

Year Group	Term 1	Term 2 CHRISTIANITY	Term 3	Term 4 CHRISTIANITY	Term 5	Term 6
Year 1	<p>Recall the Christian Creation story and say some things that they believe God created on different days.</p> <p>Tell you what Christians believe about how the world was created. Make links between things that are important to me and other people with the way I think and behave in relation to nature and the world. T1</p> <p><b>Theme</b>-Creation Story <b>DRE - Key Question</b>- Does God want Christians to look after the world? <b>PBS – Key Question</b> - How do some people’s religious beliefs encourage them to care for the world? <b>AF – Believing/Behaving Objectives</b>- <i>learning to re-tell the Christian Creation story and to explore how these influences how Christians behave towards nature and the environment. (Spiritual/Moral)</i></p> <p><b>Religion</b>- Christianity, Judaism</p>	<p>Recall the Christmas story. Make suggestions abouts gift I would give to Jesus. Recall which gifts were given to Jesus and say why I would choose that especially for Him. Recognise that because Christians believe God gave Jesus as a gift to the world, they give each other gifts at Christmas. Understand this link. T2</p> <p><b>Theme</b>-Christmas Story <b>DRE - Key Question</b>- What gift would I have given to Jesus if he had been born in my town, not Bethlehem? <b>PBS – Key Question</b> - Why do some people follow religious leaders and teachings? <b>AF – Believing/Belonging Objectives</b> - <i>learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus. (Spiritual/cultural)</i></p> <p><b>Religion</b>- Christianity</p>	<p>Recall and talk about a story about Jesus showing friendship. Talk about my friends and why I like them.</p> <p>Talk about times when I have been a good friend.</p> <p>Describe how difficult Jesus might of found it to show friendship in that story.</p> <p>Talk through when it is easy or hard for me to show friendship. T3</p> <p><b>Theme</b>-Jesus as a friend <b>DRE - Key Question</b>- Was it always easy for Jesus to show friendship? <b>PBS – Key Question</b> - Does everyone believe the same things about God? <b>AF – Believing/Behaving Objectives</b> - <i>learning to identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult. (Moral/Social)</i></p> <p><b>Religion</b>- Christianity</p>	<p>Recall what happened on Palm Sunday and can say what some of the symbols in the Easter story mean.</p> <p>Recognise that Jesus must be special to Christians to be welcomed in this way and start to say why.</p> <p>Tell you why Jesus is so special to Christians (Son of God) and show some understanding of the significance of Palm Sunday to Christians.</p> <p>Link Christians’ belief in Jesus to the way He should be welcomed and start to explain my thinking. I can recall parts of the Easter story. I can recognise some symbols in the story.</p> <p>Recall what happened on Palm Sunday and can say what some of the symbols in the Easter story mean.</p> <p>Recognise that Jesus must be special to Christians to be welcomed in this way and start to say why I can tell you why Jesus is so special to Christians (Son of God) and show some understanding of the significance of Palm Sunday to Christians. T4</p> <p><b>Theme</b>-Easter- Palm Sunday <b>DRE - Key Question</b>- Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? <b>PBS – Key Question</b> - Why do symbols and stories play important roles in religions? <b>AF – Believing/Behaving Objectives</b> - <i>learning to know that Jesus is special to Christians and how His welcome on Palm Sunday shows this. (Spiritual/cultural)</i></p> <p><b>Religion</b>- Christianity</p>	<p>Understand and use the right names for things that are special to Jewish people during Shabbat. Begin to make a connection between being Jewish and decisions about behaviour.</p> <p>Talk about some of the things that Jewish people do to celebrate Shabbat.</p> <p>Begin to explain how certain beliefs affect decision-making. Explain why Shabbat is important to Jewish children.</p> <p>Explain how being a member of a religion influences people’s behaviour. T5</p> <p><b>Theme</b>-Shabbat <b>DRE - Key Question</b>- Is Shabbat important to Jewish children? <b>PBS – Key Question</b> - How do some religions demonstrate that everyone is special? <b>AF – Believing/Belonging Objectives</b> - <i>learning to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them. (spiritual/cultural)</i></p> <p><b>Religion</b>- Judaism</p>	<p>Recognise some of the symbols used at Chanukah.</p> <p>Talk about how a Jewish child might feel about taking part in a Chanukah activity.</p> <p>Recognise and say what some Chanukah symbols mean.</p> <p>Begin to understand how it feels to Jewish children to take part in some Chanukah activities (e.g., playing dreidel, lighting the candles) and start to think about which one of these activities might help them feel closer to God.</p> <p>Recognise and describe some of the ways in which Jewish children feel close to God during Chanukah.</p> <p>Explain why I think some Chanukah activities would help a Jewish child feel closer to God than other activities T6</p> <p><b>Theme</b>-Chanukah <b>DRE - Key Question</b>- Does celebrating Chanukah make Jewish children feel close to God? <b>PBS – Key Question</b> – Why are religious celebrations important to some people but not to others? <b>AF – Believing/Belonging Objectives</b> - <i>learning to empathise with Jewish children by understanding how it feels for them to take part in Chanukah activities. (Spiritual/cultural)</i></p> <p><b>Religion</b>- Judaism</p>

