

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
	Religious Education - Progression Map					
	<div><div>HoH RE Curriculum Document</div><div>Year R - Religious Education</div><div>Module 1</div><div>Believing</div><div>F2: Which people are special and why?</div></div>	<div><div>HoH RE Curriculum Document</div><div>Year R - Religious Education</div><div>Module 2</div><div>Expressing</div><div>F4: Which times are special and why?</div></div>	<div><div>HoH RE Curriculum Document</div><div>Year R - Religious Education</div><div>Module 3</div><div>Believing</div><div>F1: Which stories are special and why?</div></div>	<div><div>HoH RE Curriculum Document</div><div>Year R - Religious Education</div><div>Module 4</div><div>Living</div><div>F5: Where do we belong?</div></div>	<div><div>HoH RE Curriculum Document</div><div>Year R - Religious Education</div><div>Module 5</div><div>Expressing</div><div>F3: Which places are special and why?</div></div>	<div><div>HoH RE Curriculum Document</div><div>Year R - Religious Education</div><div>Module 6</div><div>Living</div><div>F6: What is special about our world?</div></div>
Knowledges	<ul style="list-style-type: none"><li>• talk about people who are special to them</li><li>• hold conversations about what makes their family and friends special to them</li><li>• identify some of the qualities of a good friend</li><li>• reflect on the question 'Am I a good friend?'</li><li>• recall and talk about stories of Jesus as a friend to others using new vocabulary</li><li>• recall stories about special people in other religions and talk about what we can learn from them</li><li>• know some similarities and differences between religious communities in Britain.</li></ul>	<ul style="list-style-type: none"><li>• give examples of special occasions and suggest features of a good celebration</li><li>• recall simple stories connected with Christmas / Easter and a festival from another faith</li><li>• say why Christmas / Easter and a festival from another faith is a special time for Christians /members of the other faith</li><li>• use new vocabulary to identify some similarities and differences between religious communities in Britain</li><li>• respond imaginatively and expressively to what happens at their favourite times.</li></ul>	<ul style="list-style-type: none"><li>• talk about some religious stories using new vocabulary</li><li>• recognise some religious words, e.g. about God, holy books or places of worship</li><li>• identify some of their own feelings in the stories they hear</li><li>• identify a sacred text e.g. Bible, Qur'an</li><li>• talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do</li><li>• hold conversations about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked</li><li>• know some similarities and differences between religious communities in Britain.</li></ul>	<ul style="list-style-type: none"><li>• re-tell religious stories making connections with personal experiences</li><li>• share and record occasions when things have happened in their lives that made them feel special</li><li>• use new vocabulary to recall and name simply what happens at a traditional Christian infant baptism and dedication</li><li>• respond imaginatively and expressively to stories about new babies</li><li>• take additional opportunities for learning if you have children from religions other than Christianity in your setting so that children can use new vocabulary to describe ceremonies that welcome new babies</li><li>• recall simply what happens when a baby is welcomed into a religion other than Christianity.</li></ul>	<ul style="list-style-type: none"><li>• talk about somewhere that is special to themselves, saying why</li><li>• know some similarities and differences between religious communities in Britain</li><li>• be aware that some religious people have places which have special meaning for them</li><li>• hold conversations about the things that are special and valued in a place of worship</li><li>• identify some significant features of sacred places using recently acquired vocabulary</li><li>• recognise two different places of worship using new vocabulary</li><li>• get to know and use appropriate words to talk imaginatively and expressively about their thoughts and feelings when visiting a church.</li></ul>	<ul style="list-style-type: none"><li>• talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</li><li>• re-tell stories about creation and nature, talking about what they say about the world, God, human beings</li><li>• respond imaginatively and expressively to the beauty and delight of the natural world</li><li>• think about the wonders of the natural world, expressing ideas and feelings</li><li>• express ideas about how to look after animals and plants</li><li>• talk about what people do to mess up the world and what they do to look after it.</li></ul>
Application	Talk about members of their immediate family and community. Name and describe people who are familiar to them. See themselves as a valuable individual. Build constructive and respectful relationships.	Recognise that people have different beliefs and celebrate special times in different ways. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	Engage in story times. Listen to and talk about stories to build familiarity and understanding.	Talk about members of their immediate family and community. Name and describe people who are familiar to them. See themselves as a valuable individual. Build constructive and respectful relationships.	Understand that some places are special to members of their community.	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Explore the natural world around them, making observations and drawing pictures of animals and plants.
