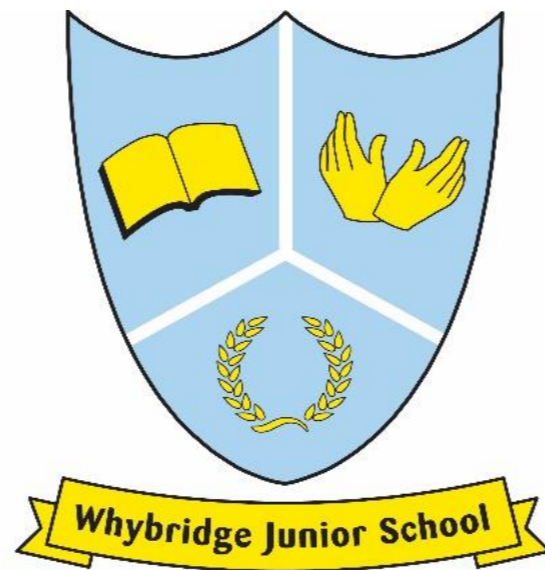


Whybridge Junior School



RE Curriculum Progression and Overview

RE LONG TERM MAP

	Autumn		Spring		Summer	
Year 3	What do religions teach about the natural world and why we should care?	What does it mean to be a Hindu? Brahman, scriptures and festivals	Why is Jesus important to Christians?	Why do religious people celebrate?	What does it mean to be a Hindu? Mandir, Pilgrimage, lives of believers	How do people express their faith through the arts?
Year 4	What does it mean to be Jewish? Torah, Jewish rituals at festivals	Where, how and why do people worship?	Who should inspire us?	What does it mean to be Jewish? Shabbat, Pesach, Exodus	How and why do religious believers show their commitments during the journey of life?	What matters most to Humanists and Christians?
Year 5	What do different people believe about God?	What does it mean to be a Muslim?	What does it mean to be a Christian?	Why is prayer important for religious believers?	Justice and Poverty: Can religions help to build a fair world?	Why are sources of wisdom important to people?
Year 6	What does it mean to be a Sikh?		What do religions say to us when life gets hard?	Why do people make vows and commitments to one another?	What will make our city/town/borough a more respectful place?	What does it mean to be a Sikh?

RE Overview

	Autumn		Spring		Summer	
Year 3	<p>What do religions teach about the natural world and why we should care?</p> <p>LO: that children can understand the Christian belief in God as Creator.</p> <p>LO: that children can explain the place of Creation and Fall in the 'Big Story' of the Bible</p> <p>LO: that children can explain how Christians put their beliefs into practice and understand what difference they make to Christians' own lives.</p> <p>LO: that children can explain the Jewish belief in one God who is the creator and cares for all people</p> <p>LO: that children can explain the ethical aspects of Jewish living, such as tzedakah (charity) and tikkun olam (repairing the world)</p> <p>LO: that children can explain the Hindu belief in Brahman (the Supreme Spirit) the trimurti as an understanding of God; Brahma as creator, Vishnu as sustainer and Shiva as destroyer.</p> <p>LO: that children can explain the concept of Ahimsa (non-harming)</p>	<p>What does it mean to be a Hindu? Brahman, scriptures and festivals</p> <p>LO: that children can explain the Hindu belief in Brahman (the Supreme Spirit) and understand the meaning of the Aum symbol.</p> <p>LO: that children can explain the idea that different gods and goddesses are ways of thinking about Brahman with particular focus on the trimurt and their qualities; Brahma as creator, Vishnu as sustainer and Shiva as destroyer.</p> <p>LO: that children can name some of the scriptures and explain how they are used by Hindus e.g. Ramayana (stories about good and evil), the Puranas (stories about the childhood of Krishna), the Panchatantra (stories with a moral).</p> <p>LO: that children can explain their understanding of stories behind and practices at Hindu festivals. Diwali, Holi and Raksha Bandhan.</p>	<p>Why is Jesus important to Christians?</p> <p>LO: that children can explain the Christian belief in Jesus as the Son of God, and the implications of this, including belief in sin, forgiveness and heaven</p> <p>LO: that children can explain where Jesus' death and resurrection fits into the 'Big Story' of the Bible;</p> <p>LO: that children can explain what difference Christian beliefs/ stories have on how Christians live and identify how Christian beliefs, teachings and practices can be expressed in different ways, e.g. through art, music, actions</p> <p>LO: that children can understand how Christians put their beliefs into practice and what difference they make to Christians' own lives, including meaning and significance of key aspects of worship e.g. communion, prayer, giving and being part of a Christian community.</p> <p>LO: that children can explain how Christians decide to live, including Jesus' example and teachings, codes for living the ideals of Christian living, e.g. love, joy, peace, generosity, justice, sacrifice, how these arise from the teachings.</p>	<p>Why do religious people celebrate?</p> <p>LO: that children can explain how Christians remember and celebrate some of their important beliefs through festivals, including the birth, death and resurrection of Jesus Christ.</p> <p>LO: that children can explain the Christian belief in God as Father, Son and Holy Spirit (Trinity), including God as Creator, Jesus as the Son of God, the Spirit acting in the lives of Christians today; and the implications of this, including belief in sin, forgiveness and heaven</p> <p>LO: that children can explain the significance of festivals to the Jewish way of life and understand beliefs shown at these times. For example: Pesach (freedom)</p> <p>LO: that children can explain the meaning and significance of Jewish rituals and practices during each festival.</p>	<p>What does it mean to be a Hindu? Mandir, Pilgrimage, lives of believers</p> <p>LO: that children can explain the meaning and significance of pilgrimage to Hindus, focusing on the Ganges.</p> <p>LO: that children can explain the Hindu beliefs about reincarnation, moksha (soul being released from cycle of birth and rebirth and united with Brahman) and karma (law of cause and effect in relation to one's acts).</p> <p>LO: that children can understand the concepts of dharma (duty) and the effect this may have on actions of Hindus.</p> <p>LO: that children can explain the four stages of life; student, householder, retired person, renouncing life and the associated duties.</p>	<p>How do people express their faith through the arts?</p> <p>LO: that children can explain how Christian beliefs, teachings and practices can be expressed in different ways, e.g. using signs and symbols through art, music, architecture, actions etc.</p> <p>LO: that children can understand Tawhid: The Muslim belief that Allah is the one true God, has no partners, is the creator, provides all things, gives guidance through the Qur'an and messengers and cannot be compared to anything else.</p> <p>LO: that children can explain why Muslims do not portray Allah pictorially.</p> <p>LO: that children can explain the role of the Mosque as a place of prayer, teaching and centre to support the community.</p>
Year 4	<p>What does it mean to be Jewish? Torah, Jewish rituals at festivals</p> <p>LO: that children can explain the Jewish belief in one God who is the creator and cares for all people and explain the Jewish beliefs about God which are in the first paragraph of the Jewish prayer 'the shema'.</p> <p>LO: that children can explain the place of the Torah is at the heart of Jewish belief and practice and understand the Commandments within the Torah and explain how these are exemplified in Jewish daily life. These should include the 10 commandments and those relating to the laws of kashrut (Jewish dietary laws)</p> <p>LO: that children can explain the symbolism behind and use of mezuzot (parchment within a small box, fixed to the doorposts of</p>	<p>Where, how and why do people worship?</p> <p>LO: that children can explain how Christian beliefs, teachings and practices can be expressed in different ways, e.g. using signs and symbols, through art, music, architecture, actions etc and understand that different Christian denominations worship in different ways.</p> <p>LO: that children can understand how Christians put their beliefs into practice and what difference they make to Christians' own lives, including meaning and significance of key aspects of worship e.g. communion, prayer, giving</p> <p>LO: that children can understand the synagogue, its features and its place in the life of community.</p> <p>LO: that children can explain how a Sefer Torah is produced, covered and treated and the reasons for this and the weekly use of the</p>	<p>Who should inspire us?</p> <p>LO: that children can explain the significance of the Bible as a source of authority and wisdom, including examples of key stories and people in the OT/NT, and their meaning.</p> <p>LO: that children can explain what it means to be part of the Christian community including how Christians decide to live, including Jesus' example and teachings and codes for living.</p> <p>LO: that children can explain what difference Christian ideals can make to how Christians live, e.g. caring and healing, matters of fairness how they apply these ideals to personal relationships, caring and healing, matters of fairness and recognise the challenges of living up to the ideals, and the need for forgiveness.</p> <p>LO: that children can identify other significant sources of authority in Islam including Sunnah-practices, customs and traditions of the</p>	<p>What does it mean to be Jewish? Shabbat, Pesach, Exodus</p> <p>LO: that children can explain the significance of festivals to the Jewish way of life with understanding of beliefs shown at these times and understand the meaning and significance of Jewish rituals and practices during each festival.