<p><b>Year 2</b></p>	<p>Recall and re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. Talk about why Christians should be kind and understand why this might sometimes be difficult. Talk about if I think Christians should be kind and give reasons. T1</p> <p><b>Theme-</b> What did Jesus teach? <b>DRE- Key Question-</b> Is it possible to be kind to everyone all the time? <b>PBS – Key Question –</b> Why do some people follow religious leaders and teachings? <b>AF – Believing/Behaving Objectives -</b> <i>Learning to re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people. (Moral &amp; Social)</i></p> <p><b>Religion-</b> Christianity</p>	<p>Recognise why Christians think God gave Jesus to the world. Recall the Christmas story and start to explain that Christians believe Jesus was a gift from God to the world. Give reasons why Christians think God gave Jesus to the world. Talk about Jesus coming to the world shows Christians they should love/help people and the world. Talk through whether God should send Jesus again, now. T2</p> <p><b>Theme-</b>Christmas- Jesus is a gift from God <b>DRE- Key Question-</b>Why did God give Jesus to the world? <b>PBS – Key Question -</b> Does everyone believe the same things about God? <b>AF – Believing Objectives - learning to reflect on the Christmas story and the reasons for Jesus’ birth. (Spiritual/Moral)</b></p> <p><b>Religion-</b> Christianity</p>	<p>Recall and re-tell some things about Muslim prayer. Talk about one way praying 5 times a day may help a Muslim. Use the right words to describe how Muslims pray and begin to explain why they do this. Talk through how praying 5 times a day might help in some ways more than others. Describe the Muslim prayer routine and explain how they believe this helps them in their everyday lives. Decide on 3-ways Muslims might be helped in their everyday lives by praying 5 times a day and can explain my reason for one of these. T3</p> <p><b>Theme-</b>Prayer at Home <b>DRE - Key Question-</b> Does praying at regular intervals everyday help a Muslim in his/her everyday life? <b>PBS – Key Question -</b> How do some religions demonstrate that everyone is special? <b>AF – Believing/Belonging Objectives - learning to explain what commitment means to us and to Muslims by knowing about how Muslims pray 5 times a day. (Spiritual//Moral/Cultural)</b></p> <p><b>Religion—</b>Islam</p>	<p>Recall parts of the Easter story and share with the class. Talk about what I think happened to Jesus on Easter Sunday. Start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion. Talk about the Christian belief in Jesus’ resurrection and start to explain why this is so important to them. Talk about a different explanation as to what might have happened to Jesus after the empty tomb and begin to explain what Christians believe about Jesus’ resurrection. T4</p> <p><b>Theme-</b>Easter- Resurrection <b>DRE - Key Question-</b> Is it true that Jesus came back to life again? <b>PBS – Key Question -</b> Why do symbols and stories play important roles in religions? <b>AF –Believing Objectives - learning to re-tell the Easter story and understand what Jesus’ resurrection means for Christians. (Spiritual)</b></p> <p><b>Religion-</b> Christianity</p>	<p>Use the right words to describe what Muslims do and feel when they attend prayer at the mosque. Begin to explain when Muslims might feel like they belong. Explain what happens when Muslims pray alone or at the mosque. Talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be. Understand how a Muslim achieves a sense of belonging through praying. Share my views if was in a Muslim’s position and say if I would prefer to pray alone or with other Muslims at a mosque and give a reason why. T5</p> <p><b>Theme – Community &amp; Belonging</b> <b>DRE -Key Question –</b> Does going to the mosque give Muslims a sense of belonging <b>PBS – Key Question -</b> How do some religions demonstrate that everyone is special? <b>AF – Believing/Belonging Objectives - learning to understand why Muslims visit the mosque and to explore whether this gives them a sense of belonging. (Spiritual/Cultural)</b></p> <p><b>Religion-</b> Islam</p>	<p>Use the right words to tell you about some parts of the Hajj. Share my feelings how it might feel to be on the Hajj. Recall some of the events that happen during Hajj and start to explain why these are important to Muslims. Begin to think about the significance of Hajj to a Muslim. Begin to explain how some of the events during Hajj could help Muslims feel a sense of commitment to God. Share my opinion as to whether completing the Hajj makes someone a better Muslim, with a reason. T6</p> <p><b>Theme-</b>Hajj <b>DRE - Key Question-</b> Does completing Hajj make a person a better Muslim? <b>PBS – Key Question</b> Does everyone believe the same things about God? - How do some people’s religious beliefs encourage them to care for the world? <b>AF – Believing/Behaving Objectives - learning to understand what happens during Hajj and to explore the importance of this to Muslims. (Spiritual/Moral/Cultural)</b></p> <p><b>Religion-</b> Islam</p>
