

Creating opportunities, shaping futures	
Why we teach Religious and World Views	The RE curriculum at Bowhill Primary School aims to explore the religion and world views of people we find all around us and for children to consider how this makes a difference to how we all live. It is a subject that strives to help children understand the underlying motives, beliefs and actions of others and navigate the social world in which they live. The purpose of RE is to: 1. To prepare children to be informed, respectful members of society who celebrate diversity and strive to understand others. 2. To encourage children to develop knowledge of the beliefs and practices of religions and informed opinions and an awareness of the implications of religion for the individual, community and the environment. 3. To develop children's own responses about the meaning and purpose of life Children at Bowhill Primary School do not experience the breadth of diversity within the community that can be experienced elsewhere in the UK. RE is an important subject for our children to ensure they develop tolerance, understanding and respect for other cultures, viewpoints and beliefs.
How we teach Religious and World Views	RE is taught for a minimum of 45 minutes per week with additional festivals and events celebrated throughout the year. Our schools uses the Devon Agreed Syllabus as a basis for our curriculum. We study one religion at a time (systematic units), and include thematic units which build on the learning by comparing the religions, beliefs and practices discussed. The religions selected for study are Christianity, Judaism, Hinduism and Islam. The curriculum has 3 core elements which are woven together to provide breadth and balance within teaching and learning about religions and beliefs. These elements are: • Making sense of beliefs – understanding what these beliefs mean within their traditions. • Making connections – establishing relationships between these beliefs and pupil's own lives and ways of understanding the world. • Understanding the impact – In this element, pupils examine how and why people put their beliefs into action within their everyday lives, their communities and in their wider world. There are no presumptions made as to the religious backgrounds and beliefs and values of the children and the staff. We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity and we value the links made between home, school, and a faith community. Talk in RE is encouraged in all lessons through the use of higher order questions to help the children articulate their thinking, develop their own beliefs and create a safe, open and honest environment where they can debate, reflect and consider other points of view.
What we want children to learn	Teachers assess children against the end of phase outcomes in the Devon agreed syllabus through ongoing AFL (assessment for learning strategies). Subject leaders regularly monitor the subject to ensure it is being taught with consistency and to identify any further training needs. As children progress through the subject we expect them to develop the following skills: • To be able to ask challenging questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. • To have developed knowledge about religions and beliefs in local, national and global contexts. • To recognise that others may think differently and to agree or disagree respectfully • To articulate clearly and coherently their personal beliefs, ideas, values and experiences • To develop their ideas, values and identities. To learn how to participate positively in society, with its diverse religions and beliefs.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	In the Early Years Foundation Stage (EYFS) we aim for the children to: - Identify key beliefs in Christianity and in other faiths - Develop and identify their own values - Make connections with the communities they live in and understand their place within them					
EYFS	F4 Being Special: Where do we belong?	F2 Why is Christmas special for Christians? (Incarnation)	F6 What times and stories are special and why?	F3 Why is Easter special for Christians? (Salvation)	F1 Why is the word 'God' so important to Christians? (God)	F5 What places are special and why?
KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Aims	In Key Stage 1 we aim for the children to: - Identify key beliefs and concepts for each religion or faith studied - Link beliefs to everyday life - Make connections with their own beliefs and everyday lives					
Year 1	1.1 What do Christians believe God is like? (God)	1.3 Why does Christmas matter to Christians? (Incarnation)	1.2 Who do Christians say made the world? (Creation)	1.5 Why does Easter matter to Christians? (Salvation)	1.6 Who is a Muslim and how do they live? (God/Tawhid/ibadah/iman)	1.4 What is the 'good news' Christians believe Jesus brings? (Gospel)
Year 2	1.9 How should we care for others and the world and why does it matter?	1.8 What makes some places sacred to believers?	1.6 Who is a Muslim and how do they live? (God/Tawhid/ibadah/iman)	1.7 Who is Jewish and how do they live? (God/Torah/People)	1.10 What does it mean to belong to a faith community?	1.7 Who is Jewish and how do they live? (God/Torah/People)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LKS2	In Key Stage 2 we aim for the children to: - Explore the way believers interpret texts to explain core beliefs and concepts - Use evidence and examples to make connections between peoples beliefs and how they live - Reflect on the lessons gained from belief /practice and how this impacts on peoples experiences, including their own					
Year 3/4 Year A	L2.4 What kind of world did Jesus want? (Gospel)	L2.13 How do people from religious and non-religious communities celebrate key festivals?	L2.8 What does it mean to be Hindu in Britain today? (Dharma)	L2.5 Why do Christians call the day Jesus died 'Good Friday'? (Salvation)	L2.12 How and why do people try to make the world a better place?	L2.10 How do festivals and family life show what matters to Jewish people? (God/Torah/People/the land)
Year 3/4 Year B	L2.2 What is it like for someone to follow God? (People of God)	L2.7 What do Hindus believe God is like? (Brahman/atman)	L2.9 How do festivals and worship show what matters to Muslims? (Ibadah)	L2.3 What is the trinity and why is it important for Christians? (God/incarnation)	L2.1 What do Christians learn from the Creation story? (Creation/Fall)	L2.11 How and why do people mark the significant events of life