</p> <p>LO: that children can understand Shabbat in the home including preparation for Shabbat, candles, blessing the children, wine, challah bread, family meal, rest</p> <p>LO: that children can recognise the importance of regular Torah study for many Jews and can identify key stories from the Torah with understanding of how these affect Jewish practice today, including Moses and the Exodus (linked to Passover) and creation (linked to Shabbat).</p>	<p>How and why do religious believers show their commitments during the journey of life?</p> <p>LO: that children can understand how Christians put their beliefs into practice and what difference they make to Christians' own lives, including meaning and significance of rituals which mark important points in life e.g. birth, commitment/initiation, marriage and death.</p> <p>LO: that children can explain the Hindu way of life e.g. initiation (sacred thread ceremony), marriage ceremony.</p> <p>LO: that children can explain the meaning and significance of bar mitzvah and bat mitzvah/chayil as coming of age ceremonies and significance and meaning of marriage ceremonies for Jewish people.</p>	<p>What matters most to Humanists and Christians?</p> <p>LO: that children can explain how Christians decide to live, including Jesus' example and teachings and codes for living.</p> <p>LO: that children can explain the ideals of Christian living, e.g. love, joy, peace, generosity, justice, sacrifice and how these arise from the teachings.</p> <p>LO: that children can explain what difference Christian ideals can make to how Christians live, e.g. how they apply these ideals to personal relationships, caring and healing, matters of fairness and explain the challenges of living up to the ideals, and the need for forgiveness</p> <p>LO: that children can explain what it means to be part of the Christian community and understand how Christians work with people of other religions and non-religions worldwide.</p>

	<p>houses), tzitzit (tassels), tefillin, tallit (prayer shawl) and kippah (skullcap)</p> <p>LO: that children can explain that the menorah and Magen David (star of David) are recognised symbols of Judaism.</p> <p>LO: that children can explain the importance placed on the family and home in Judaism.</p>	<p>Sefer Torah in the synagogue and the annual cycle of readings and the significance of prayer e.g. brachot (blessings), modeh ani (the morning prayer, giving thanks for a new day) and shema, when they are said, their meanings and their implications for Jews.</p> <p>LO: that children can understand Puja, including how Hindus pray both in the mandir and at home and can explain the Arti ceremony and the significance of the items on the puja tray and the significance of Prashad (food that is blessed and shared after worship) and the Mandir and its features.</p> <p>LO: that children can explain the meaning and significance of pilgrimage to Hindus with focus on the Ganges.</p>	<p>Prophet Muhammed and Hadith- sayings and actions of the Prophet Muhammad.</p> <p>LO: that children can explain the significance of the Qur'an as the final revealed word of Allah - a source of authority and wisdom that should be treated with respect. and understand how Muslims put the words of the Qur'an and the words and actions of Prophet Muhammad into practice and what difference they make to the lives of Muslims.</p> <p>LO: that children can explain equality as a key value in Sikhism, expressed in stories from the lives of the Gurus and in Sikh practice today and the emphasis on sewa (selfless service); values including Kirat karna (working honestly to earn a living); Vand chhakna (sharing).</p>			
Year 5	<p>What do different people believe about God?</p> <p>LO: that children can explain the Christian belief in God as Father, Son and Holy Spirit (Trinity), including God as Creator, Jesus as the Son of God, the Spirit acting in the lives of Christians today.</p> <p>LO: that children can explain the Hindu belief in Brahman (the Supreme Spirit) The trimurti as an understanding of God; Brahma as creator, Vishnu as sustainer and Shiva as destroyer.</p> <p>LO: that children can understand Allah as the Arabic word for God and can understand why Muslims do not portray Allah pictorially.</p> <p>LO: that children can explain that the 99 names of Allah is a way of describing Allah's many attributes as revealed in the Qur'an.</p> <p>LO: that children can explain Tawhid: The Muslim belief that Allah is the one true God, has no partners, is the creator, provides all things, gives guidance through the Qur'an and messengers and cannot be compared to anything else.</p>	<p>What does it mean to be a Muslim?</p> <p>LO: that children can explain the five Pillars of Islam as an expression of Ibadah (worship and belief in action) Shahadah, Salah, Sawm, Zakah and Hajj.</p> <p>LO: that children can understand the significance of the Qur'an as the final revealed word of Allah- a source of authority and wisdom that should be treated with respect.</p> <p>LO: that children can understand examples of key stories of the Prophets e.g. Ibrahim, Musa, Isa, Prophet Muhammad and explain how many stories of the Prophets are shared with Jewish people and Christians e.g. Ibrahim (Abraham), Musa (Moses), Isa (Jesus).</p> <p>LO: that children can identify other significant sources of authority in Islam including, Sunnah- practices, customs and traditions of the Prophet Muhammad and Hadith- sayings and actions of the Prophet Muhammad.</p> <p>LO: that children can understand the celebration of Id-ul-Fitr as an opportunity to celebrate the success of the fasting at Ramadan and thanking Allah for help, strength and self-control.</p> <p>LO: that children can explain that Id-ul-Adha is a celebration of Ibrahim's faith being tested when he was asked to sacrifice Ismail</p> <p>LO: that children can explain the role of the Mosque as a place of prayer, teaching and centre to support the community and explain why Muslims use 'pbuh'.</p> <p>LO: that children can understand how Muslims put the words of the Qur'an and the words and actions of Prophet Muhammad into practice and what difference they make to the lives of</p>	<p>What does it mean to be a Christian?</p> <p>LO: that children can explain the significance of the Bible as a source of authority and wisdom, including the 'Big Story' of Creation, Fall, Salvation and New Creation, and where Jesus's death and resurrection fits into this.</p> <p>LO: that children can understand how Christians put their beliefs into practice and what difference they make to Christians' own lives, including meaning and significance of key aspects of worship e.g. communion, prayer, giving.</p> <p>LO: that children can explain the Christian belief in God as Father, Son and Holy Spirit (Trinity) and explain how and why different Christian denominations worship in different ways.</p> <p>LO: that children can explain what it means to be part of the Christian community, including how Christians decide how to live, Jesus' example and teachings and codes for living and describe the ideals of Christian living and explain how these arise from the teachings and what difference these can make to how Christians live.</p>	<p>Why is prayer important for religious believers?</p> <p>LO: that children can describe Christian belief in God as Father, Son and Holy Spirit (Trinity), including God as Creator, Jesus as the Son of God, the Spirit acting in the lives of Christians today; and the implications of this, including belief in sin, forgiveness and heaven and explain how and why different Christian denominations worship in different ways.</p> <p>LO: that children can describe the significance of the Bible as a source of authority and wisdom, including how the Bible is used by Christians (in church, private worship, prayer) and how Christians put their beliefs into practice and what difference they make to Christians' own lives, including the meaning and significance of key aspects of worship e.g. communion, prayer, giving</p> <p>LO: that children can explain the Five Pillars of Islam are an expression of Ibadah (worship and belief in action) Shahadah, Salah, Sawm, Zakah and Hajj.</p> <p>LO: that children can explain the role of the Mosque as a place of prayer, teaching and centre to support the community for Muslims and that the gurdwara as a place of worship for Sikhs, learning and service for the community, focusing on the Harminder Sahib (Golden Temple) as well as other gurdwaras.</p> <p>LO: that children can understand how Muslims put the words of the Qur'an and the words and actions of Prophet Muhammad into practice and what difference they make to the lives of</p>	<p>Justice and Poverty: Can religions help to build a fair world?