

Long term subject Overview

RE

Term 1 and 2

Knowledge	Year 3	Year 4	Year 5	Year 6
	T 1 What do Christians learn from the Creation story? (L2.1) T 2 How do festivals and family life show what matters to Jews? (L2.10)	T 1 What is it like for someone to follow God? (L2.2) T 2 How do festivals and worship show what matters to a Muslim? (L2.9)	T 1 What does it mean if Christians believe God is Holy and loving? (U2.1) T 2 Why do Christians believe Jesus is the Messiah? (U2.3)	T 1 Creation and science: conflicting or complimentary? (U2.2) T 2 Why is the Torah so important to Jewish people? (U2.9)
<p>Substantive knowledge: Content about specific religious traditions: □Abrahamic: Judaism, Christianity, Islam□Dharmic: Hinduism, Buddhism, Sikhism□NRWVS: e.g. Humanism•A breadth of different religions, but not so broad that pupils are left confused by the multiplicity .•Acknowledgement of diversity within religions and non-religious worldviews,</p>	T 1 <ul style="list-style-type: none"> Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today. T 2 <ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. 	T 1 <ul style="list-style-type: none"> Make links between the story of Noah and how we live in school and the wider world. T 2 <ul style="list-style-type: none"> Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims. 	T 1 <ul style="list-style-type: none"> 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. T 2 <ul style="list-style-type: none"> 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. 	T 1 <ul style="list-style-type: none"> Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their response. Weigh up how far Genesis 1 creation narratives is in conflict, or is complementary, with a scientific account, giving good reasons for their views. T 2 <ul style="list-style-type: none"> Make connections between Muslim beliefs studied and Muslim ways of living in Britain/East Sussex 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