<p><b>Year 3</b></p>	<p>Recall and re-tell you some of the things Hindus do during Diwali. Talk about what I might enjoy about Diwali if I were a Hindu. Describe and share some of the things Hindus do at home or at the temple during Diwali. Begin to empathise with what Hindus feel about Diwali. Define some of the ways Hindus celebrate Diwali and start to explain how I think Hindu children might feel at Diwali. Express why Diwali might bring a sense of belonging to Hindus. Outline some of the ways Hindus celebrate Diwali and start to understand which of these may bring the greatest sense of</p>	<p>Recall and re-tell the Christian nativity story. Talk about what I most enjoy about Christmas if I celebrate it. Share what the nativity story tells Christians about Jesus (given to the world by God). Talk about some of the different ways Christmas is celebrated by Christians and non-Christians. Explain the Christian belief that Jesus was God in human form and why God gave him to the world. Talk through what Christmas means to Christians and what it means to me and can make the links between Christian beliefs about Christmas and the way they</p>	<p>Recognise and retell a story about Jesus healing someone and say one thing Christians might believe about Jesus. Identify some of the questions people ask about Jesus’ healing miracles Explain one Christian viewpoint about one of Jesus’ healing miracles. Express whether I believe Jesus healed people or not. Explain two different ways Christians might interpret one of Jesus’ healing miracles. Express whether either of these interpretations make sense to me and give my reasons. Understand that stories like Jesus’</p>	<p>Recognise symbols relating to the Last Supper and Jesus’ death and talk about them. Talk through what I find puzzling or interesting about The Last Supper or Jesus’ death. Express what some of these symbols represent e.g. Cross: cross/bread/wine. Ask questions about The Last Supper and Jesus’ death. Express why Christians believe Jesus’ death is important. Reflect on whether I agree with Christian beliefs about Jesus’ death. Explain why some people see Jesus’ death as ‘good’. Reflect on whether I agree with</p>	<p>Recount a Hindu god and use its correct name. Ask relevant questions about what I find puzzling about this god. Communicate about some Hindu gods and start to explain their significance to Hindus. Ask relevant questions about what Hindus believe. Discuss what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. Recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus. I can make links between Hindu beliefs regarding Brahman and gods with</p>	<p>Communicate a simple understanding of one way a Sikh might show his religion is important to him. Share things I am committed to. Talk through some ways Sikhs show commitment to God. Understanding that Sikhs choose different levels/types of commitment and that’s OK. Deduce and describe some of the ways Sikhs show commitment to God. Begin to evaluate which ways may show more or less commitment to God for Sikhs. Explain how Sikhs have a range of ways to show commitment to God and understand that some of</p>

	<p>belonging. Explain how I might feel if I celebrated Diwali. Consider how Diwali can bring a sense of belonging to Hindus. Express my own views on whether I would feel a sense of belonging if I celebrated Diwali. T1</p> <p><b>Theme-</b> Diwali <b>DRE - Key Question-</b> Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? <b>PBS – Key Question -</b> To what extent does participating in worship and/or prayer generate a sense of belonging? How might beliefs and community shape a person's identity? <b>AF – Believing/Belonging Objectives-</b> Learning to investigate what happens during the festival of Diwali and whether the celebrations bring a sense of belonging to Hindus. (Social/Cultural)</p> <p><b>Religion-</b> Hinduism</p>	<p>celebrate it. Recognise that Christmas means different things to different people. Explain my beliefs about the true meaning of Christmas and compare them to Christian beliefs about the meaning of Christmas. T2</p> <p><b>Theme-</b>Christmas <b>DRE - Key Question-</b> Has Christmas lost its true meaning? <b>PBS – Key Question -</b> How do religious leaders and sacred texts contribute to believers' understanding of their faith? <b>AF – Believing/Behaving Objectives -</b> <i>Learning to find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us. (Spiritual/Cultural)</i></p> <p><b>Religion-</b> Christianity</p>	<p>healing miracles can have meaning whether they happened or not. T3</p> <p><b>Theme-</b>Jesus' miracles <b>DRE - Key Question-</b> Could Jesus really heal people? Were these miracles or is there some other explanation? <b>PBS – Key Question -</b> How do religious leaders and sacred texts contribute to believers' understanding of their faith? <b>AF – Believing/Behaving Objectives -</b> <i>Learning to retell Bible stories when miracles have happened and question whether Jesus