</p> <p>LO: that children can explain what it means to be part of the Christian community, including how Christians decide to live, including Jesus' example and teachings and codes for living and explain the ideals of Christian living, e.g. love, joy, peace, generosity, justice, sacrifice, how these arise from the teachings.</p> <p>LO: that children can explain what difference Christian ideals can make to how Christians live, e.g. how they apply these ideals to personal relationships, caring and healing, matters of fairness and explain the challenges of living up to the ideals, and the need for forgiveness.</p> <p>LO: that children can understand how Muslims put the words of the Qur'an and the words and actions of Prophet Muhammad into practice and what difference they make to the lives of Muslims e.g. Zakah, Giving of Sadaqah (voluntary charity)</p> <p>LO: that children can explain the emphasis on sewa (selfless service) in Sikhism e.g. Langar as expression of sewa Values including; Kirat karna (working honestly to earn a living) and Vand chhakna (sharing).</p>	<p>Why are sources of wisdom important to people?</p> <p>LO: that children can explain the significance of the Bible as a source of authority and wisdom, including how Christians decide how to live, including Jesus' example and teachings and codes for living.</p> <p>LO: that children can explain the importance of Tawhid: Muslim belief that Allah is the one true God, has no partners, is the creator, provides all things, gives guidance through the Qur'an and messengers and cannot be compared to anything else.</p> <p>LO: that children can reflect on the significance of Sunnah- practices, customs and traditions of the Prophet Muhammad and Hadith- sayings and actions of the Prophet Muhammad.</p> <p>LO: that children can understand how Muslims put the words of the Qur'an and the words and actions of Prophet Muhammad into practice and what difference they make to the lives of Muslims, (for detail see End of Key Stage objectives).</p> <p>LO: that children can explain the Sikh belief in one God who is the Supreme Truth, Ultimate Reality and Creator of all things and the beliefs about God within the Mool Mantra.</p> <p>LO: that children can explain the life and work of Guru Nanak including his disappearance when bathing in the river, his teachings about God and about equality and his establishment of Kartarpur and how equality is a key value in Sikhism, expressed in stories from the lives of the Gurus and in Sikh practice today.</p>

		Muslims, including -giving of Sadaqah (voluntary charity) and the importance of the Ummah.		Muslims and the Sikh beliefs about God within the Mool Mantra.		
Year 6	What does it mean to be a Sikh?	What do religions say to us when life gets hard?	Why do people make vows and commitments to one another?	What will make our city/town/borough a more respectful place?	What does it mean to be a Sikh?	
	<p>LO: that children can explain the Sikh belief in one God who is the Supreme Truth, Ultimate Reality and Creator of all things and can explain their understanding of beliefs about God within the Mool Mantra.</p> <p>LO: that children can explain the place of the 10 Gurus in Sikhism and describe the life and work of Guru Nanak including his disappearance when bathing in the river, his teachings about God and about equality and his establishment of Kartarpur.</p> <p>LO: that children can describe the life and work of Guru Gobind Singh including Baisakhi and the formation of the Khalsa</p> <p>LO: that children can describe Guru Har Gobind, with special reference to Diwali</p> <p>LO: that children can understand the origins and authority of the Guru Granth Sahib and its status as a living Guru and the treatment of the Guru Granth Sahib within the Gurdwara</p> <p>LO: that children can explain the significance of Baisakhi (formation of the Khalsa, new year and harvest), Guru Nanak's birthday and Diwali (freedom of Guru Har Gobind and 52 princes) for Sikhs and how these festivals are celebrated</p> <p>LO: that children can explain the symbolisms of the Ik Onkar (showing belief in one God) and khanda and describe the significance of wearing the 'Five Ks' and the symbolism of each.</p> <p>LO: that children can describe the gurdwara as a place of worship, learning and service for the community, focusing on the Harminder Sahib (Golden Temple) as well as other gurdwaras</p> <p>LO: that children can explain Langar as an expression of sewa (selfless service to others).</p>	<p>LO: that children can explain the Christian belief in God... and the implications of this, including belief in sin, forgiveness and heaven and explain the significance of the Bible as a source of authority and wisdom including salvation, and where Jesus' death and resurrection fits in the big story of the Bible.</p> <p>LO: that children can explain the meaning and significance of rituals which mark death</p> <p>LO: that children can describe what it means to be part of the Christian community (in relation to dealing with hardship).</p> <p>LO: that children can understand how Muslims put the words of the Qur'an and the words and actions of Prophet Muhammad into practice and what difference they make to the lives of Muslims, including meaning and significance of rituals which mark important points in life e.g. death.</p> <p>LO: that children can explain Sikh ideas about the cycle of birth, life, death and rebirth, with the aim of mukti (liberation of the soul from the cycle of reincarnation).</p>	<p>LO: that children can understand how Muslims put the words of the Qur'an and the words and actions of Prophet Muhammad into practice and what difference they make to the lives of Muslims, including meaning and significance of rituals which mark important points in life e.g. birth, marriage and death</p> <p>LO: that children can understand how Sikhs put their beliefs into practice and what difference they make to Sikhs' own lives, including meaning and significance of rituals which mark important points in life e.g. birth, commitment/initiation, marriage and death and describe the significance and use of Singh and Kaur.</p> <p>LO: that children can understand how Christians put their beliefs into practice and what difference they make to Christians' own lives, including meaning and significance of rituals which mark important points in life e.g. birth, commitment/initiation, marriage and death</p> <p>LO: that children can understand how Humanists/followers of both religious and non-religious worldviews put their beliefs into practice and what difference this makes to their lives, including meaning and significance of rituals which mark important points in life e.g. marriage</p>	<p>LO: that children can explain what it means to be part of the Christian community, including how Christians decide how to live, including Jesus' example and teaching and codes for living and how Christians work with people of other religions and nonreligious worldviews.</p> <p>LO: that children can explain the ideals of Christian living, e.g. love, joy, peace, generosity, justice, sacrifice, how these arise from the teachings and what difference these can make to how Christians live, e.g. how they apply these ideals to personal relationships, caring and healing, matters of fairness, green issues. and the challenges of living up to the ideals, and the need for forgiveness.</p> <p>LO: that children can explain the Sunnah-practices, customs and traditions of the Prophet Muhammad and the Hadith- sayings and actions of the Prophet Muhammad.</p> <p>LO: that children can understand how Muslims put the words of the Qur'an and the words and actions of Prophet Muhammad into practice and what difference they make to the lives of Muslims, including giving of sadaqah (voluntary charity), respect for guests, respect for teachers, elders and the wise.</p> <p>LO: that children can explain the role of the Mosque as a place of prayer, teaching and centre to support the community and that the gurdwara is a place of worship, learning and service for the community, focusing on the Harminder Sahib (Golden Temple) as well as other gurdwaras.</p> <p>LO: that children can describe the Langar as expression of sewa (selfless service to others) and the emphasis on sewa (selfless service) in Sikhism Values including: - Kirat karna (working honestly to earn a living), Vand chhakna (sharing), Respect for all creation.</p>	<p>LO: that children can explain the birth, naming and wedding ceremonies in Sikhism and understand the significance and use of the names Singh and Kaur</p> <p>LO: that children can explain the Amrit (initiation) ceremony and the significance of becoming a member of the khalsa and the meaning and significance of the turban tying ceremony.</p> <p>LO: that children can describe the religious and spiritual equality as a key value in Sikhism, expressed in stories from the lives of the Gurus and in Sikh practice today</p> <p>LO: that children can explain the emphasis on sewa (selfless service) in Sikhism Values including: Kirat karna (working honestly to earn a living), Vand chhakna (sharing), Respect for all creation</p>	