<p>especially the difference between what is 'traditional' in religion and what individual believers say and do</p> <ul style="list-style-type: none"> • Attention to a range of RE concepts. • Sufficient concrete encounters with concepts/vocabulary for them to be meaningful for pupils. • Sufficient breadth to equip pupils with a range of mental models of contrasting religions, and thus the complexity and diversity of religion. • Sufficient depth to enable pupils to make sense of distinctive worldviews in depth (e.g. 'salvation history' in Judaism, Christianity and/or Islam). 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Make links between the Muslim idea of harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas. 		<p>how far they are valuable to people who are not Muslim.</p>
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<p>Ways of knowing The ways in which knowledge of religions is formed?</p> <ul style="list-style-type: none"> • Knowledge of how different communities of academic practice might go about finding out about religion. For example: <ul style="list-style-type: none"> □ Asking questions of believers □ Observing practices and ways of living □ Reading sources of wisdom □ Debating truth claims □ Exploring the emotional and sensory world of religion □ Analysing data and statistics • Knowledge of the various degrees of certainty about religious claims. E.g. teachers may explicitly model, "We know for certain that..."; "we are less certain 	<p>T1</p> <ul style="list-style-type: none"> • 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. <p>T 2</p> <ul style="list-style-type: none"> • Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. • Make clear links between the story of Exodus and Jewish beliefs about God and his relationship with the Jewish people. • Offer informed suggestions about the meaning of the Exodus story for Jews today. 	<p>T 1</p> <ul style="list-style-type: none"> • Make clear links between the story of Noah and the ideas of covenant. <p>T 2</p> <ul style="list-style-type: none"> • Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean. • Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma). 	<p>T 1</p> <ul style="list-style-type: none"> • Identify some different types of biblical texts, using technical terms accurately. • Explain connections between biblical texts and Christian ideas of God, using theological terms. <p>T 2</p> <ul style="list-style-type: none"> • Explain the place of Incarnation and Messiah within the 'big story' of the Bible. • Identify Gospel and prophecy texts, using technical terms. • Explain connections between biblical texts, Incarnation and Messiah, using theological terms. 	<p>T 1</p> <ul style="list-style-type: none"> • Identify what type of text some Christians say Genesis 1 is, and its purpose. • Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. <p>T 2</p> <ul style="list-style-type: none"> • Identify and explain Muslim beliefs about God, the Prophet (PBUH) and the Holy Qu'ran (e.g. Tawhid; Muhammad as the Messenger, Qu'ran as the message). • Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qu'ran guidance on Five Pillars; Hajj practices follow examples of the Prophet (PBUH))
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<p>Personal knowledge</p> <p>Pupils understand their own relationship to the subject matter?</p> <p>When pupils try to make sense of religion and worldviews, they do so from a position. Everyone has 'lenses' through which they see the world (values, experiences, habits, dispositions). The curriculum builds:</p> <ul style="list-style-type: none"> •Pupils' self-awareness of the assumptions they bring when they think about religion. (e.g. when studying the parable of the Good Samaritan, they contrast the concept of love in the story with their own emerging assumptions). •Pupils' personal knowledge of their own position (e.g. pupils developing the necessary vocabulary to be able to express their own worldview and to see how it differs from others'). 	<p>T 1</p> <ul style="list-style-type: none"> • Describe what Christians do because they believe God is Creator (e.g. follow God, wonder 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. <p>T 2</p> <ul style="list-style-type: none"> • Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals). • Describe how Jews show their beliefs through worship in festivals, both at home and in the wider community. 	<p>T 1</p> <ul style="list-style-type: none"> • Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. <p>T 2</p> <ul style="list-style-type: none"> • Give examples of ibadah (worship) in Islam (e.g. praying, fasting, celebrating) and describe what they involve. • Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque). 	<p>T 1</p> <ul style="list-style-type: none"> • 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. <p>T 2</p> <ul style="list-style-type: none"> • Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. • Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. 	<p>T 1</p> <ul style="list-style-type: none"> • Make clear connections between Genesis 1 and Christian belief about God as Creator. • Show understanding of why many Christians find science and faith go together. <p>T 2</p> <ul style="list-style-type: none"> • 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).
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<p>Vocabulary Tier 3 words are highly specialist (e.g. 'incarnation' in Christianity or 'reincarnation' in Hinduism) Tier 2 words which are generally important to talk about religion (e.g. 'worship', 'pilgrimage', 'festival')</p>	<p>T1 Creation, environment, commandments, forgiveness.</p> <p>T2 Torah, sin, forgiveness, salvation, freedom.</p>	<p>T1 Promises, covenant, symbol,</p> <p>T2 Ibadah, Islam, Muslim, Qur'an, Ramadan, 5 Pillars,</p>	<p>T1 Worship, humanity, confession, forgiveness, sorry, omnipotent, omniscient and eternal</p> <p>T2 Incarnation, Trinity, Messiah, Christmas,</p>	<p>T1 Creation, science, faith, conflict, complimentary, environment,</p> <p>T2 Torah, Jewish, Judaism, Shema, Tefillin, Sefer Torah,</p>
<p>Texts</p>	<p>T1 GENESIS 1:1-2:3 Genesis 2: 15-17.</p> <p>THE STORY OF ADAM AND EVE, GENESIS 3.</p> <p>T2 The Siddur Passover (Exodus 11-19)</p>	<p>T1 Genesis 6:5-9:17 Story of Noah. Chapters 12-25 of the book of Genesis Story of Abraham.</p> <p>T2 The Surah,</p>	<p>T1 PSALM 103 ISAIAH 6 1 JOHN 4:7-13 PROVERBS 6: 16-19 LUKE 23:33-34</p> <p>T2 Isaiah 7 ¹⁴ Isaiah 9 ⁶⁻⁷ Isaiah 11 ¹⁻⁵ Micah 5 ² Matt 1 ^{18 - 2¹²}.</p>	<p>T1 GENESIS 1:1-2:3 Psalm 8</p> <p>T2 Deut 6 ⁴⁻⁹ Sefer Torah Genesis, Exodus, Leviticus, Deuteronomy, Numbers (Torah) OT first 5 books.</p>
<p>Enhancements</p>	<p>KS2 Carol service at St. John's</p>	<p>KS2 Carol service at St. John's</p>	<p>KS2 Carol service at St. John's</p>	<p>KS2 Carol service at St. John's</p>