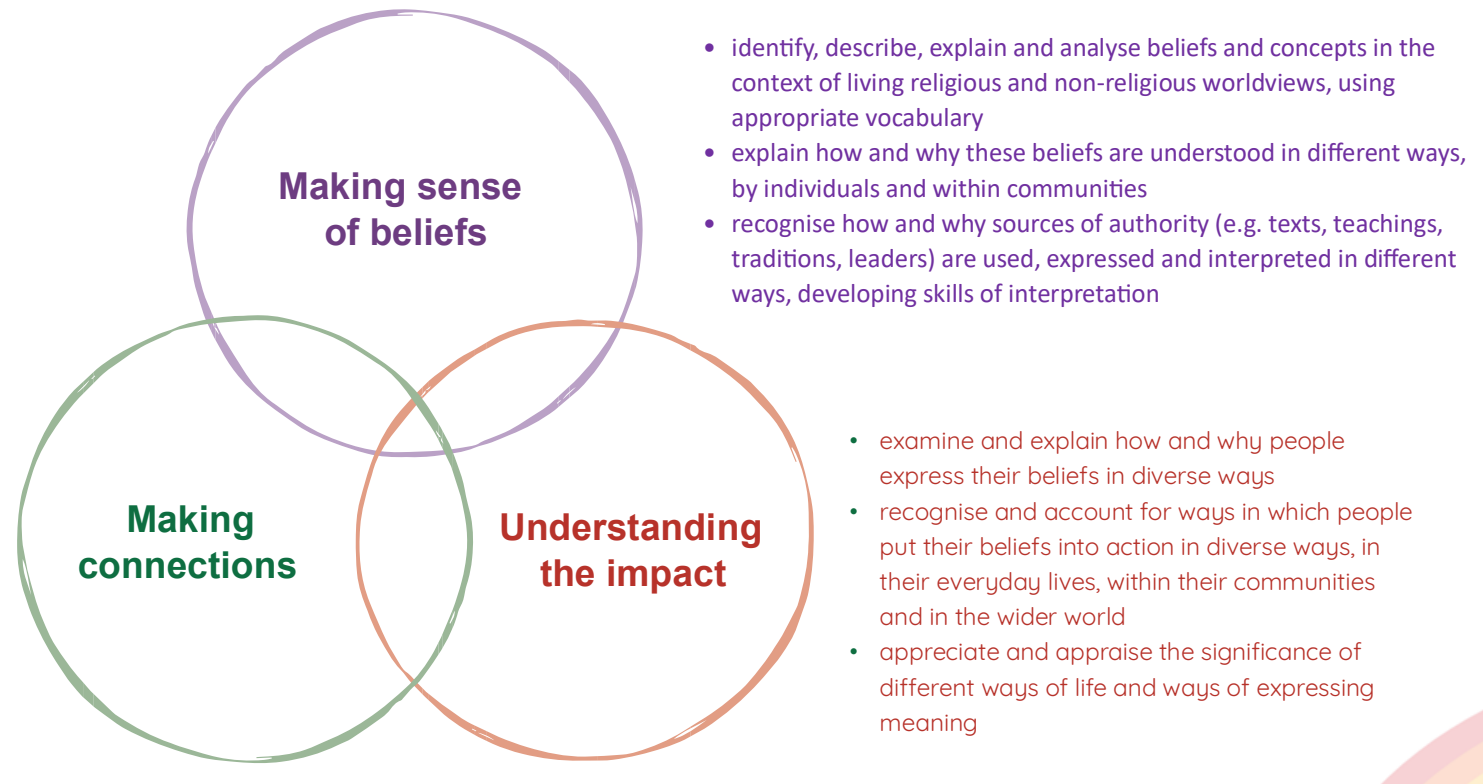
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
UKS2	In Key Stage 2 we aim for the children to: • Explore the way believers interpret texts to explain core beliefs and concepts • Use evidence and examples to make connections between peoples beliefs and how they live • Reflect on the lessons gained from belief /practice and how this impacts on peoples experiences, including their own					
Year 5/6 Year A	U2.1 What does it mean if Christians believe God is holy and loving? (God)	U2.2 Creation and science: conflicting or complementary? (Creation)	U2.13 What can be done to reduce racism? Can religion help?	U2.5 What do Christians believe Jesus did to 'save' people? (Salvation)	U2.7 Why do Hindus want to be good? (Karmal/dharma/samsara/maksha)	U2.11 Why do some people believe in God and some people not?
Year 5/6 Year B	U2.8 What does it mean to be a Muslim in Britain today? (Tawhid/iman/ibadah)	U2.9 Why is the Torah so important to Jewish people? (God/Torah)	U2.10 What matters most to Humanists and to Christians?	U2.3 Why do Christians believe Jesus was the Messiah? (Incarnation)	U2.14 Green Religion What do religious and non-religious worldviews teach about caring for the Earth?	U2.12 How does faith help people when life gets hard?

The approach to the teaching and learning of RE

This planning is designed to support teachers in developing and delivering excellence in RE. It responds to national calls for deepening pupils' knowledge about religions and for developing their 'religious literacy'.¹² It does this by studying one religion at a time ('systematic' units), and then including 'thematic' units, which build on learning by comparing the religions, beliefs and practices studied.

The teaching and learning approach has three core elements, which are woven together to provide breadth and balance within teaching and learning about religions and beliefs, underpinning the aims of RE. Teaching and learning in the classroom will encompass all three elements, allowing for overlap between elements as suits the religion, concept and question being explored.

These elements set the context for open exploration of religion and belief. They offer a structure through which pupils can encounter diverse religious traditions alongside non-religious worldviews – which reflect the backgrounds of many pupils in our schools. The elements present a broad and flexible strategy that allows for different traditions to be treated with integrity. These elements offer a route through each unit while also allowing for a range of questions reflecting different approaches, for example, from religious studies, philosophy, sociology, ethics and theology.