Progression Grid

<u>Term</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
AUT 1	<p>LO: that children can understand the Christian belief in God as Creator. I can ask questions and suggest some answers about what religious people believe about creation and the natural world. I can say what some non-religious people think about creation and the natural world. I can explain that Christians believe in God as creator.</p> <p>LO: that children can explain the place of Creation and Fall in the 'Big Story' of the Bible I can make links between the Biblical creation story and the actions of Christians relating to care for the Earth.</p> <p>LO: that children can explain how Christians put their beliefs into practice and understand what difference they make to Christians' own lives. I can explain what Christians do to show their beliefs. I can describe the impact of Christian beliefs on how people live.</p> <p>LO: that children can explain the Jewish belief in one God who is the creator and cares for all people I can describe and show understanding of the Jewish belief about creation. I can reflect upon and express my own understanding of ideas and beliefs about care for creation.</p> <p>LO: that children can explain the ethical aspects of Jewish living, such as tzedakah (charity) and tikkun olam (repairing the world) I can identify and describe the impact of Jewish beliefs on how people live. I can describe and show understanding of the Jewish belief of human responsibility for the environment.</p> <p>LO: that children can explain the Hindu belief in Brahman (the Supreme Spirit) the trimurti as an understanding of God; Brahma as creator, Vishnu as sustainer and Shiva as destroyer I can explain who Brahman is. I can describe the trimurti. I can identify and describe the impact of Hindu beliefs on how people live.</p> <p>LO: that children can explain the concept of Ahimsa (non-harming) I can explain how Ahimsa is value that relates to different religions I can explain the meaning of Ahimsa.</p>	<p>LO: that children can explain the Jewish belief in one God who is the creator and cares for all people and explain the Jewish beliefs about God which are in the first paragraph of the Jewish prayer 'the shema'. I can ask important questions about Judaism and investigate the answers. I can describe three things that Jewish people believe about God and connect at least one of them to the shema.</p> <p>LO: that children can explain the place of the Torah is at the heart of Jewish belief and practice and understand the Commandments within the Torah and explain how these are exemplified in Jewish daily life. These should include the 10 commandments and those relating to the laws of kashrut (Jewish dietary laws) I can consider my own reflections on some of the commandments within the Torah I can begin to identify the impact of the Torah on the lives of Jewish people. I can suggest reasons why a Jewish person might keep kosher. I can use good religious' vocabulary to describe the laws of kosher and how these affect what a Jewish person might eat</p> <p>LO: that children can explain the symbolism behind and use of mezuzot (parchment within a small box, fixed to the doorposts of houses), tzitzit (tassels), tefillin, tallit (prayer shawl) and kippah (skullcap) I can explain the importance of mezumot, tzitzit, tefillin, tallit and kippah. I can describe how certain Jewish items are used.</p> <p>LO: that children can explain that the menorah and Magen David (star of David) are recognised symbols of Judaism. I can identify symbols related to Judaism. I can describe where Jewish symbols can be found.</p> <p>LO: that children can explain the importance placed on the family and home in Judaism. I can explain why family is important to Jewish people. I can explain why home is important to Jewish people.</p>	<p>LO: that children can explain the Christian belief in God as Father, Son and Holy Spirit (Trinity), including God as Creator, Jesus as the Son of God, the Spirit acting in the lives of Christians today. I can define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs. I can give two reasons why a Christian believes in God and one why an atheist does not. I can outline clearly a Christian understanding of what God is like, using examples and evidence. I can give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging. I can express thoughtful ideas about the impact of believing or not believing in God on someone's life. I can explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently. I can enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples.</p> <p>LO: that children can explain the Hindu belief in Brahman (the Supreme Spirit) The trimurti as an understanding of God; Brahma as creator, Vishnu as sustainer and Shiva as destroyer. I can explain the Hindu belief in Brahman and how it is expressed through the trimurti.</p> <p>LO: that children can understand Allah as the Arabic word for God and can understand why Muslims do not portray Allah pictorially. I can describe who Muslims believe in. I can describe the similarities and differences in beliefs about God held by Christians, Hindus and Muslims.</p> <p>LO: that children can explain that the 99 names of Allah is a way of describing Allah's many attributes as revealed in the Qur'an . I can refer to the Muslim use of the 99 names of Allah in explanation of the Muslim understanding of God. I can refer to the Muslim use of the 99 names of Allah in explanation of the Muslim understanding of God.</p> <p>LO: that children can explain Tawhid: The Muslim belief that Allah is the one true God, has no partners, is the creator, provides all things, gives guidance through the Qur'an and messengers and cannot be compared to anything else. I can use accurate vocabulary to explain the idea of Tawhid.</p>	<p>LO: that children can explain the Sikh belief in one God who is the Supreme Truth, Ultimate Reality and Creator of all things and can explain their understanding of beliefs about God within the Mool Mantra. I can explain the key Sikh beliefs. I can explain what the Mool Mantra is and say why it is important.</p> <p>LO: that children can explain the place of the 10 Gurus in Sikhism and describe the life and work of Guru Nanak including his disappearance when bathing in the river, his teachings about God and about equality and his establishment of Kartarpur. I can describe and reflect on the significance of Guru Nanak's words 'There is no Hindu. There is no Muslim.' I can explain who Guru Nanak is. I can describe the importance of the 10 Gurus in Sikhism.</p> <p>LO: that children can describe the life and work of Guru Gobind Singh including Baisakhi and the formation of the Khalsa I can reflect on the work of Guru Gobind Singh. I can connect Sikh stories and history with values and attitudes that are important in Sikhism today</p> <p>LO: that children can describe Guru Har Gobind, with special reference to Diwali I can explain what the Guru Har Gobind is. I can make thoughtful connections between the Sikh story of Diwali and values I consider to be important.</p> <p>LO: that children can understand the origins and authority of the Guru Granth Sahib and its status as a living Guru and the treatment of the Guru Granth Sahib within the Gurdwara. I can explain what the Guru Granth Sahib is. I can explain the impact of Sikh values and beliefs on the lifestyles of many Sikhs today and consider values and beliefs that affect my own lifestyle.</p>

