

# Curriculum Map- Religious Education



## RE Intent

At Brook, our children will develop their knowledge of different beliefs, teachings, practices and lifestyles. They will understand how religious beliefs are conveyed and they will learn to be reflective. They will get opportunities to visit a range of places of worship in the local and wider community. Religious education aims to provide an objective and critical study of the phenomena of religious and non-religious worldviews and it helps pupils to develop and reflect on their values and beliefs and their own personal worldview.

As world citizens, children will develop their knowledge and skills in the areas of understanding beliefs and teachings, practices and lifestyles, how beliefs are conveyed, to understand values and be reflective.

	Autumn Term	Spring Term	Summer Term
<b>Pre-school</b>	Begin to make sense of their own life-story	Develop positive attitudes about the differences between people through a variety of resources and props	Know that and talk about the differences they have experienced or seen in photos Develop positive attitudes about the differences between people through a variety of resources and props
<b>Reception</b>	<p>Begin to understand that people have different beliefs and celebrate special times in different ways</p> <p>Explore different festivals and celebrations. (Birthdays, Diwali, Christmas)</p> <p>Take part in different celebrations Talk about their own personal experiences/pictures/photographs with different celebrations.</p>	<p>Begin to understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways</p> <p>What things are important to religious and non-religious people (food, music, clothing, objects, words, books, places, buildings, people, art, festivals, events and special occasions). Visit a place of worship. Easter/Baptism.</p> <p>Identify a church as a place of worship Recognise and name some artefacts (Bible, Church, cross) Explore the significance of artefacts and their meanings. Begin to understand that different people have different beliefs.</p>	<p>What religious/non-religious beliefs are important to you? How can you reflect on the natural world around you, on your own values and beliefs and what really matters to you?</p>

<p><b>Year 1</b></p>	<p><b>Christianity –</b> Introduction</p> <ul style="list-style-type: none"> <li>■ identify Christianity as a religion and Christians as believers in Christianity</li> <li>■ identify Jesus as the founder of Christianity</li> <li>■ identify and name a variety of objects associated with Christianity including a church, the Bible, the cross, an image of Jesus</li> <li>■ identify a church as a Christian place of worship, the Bible as the Christian holy book and the cross as a symbol of Christianity</li> <li>■ raise questions about Christianity and recall answers and share their thoughts and views in response to what they learn about Christianity attempting to give a reason or reasons to support their view</li> <li>■ share what they believe in or value most including beliefs and values which may reflect a religious or a</li> </ul>	<p><b>Christianity –</b> Christmas</p> <ul style="list-style-type: none"> <li>■ identify and name Christmas as a festival associated with Christianity</li> <li>■ identify that Christmas celebrates the birth of Jesus</li> <li>■ identify that most Christians believe that Jesus is the ‘Son of God’ and that Jesus was God and human</li> <li>■ raise questions about Christianity and Christmas and recall answers</li> <li>■ share their thoughts and views in response to what they learn about Christianity and Christmas and be encouraged to give a reason or reasons to support their view</li> </ul>	<p><b>Islam –</b> Introduction</p> <ul style="list-style-type: none"> <li>■ identify Islam as a religion and Muslims as believers in Islam</li> <li>■ identify and name a variety of objects associated with Islam including a mosque, the Qur’an, the crescent moon and star</li> <li>■ identify a mosque as a Muslim place of worship, the Qur’an as the Muslim holy book and the crescent moon and star as a symbol of Islam</li> <li>■ raise questions about Islam and recall answers and to share their thoughts and views in response to what they learn about Islam attempting to give a reason or reasons to support their view</li> <li>■ share what they believe in or value most including beliefs and values which may reflect a religious or a non-religious view attempting to give a reason or reasons to support their view</li> </ul>	<p><b>Islam –</b> Beliefs about God</p> <ul style="list-style-type: none"> <li>■ identify significant beliefs most Muslim hold about God including that there is one God, that God created the universe and that Muhammad is a prophet of God</li> <li>■ know that Muslims believe God revealed His guidance to people who are called “Messengers of God” or “Prophets of God” and God commanded them to teach God’s guidance to others</li> <li>■ identify Abraham, Moses, Jesus and Muhammad as individuals that are believed by Muslims to be “Prophets of God”.</li> <li>■ identify that many Muslims prefer to use the Arabic word “Allah” to refer to God rather than the word “God”</li> <li>■ raise questions and share their thoughts and views in response to what they have learnt about Islam with respect to significant</li> </ul>	<p>Sikhism – Introduction</p> <ul style="list-style-type: none"> <li>■ identify Sikhism as a religion and Sikhs as believers in Sikhism</li> <li>■ identify and name a variety of objects associated with Sikhism including: a gurdwara, a painting or portrait of Guru Nanak, a khanda and a kara.</li> <li>■ identify a gurdwara as a Sikh place of worship, Guru Nanak as the founder and the first guru of Sikhism, the khanda as a symbol of Sikhism and the kara as a steel band worn on the wrist as a symbol and reminder of the one God who has no beginning and no end</li> <li>■ raise questions about Sikhism and recall answers and to share their thoughts and views in response to what they learn about Sikhism attempting to give a reason or reasons to support their view</li> <li>■ share what they believe in or value</li> </ul>	<p>Festivals</p> <ul style="list-style-type: none"> <li>■ know and develop their understand of festivals associated with a religious or a nonreligious worldview</li> <li>■ know the event or story which is often linked to why a festival is celebrated</li> <li>■ explore how a festival is celebrated often by participating in games, dressing up, eating special food, giving gifts, music, song, dance, participating in special ceremonies, sending cards, meeting with friends and relatives</li> <li>■ explore and raise questions about the festival and what significant beliefs the festival may be expressing</li> </ul>