End of EYFS Outcomes			
	Making sense of beliefs	Understanding the impact	Making connections
Outcomes	Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God	- Recognise that some religious people have places which have special meaning for them - Talk about the things that are special and valued in a place of worship	- Talk about somewhere that is special to themselves, saying why - Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church - Express a personal response to the natural world
Early Learning Goals	Communication and Language - Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions - They use talk to organize, sequence and clarify thinking, ideas, feelings and events - Children answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources - They talk about how they and others show feelings - They develop their own narratives in relation to stories they hear from different communities Personal, Social and Emotional Development - Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect - They work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behavior, including adults and children, to work together harmoniously - They talk about their own and others' behavior and its consequences and know that some behavior is unacceptable - Children think and talk about issues of right and wrong and why these questions matter - They respond to significant experiences showing a range of feelings when appropriate - They have a developing awareness of their own needs, views and feelings and can be sensitive to those of others - Children have a developing respect for their own cultures and beliefs and those of other people - They show sensitivity to others' needs and feelings and form positive relationships - Children talk about similarities and differences between themselves and others, among families, communities and traditions - They begin to know about their own cultures and beliefs and those of other people - They explore, observe and find out about places and objects that matter in different cultures and beliefs - Children use their imaginations in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings - They respond in a variety of ways to what they see, hear, smell, touch and taste Literacy - Children are given access to a wide range of books, poems and other written materials to ignite their interest		

EYFS			
EYFS Autumn 1	Unit F4 Being Special: where do we belong?		
	Making sense of beliefs	Understanding the impact	Making connections
Outcomes	Retell religious stories making connections with personal experiences	- Recall simply what happens at a traditional Christian infant baptism and dedication - Recall simply what happens when a baby is welcomed into a religion other than Christianity.	Share and record occasions when things have happened in their lives that made them feel special
EYFS Autumn 2	Unit F2 Why is Christmas special for Christians?		
	Making sense of beliefs	Making sense of beliefs	Making sense of beliefs
Outcomes	Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus	Recall simply what happens at a traditional Christian festival (Christmas)	- Talk about people who are special to them - Say what makes their family and friends special to them - Retell religious stories, making connections with personal experiences.
EYFS Spring 1	Unit F6 What times and stories are special and why?		
	Making sense of beliefs	Making sense of beliefs	Making sense of beliefs
Outcomes	- Talk about some religious stories - Recognise some religious words, e.g. about God - Identify a sacred text e.g. Bible, Torah	Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the <i>Chanukah</i> story teaches Jews about standing up for what is right), etc.	Identify some of their own feelings in the stories they hear

EYFS Spring 2	Unit F3 Why is Easter special for Christians?		
	Making sense of beliefs	Understanding the impact	Making connections
Outcomes	- Recognise and retell stories connected with celebration of Easter - Say why Easter is a special time for Christians	- Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature - Talk about some ways Christians remember these stories at Easter.	Talk about ideas of new life in nature
EYFS Summer 1	Unit F1 Why is the word 'God' so important to Christians?		
	Making sense of beliefs	Making sense of beliefs	Making sense of beliefs
Outcomes	Retell stories, talking about what they say about the world, God, human beings	Say how and when Christians like to thank their Creator	- Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world - Think about the wonders of the natural world, expressing ideas and feelings - Talk about what people do to mess up the world and what they do to look after it.
EYFS Summer 2	Unit F5 Which places are special and why?		
	Making sense of beliefs	Making sense of beliefs	Making sense of beliefs
Outcomes	Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God	- Recognise that some religious people have places which have special meaning for them - Talk about the things that are special and valued in a place of worship	- Talk about somewhere that is special to themselves, saying why - Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church - Express a personal response to the natural world.

End of KS1 Outcomes			
Making sense of beliefs		Understanding the impact	Making connections
Pupils can: - identify core beliefs and concepts studied and give a simple description of what they mean - give examples of how stories show what people believe (e.g. the meaning behind a festival) - give clear, simple accounts of what stories and other texts mean to believers		Pupils can: - give examples of how people use stories, texts and teachings to guide their beliefs and actions - give examples of ways in which believers put their beliefs into practice	Pupils can: - think, talk and ask questions about whether the ideas they have been studying, have something to say to them - give a good reason for the views they have and the connections they make
YEAR 1			
Year 1 Autumn 1	Unit 1.1 What do Christians believe God is like?		
	Making sense of beliefs	Understanding the impact	Making connections
Outcomes	- Identify what a parable is - Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father - Give clear, simple accounts of what the story means to Christians	- Identify what a parable is - Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father - Give clear, simple accounts of what the story means to Christians	- Identify what a parable is - Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father - Give clear, simple accounts of what the story means to Christians
Year 1 Autumn 2	Unit 1.3 Why does Christmas matter to Christians?		
	Making sense of beliefs	Making sense of beliefs	Making sense of beliefs
Outcomes	- Recognise that stories of Jesus' life come from the Gospels - Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians	- Recognise that stories of Jesus' life come from the Gospels - Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians	- Recognise that stories of Jesus' life come from the Gospels - Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians
Year 1 Spring 1	Unit 1.2 Who do Christians say made the world?		
	Making sense of beliefs	Making sense of beliefs	Making sense of beliefs
Outcomes	- Retell the story of creation from Genesis 1:1-2:3 simply - Recognise that 'Creation' is the beginning of the 'big story' of the Bible - Say what the story tells Christians about God, Creation and the world	- Retell the story of creation from Genesis 1:1-2:3 simply - Recognise that 'Creation' is the beginning of the 'big story' of the Bible - Say what the story tells Christians about God, Creation and the world	- Retell the story of creation from Genesis 1:1-2:3 simply - Recognise that 'Creation' is the beginning of the 'big story' of the Bible - Say what the story tells Christians about God, Creation and the world

