response to the natural world. <p><i>What times/stories are special and why?</i></p>	<p>Who made the world? Understanding Christianity CREATION Unit 1.2</p> <p>Making Sense</p> <p>Retell the story of creation from Genesis 1:1–2.3 simply.</p> <p>Recognise that 'Creation' is the beginning of the 'big story' of the Bible. Say what the story tells Christians about God, Creation and the world.</p> <p>Understanding the Impact</p> <p>Give at least one example of what Christians do to say thank you to God for the Creation</p> <p>Making Connections</p> <p>Think, talk and ask questions about living in an amazing world</p> <p>Knowledge building blocks</p> <p>God created the universe.</p> <ul style="list-style-type: none"> • The Earth and everything in it are important to God. • God has a unique relationship with human beings as their Creator and Sustainer. 	<p>What is the good news Jesus brings? Understanding Christianity GOSPEL Unit 1.4</p> <p>Making Sense</p> <p>Tell stories from the Bible and recognise a link with a 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.</p> <p>Recognise that Jesus gives instructions to people about how to behave.</p> <p>Understanding the Impact</p> <p>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> <p>Making Connections</p>	<p>What kind of world did Jesus want? Understanding Christianity GOSPEL Unit 2A.4</p> <p>Making Sense</p> <ul style="list-style-type: none"> • Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. • Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. • Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. <p>Understanding the Impact</p> <ul style="list-style-type: none"> • Make simple links between Bible texts and the concept of 'Gospel' (good news). • Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. <p>Make connections:</p> <p>Make links between the Bible stories studied and the importance of love, and life in the world today,</p>	<p>When Jesus left, what was the impact of Pentecost? Understanding Christianity Unit KINGDOM OF GOD 2A.6</p> <p>Making Sense</p> <ul style="list-style-type: none"> • Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. • Offer suggestions about what the description of Pentecost in Acts 2 might mean. • Give examples of what Pentecost means to some Christians now. <p>Understanding the Impact</p> <p>Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.</p> <p>Making Connections</p> <p>Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world</p>	<p>What would Jesus do? Understanding Christianity GOSPEL Unit 2B.5</p> <p>Making Sense</p> <ul style="list-style-type: none"> • Identify features of Gospel texts (for example, teachings, parable, narrative). • Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. <p>Understanding the Impact</p> <ul style="list-style-type: none"> • Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives • Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the 	<p>What kind of king is Jesus? Understanding Christianity KINGDOM OF GOD 2B.8</p> <p>Making Sense</p> <ul style="list-style-type: none"> • Explain connections between biblical texts and the concept of the Kingdom of God. • Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. <p>Understanding the Impact</p> <ul style="list-style-type: none"> • Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community <p>Making Connections</p> <ul style="list-style-type: none"> • Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or

RE Today unit- F6

Make connections:

Identify some of their own feelings linked to the stories they hear

Make sense of belief:

Identify that the Bible is a sacred text. Talk about the Calming of the Storm

Make sense of belief:

Talk about some religious stories Recognise some religious words, e.g. about God

Make sense of belief:

Recall and talk about a story where Jesus shows friendship to another

Understand the impact: Talk about what the story of Zacchaeus teaches many Christians about being friends with the friendless

Make connections: Identify some of the qualities of a good friend

Make sense of belief: Talk about the story of the first revelation of the Qur'an Recognise some religious words, e.g. messenger, Muhammad, Angel

Make sense of belief:

Make connections: Identify some of their own feelings in response to events in the story

Make sense of belief:

Identify that the Qur'an is a sacred text Say that the Qur'an is a sacred text for Muslims

Make sense of belief:

Talk about some religious stories Recognise some religious words and use the correct ones in their own retellings

Make sense of belief:

Talk about some religious stories Recognise some religious words and use the correct ones in their own retellings

• Humans should care for the world because it belongs to God.

How should we care for the world?

RE Today unit- 1.9

Make sense of belief:

• 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)

Understand the impact:

• 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

Make sense of belief:

• Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)

Understand the impact:

• 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

Make connections:

• Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world

• Give good reasons why everyone (religious and nonreligious) should care for others and look after the natural world.