really did perform miracles. (Spiritual)</i></p> <p><b>Religion-</b> Christianity</p>	<p>Christian beliefs about why Jesus died and suggest my own explanation/s. Explain the symbolism of the cross for Christians. Give my own opinion on whether I agree with Christian beliefs about Jesus' death. T4</p> <p><b>Theme-</b>Easter- Forgiveness <b>DRE - Key Question-</b> What is 'good' about Good Friday? <b>PBS – Key Question -</b> How can music and the arts help express and communicate religious beliefs? How well does faith help people cope with matters of life and death? <b>AF – Believing/Belonging Objectives - learning to recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians. (Spiritual/Moral)</b></p> <p><b>Religion-</b> Christianity</p>	<p>how they choose to live their lives. Reflect on Hindu beliefs and express thoughts on these. Explain how the Hindu belief that Brahman is everywhere and in everything influences Hindus in their daily lives. Talk through and give my own and others' views on questions about God and can start to explain why religion is important to many people. T5</p> <p><b>Theme-</b>Hindu Beliefs <b>DRE - Key Question-</b> How can Brahman be everywhere and in everything? <b>PBS – Key Question -</b> How can music and the arts help express and communicate religious beliefs? <b>AF – Believing Objectives -learning to understand the Hindu belief that there is one God with many different aspects. (Spiritual)</b></p> <p><b>Religion-</b> Hinduism</p>	<p>these will be more significant to some Sikhs than others. Begin to express my own opinion about which ways may express more commitment than others for Sikhs. Recognise that Sikhs choose how much they commit themselves to their religion and to God, and that there are many ways for them to do this. Suggest some ways of showing commitment might be better than others and give reasons. T6</p> <p><b>Theme-</b>Prayer and Worship <b>DRE - Key Question-</b> What is the best way for a Sikh to show commitment to God? <b>PBS – Key Question -</b> To what extent does participating in worship and/or prayer generate a sense of belonging? How might beliefs and community shape a person's identity? <b>AF – Believing/Belonging Objectives - learning to understand different ways that Sikhs show their commitment to God, comparing their practices in order to explore which shows the most commitment. (Spiritual/Moral/Cultural)</b></p> <p><b>Religion-</b> Sikhism</p>
<p><b>Year 4</b></p>	<p>Recall a story about a person important to Jews. Consider an agreement Jewish people make with God and say if this is important. Discuss a Jewish story and say something Jewish people believe. Explain the significance of an aspect of Jews' relationship with God. Infer what makes Jewish people believe they have a special relationship with God. Communicate some of the ways Jewish people express their special relationship with God and start to understand how that might feel. Make links between the Abraham and Moses stories and the Jewish belief that they are in a special</p>	<p><b>Field trip – St Mary's Church White Waltham</b> <b>Visitor – Reverend Joan Hicks The Church of the Good Shepherd Cox Green – Making Christingles</b></p> <p>Identify and discuss something I find interesting about Christmas symbols. Explain what some of the symbols in the Christmas story mean to Christians. Ask relevant questions about something I find puzzling in the Christmas story. Talk through one thing a Christian might learn about Jesus from a Christmas symbol. Ask relevant questions about what</p>	<p>Communicate the right vocabulary for some things that are special to Jews. Discuss what I find interesting about the Jewish food laws or the Seder meal or another way Jews choose to do as God asks them. Indicate some of the things Jews can and can't eat if they keep Kosher. Ask questions about aspects of the Seder meal or Kashrut laws to find out why they are important. Discuss and relay some of the things Jews do to show respect to God. Identify how it would feel to keep Kashrut. Identify and communicate some of the ways Jews try to do as God asks and start to explain why they</p>	<p>Recall a Christian story about forgiveness and say what it tells people about how to treat each other. Think about how easy it is to forgive people. Describe what a Christian might learn about forgiveness from a Biblical text. Ask important questions about how forgiveness is possible. Discuss how Christians might try to put into practice Jesus' teachings about forgiveness. Express my opinion about how people should live their lives and suggest what Jesus might say. Explain how Jesus' teachings about forgiveness might be difficult but beneficial to Christians.</p>	<p>Communicate the correct names for things that are special to Jews. Express an opinion about what might be important to Jews. Identify and describe one of the ways Jews show commitment to God. Discuss something that is important to Jews and express an understanding as to how it might feel to do this if I were Jewish. Deduce and describe some of the ways that Jews choose to show commitment to God and start to understand that they do this in different ways. Express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons. Identify and describe how different</p>	<p>Select the right names for places/ceremonies or symbols that are special to Christians. Talk about one of my special places. Talk about some of the things that are important to Christians during worship and explain some of the symbolism, e.g. bread and wine in Holy Communion. Use the right names for places/ceremonies or symbols that are special to Christians. Talk about one of my special places. Express why I think the church may or may not be important to Christians. Identify a range of ways that Christians can show their beliefs and explain why they may or may</p>