<p>AUT 2</p>	<p>LO: that children can explain the Hindu belief in Brahman (the Supreme Spirit) and understand the meaning of the Aum symbol. I can consider my own ideas about God and give thoughtful responses. I can use good religious vocabulary to describe at least 3 things that Hindus believe about God. I can explain what the Aum symbol represents.</p> <p>LO: that children can explain the idea that different gods and goddesses are ways of thinking about Brahman with focus on the trimurt and their qualities; Brahma as creator, Vishnu as sustainer and Shiva as destroyer. I can recognise features of Hindu gods and goddesses on pictures and murtis and link these with what Hindus believe about God. I can make links between stories about the gods and what these teach Hindus. I can describe some of the things that Hindus do to worship God and why they do them.</p> <p>LO: that children can name some of the scriptures and explain how they are used by Hindus e.g. Ramayana (stories about good and evil), the Puranas (stories about the childhood of Krishna), the Panchatantra (stories with a moral). I can explain that there are many different types of Hindu scriptures, not just one book. I can retell the stories of Ramayana.</p> <p>LO: that children can explain their understanding of stories behind and practices at Hindu festivals. Diwali, Holi and Raksha Bandhan. I can describe what can be learnt from the story of Diwali or Holi. I can describe some of the things that Hindus do at Diwali or Holi or Raksha Bandhan and make links with why they do them</p>	<p>LO: that children can explain how Christian beliefs, teachings and practices can be expressed in different ways, e.g. using signs and symbols, through art, music, architecture, actions etc and understand that different Christian denominations worship in different ways. I can explain how and why different Christian denominations worship. I can identify and understand some differences in the ways Christians worship in two denominations.</p> <p>LO: that children can understand how Christians put their beliefs into practice and what difference they make to Christians' own lives, including meaning and significance of key aspects of worship e.g. communion, prayer, giving I can describe and compare meanings of actions, symbols or ritual in worship for a believer. I can explain the key functions of the Church, comparing them to worship in the home.</p> <p>LO: that children can understand the synagogue, its features and its place in the life of community. I can explain the key functions of the Synagogue, comparing them to worship in the home. I can ask thoughtful questions about why worshippers choose to attend a church, mandir or synagogue and suggest some possible answers.</p> <p>LO: that children can explain how a Sefer Torah is produced, covered and treated and the reasons for this and the weekly use of the Sefer Torah in the synagogue and the annual cycle of readings and the significance of prayer e.g. brachot (blessings), modeh ani (the morning prayer, giving thanks for a new day) and shema, when they are said, their meanings and their implications for Jews. I can explain how a Sefer Torah is treated and used. I can suggest meanings for sentences in the Lord's prayer and Shema and explain its importance for Christians/Jewish people I can identify similarities and differences between Eucharist/Lord's Supper/ Communion for Christians and the Sabbath prayers and reading of the Sefer Torah scrolls and say why it matters so much for believers.</p> <p>LO: that children can understand Puja, including how Hindus pray both in the mandir and at home and can explain the Arti ceremony and the significance of the items on the puja tray and the significance of Prashad (food that is blessed and shared after worship) and the Mandir and its features. I can use religious vocabulary to identify and suggest meanings for some symbolic objects, actions and sounds found in a mandir and say how these help people worship. I can explain the significance of Prashad.</p> <p>LO: that children can explain the meaning and significance of pilgrimage to Hindus with focus on the Ganges I can describe the pilgrimage that takes place at the River Ganges and explain its importance to Hindus. I can describe what happens on two different pilgrimages and explain how taking part in pilgrimage can make a difference to how pilgrims choose to live the rest of their lives.</p>	<p>LO: that children can explain the five Pillars of Islam as an expression of Ibadah (worship and belief in action) Shahadah, Salah, Sawm, Zakah and Hajj. I can describe and explain the significance of the 5 pillars of Islam. I can explain the key beliefs of Muslims and how these affect the way Muslims choose to behave individually.</p> <p>LO: that children can understand the significance of the Qur'an as the final revealed word of Allah- a source of authority and wisdom that should be treated with respect. I can explain how the Qur'an was revealed to Prophet Muhammad by Angel Jibril. I can describe and reflect on the significance of the Qur'an to Muslims</p> <p>LO: that children can understand examples of key stories of the Prophets e.g. Ibrahim, Musa, Isa, Prophet Muhammad and explain how many stories of the Prophets are shared with Jewish people and Christians e.g. Ibrahim (Abraham), Musa (Moses), Isa (Jesus). I can retell important stories that are shared between Jewish and Christian people.</p> <p>LO: that children can identify other significant sources of authority in Islam including Sunnah- practices, customs and traditions of the Prophet Muhammad and Hadith- sayings and actions of the Prophet Muhammad. I can express my own views, commitments, beliefs and responsibilities in the light of their learning about Islam I can identify differences and similarities between prayer in Islam and prayer in another religion</p> <p>LO: that children can understand the celebration of Id-ul-Fitr as an opportunity to celebrate the success of the fasting at Ramadan and thanking Allah for help, strength and self-control. I can explain and reflect on the significance of the religious expression and beliefs shown through worship, prayer, fasting, festival and pilgrimage.</p> <p>LO: that children can explain that Id-ul-Adha is a celebration of Ibrahim's faith being tested when he was asked to sacrifice Ismail I can explain what the Id-ul-Adha festival celebrates. I can explain how Id-ul-Adhu is celebrated and the links to the Hajj pilgrimage. I can describe and give reasons for the celebration of Id ul Fitr and Eid ul Adha making connection to key Muslim beliefs</p> <p>LO: that children can explain the role of the Mosque as a place of prayer, teaching and centre to support the community and explain why Muslims use 'pbuh'. I can describe and explain the key functions of the Mosque, comparing them to another place of worship I have learnt about. I can ask and respond to questions (stimulated by a range source material) about how religion influences Muslims' everyday lives</p> <p>LO: that children can understand how Muslims put the words of the Qur'an and the words and actions of Prophet Muhammad into practice and what difference they make to the lives of Muslims, including -giving of Sadaqah (voluntary charity) and the importance of the Ummah. I can give examples of how Muslims learn to read the Qur'an in Arabic and why that is important. I can describe the forms of guidance a Muslim uses and compare them to forms of guidance I have.</p>	<p>LO: that children can explain the significance of Baisakhi (formation of the Khalsa, new year and harvest), Guru Nanak's birthday and Diwali (freedom of Guru Har Gobind and 52 princes) for Sikhs and how these festivals are celebrated. I can explain the significance of Sikh festivals. I can say what is most important to Sikhs and explain how this is revealed through the Sikh way of life, giving examples.</p> <p>LO: that children can explain the symbolisms of the Ik Onkar (showing belief in one God) and khanda and describe the significance of wearing the 'Five Ks' and the symbolism of each. I can explain what each of the Five Ks are and what they signify. I can explain what the Ik Onkar represents.</p> <p>LO: that children can describe the gurdwara as a place of worship, learning and service for the community, focusing on the Harminder Sahib (Golden Temple) as well as other gurdwaras I can outline how Sikhs use symbolism in their architecture to express their beliefs. I can use the right specialist terms to explain how Sikhs express their beliefs through symbols and actions in the gurdwara.</p> <p>LO: that children can explain Langar as an expression of sewa (selfless service to others). I can explain some of the commitments and challenges of belonging to a religious or secular group. I can create a statement of my own beliefs after thoughtfully reflecting on ideas from both Sikhism and elsewhere.</p>
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Express ideas and insights about the nature, significance and impact of religions and world views	Compare aspects of their own experiences and those of others, identifying what influences their lives. Understand why belonging to a faith or world view might be valuable.	Compare some of the things that influences pupils with those that influence other people. Ask questions about the significant experiences of key figures from religions studied and suggest answers from their own or other experiences, including those of believers.	Explain how some beliefs and teachings are shared by different religions and how these make a difference to the lives of individuals and communities. Explain how some forms of religious expression are valuable to individuals and communities. Make informed responses to questions of identity and experiences in the light of their learning.	Explain in detail the significance of Christian and Muslim practise to the lives of individuals and communities. Compare the different ways in which people of faith express their faith. Discuss the values of faith and research the evidence in the wider world of their influence. Analyse pupils' views on questions about who we are, where we belong and on the challenges of belonging and explain what or who inspires us and influences us.