	non-religious view attempting to give a reason or reasons to support their view			beliefs about God. Pupils should be encouraged to give a reason or reasons to support their view	most including beliefs and values which may reflect a religious or a non-religious view attempting to give a reason or reasons to support their view	
<b>Year 2</b>	<p>Humanism – Right and wrong, Purpose and Meaning</p> <ul style="list-style-type: none"> <li>■ know that people who believe in humanism are called “humanists”</li> <li>■ identify and name the “happy human” as symbol of humanism</li> <li>■ know that most humanists identify humanism as a non-religious worldview</li> <li>■ know that opinion polls suggest 2 out of 10 people in Britain hold humanist beliefs and so might be identified as humanists</li> <li>■ know that most humanists believe what is right or wrong mainly depends on whether an action brings benefits or pleasure to people or animals or causes suffering or pain. What is right or wrong does not depend on rules that</li> </ul>	<p><b>Islam</b> – Beliefs about Muhammad</p> <ul style="list-style-type: none"> <li>■ identify that Muslims often call Muhammad “the Prophet of God” or “the Prophet”</li> <li>■ identify that Muslims believe that what was revealed to Muhammad was God’s message and so Muhammad is often also called “The Messenger of God”</li> <li>■ identify that Muslims believe that the message from God revealed to Muhammad was the same message revealed to Prophets of God that lived before Muhammad including Abraham, Moses and Jesus</li> <li>■ identify that Muslims believe that Muhammad was a human being and was not God, nor was</li> </ul>	<p><b>Islam</b> – The first revelation and the origin of the Qur’an</p> <ul style="list-style-type: none"> <li>■ identify and describe the story of Muhammad’s first revelation including: Muhammad was alone on a mountain; the angel Gabriel (Jibril) appeared to him; words appeared to Muhammad; Muhammad understood and memorised these words exactly;</li> <li>■ identify that Muslims believe that Muhammad received many revelations and Muslims believe the Qur’an contains all the words that were revealed to him</li> <li>■ identify that the first revelation Muhammad received is believed by most Muslims to have</li> </ul>	<p><b>Christianity</b> – Easter</p> <ul style="list-style-type: none"> <li>■ identify and name Easter as a festival associated with Christianity and that Easter is a time when many Christians recall the death and resurrection of Jesus</li> <li>■ identify and describe some of the main events associated with the story of Easter which most Christians believe including: Jesus was arrested; he was put on trial; on the day known as ‘Good Friday’ he was crucified on a cross; on the day known as ‘Easter Sunday’ he rose from the dead</li> <li>■ identify that many Christians believe that Jesus’ death and resurrection supports and strengthens their belief in ‘eternal life’</li> <li>■ identify that many Christians believe that</li> </ul>	<p><b>Christianity</b> – God and loving kindness</p> <ul style="list-style-type: none"> <li>■ identify and correctly sequence the main events in the parable of ‘The Good Samaritan’ including: a man is beaten up and left on the roadside half-dead; people walk by but do not stop to help; a Samaritan stops and helps</li> <li>■ identify a likely meaning or message that the parable of the Good Samaritan might be expressing including that Jesus taught that people have a responsibility to be kind to others and this view is reflected in words attributed to Jesus, for example, “treat others as you would want to be treated” (Luke 6:31).</li> <li>■ identify and name some significant beliefs that most Christians</li> </ul>	<p>People of Faith</p> <ul style="list-style-type: none"> <li>■ explore the lives of significant individuals both in the past and alive today who have contributed to the happiness and welfare of others or have campaigned for justice and whose actions have been influenced or inspired by their religious faith, for example: Rosa Parks, Mary Seacole, Harriet Tubman, Florence Nightingale, Thomas Barnardo, Desmond Tutu, Eboo Patel, Malala Yousafzai, Mother Teresa, Martin Luther King</li> </ul>

	<p>are believed to come from God</p> <ul style="list-style-type: none"> <li>■ know that most humanists believe that even though a person may not believe in a religion it is still possible to be happy and feel that their life has purpose and meaning</li> <li>■ raise questions and share their own views arising from what they have learnt about humanism</li> </ul>	<p>Muhammad half God and half human and nor was he an angel</p> <ul style="list-style-type: none"> <li>■ identify and name Muhammad as being born about 550 years after Jesus had died</li> <li>■ raise questions about the significant beliefs about Muhammad they have learnt about share their thoughts and views. Pupils should be encouraged to give a reason or reasons to support their view</li> </ul>	<p>taken place on a special night that is often called the Night of Power and that this is reported in the Qur'an. (Qur'an 97:1-5)</p> <ul style="list-style-type: none"> <li>■ raise questions about Muslim beliefs about the origin of the Qur'an and share their thoughts and views in response to what they have learnt about the origin of the Qur'an and Muhammad's