	<p>relationship with God. Understand and relate to how Jews feel about their special relationship with God. Understand and share how Jewish people remind themselves of their special relationship with God and can tell you how this relationship (covenant) started. Understand and convey how challenging it might be for a Jewish person to live up to their special covenant with God. T1</p> <p><b>Theme</b>-Beliefs and Practices <b>DRE - Key Question-</b> How special is the relationship Jews have with God? <b>PBS – Key Question -</b> To what extent does participating in worship and/or prayer generate a sense of belonging? Do Rites of Passage always help a believer to feel connected to God and/or community? How do religious leaders and sacred texts contribute to believers' understanding of their faith? <b>AF – Believing/Belonging Objectives-</b> Learning to understand the special relationship between Jews and God and the promises they make to each other. (Spiritual/Moral/Cultural)</p> <p><b>Religion</b>-Judaism</p>	<p>Christmas means to Christians and compare this with what it means to me. Talk through which Christmas symbols tell Christians something about the incarnation (Jesus being God on earth). Explain how many aspects of the Christmas story reflect the Christian belief that Jesus is the incarnation of God. Reflect whether or not the Christian meaning of Christmas is meaningful to me. T2</p> <p><b>Theme</b>-Christmas <b>DRE -Key Question-</b> What is the most significant part of the nativity story for Christians today? <b>PBS – Key Question -</b>To what extent do religious beliefs influence and encourage 'good' behaviour? How do religious leaders and sacred texts contribute to believers' understanding of their faith? <b>AF – Believing/Belonging Objectives-</b> Learning to understand the symbolism in the Christmas story and think about what the different parts mean to Christians today. (Spiritual/Cultural)</p> <p><b>Religion</b>- Christianity</p>	<p>feel it is important to do so. Express my opinion as to whether these ways are important to Jews. Give examples of how, because Jews believe they are in a special covenant with God, they try to show Him their respect and gratitude by doing as He asks them to do. Explain my opinion as to which ways may be more or less important for Jews to show respect to God. T3</p> <p><b>Theme</b>-Passover <b>DRE -Key Question-</b> How important is it for Jewish people to do what God asks them to do? <b>PBS – Key Question -</b> How can music and the arts help express and communicate religious beliefs? To what extent do religious beliefs influence and encourage 'good' behaviour? <b>AF – Believing/Behaving Objectives-</b> Learning to understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him. (Spiritual/Cultural)</p> <p><b>Religion</b>-Judaism</p>	<p>Express my opinion about forgiveness and discuss whether this is always possible, reaching my own conclusion. T4</p> <p><b>Theme</b>-Easter <b>DRE - Key Question-</b> Is forgiveness always possible? <b>PBS – Key Question-</b> To what extent does participating in worship and/or prayer generate a sense of belonging? To what extent do religious beliefs influence and encourage 'good' behaviour? <b>AF – Believing/Behaving Objectives-</b> Learning to understand how Jesus' life, death and resurrection teaches Christians about forgiveness. (Spiritual/Moral)</p> <p><b>Religion</b>- Christianity</p>	<p>practices enable Jews to show their commitment to God and understand that some of these will be more significant to some Jews than others. Explain why it is important for Jews to show their commitment to God and can describe different ways they choose to do this. Express my opinion as to what would be the best way for a Jew to show commitment to God and give reasons. T5</p> <p><b>Theme</b>- Beliefs and Practices <b>DRE - Key Question-</b> What is the best way for a Jew to show commitment to God? <b>PBS – Key Question -</b> Do Rites of Passage always help a believer to feel connected to God and/or community? How might beliefs and community shape a person's identity? <b>AF-Believing/Belonging/Behaving Objectives-</b> Learning to understand different ways that Jews show their commitment to God, comparing their practices in order to explore which shows the most commitment. (Spiritual/Moral/Cultural)</p> <p><b>Religion</b>- Judaism</p>	<p>not feel it is important to "show" they are Christians. Express my opinion on whether Christians should keep their beliefs private or be public about them. T6</p> <p><b>Theme</b>-Prayer and Worship <b>DRE - Key Question-</b> Do people need to go to church to show they are Christians? <b>PBS – Key Question -</b> Do Rites of Passage always help a believer to feel connected to God and/or community? To what extent do religious beliefs influence and encourage 'good' behaviour? <b>AF – Believing/Belonging Objectives-</b> Learning to understand how important going to church is to show someone is a Christian. (Spiritual/Social)</p> <p><b>Religion</b>- Christianity</p>