SPR 1	<p>LO: that children can explain the Christian belief in Jesus as the Son of God, and the implications of this, including belief in sin, forgiveness and heaven I can explain the key Christian beliefs. I can use religious vocabulary to describe aspects of the life and teachings of Jesus, giving examples of how these have influenced the lives of Christians.</p> <p>LO: that children can explain where Jesus' death and resurrection fits into the 'Big Story' of the Bible. I can explain what happened to Jesus in the Bible including his death and resurrection. I can apply ideas from what I have learned to my own beliefs, comparing them to those of believers.</p> <p>LO: that children can explain what difference Christian beliefs/ stories have on how Christians live and identify how Christian beliefs, teachings and practices can be expressed in different ways, e.g. through art, music, actions I can explain how Christian beliefs can be represented in different art forms. I can ask and respond to questions raised by the stories from the life of Jesus and his followers.</p> <p>LO: that children can understand how Christians put their beliefs into practice and what difference they make to Christians' own lives, including meaning and significance of key aspects of worship e.g. communion, prayer, giving and being part of a Christian community. I can use religious vocabulary to show an understanding of what it means to some people to be a Christian. I can explain what it means to be part of the Christian community. I can describe events in the life of at least one modern day Christian making a link between their actions and the teachings and example of Jesus.</p> <p>LO: that children can explain how Christians decide to live, including Jesus' example and teachings, codes for living the ideals of Christian living, e.g. love, joy, peace, generosity, justice, sacrifice, how these arise from the teachings. I can describe events in the life of at least one Christian making a link between their actions and the teachings and example of Jesus. I can use a widening religious vocabulary to show some understanding of Jesus' teaching and events in Jesus' life. I can explain the challenges of living up to the ideals, and the need for forgiveness.</p>	<p>LO: that children can explain the significance of the Bible as a source of authority and wisdom, including examples of key stories and people in the OT/NT, and their meaning. I can identify a key story in the Old Testament in and New Testament. I can explain the importance of the Bible and explain how it is in two parts.</p> <p>LO: that children can explain what it means to be part of the Christian community including how Christians decide to live, including Jesus' example and teachings and codes for living. I can explain the ideals of Christian living, e.g. love, joy, peace, teachings, generosity, justice, sacrifice and how these arise from the teachings. I can ask and respond to questions about the importance of having a set of beliefs or values to guide choices and decisions in daily life.</p> <p>LO: that children can explain what difference Christian ideals can make to how Christians live, e.g. caring and healing, matters of fairness how they apply these ideals to personal relationships, caring and healing, matters of fairness and recognise the challenges of living up to the ideals, and the need for forgiveness. I can reflect on how having a code for living might help believers with difficult decisions. I can describe similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system.</p> <p>LO: that children can identify other significant sources of authority in Islam including Sunnah- practices, customs and traditions of the Prophet Muhammed and Hadith- sayings and actions of the Prophet Muhammad. I can use religious vocabulary to describe aspects of lives and teachings of inspiring leaders, giving examples of how these have influenced the lives of followers.</p> <p>LO: that children can explain the significance of the Qur'an as the final revealed word of Allah - a source of authority and wisdom that should be treated with respect. and understand how Muslims put the words of the Qur'an and the words and actions of Prophet Muhammad into practice and what difference they make to the lives of Muslims. I can describe events in the life of at least one modern day Muslim or Sikh making links between their actions and the teachings and example of Muhammad or Guru Nanak</p> <p>LO: that children can explain equality as a key value in Sikhism, expressed in stories from the lives of the Gurus and in Sikh practice today and the emphasis on sewa (selfless service); values including Kirat karna (working honestly to earn a living); Vand chhakna (sharing). I can identify personal, family, school values/codes for living which influence their own behaviour. I can apply ideas about what really matters for themselves, including ideas about love, forgiveness, truth, consequences and honesty. I can ask and respond to questions raised by the stories from the lives of key religious figures and contemporary followers.</p>	<p>LO: that children can explain the significance of the Bible as a source of authority and wisdom, including the 'Big Story' of Creation, Fall, Salvation and New Creation, and where Jesus's death and resurrection fits into this. I can explain the big story of the bible giving examples of bible characters and stories that exemplify different parts of the big Story I can describe some different ideas about the meanings of Bible stories. I can understand some of the Christian beliefs about the death of Jesus as a sacrifice.</p> <p>LO: that children can understand how Christians put their beliefs into practice and what difference they make to Christians' own lives, including meaning and significance of key aspects of worship e.g. communion, prayer, giving. I can ask and respond to interesting questions surrounding prayer. I can raise and suggest answers to, questions about the Bible and its place and use in Christian communities.</p> <p>LO: that children can explain the Christian belief in God as Father, Son and Holy Spirit (Trinity) and explain how and why different Christian denominations worship in different ways. I can express thoughtful views about what God is like and whether or not God exists I can explain the impact of belief in God on a person's lifestyle I can explain, with reasons, why the Trinity is an important idea for Christians</p> <p>LO: that children can explain what it means to be part of the Christian community, including how Christians decide how to live, Jesus' example and teachings and codes for living and describe the ideals of Christian living and explain how these arise from the teachings and what difference these can make to how Christians live. I can describe the challenges of living up to the ideals, and the need for forgiveness. I can identify the impact that believing in Jesus will have on a Christian's life and give examples of the impact. I can use a developing religious vocabulary, including ideas such as guidance, comfort, strength or inspiration to show my understanding of the impact belief in the Bible can have on Christian people.</p>	<p>LO: that children can explain the Christian belief in God and the implications of this, including belief in sin, forgiveness and heaven and explain the significance of the Bible as a source of authority and wisdom including salvation, and where Jesus' death and resurrection fits in the big story of the Bible. I can ask questions and suggest some responses about what Christians believe, showing awareness that not all questions can be answered. I can reflect on Christian beliefs and explain how they can affect people's actions.</p> <p>LO: that children can explain the meaning and significance of rituals which mark death I can talk about what Christians and another religion (e.g. Islam or Sikhism) say about what happens when we die, describing and explaining similarities and differences. I can explain how believing in life after death, e.g. heaven, Paradise, moksha, might make a difference to how someone lives. I can explain how not believing in life after death might make a difference to how someone lives.</p> <p>LO: that children can describe what it means to be part of the Christian community (in relation to dealing with hardship). I can ask some puzzling questions and talk about why they are interesting. I can identify some 'big questions' about life and the world that make people wonder and are difficult to answer. I can suggest things that help Christians and another religious community during difficult times and say why (e.g. worship, prayer, service/sewa, loving others, charity)</p> <p>LO: that children can understand how Muslims put the words of the Qur'an and the words and actions of Prophet Muhammad into practice and what difference they make to the lives of Muslims, including meaning and significance of rituals which mark important points in life e.g. death. I can give examples of how Muslims put the Qur'an into practise. I can suggest what difference following a religion can make to life, including when life gets hard, making links to their own ideas of keeping going when facing difficulties.</p> <p>LO: that children can explain Sikh ideas about the cycle of birth, life, death and rebirth, with the aim of mukti (liberation of the soul from the cycle of reincarnation). I can create a statement of my own ideas about life after death reflecting on ideas from at least two religions studied. I can explain what has inspired and influenced me to form this view.</p>

<p>SPR 2</p>	<p>LO: that children can explain the Christian belief in God as Father, Son and Holy Spirit (Trinity), including God as Creator, Jesus as the Son of God, the Spirit acting in the lives of Christians today; and the implications of this, including belief in sin, forgiveness and heaven. I can identify key Christian beliefs. I can explain who Christians celebrate and believe in.</p> <p>LO: that children can explain how Christians remember and celebrate some of their important beliefs through festivals, including the birth, death and resurrection of Jesus Christ. I can describe how Christians celebrate key festivals. I can use religious vocabulary, symbols, art, music, dance, drama, ICT to express my understanding of the meaning of religious festivals for believers.</p> <p>LO: that children can explain the meaning and significance of Jewish rituals and practices during each festival. I can identify some differences between religious festivals and other types of celebrations. I can explain using religious vocabulary the religious expression and beliefs shown through Easter, Pesach and another festival I can express my own responses that show my understanding of the values and beliefs at the heart of each festival.</p> <p>LO: that children can explain the significance of festivals to the Jewish way of life and understand beliefs shown at these times. For example: Pesach (freedom) I can ask and respond to questions raised by the stories behind religious festivals I can Identify similarities and differences in the way festivals are celebrated within and between religions. I can connect stories, symbols and beliefs with what happens at Easter, Pentecost, Pesach and another festival.