first revelation. Pupils should be encouraged to give a reason or reasons to support their view</li> </ul>	<p>Jesus' death and resurrection made 'new life' possible and that 'new life' has to do with a life that is new in its nature, so that with 'new life' an individual is transformed and made better</p> <ul style="list-style-type: none"> <li>■ raise questions about Christianity and Easter and the story of Jesus' resurrection and recall answers</li> <li>■ share their thoughts and views in response to what they learn about Christianity and Easter and be encouraged to give a reason or reasons to support their view</li> </ul>	<p>hold about God including that there is only one God and that God created the universe</p> <ul style="list-style-type: none"> <li>■ share their thoughts and views about the meaning or message Jesus was expressing when he told the parable of the Good Samaritan and be encouraged to give a reason or reasons to support their view</li> </ul>	
<b>Year 3</b>	<p><b>Christianity</b> – Who was Jesus?</p> <ul style="list-style-type: none"> <li>■ know that Jesus was born around 4B CE and died around 30 CE approximately 2,000 years ago</li> <li>■ know that Jesus was born into a Jewish family in the country of Judea which was under Roman occupation</li> </ul>	<p><b>Christianity</b> – Why is Jesus called the Saviour?</p> <ul style="list-style-type: none"> <li>■ know that the word "crucifixion" is used to refer to Jesus' death on the cross and know that the word "resurrection" refers to the belief that Jesus rose from the dead</li> <li>■ know that the belief held by many</li> </ul>	<p><b>Islam</b> - Significant beliefs about God?</p> <ul style="list-style-type: none"> <li>■ know that Muhammad was born in the city of Makkah, in the country of Arabia, about 1,450 years ago and that at the time most people in Arabia worshipped many gods and goddesses in the form of idols</li> </ul>	<p><b>Islam</b> – Significant beliefs about Muhammad and Prophethood</p> <ul style="list-style-type: none"> <li>■ know that Muslims believe that the first prophet was Adam, who Muslims believe was the first human being God created</li> <li>■ know that the Qur'an names 25 prophets beginning with Adam</li> </ul>	<p><b>Sikhism</b> – God and Gurus</p> <ul style="list-style-type: none"> <li>■ identify significant beliefs most Sikhs hold about God including that there is only one God, God had no beginning and has no end and God created the universe</li> <li>■ identify Guru Nanak as the founder Sikhism. Known that a Guru is</li> </ul>	<p>Worship</p> <ul style="list-style-type: none"> <li>■ know, discuss, analyse and reflect on specific prayers including, 'The Lord's Prayer' (Mt 6v9-13, Lk 11v2-4) noting it contains seven petitions including, 'Give us this day our daily bread', 'Thy kingdom come' and 'Forgive us our sins'.</li> </ul>

	<ul style="list-style-type: none"> <li>■ know the word “Messiah” and some significant beliefs many Jews had 2,000 years ago and still have today about the “Messiah” including: (a) God would send the Messiah, (b) the Messiah was not God, and (c) the Messiah would bring in an age of peace and happiness</li> <li>■ know the word “Christ” and know some significant beliefs many Christians have about the “Christ” including: (a) Jesus was Christ, (b) Jesus was fully God and fully human, and (c) Jesus is often identified as the Son of God</li> <li>■ identify stories of events in the Bible that many Christians believe indicate that Jesus was Christ, including: (a) the story of Jesus’ baptism (Matt 3:17, Mk 1:11, Lk 3:22) and (b) the story of Peter’s confession (Matt 16:16)</li> <li>■ share their own view in response to the question, “Who was</li> </ul>	<p>Christians is that Jesus’ death was a sacrifice</p> <ul style="list-style-type: none"> <li>■ understand that the word “sacrifice” means to do something that involves hardship or suffering usually so that something that is very good can be achieved</li> <li>■ understand that many Christians before Jesus lived on earth something had gone wrong with human life and this prevented humans from having “eternal life”</li> <li>■ understand that a belief held by many Christians is that because Jesus died on the cross human kind had been saved from what had gone wrong, evil had been defeated and “eternal life” for those who had faith was now possible</li> <li>■ understand that a belief held by many Christians is that “eternal life” never ends and it is a</li> </ul>	<ul style="list-style-type: none"> <li>■ know when Muhammad was alive there were Christians and Jews living in Arabia who believed in one God (“monotheism”)</li> <li>■ know and be able to use the word, “monotheism”</li> <li>■ identify and know the Shahadah, “There is no god but God and Muhammad is the Prophet of God” and that the Shahadah expresses two significant beliefs that all Muslims affirm which are: (1) there is only one God, and (2) Muhammad is the Prophet of God</li> <li>■ know that Muslims, Jews and Christians have in common the belief that: God created the universe; God is loving and forgiving (benevolent); God is all-powerful (omnipotent); and God is a spiritual being that has no fixed physical shape or form</li> <li>■ know that making an image or idol to represent God, for example, by drawing, painting or carving a</li> </ul>	<p>and ending with Muhammad</p> <ul style="list-style-type: none"> <li>■ identify that in addition to Adam and Muhammad other prophets named in the Qur’an include Abraham, Moses and Jesus</li> <li>■ know that Muhammad is known as the “Seal of the Prophets” which means Muhammad is the last prophet and God will never send another prophet (33:48)</li> <li>■ know that Muslims believe that all of the prophets taught Islam and all taught the same core message, including; there is only one God, live life in accordance with God’s law and guidance, there will be a Day of Judgement; and there is life after death</li> <li>■ know that the Qur’an describes Muhammad as an “excellent model” (33:21) and that he was given both the Qur’an and Wisdom (al-Hikmah) (4:113)</li> <li>■ know that Muslims believe the Hadith is a</li> </ul>	<p>believed to be a teacher and a wise guide in matters to do with religion</p> <ul style="list-style-type: none"> <li>■ identify that Sikhs believe in ten Gurus, that the first Guru was Guru Nanak, that Guru Nanak lived approximately 500 hundred years ago and that Sikhs believe that the ten Gurus are humans who were chosen by God to teach what is true about God</li> <li>■ identify and describe the main events associated with the story of Nanak’s disappearance in the river including: (1) Nanak disappears in the river; he is taken to the court of God; (2) he is given a cup of amrit (nectar) to drink; (3) he is told to return and to teach others what he has learnt about God; (4) Nanak returns and from then on his followers call him Guru Nanak</li> <li>■ raise questions about Sikhs and Sikhism and recall answers</li> </ul>	<p>Pupils should be encouraged to consider and discuss what these petitions mean</p> <ul style="list-style-type: none"> <li>■ know, discuss and reflect on at least one other well-known prayer associated with another religion, for example, ‘The Opening’ (‘Al- Fatihah’ The Qur’an Ch1v1-7), ‘Aastoma Sadgamaya’ (Brihadaranyaka Upanishad 1.3.28) and ‘The Shema’ (Deuteronomy 6:5-9)</li> <li>■ enquire into the question, ‘Are some prayers better than other prayers?’ Know, discuss and reflect on ‘The Parable of the Pharisee and the Tax Collector’ (Lk 18:9-14). Explore questions like, ‘Is a boastful prayer ever appropriate?’, ‘Is vindictive prayer a proper way to pray?’, ‘If you pray but don’t get what you want what does that prove?’</li> <li>■ pupils should have opportunities discuss prayer and share their views with others and be encouraged to</li> </ul>
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	<p>Jesus?" giving reasons to support their view</p>	<p>transformed new kind of life that is better than life on earth</p> <ul style="list-style-type: none"> <li>■ know that when Jesus died on the cross he was not bitter or angry with those who put him to death and this is reflected in the prayer of forgiveness he spoke when he was on the cross, "Father, forgive them for they know not what they do." (Lk 23v34)</li> <li>■ share their own views about what they believe about Jesus death giving reasons to support their view</li> </ul>	<p>statue of God, or using an image or idol when engaged in worship, is believed by Muslims to be disrespectful to God and is forbidden</p> <ul style="list-style-type: none"> <li>■ know that in the Qur'an there are references to signs in the natural world that there is one God</li> <li>■ raise questions and share their own views about the existence and nature of God. Pupils should be encouraged to give reasons to support their view</li> </ul>	<p>record of Muhammad's words and actions which, after the Qur'an, provides the next most trusted source of information for understanding God's laws and guidance for being a good Muslim</p> <ul style="list-style-type: none"> <li>■ raise questions and share their own views about prophets and the core message of Islam. Pupils should be encouraged to give reasons to support their view</li> </ul>	<ul style="list-style-type: none"> <li>■ share their thoughts and views in response to what they learn about Sikhism and be encouraged to give a reason or reasons to support their view</li> </ul>	<p>explain or give reasons to support their views</p>
<p><b>Year 4</b></p>	<p><b>Islam</b> – Significant beliefs about the Qur'an</p> <ul style="list-style-type: none"> <li>■ know that most Muslims believe the Qur'an consists of words which literally come from God and Muhammad played no part in writing the Qur'an</li> <li>■ know that most Muslims believe the Qur'an was made known by "revelation" ("wahy") and that God</li> </ul>	<p>Stories</p> <ul style="list-style-type: none"> <li>■ know and recall a range of stories which are significant for people with a religious or a non-religious worldview</li> <li>■ reflect on the stories they have learnt about, raise questions and have opportunities to consider and talk about what meaning or message a story may be expressing</li> </ul>	<p><b>Christianity</b> – <u>Christian love (Agape)</u></p> <ul style="list-style-type: none"> <li>■ identify and sequence the main events in the story of Jesus and Zacchaeus (Luke 19:1-10) including: (1) Zacchaeus was dishonest and a cheat and people were not friendly towards him; (2) Zacchaeus climbed a tree to see Jesus; (3) Jesus told Zacchaeus he would stay at his house; (4) people disapproved</li> </ul>	<p><u>Significant beliefs</u></p> <ul style="list-style-type: none"> <li>■ know significant beliefs and differences associated with founders or leaders of a religion including beliefs associated with being a prophet in contrast to beliefs associated with being an incarnation of God</li> <li>■ know, discuss and reflect on different beliefs and views associated with miracles within</li> </ul>	<p><u>Non-religious worldviews including Humanism</u></p> <ul style="list-style-type: none"> <li>■ know the words "atheism" and "atheist". Know that atheism rejects the belief that there is a God and an atheist is a person who believes in atheism .</li> <li>■ know that many humanists are atheists and they reject the belief there is a God</li> </ul>	<p><u>Religious and non-religious worldviews</u></p> <ul style="list-style-type: none"> <li>■ name and identify Christianity and at least three other principal religions</li> <li>■ name and identify the main symbol associated with Christianity (the "cross") and the main symbols associated with three principal religions which they have been taught about. For the</li> </ul>