Long term subject Overview

RE

Term 3 and 4

Knowledge	Year 3	Year 4	Year 5	Year 6
	T 3 What do Hindus believe God is like? (L2.7) T 4 Why do Christians call the day Jesus died 'Good Friday'? (L2.5)	T 3 What does it mean to be a Hindu in Britain today? (L2.8) T 4 For Christians, what is the impact of Pentecost? (L2.6)	T 3 Why do Hindus try to be good? (U2.7) T 4 What do Christians believe Jesus did to save people? (U2.5)	T 3 What does it mean to be a Muslim in Britain today? (U2.8) T 4 For Christians what kind of King was Jesus? (U2.6)
<p>Substantive knowledge Content about specific religious traditions: □ Abrahamic: Judaism, Christianity, Islam □ Dharmic: Hinduism, Buddhism, Sikhism □ NRWVS: e.g. Humanism • A breadth of different religions, but not so broad that pupils are left confused by the multiplicity • Acknowledgement of diversity within religions and non-religious</p>	T 3 <ul style="list-style-type: none"> 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. 	T 3 <ul style="list-style-type: none"> Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas. 	T 3 <ul style="list-style-type: none"> Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus. Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view. 	T 3 <ul style="list-style-type: none"> Make connections between Muslim beliefs studied and Muslim ways of living in Britain /East Sussex today. Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims. Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.

<p>worldviews, especially the difference between what is 'traditional' in religion and what individual believers say and do</p> <ul style="list-style-type: none"> •Attention to a range of RE concepts. •Sufficient concrete encounters with concepts/vocabulary for them to be meaningful for pupils. •Sufficient breadth to equip pupils with a range of mental models of contrasting religions, and thus the complexity and diversity of religion. •Sufficient depth to enable pupils to make sense of distinctive worldviews in depth (e.g. 'salvation history' in Judaism, Christianity and/or Islam). 	<p>T 4</p> <ul style="list-style-type: none"> • Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions. 	<p>T 4</p> <ul style="list-style-type: none"> • 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. 	<p>T 4</p> <ul style="list-style-type: none"> • Weigh up the value and impact of ideas of sacrifices in their own lives and the world today. • Articulate their own response to the idea of sacrifice, recognising different points of view. 	<p>T 4</p> <ul style="list-style-type: none"> • 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.
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<p>Ways of knowing The ways in which knowledge of religions is formed? • Knowledge of how different communities of academic practice might go about finding out about religion. For example: <input type="checkbox"/> Asking questions of believers <input type="checkbox"/> Observing practices and ways of living <input type="checkbox"/> Reading sources of wisdom <input type="checkbox"/> Debating truth claims <input type="checkbox"/> Exploring the emotional and sensory world of religion <input type="checkbox"/> Analysing data and statistics • Knowledge of the various degrees of certainty about religious claims. E.g. teachers may explicitly model, “We know for certain that...”; “we are less certain</p>	<p>T 3</p> <ul style="list-style-type: none"> Identify some Hindu deities and say how they help Hindus describe God. Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God. Offer informed suggestions about what Hindu murtis express about God. <p>T 4</p> <ul style="list-style-type: none"> 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 	<p>T 3</p> <ul style="list-style-type: none"> Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean. Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma). <p>T 4</p> <ul style="list-style-type: none"> 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. 	<p>T 3</p> <ul style="list-style-type: none"> Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately. Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs in samsara, moksha etc. <p>T 4</p> <ul style="list-style-type: none"> 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. 	<p>T 3</p> <ul style="list-style-type: none"> Identify and explain Muslim beliefs about God, the Prophet (PBHU) and the Holy Qu'ran (e.g. Tawhid; Muhammad as the Messenger, Qu'ran as the message). Describe ways in which Muslim sources of authority, guide Muslim living (e.g. Qu'ran guidance on Five Pillars; Hajj practices follow example of the Prophet). <p>T 4</p> <ul style="list-style-type: none"> Explain connections between biblical texts and the concept of the kingdom of God. Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.
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	importance of the events of Holy Week.			
<p>Personal knowledge</p> <p>Pupils understand their own relationship to the subject matter? When pupils try to make sense of religion and worldviews, they do so from a position. Everyone has 'lenses' through which they see the world (values, experiences, habits, dispositions). The curriculum builds:</p> <ul style="list-style-type: none"> •Pupils' self-awareness of the assumptions they bring when they think about religion. (e.g. when studying the parable of the Good Samaritan, they contrast the concept of love in the story with their own emerging assumptions). •Pupils' personal knowledge of their own position (e.g. pupils developing the necessary 	<p>T 3</p> <ul style="list-style-type: none"> • 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. <p>T 4</p> <ul style="list-style-type: none"> • Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities. 	<p>T 3</p> <ul style="list-style-type: none"> • Describe how Hindus show their faith within their families in Britain today (e.g. home puja). • Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) • Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) <p>T 4</p> <ul style="list-style-type: none"> • Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God and 	<p>T 3</p> <ul style="list-style-type: none"> • 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. <p>T 4</p> <ul style="list-style-type: none"> • Make clear connections between Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. 	<p>T 3</p> <ul style="list-style-type: none"> • Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosque, art) • Give evidence and examples to show how Muslims put their beliefs into practice in different ways. <p>T 4</p> <ul style="list-style-type: none"> • Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice.