	<div><div>HoH RE Curriculum Document</div><div>Year 1 - Religious Education</div><div>Module 1</div><div>Believing</div><div>1.1 - Christian</div></div>	<div><div>HoH RE Curriculum Document</div><div>Year 1 - Religious Education</div><div>Module 2</div><div>Believing</div><div>1.1 - Christian</div></div>	<div><div>HoH RE Curriculum Document</div><div>Year 1 - Religious Education</div><div>Module 3</div><div>Believing</div><div>1.2 - Islam</div></div>	<div><div>HoH RE Curriculum Document</div><div>Year 1 - Religious Education</div><div>Module 4</div><div>Believing</div><div>1.3 - Judaism</div></div>	<div><div>HoH RE Curriculum Document</div><div>Year 1 - Religious Education</div><div>Module 5</div><div>Believing Split over two modules</div><div>1.3 - Judaism</div></div>	<div><div>HoH RE Curriculum Document</div><div>Year 1 - Religious Education</div><div>Module 6</div><div>Believing Split over two modules</div><div>1.3 - Judaism</div></div>
Focus	Believing 1.1 - Christian	Believing 1.1 - Christian	Believing 1.2 - Islam	Believing 1.2 - Islam	Believing Split over two modules 1.3 - Judaism	Believing Split over two modules 1.3 - Judaism
Knowledges	<ul style="list-style-type: none"><li>• Recognise some Christian symbols and images used to express ideas about God (A3).</li><li>• Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</li><li>• Retell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</li><li>• Talk about issues of good and bad, right and wrong arising from the stories (C3).</li><li>• Make links between what Jesus taught and what Christians believe and do (A2).</li><li>• Respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1).</li></ul>	<ul style="list-style-type: none"><li>• Recognise some Christian symbols and images used to express ideas about God (A3).</li><li>• Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</li><li>• Retell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</li><li>• Talk about issues of good and bad, right and wrong arising from the stories (C3).</li><li>• Ask some questions about believing in God and offer some ideas of their own (C1).</li><li>• Make links between what Jesus taught and what Christians believe and do (A2).</li><li>• Respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1).</li></ul>	<ul style="list-style-type: none"><li>• Recognise that Muslims do not draw Allah or the Prophet but use calligraphy, for example, to say what God is like (A3).</li><li>• Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).</li><li>• Re-tell a story about the life of the Prophet Muhammad (A2).</li><li>• Recognise some objects used by Muslims and suggest why they are important (A2).</li><li>• Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).</li><li>• Make links between what the Holy Qur'an says and how Muslims behave (A2).</li><li>• Ask some questions about God that are hard to answer and offer some ideas of their own (C1).</li></ul>	<ul style="list-style-type: none"><li>• Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad (A1).</li><li>• Recognise that Muslims do not draw Allah or the Prophet but use calligraphy, for example, to say what God is like (A3).</li><li>• Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).</li><li>• Re-tell a story about the life of the Prophet Muhammad (A2).</li><li>• Recognise some objects used by Muslims and suggest why they are important (A2).</li><li>• Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).</li><li>• Ask some questions about what the Holy Qur'an says and how Muslims behave (A2).</li><li>• Ask some questions about God that are hard to answer and offer some ideas of their own (C1).</li></ul>	<ul style="list-style-type: none"><li>• Talk about the fact that Jewish people believe in God (A1).</li><li>• Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3).</li><li>• Talk about how the mezuzah in the home reminds Jewish people about God (A3).</li><li>• Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1).</li><li>• Retell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2).</li><li>• Ask some questions about believing in God and offer some ideas of their own (C1).</li><li>• Make links between some Jewish teachings and how Jewish people live (A2).</li><li>• Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1).</li></ul>	<ul style="list-style-type: none"><li>• Talk about the fact that Jewish people believe in God (A1).</li><li>• Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3).</li><li>• Talk about how the mezuzah in the home reminds Jewish people about God (A3).</li><li>• Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1).</li><li>• Retell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2).</li><li>• Ask some questions about believing in God and offer some ideas of their own (C1).</li><li>• Make links between some Jewish teachings and how Jewish people live (A2).</li><li>• Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1).</li></ul>