	<p>revealed all of the Qur'an, word-for-word, to Muhammad via the angel Gabriel (Jibril)</p> <ul style="list-style-type: none"> <li>■ know that "revelation" ("wahy") refers to the Muslim belief that Muhammad and other prophets before him literally received words from God. Identify significant ways in which "revelation" is different from "inspiration" ("ilham"), including the idea that inspiration ("ilham") refers to the experience of poets and artists that have a good idea which arises in their mind and the idea was not given to them by God or that God was involved in any way</li> <li>■ know that most Muslims believe the Qur'an was revealed in a series of revelations that started in 610 CE when Muhammad was aged about 40 years and which ended shortly before Muhammad's death in</li> </ul>	<ul style="list-style-type: none"> <li>■ revisit stories they first learnt about in key stage1 and consider how they might be understood at greater depth</li> <li>■ develop their skills to improve how they interpret or understand the meaning or message a story may be expressing by: gaining knowledge about the circumstances in which the story was originally told; whether the interpretation is consistent with other teaching expressed within the same religion or worldview; clues in the story which indicate its true interpretation; awareness that translation may alter or lead to a mistaken interpretation</li> </ul>	<p>of Jesus being friendly with Zacchaeus; (5) Zacchaeus gave half of his wealth to the poor and repaid those he had cheated 4 times what he had taken.</p> <ul style="list-style-type: none"> <li>■ know that in the Bible Jesus is described as delivering a, "Sermon on the Mount" (Mt Ch 5, 6 and 7) at which he told his followers to, "Love your enemies" (Mt 5:44). Pupils should be able to identify, "If you love those who love you? Do not even the tax collectors do the same" (Mt 5:46) as words recorded in the Bible as words spoken by Jesus. Pupils should be able to identify what these mean and that they indicate Jesus taught his followers being kind to people who were kind to them was not enough and his followers should be kind even to those who were not kind in return.</li> <li>■ identify a likely meaning or message that the story of Jesus and Zacchaeus may be</li> </ul>	<p>different religions and worldviews</p> <ul style="list-style-type: none"> <li>■ know, discuss and reflect on different beliefs and views associated with life after death within different religions and worldviews</li> <li>■ know, discuss and reflect on different beliefs and views associated with salvation within different religions and worldviews</li> </ul>	<ul style="list-style-type: none"> <li>■ know that many humanists reject the believe in the soul, or in life after death</li> <li>■ know the word "agnostic" and that an agnostic is a person who doubts there is a God. Know that some humanists identify themselves as being agnostic</li> <li>■ know that the views of humanists who identify themselves as agnostic vary a great deal including: (1) some agnostics have very little doubt and are virtually certain there is not a God; (2) some agnostics have a high level of doubt and are undecided whether there is or is not a God</li> <li>■ know that most humanists do not believe in angels or demons or in supernatural events like miracles or revelations</li> <li>■ raise questions and share their own views arising from what they have learnt about humanism, for example, pupils may</li> </ul>	<p>purposes of this agreed syllabus there are six principal religions: Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism</p> <ul style="list-style-type: none"> <li>■ know and identify humanism as a non-religious worldview</li> <li>■ know that many humanists do not believe in God or are skeptical that there is a God</li> <li>■ know that most humanists believe that what is right or wrong can be decided on the basis of the effect an action has on the happiness, suffering or rights of other people or animals</li> <li>■ know that humanists do not believe what is morally right or wrong depends on rules or laws which have come from God or gods</li> <li>■ know that in addition to Christianity and three other principal religions and the non-religious worldview known as humanism there are many more religious and non-religious worldviews</li> </ul>
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	<p>632 CE when he was aged about 62 years</p> <ul style="list-style-type: none"> <li>■ know that most Muslims believe that the Qur'an was revealed to Muhammad in the same way Abraham, Moses and Jesus also had a holy book revealed to them and that the message they received was the same core message that Muhammad received (4:163-165)</li> <li>■ know that most Muslims believe the Qur'an has no errors or mistakes and is infallible</li> <li>■ raise questions and share their own views about revelation as literally receiving words from God. Pupils should be encouraged to give reasons to support their view</li> </ul>		<p>expressing including: Jesus' followers should be kind and loving towards all people including people like Zacchaeus who had not been kind but had been dishonest and a cheat</p> <ul style="list-style-type: none"> <li>■ understand that Jesus taught that those who believed in him and followed his teaching should live by standards higher than many in the world would expect. His followers should show love to all people and not be influenced by how others treat them. Pupils should know love of this kind is often called 'Christian love' or 'agape'</li> <li>■ share their thoughts and views in response to what they have learnt about Jesus' teaching about being kind and loving to all people including those who are not kind in return</li> </ul>		<p>raise, reflect on and discuss questions like, "If there isn't a God who made the world?", "If God made the world who made God?", "Will my rabbit go to heaven?", "If there is no God why are we here?", "Why does God let bad things happen?"</p> <ul style="list-style-type: none"> <li>■ know that many humanists believe that science and reason provide the best ways to understand the universe and that religion and what is written in holy books do not provide an accurate account of what the universe is really like or how it came to exist</li> <li>■ know that many people who are religious believe science and religion are compatible and many religious people value science as a way of helping us to understand many things about the universe</li> <li>■ know that many humanists have a</li> </ul>	<p>including Jainism, the Baha'i faith and Zoroastrianism</p>