<p>vocabulary to be able to express their own worldview and to see how it differs from others').</p>	<ul style="list-style-type: none"> Describe how Christians show their beliefs about Jesus in worship in different ways. 	<p>how Christians live now.</p> <ul style="list-style-type: none"> Describe how Christians show their beliefs about the Holy Spirit in worship 	<ul style="list-style-type: none"> Show how Christians put their beliefs into practice in different ways. 	<ul style="list-style-type: none"> Show how Christians put their beliefs into practice in different ways.
<p>Vocabulary Tier 3 words are highly specialist (e.g. 'incarnation' in Christianity or 'reincarnation' in Hinduism) Tier 2 words which are generally important to talk about religion (e.g. 'worship', 'pilgrimage', 'festival')</p>				
<p>Texts</p>				
<p>Enhancements</p>				

Long term subject Overview

RE

Term 5 and 6

Knowledge	Year 3	Year 4	Year 5	Year 6
	<p>T 5 What is the Trinity and why is it important for Christians? (L2.3)</p> <p>T 6 What kind of world did Jesus want? (L2.4)</p>	<p>T 5 How and why do people mark the significant events of life? (L2.11)</p> <p>T 6 How and why do people try to make the world a better place? (L2.12)</p>	<p>T 5 Why do some people believe in God and some people not? (U2.11)</p> <p>How do Christians decide how to live and what would Jesus do? (U2.4)</p>	<p>T 5 How does faith help people when life gets hard? (U2.12)</p> <p>T 6 What matters most to Humanists and Christians? (U2.10)</p>
<p>Substantive knowledge: Content about specific religious traditions:</p> <ul style="list-style-type: none"> □ Abrahamic: Judaism, Christianity, Islam □ Dharmic: Hinduism, Buddhism, Sikhism □ NRWVS: e.g. Humanism <p>• A breadth of different religions, but not so broad that pupils are left confused by the multiplicity</p> <p>• Acknowledgement of diversity within religions and non-religious worldviews, especially the difference between what is 'traditional'</p>	<p>T 5</p> <ul style="list-style-type: none"> • 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. 	<p>T 5</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestone. • Make links between ideas of love, commitment and promises in religious and non-religious ceremonies. • Give good reasons why they think ceremonies of commitment are or are not valuable today. 	<p>T 5</p> <ul style="list-style-type: none"> • Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging. • Consider and weigh up different ways on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not. • Make connections between belief and behaviour in their own lives, in the light of their learning. 	<p>T 5</p> <ul style="list-style-type: none"> • 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.