</p>	<p>LO: that children can explain the significance of festivals to the Jewish way of life with understanding of beliefs shown at these times and understand the meaning and significance of Jewish rituals and practices during each festival. I can explore and explain the symbolism behind Jewish practice at Pesach. I can apply the idea of marking an important religious event with symbolic food and actions to an event in my own life</p> <p>LO: that children can understand Shabbat in the home including preparation for Shabbat, candles, blessing the children, wine, challah bread, family meal, rest I can explain what Shabbat is. I can describe what Jews believe about creation and connect this with what happens at Shabbat.</p> <p>LO: that children can recognise the importance of regular Torah study for many Jews and can identify key stories from the Torah with understanding of how these affect Jewish practice today, including Moses and the Exodus (linked to Passover) and creation (linked to Shabbat). I can recognise similarities and differences between stories in the Torah and in other religious traditions. I can reflect on what matters most in the story of the Exodus.</p>	<p>LO: that children can describe Christian belief in God as Father, Son and Holy Spirit (Trinity), including God as Creator, Jesus as the Son of God, the Spirit acting in the lives of Christians today; and the implications of this, including belief in sin, forgiveness and heaven and explain how and why different Christian denominations worship in different ways. I can identify similarities and differences between prayer in different Christian denominations and reflect on the significance of these.</p> <p>LO: that children can describe the significance of the Bible as a source of authority and wisdom, including how the Bible is used by Christians (in church, private worship, prayer) and how Christians put their beliefs into practice and what difference they make to Christians' own lives, including the meaning and significance of key aspects of worship e.g. communion, prayer, giving I can compare two different Christian/Muslim/Sikh attitudes to prayer with my own viewpoint. I can use investigational skills in order to be able to describe and suggest reasons why people may or may not choose to pray. I can recognise diversity within religions surrounding commitment and attitudes towards prayer</p> <p>LO: that children can explain the Five Pillars of Islam are an expression of Ibadah (worship and belief in action) Shahadah, Salah, Sawm, Zakah and Hajj. I can describe the meaning of the 5 Pillars of Islam I can express views on the appropriate purposes of prayer in response to studying prayer as a concept and considering prayers from 3 faiths.</p> <p>LO: that children can explain the role of the Mosque as a place of prayer, teaching and centre to support the community for Muslims and that the gurdwara as a place of worship for Sikhs, learning and service for the community, focusing on the Harminder Sahib (Golden Temple) as well as other gurdwaras. I can explain how the Mosque and Gurdwara are used by the community I can use religious vocabulary to show understanding of the role of the Gurdwara and Mosque in prayer.</p> <p>LO: that children can understand how Muslims put the words of the Qur'an and the words and actions of Prophet Muhammad into practice and what difference they make to the lives of Muslims and the Sikh beliefs about God within the Mool Mantra. I can express views on the importance of prayer, relating them to relevant hadith. I can describe similarities and differences between prayer in at least two religions. I can make connections between a Christian, Muslim and Sikh prayer and the beliefs that they show, recognising similarities and differences.</p>	<p>LO: that children can understand how Muslims put the words of the Qur'an and the words and actions of Prophet Muhammad into practice and what difference they make to the lives of Muslims, including meaning and significance of rituals which mark important points in life e.g. birth, marriage and death I can describe and explain the events of and symbolism behind wedding ceremonies from at least 2 traditions. I can explain the impact of religion in people's decisions relating to getting married and their wedding ceremony.</p> <p>LO: that children can understand how Sikhs put their beliefs into practice and what difference they make to Sikhs' own lives, including meaning and significance of rituals which mark important points in life e.g. birth, commitment/initiation, marriage and death and describe the significance and use of Singh and Kaur. I can compare wedding ceremonies from different traditions, make connections between them and describe similarities and differences. I can consider reasons why people make vows and commitments to each other and reflect upon and express my own views considering this.</p> <p>LO: that children can understand how Christians put their beliefs into practice and what difference they make to Christians' own lives, including meaning and significance of rituals which mark important points in life e.g. birth, commitment/initiation, marriage and death. I can explain and give reasons for words said in wedding ceremonies. I can reflect upon words and actions that I think are important to be included in wedding ceremonies and thoughtfully apply my ideas.</p> <p>LO: that children can understand how Humanists/followers of both religious and non-religious worldviews put their beliefs into practice and what difference this makes to their lives, including meaning and significance of rituals which mark important points in life e.g. marriage I can consider and express my own views about what makes a good marriage. I can ask questions about why people choose a religious or non-religious wedding, explain my own considered Viewpoint considering the answers</p>
<p>Enquiring, investigating and interpreting</p>	<p>Identify and connect features of religions and beliefs. Ask significant questions about religions and beliefs. Describe meanings for symbols and other forms of expression.</p>	<p>Gather, select and organise ideas about religion and belief. Suggest answers to some questions raised by the study of religions and beliefs. Suggest meanings for a range of forms of religious expression, using appropriate vocabulary.</p>	<p>Suggest lines of enquiry to address questions raised by the study of religions and beliefs, using relevant sources and evidence. Recognise and explain diversity with religious expression, using appropriate concepts.</p>	<p>Identify the influence on and distinguish between different viewpoints within religions and beliefs. Interpret religions and beliefs from different perspectives. Interpret the significance and impact of different forms of religious and spiritual expression.</p>

<p>SUM 1</p>	<p>LO: that children can explain the meaning and significance of pilgrimage to Hindus, focusing on the Ganges. I can reflect upon the importance of pilgrimage for Hindus and explain some of the practices and events associated with it. I can ask questions and give reasoned responses to how Hindus show their beliefs when they worship at a mandir.</p> <p>LO: that children can explain the Hindu beliefs about reincarnation, moksha (soul being released from cycle of birth and rebirth and united with Brahman) and karma (law of cause and effect in relation to one's acts). I can explain the meaning of reincarnation, moksha and karma. I can reflect upon how karma affects the way Hindus live their lives and consider what influences my own life.</p> <p>LO: that children can understand the concepts of dharma (duty) and the effect this may have on actions of Hindus. I can explain what dharma is. I can reflect upon how dharma affects the way Hindus live their lives and consider what influences my own life.</p> <p>LO: that children can explain the four stages of life; student, householder, retired person, renouncing life and the associated duties. I can name the four life stages in Hinduism. I can explain what happens in each stage of life.</p>	<p>LO: that children can understand how Christians put their beliefs into practice and what difference they make to Christians' own lives, including meaning and significance of rituals which mark important points in life e.g. birth, commitment/initiation, marriage and death. I can use religious vocabulary to describe and explain why baptism and confirmation are important to some Christians. I can suggest some reasons why life is often described as a journey and express my own metaphors for life, giving reasons.</p> <p>LO: that children can explain the Hindu way of life e.g. initiation (sacred thread ceremony), marriage ceremony. I can use religious vocabulary to describe what happens in Hindu rituals of belonging. I can say why it is important for young Hindu people to take part in the initiation ceremony.</p> <p>LO: that children can explain the meaning and significance of bar mitzvah and bat mitzvah/chayil as coming of age ceremonies and significance and meaning of marriage ceremonies for Jewish people. I can describe the impact of ceremonies that mark important stages in people's lives. I can make links to my own life and important stages and Ceremonies.</p>	<p>LO: that children can explain what it means to be part of the Christian community, including how Christians decide to live, including Jesus' example and teachings and codes for living and explain the ideals of Christian living, e.g. love, joy, peace, generosity, justice, sacrifice, how these arise from the teachings. I can describe some of the problems of poverty in the world today, and some ways that charities, including religious charities, respond and make a difference. I can use the terminology of Christianity to explain the impact of some projects of each of the charities.</p> <p>LO: that children can explain what difference Christian ideals can make to how Christians live, e.g. how they apply these ideals to personal relationships, caring and healing, matters of fairness and explain the challenges of living up to the ideals, and the need for forgiveness. I can explain how the ideals of Christian living come from the teachings of Jesus and Paul. I can make connections between the teachings of Paul and Jesus and the work of one Christian agency today.</p> <p>LO: that children can understand how Muslims put the words of the Qur'an and the words and actions of Prophet Muhammad into practice and what difference they make to the lives of Muslims e.g. Zakah, Giving of Sadaqah (voluntary charity) I can make links between the teachings of Islam and the work of an agency such as Islamic Relief or Muslim Aid today. I can use the terminology of Islam to explain the impact of some projects of each of the charities.</p> <p>LO: that children can explain the emphasis on sewa (selfless service) in Sikhism e.g. Langar as expression of sewa Values including Kirat karna (working honestly to earn a living) and Vand chhakna (sharing). I can make links between the Sikh values of Sewa, Kirat Karna and Vand chhakna and charity work for Sikhs. I can explain my own views about the differences and similarities between the charities clearly. I can apply the ideas of fellowship, stewardship, zakat, ummah, sewa, vand chhakna, generosity and charity to my own attitudes to money</p>	<p>LO: that children can explain what it means to be part of the Christian community, including how Christians decide how to live, including Jesus' example and teaching and codes for living and how Christians work with people of other religions and nonreligious worldviews. I can recognise diversity within and between faiths in my local community. I can make links between my understanding of religion in Havering and my understanding of religion in other locations. I can describe the impact of religion locally.