<p><b>Year 5</b></p>	<p>Identify and communicate the right names for some Sikh symbols or practices and talk about them. Understand and convey different levels of commitment shown by religious people. Discuss some of the things Sikhs do to show their religion is important to them. Express that a Sikhs' commitment to the religion involves choice. Demonstrate the right words to describe some of the ways Sikhs show their religion is important to them and start to explain why not all Sikhs practise their religion in the same way. Indicate and discuss why I think some practices are more</p>	<p><u>Visitor – Reverend Joan Hicks</u> <u>The Church of the Good Shepherd Cox Green – Christmas story &amp; Matthew &amp; Luke Gospel</u></p> <p>Discuss some differences in the accounts of the Christmas story that make people ask questions. Talk through what a Christian learns from the Christmas story. Convey that true can mean different things relating to the Christmas story. Explain the Christian belief that Jesus was the Incarnation of God. Express an opinion on whether the Christmas story is true and what this might mean to</p>	<p>Deduce and recall a Hindu god and use its correct name. Indicate what I find puzzling about this god. Demonstrate my knowledge about some Hindu gods and start to explain their significance to Hindus. Express my response to Hindu beliefs. Outline what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. Recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus. Make links between Hindu beliefs</p>	<p>Communicate some events in Holy Week and discuss about them. Discuss what I find puzzling in the Easter story. Indicate some events from Holy Week and say some things that Christians believe about Jesus &amp; Ask relevant questions. Convey some events in Holy Week tell Christians about Jesus' purpose/destiny. Consider important questions about whether Jesus knew He was going to be crucified. Explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during</p>	<p>Convey the right name for a Hindu belief e.g. Karma. Indicate what I find interesting or puzzling about Hindu belief, (assessed in investigation Lessons). Demonstrate things that Hindus believe about life after death. Communicate a Hindu belief and share if I agree with it. Define a Hindu belief relating to life after death and begin to explain the impact of this on a Hindu's life. Exhort how belief in Karma could make a difference to how Hindus choose to live. Compare Hindu and Christian beliefs relating to life after death</p>	<p>Demonstrate I can use the right names for things that are special to Christians. Communicate feelings towards an issue that is important to me. Discuss and describe some of the ways that Christians choose to show commitment to God and am starting to understand that they may do this in different ways. Discuss and convey how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others. Explain that individuals choose to show different degrees of commitment to their religion and</p>

	<p>important to Sikhs than others. Determine links between how Sikhs practise their religion and the beliefs that underpin this. Respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show. Understand and use a wide range of religious vocabulary in suggesting reasons for the differences in the ways Sikhs choose to commit to and express their religion.</p> <p>Convey my opinion as to why Sikhs seem to show different levels of commitment and comment on this. T1</p> <p><b>Theme-Belief into Action</b> <b>DRE - Key Question-</b> How far would a Sikh go for his/her religion? <b>PBS – Key Question –</b> To what extent does participating in worship and/or prayer generate a sense of belonging? To what extent do religious beliefs influence and encourage ‘good’ behaviour? <b>AF – Believing/Behaving Objectives-</b> Learning to compare the different ways Sikhs put their religion into practice. (Spiritual/Cultural)</p> <p><b>Religion- Sikhism</b></p>	<p>Christians. Identify different sources of the Christmas story and explain the meaning of Christmas to Christians (Incarnation). Convey my own opinion on whether the Christmas story is true and say what Christians might think of my opinion. T2</p> <p><b>Theme-Christmas</b> <b>DRE - Key Question-</b> Is the Christmas story true? <b>PBS – Key Question –</b> Do Rites of Passage always help a believer to feel connected to God and/or community? How can music and the arts help express and communicate religious beliefs? How do religious leaders and sacred texts contribute to believers’ understanding of their faith? How might beliefs and community shape a person’s identity? <b>AF – Believing Objectives-</b> Learning to evaluate different accounts of the Christmas story and understand those stories can be true in different