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					<p>positive attitude towards religion and believe religion is often the source of good in the world</p> <ul style="list-style-type: none"> <li>■ know that some humanists have a negative view of religion and believe religion is often the cause of unnecessary fear, conflict and division in the world</li> <li>■ raise questions and share their own views arising from what they have learnt about humanism, for example, “Were Adam and Eve cavemen?”, “Were there dinosaurs in the Garden of Eden?”, “Did God set off the Big Bang?”, “How did Adam and Eve’s children have children?”</li> </ul>	
<b>Year 5</b>	<p><b>Christianity</b> – Adam and Eve and “the Fall”</p> <ul style="list-style-type: none"> <li>■ identify and correctly sequence the main events that happen in the story of “Adam and Eve in the Garden of Eden” (Genesis 2:15-17 and Genesis 3) including: (i) God made Adam and Eve, the first</li> </ul>	<p><b>Christianity</b> – The Salvation Story, “atonement” and reconciliation</p> <ul style="list-style-type: none"> <li>■ know and understand the word “atonement” means to say or act in a way that makes amends makes “amends” for something that has</li> </ul>	<p><b>Islam</b> - Muhammad’s life in Makkah – preaching and persecution</p> <p>know the word “polytheism” is the belief that there are many gods and a “polytheist” is a person who believes there are many gods ■ know the</p>	<p><b>Islam – Muhammad in Madinah, establishing a Muslim community</b></p> <ul style="list-style-type: none"> <li>■ know and be able to recall significant events associated with “The Emigration from Makkah to Madinah” (the “Hijrah”) including: (1) 12 years after</li> </ul>	<p>Sikhism</p>	<p><b>Fasts and Festivals</b></p> <ul style="list-style-type: none"> <li>■ know and develop their understanding of fasts and festivals associated with religious or non-religious worldviews</li> <li>■ know the event or story that is often linked to a fast or</li> </ul>

	<p>man and woman; (ii) Adam and Eve are put in a beautiful paradise like place called the Garden of Eden; (iii) In the Garden of Eden there was a special tree called, "The Tree of the Knowledge of Good and Evil" and God told Adam and Eve they must not eat the fruit from this tree; (iv) Tricked by a snake Eve and then Adam ate the fruit that they were told not to eat; (v) God ordered Adam and Eve out of the Garden of Eden; (vi) Adam and Eve had to live in the imperfect harsh world outside of the Garden of Eden ■ identify what they think the meaning or message of the Adam and Eve story might be giving reasons to support their view ■ know that the story of Adam and Eve is often called "the Fall" and the traditional Christian interpretation of the story includes the following ideas: (i) all humankind were created by God perfect</p>	<p>gone wrong. ■ know that the view of many Christians is that Jesus' death on the cross was an act of atonement which made amends for what Adam and Eve did wrong in the Garden of Eden ■ know and understand the word "reconciliation" describes what happens when people become friendly again after something had gone wrong between them ■ know significant beliefs associated with the traditional Christian Salvation story including: (i) the relationship between humankind and God had gone wrong; (ii) humans are not able to make "amends" for what had gone wrong; (iii) God came into the world as Jesus Christ and gave his life as a sacrifice; (iv) Jesus' death on the cross is a victory over the sins of</p>	<p>word "convert" is used to refer to a person who changes their religion or worldview ■ know and identify significant events in Makkah associated with the growth of Islam including: (i) Muhammad began preaching about Islam in public; (ii) some people who heard Muhammad preaching stopped believing in polytheism and converted to Islam; (iii) wealthy merchants in Makkah opposed Muhammad and tried to make him stop preaching; (iv) some converts to Islam were tortured to try and force them to give up their belief ■ know and be able to recall the story of, "The Saving of Bilal" 1 including: (i) Bilal was a black slave living in Makkah; (ii) Bilal heard Muhammad preaching and he became a Muslim; (iv) Bilal's owner Umayyah tortured him to try and force him into giving up Islam; (v) to save Bilal from further suffering</p>	<p>Muhammad's first revelation the wealthy merchants in Makkah continued to persecute the Muslims; (2) leaders from the city of Madinah invited Muhammad and his followers to leave Makkah and to live instead in Madinah; (3) leaders from Madinah believed Muhammad would be able stop the violence that frequently broke out between two clans in Madinah; (4) Muhammad accepted the invitation and in secret groups of Muslims left Makkah and travelled to Madinah; (5) with his friend Abu Bakr, Muhammad travelled to Madinah and arrived safely ■ know that Muhammad raided the camel trains of the wealthy Makkan merchants who were transporting goods into and out of Arabia</p>		<p>festival. Understand the particular religious of spiritual significance of celebrating the festival or participating in a particular fast. Understand any particular story associated with a fast or festival which may help explain why the festival is celebrated or why the fast is undertaken1 ■ explore how a festival is celebrated often by participating in games, dressing up, eating special food, giving gifts, music, song, dance, participating in special ceremonies, recalling events which are of particular religious significance, sending cards, meeting with friends and relatives ■ reflect, discuss and raise questions about the fasts or festivals explored and what significant beliefs the fast or festival may be expressing or in what way the fast or festival</p>