Year 1 Spring 2	Unit 1.5 Why does Easter matter to Christians?		
	Making sense of beliefs	Understanding the impact	Making connections
Outcomes	- Recognise that Incarnation and Salvation are part of a 'big story' of the Bible - Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) - Recognise that Jesus gives instructions about how to behave	Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter	Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.
Year 1 Summer 1	Unit 1.6 Who is a Muslim and how do they live? – Double unit taught in year 1 Summer 1 and Year 2 Spring 1		
	Making sense of beliefs	Making sense of beliefs	Making sense of beliefs
Outcomes	- Recognise the words of the <i>Shahadah</i> and that it is very important for Muslims - Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names of Allah, and give a simple description of what some of them mean - Give examples of how stories about the Prophet show what Muslims believe about Muhammad	- Recognise the words of the <i>Shahadah</i> and that it is very important for Muslims - Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names of Allah, and give a simple description of what some of them mean - Give examples of how stories about the Prophet show what Muslims believe about Muhammad	- Recognise the words of the <i>Shahadah</i> and that it is very important for Muslims - Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names of Allah, and give a simple description of what some of them mean - Give examples of how stories about the Prophet show what Muslims believe about Muhammad
Year 1 Summer 2	Unit 1.4 What is the 'good new' Christians believe Jesus brings?		
	Making sense of beliefs	Making sense of beliefs	Making sense of beliefs
Outcomes	- Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' - Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians - Recognise that Jesus gives instructions to people about how to behave	- Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' - Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians - Recognise that Jesus gives instructions to people about how to behave	- Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' - Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians - Recognise that Jesus gives instructions to people about how to behave

YEAR 2			
Year 2 Autumn 1	Unit 1.9 How should we care for others in the world and why does it matter?		
	Making sense of beliefs	Making sense of beliefs	Making sense of beliefs
Outcomes	- Identify a story or text that says something about each person being unique and valuable - Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) - Give a clear simple account of what Genesis 1 tells Christians and Jews about the natural world	- Identify a story or text that says something about each person being unique and valuable - Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) - Give a clear simple account of what Genesis 1 tells Christians and Jews about the natural world	- Identify a story or text that says something about each person being unique and valuable - Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) - Give a clear simple account of what Genesis 1 tells Christians and Jews about the natural world
Year 2 Autumn 2	Unit 1.8 What makes some places sacred to believers?		
	Making sense of beliefs	Making sense of beliefs	Making sense of beliefs
Outcomes	- Recognise that there are special places where people go to worship, and talk about what people do there - Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean - Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship	- Recognise that there are special places where people go to worship, and talk about what people do there - Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean - Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship	- Recognise that there are special places where people go to worship, and talk about what people do there - Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean - Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship
Year 2 Spring 1	Unit 1.6 Who is a Muslim and how do they live? – <i>Double unit taught in year 1 Summer 1 and Year 2 Spring 1</i>		
	Making sense of beliefs	Making sense of beliefs	Making sense of beliefs
Outcomes	- Recognise the words of the <i>Shahadah</i> and that it is very important for Muslims - Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names of Allah, and give a simple description of what some of them mean	- Recognise the words of the <i>Shahadah</i> and that it is very important for Muslims - Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names of Allah, and give a simple description of what some of them mean	- Recognise the words of the <i>Shahadah</i> and that it is very important for Muslims - Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names of Allah, and give a simple description of what some of them mean

	Give examples of how stories about the Prophet show what Muslims believe about Muhammad	Give examples of how stories about the Prophet show what Muslims believe about Muhammad	Give examples of how stories about the Prophet show what Muslims believe about Muhammad
Year 2 Spring 2	Unit 1.7 Who is Jewish and how do they live? <i>Double unit taught in Year 2 Spring 2 and Summer 2</i>		
	Making sense of beliefs	Understanding the impact	Making connections
Outcomes	- Recognise the words of the Shema as a Jewish prayer - Retell simply some stories used in Jewish celebrations (e.g. Chanukah) - Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like	- Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) - Make links between Jewish ideas of God found in the stories and how people live - Give an example of how some Jewish people might remember God in different ways (e.g. <i>mezuzah</i>, on Shabbat)	- Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas - Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.
Year 2 Summer 1	Unit 1.10 What does it mean to belong to a faith community?		
	Making sense of beliefs	Understanding the impact	Making connections
Outcomes	- Recognise that loving others is important in lots of communities - Say simply what Jesus and one other religious leader taught about loving other people	- Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean - Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)	- Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences - Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.
Year 2 Summer 2	Unit 1.7 Who is Jewish and how do they live? <i>Double unit taught in Year 2 Spring 2 and Summer 2</i>		
	Making sense of beliefs	Making sense of beliefs	Making sense of beliefs
Outcomes	- Recognise the words of the Shema as a Jewish prayer - Retell simply some stories used in Jewish celebrations (e.g. Chanukah) - Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like	- Recognise the words of the Shema as a Jewish prayer - Retell simply some stories used in Jewish celebrations (e.g. Chanukah) - Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like	- Recognise the words of the Shema as a Jewish prayer - Retell simply some stories used in Jewish celebrations (e.g. Chanukah) - Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like

End of LKS2 Outcomes		
Making sense of beliefs	Understanding the impact	Making connections
Pupils can: - identify and describe the core beliefs and concepts studied - make clear links between texts/sources of authority and the core concepts studied - offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers	Pupils can: - make simple links between stories, teachings and concepts studied and how people live, individually and in communities - describe how people show their beliefs in how they worship and in the way they live - identify some differences in how people put their beliefs into practice	Pupils can: - make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly - raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live - give good reasons for the views they have and the connections they make

Year 3/4 Year A			
Year 3/4 Autumn 1 A	Unit L2.4 What kind of world did Jesus want?		
	Making sense of beliefs	Understanding the impact	Making connections
Outcomes	- Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus - Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' - Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian	Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways	Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.
Year 3/4 Autumn 2 A	Unit L2.13 How do people from religious and non-religious communities celebrate key festivals?		
	Making sense of beliefs	Understanding the impact	Making connections
Outcomes	Identify and describe some core beliefs, values and stories remembered at festivals	- make simple links between stories, teachings and values behind festivals and how people remember these when celebrating. - Describe how people show what is important to them at a festival in how they mark it.	Raise questions and suggest answers about how far beliefs and different practices studied might make a difference to how pupils think and live.