ways. (Spiritual/Moral)</p> <p><b>Religion- Christianity</b></p>	<p>regarding Brahman and gods with how they choose to live their lives Demonstrate how the Hindu belief that Brahman is everywhere and in everything influences Hindus in their daily lives. Convey my own views on the Hindu belief in Brahman. T3</p> <p><b>Theme-Hindu Beliefs</b> <b>DRE - Key Question-</b> How Can Brahman be everywhere and in everything? <b>PBS – Key Question –</b> How do religious leaders and sacred texts contribute to believers’ understanding of their faith? <b>AF – Believing/Behaving Objectives-</b> Learning to understand the Hindu belief that there is one God with many different aspects. (Spiritual/Cultural)</p> <p><b>Religion- Hinduism</b></p>	<p>Holy Week. Consider whether God intended Jesus to be crucified or whether Jesus’ crucifixion was the consequence of events during Holy Week and find supporting evidence. Convey my opinion about the importance for Christians of Jesus’ death being part of God’s plan. T4</p> <p><b>Theme-Easter</b> <b>DRE - Key Question-</b> Did God intend Jesus to be crucified? <b>PBS – Key Question –</b> How do religious leaders and sacred texts contribute to believers’ understanding of their faith? <b>AF – Believing Objectives-</b> Learning to question whether God intended Jesus to be crucified or whether Jesus’ crucifixion was the consequence of events during Holy Week. (Spiritual/Moral)</p> <p><b>Religion- Christianity</b></p>	<p>and tell you how these make a difference to believers’ lives. Convey my own views about Hindu beliefs and whether they make sense to me or not. Demonstrate how beliefs about life after death make an impact on the ways Hindus choose to live their lives. Convey an opinion on the Hindu belief in reincarnation with some reasoning. T5</p> <p><b>Theme-Beliefs and moral values</b> <b>DRE - Key Question-</b> Do beliefs in Karma, Samsara, and Moksha help Hindus lead good lives? <b>PBS – Key Question –</b> To what extent do religious beliefs influence and encourage ‘good’ behaviour? How might beliefs and community shape a person’s identity? <b>AF – Believing/Behaving Objectives-</b> Learning to understand the impact of certain beliefs on a Hindu’s life is a best way. (Spiritual/Moral)</p> <p><b>Religion-Hinduism</b></p>	<p>can relate this to commitments I make in my life. T6</p> <p><b>Theme-Beliefs and Practices</b> <b>DRE - Key Question-</b> What is the best way for a Christian to show commitment to God? <b>PBS – Key Question –</b> To what extent does participating in worship and/or prayer generate a sense of belonging? <b>AF – Believing/Behaving Objectives-</b> Learning to understand how Christians show their commitment to God and to evaluate if there is a best way. (Spiritual/Cultural)</p> <p><b>Religion- Christianity</b></p>
<p><b>Year 6</b></p>	<p>Demonstrate the correct use of names for things that are important to Muslims. Convey my own personal commitments. Deduce one-way Muslims show commitment to God. Deliberate through discussion which way I think is the best way for a Muslim to show commitment to God. Depict some of the ways that Muslims choose to show commitment to God. Exhort why there might be different ways of showing commitment. Demonstrate how different practices enable Muslims to show their commitment to God and</p>	<p>Infer and discuss what I find puzzling or interesting about the nativity story and the birth of Jesus. Indicate some things Christians believe are important about Jesus’ mother being Mary and make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation). Deliberate and consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views. Deduce information from a Christian story about love and explain what this teaches Christians about how they live their lives. Convey my own response to the</p>	<p>Indicate what a Christian might learn about life after death from a Bible story. Ask important questions about eternity. Make links between different Christian beliefs and their views on whether anything is ever eternal. Reflect on my own beliefs about whether anything is eternal. Indicate why Christians believe some things are eternal and the difference this makes to them. Express my own answer to whether anything is eternal and give my reasons. T3</p> <p><b>Theme-Belief and Meaning</b> <b>DRE - Key Question-</b> Is anything</p>	<p>Demonstrate some festivals that are special to Christians. Express who is influential to me. Convey and communicate how some Christians try to do good in the world. Communicate how someone who has influenced me explain reasoning for respecting them. Consider and demonstrate one way that Christianity seems to be a strong religion today. Communicate how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted. Communicate a range of arguments to suggest Christianity</p>	<p>Express something Muslims believe about how they should try to live good lives. Demonstrate if this will help a Muslim get to Heaven. Exhort why Muslims believe in life after death and I can start to understand that this links to how they choose to behave. Express what I think about life after death. Infer and discuss some of the ways that Muslims try to lead lives respectful to God and start to say why this is important to them. Explore why leading a good life might be a good idea and why people think this. Explain how believing in Akhirah influences Muslims to do their</p>	<p>Demonstrate something Muslims believe in. Infer and discuss something I find puzzling or interesting about the Muslim religion. Indicate some things Muslims believe are wrong/evil. Ask questions about why Muslims have different beliefs if they are in the same religion. Explain what is meant by stereotyping and can recognise some of the ways Muslim people may be stereotyped. Express my opinion on how Jihad is interpreted by some Muslims. Explain two different Muslim interpretations of Jihad. Recognise what motivates me or influences me to lead a good life</p>