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	<p>and without sin (Genesis 5:1-2); (ii) because Adam and Eve ate the forbidden fruit all humankind have fallen and no human is perfect in the way Adam and Eve were when first created; (iii) all humans are now imperfect as they are born with the sin they inherited because of Adam and Eve's disobedience - this sin is called, "original sin" ■ know that many Christians believe that without fixing what Adam and Eve had done wrong humankind cannot be in the close relationship with God that we should be in and no human can be permitted to enter into heaven</p>	<p>humankind; (v) Jesus' death on the cross atoned for what had gone wrong and it resulted in a reconciliation between God and humankind; (vi) as the relationship between God and humankind has been restored humankind has been saved and humans can enter into heaven ■ know that many liberal Christians do not believe in the traditional Christian Salvation story, or in "original sin", or that Jesus's death saved humankind from sin inherited from Adam and Eve ■ know that there are many liberal Christians who do not believe Jesus' death on the cross was a sacrifice which repaired a broken relationship with God. Instead many liberal Christians believe Jesus' life and the way in which he died provides a moral</p>	<p>Abu Bakr made a deal with Umayyah and became Bilal's new owner; (vi) Abu Bakr gave Bilal his freedom ■ know and be able to recall the story of, "Muhammad and Utba's Offer" 2 including: (i) the wealthy merchants of Makkah sent Utba to speak to Muhammad to tell him to stop preaching about Islam in return for which they would give him money, or fame, or power, or help to rid him of the "spirit" he was seeing; (ii) Muhammad politely refused the offer; (iii) Utba told the wealthy merchants Muhammad had refused their offer and Utba advised them to leave Muhammad alone; (iv) the wealthy merchants told Utba that Muhammad had bewitched him ■ raise questions, discuss and share their own thoughts and views in response to the story of "The Saving of Bilal" and the story of "Muhammad and Utba's</p>	<p>■ know that Muhammad and his Muslim followers fought three battles against the wealthy Makkan merchants1 ■ identify why most Muslims believe Muhammad was right to use force against the Makkan merchants including: (1) Muhammad had received a revelation from God that gave Muslims permission to fight (The Qur'an Surah 2:216)2 ; (2) the Muslims that went to live in Madinah had left behind their homes, possessions and their livelihoods and in Madinah they found it difficult to support themselves; (3) the Qur'an permits Muslims to fight if they have been wronged (The Qur'an Surah 22:39); (4) the Qur'an permits Muslims to fight to defend themselves if they have been attacked (The Qur'an Surah 2:190)</p>		<p>may be of religious or spiritual benefit to an individual participant</p>
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		example which inspires humans not to give in to violence or anger but live life guided by love and kindness	Offer” and support their views with reasons	<ul style="list-style-type: none"> <li>raise questions, discuss and share their own thoughts and views in response to what they have learnt about Muhammad and the growth of Islam in Makkah and Madinah</li> </ul>		
<b>Year 6</b>	<p><u>Islam – Peace, forgiveness or violence. Which is more truly Islam?</u></p> <ul style="list-style-type: none"> <li>know and be able to recall significant events in the story, “Muhammad and the taking of Makkah” 1 including: (1) for many years the wealthy merchants that ruled Makkah opposed Islam; (2) Muhammad formed an army with the intention of taking control of Makkah and stopping the opposition of the Makkan merchants once and for all; (3) with his army camped close to Makkah Muhammad promised the merchants and the people of Makkah that if they stayed in their homes they would not be harmed; (4) the soldiers in the Muslim</li> </ul>	<p><u>Significant beliefs</u></p> <ul style="list-style-type: none"> <li>know beliefs and practices about wealth, money and giving money to help others associated with different religions and worldviews</li> <li>reflect and discuss their own view regarding what different religions and worldviews teach about wealth and giving money to help others identifying relevant information and giving a reasoned justification for their views</li> <li>know beliefs about anger and the use of force associated with different religions and worldviews</li> <li>reflect and discuss their own view regarding what</li> </ul>	<p><u>Judaism (from LKS2)</u></p> <ul style="list-style-type: none"> <li>know the story of “God’s promise to Abraham” (Genesis 12:1-7, Genesis 15:1-21) and identify at least two things God promised Abraham including: Abraham would have many descendants and; Abraham’s descendants would be given a land (Genesis 15:18-21)</li> <li>know the story of “God’s promise to Moses” (Exodus 19:1-25, Exodus 20:1-20) and identify two significant aspects of the story including: (1) the Jewish people will become a “kingdom of priests”; and (2) a “holy nation” on condition that they obey God’s commandments (the 613 mitzvot)</li> <li>know that the promise made to Abraham is</li> </ul>	<p><u>Non-religious worldviews</u></p> <ul style="list-style-type: none"> <li>know and identify humanism as a non-religious worldview and consider whether atheism, agnosticism, vegetarianism and veganism are worldviews</li> <li>identify “The Golden Rule” as a principle many humanists use as a basis for making or justifying a moral decision</li> <li>know that most humanists believe that moral decisions should be based on reason and a concern for human beings and all animals that appear to experience pain and have feelings</li> <li>know that humanists do not believe in life after death</li> </ul>	<p><u>Christianity</u> – How do we know what is right or wrong?