		Identify some differences in how people within and between different religious and non-religious worldviews celebrate festivals (e.g. different approaches to celebrating Christmas).	
Year 3/4 Spring 1 A	Unit L2.8 What does it mean to be Hindu in Britain today?		
	Making sense of beliefs	Understanding the impact	Making connections
Outcomes	- Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean - Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (<i>dharma</i>)	- Describe how Hindus show their faith within their families in Britain today (e.g. home <i>puja</i>) - Describe how Hindus show their faith within their faith communities in Britain today (e.g. <i>arti</i> and <i>bhajans</i> at the <i>mandir</i>; in festivals such as Diwali) - Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)	Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.
Year 3/4 Spring 2 A	Unit L2.5 Why do Christians call the day Jesus died 'Good Friday'?		
	Making sense of beliefs	Understanding the impact	Making connections
Outcomes	- Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live - Offer informed suggestions about what the events of Holy Week mean to Christians - Give examples of what Christians say about the importance of the events of Holy Week	- Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities - Describe how Christians show their beliefs about Jesus in worship in different ways	Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.

Year 3/4 Summer 1 A	Unit L2.12 How and why do people try to make the world a better place?		
	Making sense of beliefs	Understanding the impact	Making connections
Outcomes	- Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) - Make links between religious beliefs and teachings and why people try to live and make the world a better place	- Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. <i>tikkun olam</i> and the charity Tzedek) - Describe some examples of how people try to live (e.g. individuals and organisations) - Identify some differences in how people put their beliefs into action	- Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future - Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.
Year 3/4 Summer 2 A	Unit L2.10 How do festivals and family life show what matters to Jewish people?		
	Making sense of beliefs	Understanding the impact	Making connections
Outcomes	- Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean - Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people - Offer informed suggestions about the meaning of the Exodus story for Jews today	- Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) - Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities	- Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future - Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.
Year 3/4 Year B			
Year 3/4 Autumn 1 B	Unit L2.2 What is it like for someone to follow God?		
	Making sense of beliefs	Understanding the impact	Making connections
Outcomes	Make clear links between the story of Noah and the idea of covenant	Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony	Make links between the story of Noah and how we live in school and the wider world.

Year 3/4 Autumn 2 B	Unit L2.7 What do Hindus believe God is like?		
	Making sense of beliefs	Understanding the impact	Making connections
Outcomes	- Identify some Hindu deities and say how they help Hindus describe God - Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God - Offer informed suggestions about what Hindu <i>murtis</i> express about God	- Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) - Identify some different ways in which Hindus worship	- Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today - Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.
Year 3/4 Spring 1 B	Unit L2.9 How do festivals and worship show what matters to Muslims?		
	Making sense of beliefs	Understanding the impact	Making connections
Outcomes	- Identify some beliefs about God in Islam, expressed in Surah 1 - Make clear links between beliefs about God and <i>ibadah</i> (e.g. how God is worth worshiping; how Muslims submit to God)	- Give examples of <i>ibadah</i> (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. - Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)	- Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims - Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.
Year 3/4 Spring 2 B	Unit L2.3 What is the trinity and why is it important for Christians?		
	Making sense of beliefs	Understanding the impact	Making connections
Outcomes	- Recognise what a 'Gospel' is and give an example of the kinds of stories it contains - Offer suggestions about what texts about baptism and Trinity mean - Give examples of what these texts mean to some Christians today	Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live	Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.
Year 3/4 Summer 1 B	Unit L2.1 What do Christians learn from the Creation story?		
	Making sense of beliefs	Understanding the impact	Making connections
Outcomes	Place the concepts of God and Creation on a timeline of the Bible's 'big story'	Describe what Christians do because they believe God is Creator (e.g. follow God,	Ask questions and suggest answers about what might be important in the Creation story for Christians and for non Christians living today.

	• Make clear links between Genesis 1 and what Christians believe about God and Creation • Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world	wonder at how amazing God's creation is; care for the Earth – some specific ways) • Describe how and why Christians might pray to God, say sorry and ask for forgiveness	
Year 3/4 Summer 2 A	Unit L2.11 How and why do people mark the significant events of life?		
	Making sense of beliefs	Understanding the impact	Making connections
Outcomes	• Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean • Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today	• Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean • Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)	• Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones • Make links between ideas of love, commitment and promises in religious and non-religious ceremonies • Give good reasons why they think ceremonies of commitment are or are not valuable today.

End of UKS2 Outcomes		
Making sense of beliefs	Understanding the impact	Making connections
Pupils can: - identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions - describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts - give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority	Pupils can: - make clear connections between what people believe and how they live, individually and in communities - using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures	Pupils can: - make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) - reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently - consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make

Year 5/6 Autumn 1 A	Unit U2.1 What does it mean if Christians believe God is holy and loving?		
	Making sense of beliefs	Understanding the impact	Making connections
Outcomes	- Identify some different types of biblical texts, using technical terms accurately - Explain connections between biblical texts and Christian ideas of God, using theological terms	- Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed - Show how Christians put their beliefs into practice in worship	Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own
Year 5/6 Autumn 2 A	Unit U2.2 Creation and science: conflicting or complementary?		
	Making sense of beliefs	Understanding the impact	Making connections
Outcomes	- Identify what type of text some Christians say Genesis 1 is, and its purpose - Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations	- Make clear connections between Genesis 1 and Christian belief about God as Creator - Show understanding of why many Christians find science and faith go together	- Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses - Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views

Year 5/6 Spring 1 A	Unit U2.13 What can be done to reduce racism? Can religion help?		
	Making sense of beliefs	Understanding the impact	Making connections
Outcomes	Describe examples of ways in which people use texts/teachings to make sense of responses to racism and how to approach the challenges it presents.	Make clear connections between the challenges racism presents and how people of religious and non-religious worldviews respond to these, both within and beyond their own communities.	- Interpret case studies of how people holding both religious and non-religious worldviews have approached racism, reflecting on and articulating lessons people might gain from these. - Offer a reasoned response to the unit question, with evidence and examples, expressing insights of their own.
Year 5/6 Spring 2 A	Unit U2.5 What do Christians believe Jesus did to 'save' people?		
	Making sense of beliefs	Understanding the impact	Making connections
Outcomes	- Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it - Explain what Christians mean when they say that Jesus' death was a sacrifice	- Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper - Show how Christians put their beliefs into practice in different ways	- Weigh up the value and impact of ideas of sacrifice in their own lives and the world today - Articulate their own responses to the idea of sacrifice, recognising different points of view.
Year 5/6 Summer 1 A	Unit U2.7 Why do Hindus want to be good?		
	Making sense of beliefs	Understanding the impact	Making connections
Outcomes	- Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately - Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.	- Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live - Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. - Give evidence and examples to show how Hindus put their beliefs into practice in different ways	- Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus - Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.