<p>in religion and what individual believers say and do</p> <ul style="list-style-type: none"> •Attention to a range of RE concepts. •Sufficient concrete encounters with concepts/vocabulary for them to be meaningful for pupils. •Sufficient breadth to equip pupils with a range of mental models of contrasting religions, and thus the complexity and diversity of religion. •Sufficient depth to enable pupils to make sense of distinctive worldviews in depth (e.g. 'salvation history' in Judaism, Christianity and/or Islam). 	<p>T 6</p> <ul style="list-style-type: none"> • 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. 	<p>T 6</p> <ul style="list-style-type: none"> • 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. 	<p>T 6</p> <ul style="list-style-type: none"> • 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. 	<p>T 6</p> <ul style="list-style-type: none"> • Raise important questions and suggest answers about how and why people should be good. • Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.
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<p>Ways of knowing The ways in which knowledge of religions is formed?</p> <ul style="list-style-type: none"> • Knowledge of how different communities of academic practice might go about finding out about religion. For example: <ul style="list-style-type: none"> □ Asking questions of believers □ Observing practices and ways of living □ Reading sources of wisdom □ Debating truth claims □ Exploring the emotional and sensory world of religion □ Analysing data and statistics • Knowledge of the various degrees of certainty about religious claims. E.g. teachers may explicitly model, “We know for certain that...”; “we are less certain 	<p>T 5</p> <ul style="list-style-type: none"> • 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. <p>T 6</p> <ul style="list-style-type: none"> • 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. 	<p>T 5</p> <ul style="list-style-type: none"> • Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean. • Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today. <p>T 6</p> <ul style="list-style-type: none"> • 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. 	<p>T 5</p> <ul style="list-style-type: none"> • Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs. • Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from. • Give examples of reasons why people do or do not believe in God. <p>T 6</p> <ul style="list-style-type: none"> • Identify features of Gospel texts (for example, teachings, parable, narrative). • Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts. 	<p>T 5</p> <ul style="list-style-type: none"> • Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life. • Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences. <p>T 6</p> <ul style="list-style-type: none"> • Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) • Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')
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<p>Personal knowledge</p> <p>Pupils understand their own relationship to the subject matter? When pupils try to make sense of religion and worldviews, they do so from a position. Everyone has 'lenses' through which they see the world (values, experiences, habits, dispositions). The curriculum builds:</p> <ul style="list-style-type: none"> •Pupils' self-awareness of the assumptions they bring when they think about religion. (e.g. when studying the parable of the Good Samaritan, they contrast the concept of love in the story with their own emerging assumptions). •Pupils' personal knowledge of their own position (e.g. pupils developing the necessary vocabulary to be able to express their own worldview and to see how it differs from others'). 	<p>T 5</p> <ul style="list-style-type: none"> • 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. <p>T 6</p> <ul style="list-style-type: none"> • Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways. 	<p>T 5</p> <ul style="list-style-type: none"> • 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). <p>T6</p> <ul style="list-style-type: none"> • Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun 	<p>T 5</p> <ul style="list-style-type: none"> • Make clear connections between what people believe about God and the impact of this belief on how they live. • Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) <p>T 6</p> <ul style="list-style-type: none"> • Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. 	<p>T 5</p> <ul style="list-style-type: none"> • Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement). • Give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives. <p>T 6</p> <ul style="list-style-type: none"> • Make clear connections between Christian and Humanist ideas about being good and how people live. • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.
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<p>Vocabulary Tier 3 words are highly specialist (e.g. 'incarnation' in Christianity or 'reincarnation' in Hinduism) Tier 2 words which are generally important to talk about religion (e.g. 'worship', 'pilgrimage', 'festival')</p>				
<p>Texts</p>				
<p>Enhancements</p>				