Make sense of belief:

• Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world

Understand the impact:

• Give examples of how Christians and Jews can

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, exploring different ideas.

Knowledge building blocks Christians believe Jesus brings good news for all people.

• For Christians, this good news includes being loved by God, and being forgiven for bad things.

• Christians believe Jesus is a friend to the poor and friendless.

• Christians believe Jesus' teachings make people think hard about how to live and show them the right way

What makes some places sacred?

RE Today unit- 1.8

Make sense of belief:

• Recognise that there are special places where people go to worship, and talk about what people do there

Understand the impact:

• Talk about why some people like to belong to a sacred building or a community.

Make connections:

• 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 non-religious special places.

Make sense of belief:

• Recognise that there are special places where people

expressing some ideas of their own clearly.

Knowledge building blocks

• Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first.

• Jesus shows love and forgiveness to unlikely people.

• Christians try to be like Jesus — they want to know him better and better.

• Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice

How and why do people try to make the world a better place? RE Today unit- L2.12

Make sense of belief:

• Identify some beliefs about why the world is not always a good place

Understand the impact:

• Describe simply different ideas about what is wrong with the world

Make connections:

• Raise questions and suggest answers about why the world is not always a good place.

Make sense of belief:

• Make links between ideas about the 'Golden Rule' and different religious beliefs

Understand the impact:

• Make simple links between teachings about how to live and ways in which people try to make the world a better place

Make connections:

• Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas

today, expressing some of their own ideas

Knowledge building blocks

• Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven').

• Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him.

• Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God.

• Christians celebrate Pentecost as the beginning of the Church.

How and why do people mark significant events of life? RE Today unit- L2.11

Make sense of belief:

• Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean

Understand the impact:

• Make simple links between beliefs about love and commitment and how people in at least two religious traditions live

Make connections:

• Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones

Make sense of belief:

• Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas

world today, offering insights of their own.

Knowledge building blocks

• The good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin.

• Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable.

• Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community

What matters most to Humanists and Christians? RE Today unit- U2.10

Make sense of belief:

• Identify and explain beliefs about why people are good and bad

• Make links with sources of authority that tell people how to be good

Understand the impact:

• Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view

Make connections:

• 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

should learn from Christian ideas.

Knowledge building blocks

• Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.

• The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.

• Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.

How does faith help people when life gets hard? RE Today unit- U2.12

Make sense of belief:

• Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life

Understanding the impact:

• Make clear connections between what people believe about God and how they respond to challenges in life

Making sense of belief:

• Identify beliefs about life after death in at least two religious traditions, comparing and explaining for similarities and differences.

Understanding the impact:

• Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)

Making connections:

<p>show care for the natural earth</p> <ul style="list-style-type: none"> • 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 each other and the natural world • Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world. 	<p>go to worship, and talk about what people do there</p> <ul style="list-style-type: none"> • 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 • Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of stories, objects, symbols and actions used in churches which show what people believe • Give simple examples of how people worship at a church. <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 <p>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 • Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of stories, objects, symbols and actions used in synagogues which show what people believe • Give simple examples of how people worship at a synagogue. Make 	<p>go to worship, and talk about what people do there</p> <ul style="list-style-type: none"> • 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 • Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of stories, objects, symbols and actions used in churches which show what people believe • Give simple examples of how people worship at a church. <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 <p>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 • Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of stories, objects, symbols and actions used in synagogues which show what people believe • Give simple examples of how people worship at a synagogue. Make 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Make links between Jewish beliefs and how people try to make the world a better place. <p>Understand the impact:</p> <ul style="list-style-type: none"> • Describe some examples of how people try to live to make the world a better place <p>Make connections:</p> <ul style="list-style-type: none"> • Express their own ideas about the best ways to make the world a better place, making links with Jewish ideas studied <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Make links between Jewish beliefs and how people try to make the world a better place. <p>Understand the impact:</p> <ul style="list-style-type: none"> • Describe some examples of how people try to live to make the world a better place <p>Make connections:</p> <ul style="list-style-type: none"> • Express their own ideas about the best ways to make the world a better place, making links with Jewish ideas studied <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Make links between religious teachings and ways in which Muslims try to make the world a better place. <p>Understand the impact:</p> <ul style="list-style-type: none"> • Describe examples of how Muslims practise charity <p>Make connections:</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about how being generous to the poor makes the world better • Express their own ideas about the ideas of generosity and charity <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Make links between non-religious ideas and ways in 	<ul style="list-style-type: none"> • Identify some beliefs about commitment and promises shown in Christian baptism and describe what they mean • Offer informed suggestions about the meaning and importance of ceremonies of commitment for Christians today <p>Understand the impact:</p> <ul style="list-style-type: none"> • Describe what happens in baptism, a ceremony of commitment for Christians and say what the ritual means • Make simple links between beliefs about love and commitment and Christian baptism (e.g. as a celebration of forgiveness, salvation and freedom) • Identify some differences in how people celebrate commitment (e.g. different practices of Christian baptism) <p>Make connections:</p> <ul style="list-style-type: none"> • Make links between ideas of love, commitment and promises in religious and non-religious ceremonies • Give good reasons why they think ceremonies of commitment are or are not valuable today <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify some beliefs about commitment and promises in Judaism, describe what the meanings of the beliefs might be. • Offer informed suggestions about the meaning and importance of ceremonies of commitment for Jewish people today <p>Understand the impact:</p> <ul style="list-style-type: none"> • Describe what happens in ceremonies of commitment in Judaism – Bar Mitzvah and Bat Mitzvah - saying what these rituals mean • Make simple links between beliefs about love and 	<p>their importance in the world today, giving good reasons for their views.</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify and explain beliefs about why people are good and bad (e.g. Humanist ideas and values) <p>Understand the impact:</p> <ul style="list-style-type: none"> • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view <p>Make connections:</p> <ul style="list-style-type: none"> • Raise important questions and suggest answers about how and why people should be good • Make connections between the values studied and my own life, and their importance in the world today, giving good reasons for my views. <p>Make sense of belief:</p> <ul style="list-style-type: none"> • 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 <p>Understand the impact:</p> <ul style="list-style-type: none"> • 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>Make connections:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Consider and weigh up how religion might help people in good and bad times, giving good reasons for their ideas and insights <p>Making sense of belief:</p> <ul style="list-style-type: none"> • Identify beliefs about life after death <p>Understanding the impact:</p> <ul style="list-style-type: none"> • Make clear connections between what people believe about God and how they respond to challenges in life <p>Making connections:</p> <ul style="list-style-type: none"> • Consider and weigh up how religion might help people in good and bad times, giving good reasons for their ideas and insights <p>Making sense of belief:</p> <ul style="list-style-type: none"> • Identify beliefs about life after death in Hinduism <p>Understanding the impact:</p> <ul style="list-style-type: none"> • Use evidence and examples to show how beliefs about karma/ reincarnation make a difference to how someone lives. <p>Making connections:</p> <ul style="list-style-type: none"> • Consider and weigh up how religion might help people in good and bad times, giving good reasons for their ideas and insights <p>Making sense of belief:</p> <ul style="list-style-type: none"> • Identify beliefs about life after death Christianity <p>Understanding the impact:</p> <ul style="list-style-type: none"> • Make clear connections between Christian beliefs about God and how they respond to bereavement • Use evidence and examples to show how beliefs about resurrection/judgement/ heaven make a difference to how a Christian lives. <p>Making connections:</p> <ul style="list-style-type: none"> • Consider and weigh up how religion might help