Year 5/6 Summer 2 A	Unit U2.11 Why do some people believe in God and some people not?		
	Making sense of beliefs	Understanding the impact	Making connections
Outcomes	- Identify some data around numbers of non-religious people and specifically Humanists using, for example, Census data - Identify some of the core values that motivate some humanists to strive to make the world a better place • Give examples of reasons	- Give examples of ways in which Humanists put their beliefs and values into practice - Give evidence and examples to show some differences in how people can be non-religious, including Humanists and others	- Think, talk and ask questions about what motivates Humanists to do good in the world, in the absence of religious teachings or rules, and without belief in a higher power or an afterlife - Make connections between belief and behaviour in their own lives, in the light of their learning.
Year 5/6 Year B			
Year 5/6 Autumn 1 B	Unit U2.8 What does it mean to be a Muslim in Britain today?		
	Making sense of beliefs	Understanding the impact	Making connections
Outcomes	- Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message) - Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet)	- Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) - Give evidence and examples to show how Muslims put their beliefs into practice in different ways	- Make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Devon and Torbay today - Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims - Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.
Year 5/6 Autumn 2 B	Unit U2.9 Why is the Torah so important to Jewish people?		
	Making sense of beliefs	Understanding the impact	Making connections
Outcomes	- Identify and explain Jewish beliefs about God - Give examples of some texts that say what God is like and explain how Jewish people interpret them	- Make clear connections between Jewish beliefs about the Torah and how they use and treat it - Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) - Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences)	- Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today - Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.

		between Orthodox and Progressive Jewish practice)	
Year 5/6 Spring 1 B	Unit U2.10 What matters most to Humanists and to Christians?		
	Making sense of beliefs	Understanding the impact	Making connections
Outcomes	- Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) - Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')	- Make clear connections between Christian and Humanist ideas about being good and how people live - Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view	- Raise important questions and suggest answers about how and why people should be good - Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.
Year 5/6 Spring 2 B	Unit U2.3 Why do Christians believe Jesus is the Messiah?		
	Making sense of beliefs	Understanding the impact	Making connections
Outcomes	- Explain the place of Incarnation and Messiah within the 'big story' of the Bible - Identify Gospel and prophecy texts, using technical terms - Explain connections between biblical texts, Incarnation and Messiah, using theological terms	- Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas - Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible	Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers
Year 5/6 Summer 1 B	Unit U2.14 Green Religion. What do religious and non-religious worldviews teach about caring for the Earth?		
	Making sense of beliefs	Understanding the impact	Making connections
Outcomes	- Identify and explain at least three examples of ways in which people from religious and non-religious worldviews respond to environmental issues. - Describe examples of ways in which people use religious texts/sources of authority to respond to environmental issues.	Make clear connections between what people from religious and non-religious worldviews believe about the world and environment and how this impacts their actions	- Reflect on and articulate lessons people might gain from beliefs about the environment and people's responses to environmental issues they have studied, recognising that people may think differently about these. - Consider and weigh up different ideas about and responses to environmental issues and use this reasoning to help articulate personal responses on caring for the world.

Year 5/6 Summer 2 B	Unit U2.12 How does faith help people when life gets hard?		
	Making sense of beliefs	Understanding the impact	Making connections
Outcomes	- Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life - Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences	- Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) - Give examples of ways in which beliefs about resurrection/ judgement/heaven/karma/reincarnation make a difference to how someone lives	- Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these - Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.

KS1 Unit Outcomes

End KS1 Pupils can ...	1.1 God	1.2 Creation	1.3 Incarnation	1.4 Gospel	1.5 Salvation
- Identify core beliefs and concepts studied and give a simple description of what they mean - Give examples of how stories show what people believe (e.g. the meaning behind a festival) - Give clear, simple accounts of what stories and other texts mean to believers - Give examples of how people use stories, texts and teachings to guide their beliefs and actions - Give examples of ways in which believers put their beliefs into practice - Think, talk and ask questions about whether the ideas they have been studying, have something to say to them - Give a good reason for the views they have and the connections they make.	- Identify what a parable is - Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father - Give clear, simple accounts of what the story means to Christians - Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying 'sorry', by seeing God as welcoming them back; by forgiving others) - Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) - Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas - Give a reason for the ideas they have and the connections they make.	- Retell the story of creation from Genesis 1:1-2:3 simply - Recognise that 'Creation' is the beginning of the 'big story' of the Bible - Say what the story tells Christians about God, Creation and the world - Give at least one example of what Christians do to say 'thank you' to God for Creation - Think, talk and ask questions about living in an amazing world - Give a reason for the ideas they have and the connections they make between the Christian/Jewish Creation story and the world they live in.	- Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians - Recognise that stories of Jesus' life come from the Gospels - Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas - Decide what they personally have to be thankful for, giving a reason for their ideas - Think, talk and ask questions about Christmas for people who are Christians and for people who are not.	- Tell stories from the Bible and recognise a link with the concept of 'Gospel' or good news - Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians - Recognise that Jesus gives instructions to people about how to behave - Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless - Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) - Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.	- Recognise that Incarnation and Salvation are part of a 'big story' of the Bible - Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) - Recognise that Jesus gives instructions about how to behave - Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter - Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.