</p> <p>LO: that children can explain the ideals of Christian living, e.g. love, joy, peace, generosity, justice, sacrifice, how these arise from the teachings and what difference these can make to how Christians live, e.g. how they apply these ideals to personal relationships, caring and healing, matters of fairness, green issues. and the challenges of living up to the ideals, and the need for forgiveness. I can explain the impact of religion in my local community. I can explain how Christian ideals are shown within the community.</p> <p>LO: that children can explain the Sunnah- practices, customs and traditions of the Prophet Muhammad and the Hadith- sayings and actions of the Prophet Muhammad. I can explain the Sunnah and Hadith. I can use religious vocabulary to show understanding of teachings and practice regarding respect and how to live responsibly in the community in at least 2 religions</p> <p>LO: that children can understand how Muslims put the words of the Qur'an and the words and actions of Prophet Muhammad into practice and what difference they make to the lives of Muslims, including giving of sadaqah (voluntary charity), respect for guests, respect for teachers, elders and the wise. I can link viewpoints expressed by people of faith with my own ideas. I can apply my learning about respect, human responsibility, justice and fairness in at least 2 religions to help me express my own views about how to make our city/town more respectful.</p> <p>LO: that children can explain the role of the Mosque as a place of prayer, teaching and centre to support the community and that the gurdwara is a place of worship, learning and service for the community, focusing on the Harminder Sahib (Golden Temple) as well as other gurdwaras. I can describe similarities and differences between teachings about how to live respectfully in different religions. I can describe why places of worship and religious communities are important to believers</p> <p>LO: that children can describe the Langar as expression of sewa (selfless service to others) and the emphasis on sewa (selfless service) in Sikhism Values including: - Kirat karna (working honestly to earn a living), Vand chhakna (sharing), Respect for all creation. I can explain equality as a key value in Sikhism. I can ask questions to followers of faiths about living respectfully and identify similarities and differences in answers.</p>
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SUM 2	<p>LO: that children can explain how Christian beliefs, teachings and practices can be expressed in different ways, e.g. using signs and symbols through art, music, architecture, actions etc. I can describe how important Christian beliefs are shown through a piece of art. I can describe and show an understanding of signs and symbols that are used to express Christian beliefs. I can describe how Christians use music to show their beliefs.</p> <p>LO: that children can understand Tawhid: The Muslim belief that Allah is the one true God, has no partners, is the creator, provides all things, gives guidance through the Qur'an and messengers and cannot be compared to anything else. I can explain key Muslim beliefs. I can explain the 99 names of Allah is a way of describing Allah's many attributes as revealed in the Qur'an</p> <p>LO: that children can explain why Muslims do not portray Allah pictorially. I can show, I understand the 'rules' of Islamic art and the reasons that Muslims apply these rules. I can describe and show that I understand some of the ways Muslims paint, build and write about Allah.</p> <p>LO: that children can explain the role of the Mosque as a place of prayer, teaching and centre to support the community. I can describe some different ways in which Mosques express Muslim ideas. I can show that I understand key features of the architecture of a mosque.</p>	<p>LO: that children can explain how Christians decide to live, including Jesus' example and teachings and codes for living. I can use correct vocabulary to describe a religious and a non-religious way of life. I can describe some values that matter to Humanists and some values that matter to Christians.</p> <p>LO: that children can explain the ideals of Christian living, e.g. love, joy, peace, generosity, justice, sacrifice and how these arise from the teachings. I can identify some of my own values and consider what behaviour goes with a value like forgiveness, truth telling or kindness to animals. I can link ideas about values in Christianity and Humanism to my own values.</p> <p>LO: that children can explain what difference Christian ideals can make to how Christians live, e.g. how they apply these ideals to personal relationships, caring and healing, matters of fairness and explain the challenges of living up to the ideals, and the need for forgiveness I can ask and respond to questions about values and why we find it hard to always be good. I can understand similarities and differences between Christian and Humanist values.</p> <p>LO: that children can explain what it means to be part of the Christian community and understand how Christians work with people of other religions and non-religions worldwide. I can make links between what matters most to Humanists or Christians and what matters most to me. I can explain ways in which religious and non-religious people work together.</p>	<p>LO: that children can explain the significance of the Bible as a source of authority and wisdom, including how Christians decide how to live, including Jesus' example and teachings and codes for living. I can describe sources of inspiration and influence upon my own moral code. I can thoughtfully express my views on the importance of following specific lessons for life. I can explain the impact of following given sources of wisdom on the lives of believers.</p> <p>LO: that children can explain the importance of Tawhid: Muslim belief that Allah is the one true God, has no partners, is the creator, provides all things, gives guidance through the Qur'an and messengers and cannot be compared to anything else. I can reflect on the significance of the Qur'an as the final revealed word of Allah- a source of authority and wisdom I can explain how the Qur'an was revealed to Prophet Muhammad by Angel Jibril. I can show my understanding of meanings of wise sayings from 2 or more religions.</p> <p>LO: that children can reflect on the significance of Sunnah-practices, customs and traditions of the Prophet Muhammad and Hadith- sayings and actions of the Prophet Muhammad. I can Identify differences and similarities between positive values expressed in wise sayings and stories from at least 2 religions. I can connect the words of religious texts with how religions are practised today.</p> <p>LO: that children can understand how Muslims put the words of the Qur'an and the words and actions of Prophet Muhammad into practice and what difference they make to the lives of Muslims. I can connect wise words from faith traditions and what their followers believe about God. I can make links between wise words from faith traditions and how these might help followers answer ultimate questions.</p> <p>LO: that children can explain the Sikh belief in one God who is the Supreme Truth, Ultimate Reality and Creator of all things and the beliefs about God within the Mool Mantra. I can explain key Sikh beliefs. I can explain why the Mool Mantra is a source of wisdom.</p> <p>LO: that children can explain the life and work of Guru Nanak including his disappearance when bathing in the river, his teachings about God and about equality and his establishment of Kartarpur and how equality is a key value in Sikhism, expressed in stories from the lives of the Gurus and in Sikh practice today. I can suggest 3 or more well thought out reasons about why sources of wisdom are important to religious people. I can express thoughtful views on what would make a good source of wisdom</p>	<p>LO: that children can explain the birth, naming and wedding ceremonies in Sikhism and understand the significance and use of the names Singh and Kaur I can make links between wise words from faith traditions and how these might help followers answer ultimate questions. I can describe sources of inspiration and influence upon my own moral code.</p> <p>LO: that children can explain the Amrit (initiation) ceremony and the significance of becoming a member of the khalsa and the meaning and significance of the turban tying ceremony. I can connect up wise words from faith traditions and what their followers believe about God. I can suggest 3 or more well thought out reasons about why sources of wisdom are important to religious people.</p> <p>LO: that children can describe the religious and spiritual equality as a key value in Sikhism, expressed in stories from the lives of the Gurus and in Sikh practice today I can show my understanding of meanings of wise sayings from 2 or more religions. I can identify differences and similarities between positive values expressed in wise sayings and stories from at least 2 religions. I can connect the words of religious texts with how religions are practised today.</p> <p>LO: that children can explain the emphasis on sewa (selfless service) in Sikhism Values including: Kirat karna (working honestly to earn a living), Vand chhakna (sharing), Respect for all creation I can thoughtfully express my views on the importance of following specific lessons for life. I can explain the impact of following given sources of wisdom on the lives of believers. I express thoughtful views on what would make a good source of wisdom.</p>
Gain and deploy the skills needed to engage seriously with religions and world views	Compare their own and others' ideas about questions that are difficult to answer. Make links between values and commitments, including religious ones, and their own attitudes and behaviours. Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, using a variety of media.	Ask questions about puzzling aspects of life and experiences and suggest answers, making references to the teaching of religions studied. Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.	Make informed responses to questions of meaning and purpose in the light of their learning. Make informed responses to people's values and commitments in the light of their learning. Ask questions about moral decisions they all make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs, values and groups.	Discuss and express their views on fundamental questions of identity, meaning, purpose and morality related to Christianity and Islam. Make informed responses to people's values and commitments in the light of their learning. Use different techniques to reflect deeply. Ask questions about the meaning and purpose of life and suggest answers which relate to the search for the truth in their own and others beliefs.