	<p>understand that some of these will be more significant to some Muslims than others. Communicate ways of showing commitment to God that would be better than others for Muslims. Explore why Muslims choose to show commitment to God in the ways that they do and how this might impact on their lives. Deliberate why individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life. T1</p> <p><b>Theme-</b>Beliefs and Practices <b>DRE - Key Question-</b> What is the best way for a Muslim to show commitment to God? <b>PBS – Key Question –</b> To what extent do religious beliefs influence and encourage ‘good’ behaviour? How might beliefs and community shape a person’s identity? What difference might it make to believe in God as Creator? <b>AF – Believing/Behaving Objectives-</b> Learning to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way. (Spiritual/Cultural)</p> <p><b>Religion-</b>Islam</p>	<p>Christian belief in the Virgin Birth. Communicate why it is significant to Christian beliefs that Mary was Jesus’ mother. T2</p> <p><b>Theme-</b>Christmas <b>DRE - Key Question-</b> How significant is it that Mary was Jesus’ mother? <b>PBS – Key Question –</b> How do religious leaders and sacred texts contribute to believers’ understanding of their faith? <b>AF – Believing Objectives-</b> Learning to analyse the Christian belief in the Virgin Birth and to assess the significance of this to Christians. (Spiritual)</p> <p><b>Religion-</b> Christianity</p>	<p>ever eternal? <b>PBS – Key Question –</b> How well does faith help people cope with matters of life and death? <b>AF – Believing/Belonging Objectives-</b> Learning to evaluate different beliefs about eternity and to understand the Christian perspective on this. (Spiritual/Moral)</p> <p><b>Religion-</b> Christianity</p>	<p>is a strong religion today and also give you the opposing arguments. Express my opinion as to whether Christianity is a strong religion now giving reasoned arguments. T4</p> <p><b>Theme-</b> Easter <b>DRE - Key Question-</b> Is Christianity still a strong religion 2000 years after Jesus was on Earth? <b>PBS – Key Question –</b> To what extent does participating in worship and/or prayer generate a sense of belonging? To what extent do religious beliefs influence and encourage ‘good’ behaviour? <b>AF – Believing/Belonging/ Behaviour Objectives-</b> Learning to examine the influences Christianity still has in the world and evaluate whether it is still a strong religion. (Cultural/Social)</p> <p><b>Religion-</b> Christianity</p>	<p>best to lead good lives. Recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims. Demonstrate how the belief in Akhirah influences Muslim decisions and choices as to how to behave towards God and other people. Ask questions about life after death and explore how what I believe about this might influence my life. T5</p> <p><b>Theme-</b>Beliefs and moral values <b>DRE - Key Question-</b> Does belief of Akhirah (life after death) help Muslims lead good lives? <b>PBS – Key Question –</b> To what extent do religious beliefs influence and encourage ‘good’ behaviour? How well does faith help people cope with matters of life and death? How might beliefs and community shape a person’s identity? <b>AF – Believing/Behaving Objectives-</b> Learning to identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this. Learning to challenge stereotyping through understanding different Muslim Interpretations of Jihad and how this links to getting to Heaven. (Moral/Social)</p> <p><b>Religion-</b> Islam</p>	<p>and compare it with what motivates and influences Muslims. Discuss and explain two different Muslim interpretations of Jihad and explore their justifications for these. Explore my own and other people’s attitudes towards interpretations of Jihad and recognise and challenge stereotyping. T6</p> <p><b>Theme-</b>Beliefs and meanings <b>DRE - Key Question-</b> Does belief of Akhirah (life after death) help Muslims lead good lives? <b>PBS – Key Question –</b> To what extent do religious beliefs influence and encourage ‘good’ behaviour? How well does faith help people cope with matters of life and death? How might beliefs and community shape a person’s identity? <b>AF – Believing/Behaving Objectives-</b> Learning to challenge stereotyping through understanding different Muslim interpretations of Jihad and how this links to getting to Heaven. (Moral/Social)</p> <p><b>Religion-</b> Islam</p>
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