End KS1 Pupils can ...	1.6 Muslims	1.7 Jews	1.8 Sacred places	1.9 World and others	1.10 Belonging
- Identify core beliefs and concepts studied and give a simple description of what they mean - Give examples of how stories show what people believe (e.g. the meaning behind a festival) - Give clear, simple accounts of what stories and other texts mean to believers	- Recognise the words of the <i>Shahadah</i> and that it is very important for Muslims - Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names, and give a simple description of what some of them mean - Give examples of how stories about the Prophet* show what Muslims believe about Muhammad	- Recognise the words of the Shema as a Jewish prayer - Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah) - Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like	- Recognise that there are special places where people go to worship, and talk about what people do there - Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean - Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship	- Identify a story or text that says something about each person being unique and valuable - Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) - Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world	- Recognise that loving others is important in lots of communities - Say simply what Jesus and one other religious leader taught about loving other people
- Give examples of how people use stories, texts and teachings to guide their beliefs and actions - Give examples of ways in which believers put their beliefs into practice	- Give examples of how Muslims use the <i>Shahadah</i> to show what matters to them - Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) - Give examples of how Muslims put their beliefs about prayer into action	- Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) - Make links between Jewish ideas of God found in the stories and how people live - Give an example of how some Jewish people might remember God in different ways (e.g. <i>mezuzah</i>, on Shabbat)	- Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe - Give simple examples of how people worship at a church, mosque or synagogue - Talk about why some people like to belong to a sacred building or a community	- Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories - Give examples of how Christians and Jews can show care for the natural Earth - Say why Christians and Jews might look after the natural world	- Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean - Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)
- Think, talk and ask questions about whether the ideas they have been studying, have something to say to them - Give a good reason for the views they have and the connections they make.	- Think, talk and ask questions about Muslim beliefs and ways of living - Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas - Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.	- Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas - Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.	- Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas - Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.	- Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world - Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.	- Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences - Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.

Year 3/4 Unit Outcomes

End LKS2 <i>Pupils can ...</i>	L2.1 Creation	L2.2 People of God	L2.3 Incarnation/God	L2.4 Gospel
- Identify and describe the core beliefs and concepts studied - Make clear links between texts/sources of authority and the key concepts studied - Offer suggestions about what texts/ sources of authority can mean and give examples of what these sources mean to believers	- Place the concepts of God and Creation on a timeline of the Bible's 'big story' - Make clear links between Genesis 1 and what Christians believe about God and Creation - Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world	Make clear links between the story of Noah and the idea of covenant	- Recognise what a 'Gospel' is and give an example of the kinds of stories it contains - Offer suggestions about what texts about baptism and Trinity mean - Give examples of what these texts mean to some Christians today	- Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus - Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' - Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian
- Make simple links between stories, teachings and concepts studied and how people live, individually and in communities - Describe how people show their beliefs in how they worship and in the way they live - Identify some differences in how people put their beliefs into practice	- Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways) - Describe how and why Christians might pray to God, say sorry and ask for forgiveness	Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony	Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live	Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways
- Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly - Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live - Give a good reason for the views they have and the connections they make.	Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.	Make links between the story of Noah and how we live in school and the wider world.	Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.	Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.

End LKS2 Pupils can ...	L2.5 Salvation	L2.6 Kingdom of God	L2.7 Hindus & God	L2.8 Hindus in Britain
- Identify and describe the core beliefs and concepts studied - Make clear links between texts/sources of authority and the key concepts studied - Offer suggestions about what texts/ sources of authority can mean and give examples of what these sources mean to believers	- Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live - Offer informed suggestions about what the events of Holy Week mean to Christians - Give examples of what Christians say about the importance of the events of Holy Week	- Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth - Offer informed suggestions about what the events of Pentecost in Acts 2 might mean - Give examples of what Pentecost means to some Christians now	- Identify some Hindu deities and say how they help Hindus describe God - Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God - Offer informed suggestions about what Hindu murtis express about God	- Identify the terms '<i>dharma</i>', '<i>Sanatan Dharma</i>' and 'Hinduism' and say what they mean - Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (<i>dharma</i>)
- Make simple links between stories, teachings and concepts studied and how people live, individually and in communities - Describe how people show their beliefs in how they worship and in the way they live - Identify some differences in how people put their beliefs into practice	- Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities - Describe how Christians show their beliefs about Jesus in worship in different ways	- Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now - Describe how Christians show their beliefs about the Holy Spirit in worship	- Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) - Identify some different ways in which Hindus worship	- Describe how Hindus show their faith within their families in Britain today (e.g. home <i>puja</i>) - Describe how Hindus show their faith within their faith communities in Britain today (e.g. <i>arti</i> and <i>bhajans</i> at the mandir; in festivals such as Diwali) - Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)
- Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly - Raise important questions and suggest answers about how far the beliefs and practices studied might make a	Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.	Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.	- Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/ destroy in the world today - Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the	Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.

difference to how pupils think and live

- *Give a good reason for the views they have and the connections they make.*

world today, giving good reasons for their ideas.