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		<p>connections: • Think, talk and ask good questions about what happens in a synagogue, saying what they think about these questions, giving good reasons for their ideas</p> <p>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 Islam and give a simple account of how they are used and something about what they mean • Identify a belief about worship and a belief about God, connecting these beliefs simply to a mosque <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of stories, objects, symbols and actions used in synagogues which show what people believe • Give simple examples of how people worship at a mosque. <p>Make connections:</p> <ul style="list-style-type: none"> • Think, talk and ask good questions about what happens in a mosque, saying what they think about these questions, giving good reasons for their ideas <p>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 <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe • 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"> • Talk about what makes some places special to 	<p>which nonreligious people try to make the world a better place.</p> <p>Understand the impact:</p> <ul style="list-style-type: none"> • Describe examples of how nonreligious people practise charity <p>Make connections:</p> <ul style="list-style-type: none"> • Express their own ideas about the kinds of guidelines/rules for life that can make the world a better place. <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Make links between religious beliefs and teachings and why people try to live and make the world a better place. <p>Understand the impact:</p> <ul style="list-style-type: none"> • Identify different ways of 'living the make the world a better place' <p>Make connections:</p> <ul style="list-style-type: none"> • Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views 	<p>commitment and how Jewish young people live</p> <ul style="list-style-type: none"> • Identify some differences in how people celebrate commitment (e.g. contrasting Jewish practice with another religion's rituals <p>Make connections:</p> <ul style="list-style-type: none"> • Make links between ideas of love, commitment and promises in Jewish ceremonies • Give good reasons why they think ceremonies of commitment are or are not valuable today. <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify some beliefs about love, commitment and promises in some Hindu communities and describe what they mean • Offer informed suggestions about the meaning and importance of Hindu ceremonies of commitment today <p>Understand the impact:</p> <ul style="list-style-type: none"> • Describe what happens in sacred thread ceremonies and say what these rituals mean to some Hindu people • Make simple links between beliefs about love and commitment and how Hindu people live and celebrate <p>Make connections:</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones • Make links between ideas of love, commitment and promises in Hindu ceremonies • Give good reasons why they think ceremonies of commitment are or are not valuable today <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify some beliefs about love, commitment and 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • 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 <p>Understand the impact:</p> <ul style="list-style-type: none"> • 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>Make connections:</p> <ul style="list-style-type: none"> • 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>Make sense of belief:</p> <ul style="list-style-type: none"> • 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 <p>Understand the impact:</p> <ul style="list-style-type: none"> • 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>Make connections:</p> <ul style="list-style-type: none"> • Raise important questions and suggest answers about how and why people should be good • Make connections between the values studied 	<p>Christians when someone dies.</p> <p>Making sense of belief:</p> <ul style="list-style-type: none"> • Identify non-religious beliefs about life after death <p>Understanding the impact:</p> <ul style="list-style-type: none"> • Make clear connections between non-religious beliefs about death and how they respond to life. • Use evidence and examples to show how beliefs about death make a difference to how someone lives. <p>Making connections:</p> <ul style="list-style-type: none"> • Consider and weigh up how non-religious people handle good and bad times, giving good reasons for their ideas and insights <p>Make sense of belief:</p> <ul style="list-style-type: none"> • 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 for similarities and differences. <p>Understanding the impact:</p> <ul style="list-style-type: none"> • Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) • Use evidence and examples to show how beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives. <p>Making connections:</p> <ul style="list-style-type: none"> • Reflect on a range of artistic expressions of afterlife, articulating and explaining different ways of understanding these • Offer
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		<p>people, and what the difference is between religious and non-religious special places.</p>		<p>promises in two religious traditions and describe what they mean</p> <ul style="list-style-type: none"> • Offer informed suggestions about the meaning and importance of marriage ceremonies today <p>Understand the impact:</p> <ul style="list-style-type: none"> • Describe what happens in marriage ceremonies and say what these rituals mean • Make simple links between beliefs about love and commitment and how people in at least two religious traditions become partners in marriage • Identify some different practices of marriage. <p>Make connections:</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestone of marriage • Make links between idea of love, commitment and promises in religious and non-religious wedding ceremonies • Give good reasons why they think ceremonies of marriage commitment are or are not valuable today <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean • Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today <p>Understand the impact:</p> <ul style="list-style-type: none"> • Describe what happens in ceremonies of commitment • Identify some differences in how people celebrate commitment <p>Make connections:</p>	<p>and their own lives, and their importance in the world today, giving good reasons for their views</p>	<p>a reasoned response to the unit question, with evidence and example, expressing insights of their own</p>
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				<ul style="list-style-type: none">• Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones• Give good reasons why they think ceremonies of commitment are or are not valuable today.		
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