</p> <ul style="list-style-type: none"> <li>know that in the parable of “The Good Samaritan” (Luke 10:25-37) the Samaritan and the man he helped would normally consider the other to be an enemy</li> <li>know that by stopping and helping the man left by the roadside the Samaritan (a) put his own life in danger; and (b) the Samaritan had no expectations, or reasonable hope, that the man would ever be kind or might help him in the future</li> <li>know the phrase “unconditional love” means kindness or help that is “freely given” to another person or people “no matter what” and that the phrase “conditional</li> </ul>	<p><u>Worship</u></p> <ul style="list-style-type: none"> <li>identify and distinguish between “petitionary prayer” and “devotional prayer” and are able to explain the difference between the two</li> <li>reflect and discuss their own views in response to challenging questions associated with “petitionary prayer” including questions like, “Are there some things that one should never ask God for?”; “Why don’t we always get what we pray for?”; “If God knows everything why do we have to ask God for anything – God must already know what we want?” “Is there a difference between a good and a bad “petitionary</li> </ul>

<p>army were told to avoid violence; (5) Muhammad ordered one of his commanders to be replaced because Muhammad was not sure he would obey his order to avoid violence; (6) although some people did die Muhammad's army took control of the city and there was almost no bloodshed</p> <p>■ know and be able to recall significant events in the story, "Muhammad and the story of Wahshi"<sup>2</sup> including: (1) Wahshi was a slave known for his skill at throwing a spear; (2) Wahshi's owner Jubayr told him to kill Muhammad's uncle Hamza in a battle that would soon take place and, if successful, he would be given his freedom; (3) during the battle Wahshi killed Hamza and Jubayr gave Wahshi his freedom; (4) fearing Muhammad would have him executed and so he left Makkah to live in a small village where he</p>	<p>different religions teach about anger and the use of force associated with different religions by giving a reasoned justification for their views</p> <p>■ know beliefs about what happens to people, or their souls, in an afterlife associated with different religions and at least one worldview</p> <p>■ reflect and discuss their own view regarding what different religions and what a non-worldview teaches about what happens to people, or their souls, in an afterlife supporting their view by giving a reasoned justification</p>	<p>often known as the "Abrahamic covenant" and the and the promise made to Moses is often known as the "Mosaic covenant" and the land promised to Abraham's descendants is often called the "promised land"</p> <p>■ identify the phrase the "chosen people" is often used to refer to the Jewish people. Know that the phrase "chosen people" does not mean Jewish people are "superior" but that they have been chosen in the sense that they have been given a special role to serve God and play their part to achieve God's plan which is for all human kind to be in a relationship with God.</p>	<p>■ know that most humanists believe that even though they do not believe in a religion or that humans are immortal it is nevertheless possible to find in friends and family, in the pursuit of knowledge, or art, or doing things that makes the lives of others more comfortable or less painful it is possible to enjoy a meaningful existence</p>	<p>love", means kindness or help that is given only if certain conditions are met (e.g. if the person being helped is a friend, or relative, or lives nearby, or if the person promises to pay for the cost of any help) ■ know that the ancient Greek word "agape" is often used in the New Testament and that it is usually translated as "love" but it does not mean "romantic love" but means love that is not concerned with the self but with the greatest good of another person or persons</p> <p>■ identify two statements in the Bible (i) "This is my command that you love one another as I have loved you" (John 15:12) and (ii) "You shall love your neighbour as yourself" (Mark 12:28-31, Matt 22:22-40)</p> <p>form the basis for why many Christians believe love ("agape") was a significant part of Jesus' teaching and that Jesus taught his</p>	<p>prayer" – if there is what's the difference?" Pupils should support their views by giving a reasoned justification.</p> <p>■ reflect and discuss their own views in response to challenging questions associated with "devotional prayer" including questions like, "Why should we worship God – He already knows how great He is without us having to tell Him?"; "Can you be religious but not pray?"; "Can a person show devotion to God in how they live and not in what they say in prayer?"; "Can a person be truly religious but never go to a church, a mosque or a temple?" Pupils should support their views by giving a reasoned justification.</p>
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	<p>hoped Muhammad would not find him; (5) Wahshi's friends told him that Muhammad was not a vengeful man and he would not punish Wahshi; (6) Wahshi went to see Muhammad and told him what had happened and Muhammad did not have him arrested, punished or executed</p> <ul style="list-style-type: none"><li>■ discuss and share their own thoughts and views in response to what these two stories might indicate about Muhammad's attitude to force, violence and forgiveness and what their own personal views are about the appropriateness, or otherwise, of the use of force or forgiveness in their lives. Pupils should explain and give reasons to support their views.</li></ul>				<p>followers that they should live their lives based on love and kindness. ■ know and be able to recall stories including, "The woman found guilty of adultery" (John 8: 1-11) and "The man with the withered hand" (Mark 3:1-6) and that many Christians believe Jesus demonstrated his "commandment to love" in his own actions. ■ discuss and share their own thoughts and views about "agape" and Jesus' "commandment to love" as a basis for deciding what is right or wrong and justify their ideas and views using reasons</p>	
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