End LKS2 Pupils can ...	L2.9 Muslims	L2.10 Jews	L2.11 Stages of life	L2.12 Make the world better
• <i>Identify and describe the core beliefs and concepts studied</i> • <i>Make clear links between texts/sources of authority and the key concepts studied</i> • <i>Offer suggestions about what texts/ sources of authority can mean and give examples of what these sources mean to believers</i> • <i>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</i> • <i>Describe how people show their beliefs in how they worship and in the way they live</i> • <i>Identify some differences in how people put their beliefs into practice</i>	• Identify some beliefs about God in Islam, expressed in Surah 1 • Make clear links between beliefs about God and <i>ibadah</i> (e.g. how God is worth worshiping; how Muslims submit to God) • Give examples of <i>ibadah</i> (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve • Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)	• Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean • Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people • Offer informed suggestions about the meaning of the Exodus story for Jews today • Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities	• Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean • Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and nonreligious people today • Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean • Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)	• Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) • Make links between religious beliefs and teachings and why people try to live and make the world a better place • Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. <i>tikkun olam</i> and the charity Tzedek) • Describe some examples of how people try to live (e.g. individuals and organisations) • Identify some differences in how people put their beliefs into action

• <i>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</i> • <i>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</i> • <i>Give a good reason for the views they have and the connections they make.</i>	• Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims • Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.	• Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future • Make links with the value of personal reflection, saying 'sorry', being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.	• Raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones • Make links between ideas of love, commitment and promises in religious and non-religious ceremonies • Give good reasons why they think ceremonies of commitment are or are not valuable today.	• Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better • Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas • Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.
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Year 5/6 Unit Outcomes

End UKS2 Pupils can ...	U2.1 God	U2.2 Creation	U2.3 Incarnation	U2.4 Gospel
• <i>Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions</i> • <i>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</i> • <i>Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority</i> • <i>Make clear connections between what people believe and how they live, individually and in communities</i> • <i>Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</i>	• Identify some different types of biblical texts, using technical terms accurately • Explain connections between biblical texts and Christian ideas of God, using theological terms • Make clear connections between Bible texts studied and what Christians believe about God, for example, through how cathedrals are designed • Show how Christians put their beliefs into practice in worship	• Identify what type of text some Christians say Genesis 1 is, and its purpose • Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations • Make clear connections between Genesis 1 and Christian belief about God as Creator • Show understanding of why many Christians find science and faith go together	• Explain the place of Incarnation and Messiah within the 'big story' of the Bible • Identify Gospel and prophecy texts, using technical terms • Explain connections between biblical texts, Incarnation and Messiah, using theological terms • Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas • Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible	• Identify features of Gospel texts (for example, teachings, parable, narrative) • Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts • Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives

- *Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)*
- *Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently*
- *Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.*

- Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.

- Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses
- Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.

- Weigh up how far the idea of Jesus as the 'Messiah' — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.

- Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives
- Articulate their own responses to the issues studied, recognising different points of view.

End UKS2 Pupils can

- *Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions*
- *Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts*
- *Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority*
- *Make clear connections between what people believe and how they live, individually and in communities*
- *Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures*

U2.5 Salvation

- Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it
- Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms
- Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts
- Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper
- Show how Christians put their beliefs into practice in different ways

U2.6 Kingdom of God

- Explain connections between biblical texts and the concept of the kingdom of God
- Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations
- Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice
- Show how Christians put their beliefs into practice in different ways

U2.7 Hindus

- Identify and explain Hindu beliefs, e.g. *dharma, karma, samsara, moksha*, using technical terms accurately
- Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about *samsara, moksha*, etc.
- Make clear connections between Hindu beliefs about *dharma, karma, samsara* and *moksha* and ways in which Hindus live
- Connect the four Hindu aims of life and the four stages of life with beliefs about *dharma, karma, moksha*, etc.
- Give evidence and examples to show how Hindus put their beliefs into practice in different ways

U2.8 Muslims

- Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. *Tawhid*, Muhammad as the Messenger, Qur'an as the message)
- Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; *Hajj* practices follow example of the Prophet)
- Make clear connections between Muslim beliefs and *ibadah* (e.g. Five Pillars, festivals, mosques, art)
- Give evidence and examples to show how Muslims put their beliefs into practice in different ways

• <i>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</i> • <i>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently</i> • <i>Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.</i>	• Weigh up the value and impact of ideas of sacrifice in their own lives and the world today • Articulate their own responses to the idea of sacrifice, recognising different points of view.	• Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today • Articulate their own responses to the idea of the importance of love and service in the world today.	• Make connections between Hindu beliefs studied (e.g. <i>karma</i> and <i>dharma</i>), and explain how and why they are important to Hindus • Reflect on and articulate what impact belief in <i>karma</i> and <i>dharma</i> might have on individuals and the world, recognising different points of view.	• Make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Devon and Torbay today • Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims • Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.
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**Note: Many Muslims say the words 'peace be upon him' after saying the name of the Prophet Muhammad. This is sometimes abbreviated to 'pbuh' when written down.*

End UKS2 Pupils can ...	U2.9 Jews	U2.10 Humanists and Christians	U2.11 Being Humanist	U2.12 Life gets hard
• <i>Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions</i> • <i>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</i> • <i>Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority</i> • <i>Make clear connections between what people believe and how they live, individually and in communities</i> • <i>Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</i>	• Identify and explain Jewish beliefs about God • Give examples of some texts that say what God is like and explain how Jewish people interpret them • Make clear connections between Jewish beliefs about the Torah and how they use and treat it • Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) • Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)	• Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) • Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God') • Make clear connections between Christian and Humanist ideas about being good and how people live • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view	• Identify some data around numbers of non-religious people and specifically Humanists using, for example, Census data • Identify some of the core values that motivate some humanists to strive to make the world a better place • Give examples of reasons why Humanists do not believe in god • Give examples of ways in which Humanists put their beliefs and values into practice • Give evidence and examples to show some differences in how people can be non-religious, including Humanists and others	• Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life • Identify beliefs about life after death in at least two religious traditions, comparing and accounting for similarities and differences • Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) • Give examples of ways in which beliefs about resurrection/judgement/heaven/<i>karma</i>/reincarnation make a difference to how someone lives

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- *Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)*
 - *Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently*
 - *Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.*
- Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today
 - Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today and articulate responses on how far they are valuable to people who are not Jewish.
- Raise important questions and suggest answers about how and why people should be good
 - Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.
- Think, talk and ask questions about what motivates Humanists to do good in the world, in the absence of religious teachings or rules, and without belief in a higher power or an afterlife
 - Make connections between belief and behaviour in their own lives, in the light of their learning.
- Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these
 - Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.