Application	A. Know about and understand a range of religious and non-religious worldviews. A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews. B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. B3. Notice and respond sensitively to some similarities between different religious and non-religious worldviews. C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews. C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. C2. Find out about and respond with ideas to examples of co-operation between people who are different. C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.	A. Know about and understand a range of religious and non-religious worldviews. A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. A2. 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	<div><div>HoH RE Curriculum Document</div><div>Year 2 - Religious Education</div><div>Module 1</div><div>Believing</div><div>1.4 What can we learn from sacred books? Christians, Muslims and/or Jewish people</div></div>	<div><div>HoH RE Curriculum Document</div><div>Year 2 - Religious Education</div><div>Module 2</div><div>Expressing</div><div>1.5 What makes some places sacred? Christians, Muslims and/or Jewish people</div></div>	<div><div>HoH RE Curriculum Document</div><div>Year 2 - Religious Education</div><div>Module 3</div><div>Expressing</div><div>1.6 How and why do we celebrate special and sacred times? Christians, Muslims and/or Jewish people</div></div>	<div><div>HoH RE Curriculum Document</div><div>Year 2 - Religious Education</div><div>Module 4</div><div>Living</div><div>1.7 What does it mean to belong to a faith community? Christians, Muslims and/or Jewish people</div></div>	<div><div>HoH RE Curriculum Document</div><div>Year 2 - Religious Education</div><div>Module 5</div><div>Living</div><div>1.7 What does it mean to belong to a faith community? Christians, Muslims and/or Jewish people</div></div>	<div><div>HoH RE Curriculum Document</div><div>Year 2 - Religious Education</div><div>Module 6</div><div>Living</div><div>1.8 How should we care for others and the world, and why does it matter? Christians, Muslims and/or Jewish people</div></div>
Focus	Believing 1.4 What can we learn from sacred books? Christians, Muslims and/or Jewish people	Expressing 1.5 What makes some places sacred? Christians, Muslims and/or Jewish people	Expressing 1.6 How and why do we celebrate special and sacred times? Christians, Muslims and/or Jewish people	Living 1.7 What does it mean to belong to a faith community? Christians, Muslims and/or Jewish people	Living 1.7 What does it mean to belong to a faith community? Christians, Muslims and/or Jewish people	Living 1.8 How should we care for others and the world, and why does it matter? Christians, Muslims and/or Jewish people
Knowledges	<ul style="list-style-type: none"><li>• Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).</li><li>• Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).</li><li>• Talk about issues of good and bad, right and wrong arising from the stories (C3).</li></ul>	<ul style="list-style-type: none"><li>• Recognise that there are special places where people go to worship, and talk about what people do there (A1).</li><li>• Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).</li><li>• Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).</li><li>• Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3).</li></ul>	<ul style="list-style-type: none"><li>• Identify a special time they celebrate and explain simply what celebration means (A1).</li><li>• Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2).</li><li>• Identify some ways Christians celebrate Christmas/Easter/Harvest and some ways a festival is celebrated in another religion (A1).</li><li>• Re-tell stories connected with Christmas/Easter/Harvest and a festival in another religion and say why these are important to believers (A2).</li><li>• Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).</li><li>• Identify some similarities and differences between the celebrations studied (B3).</li></ul>	<ul style="list-style-type: none"><li>• Talk about what is special and of value about belonging to a group that is important to them (B2).</li><li>• Show an awareness that some people belong to different religions (B1).</li><li>Expected:<ul style="list-style-type: none"><li>• Recognise and name some symbols of belonging from their own experience, for Christians and/or</li><li>at least one other religion, suggesting what these might mean and why they matter to believers (A3)</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).</li><li>• Identify some similarities and differences between the ceremonies studied (B3).</li></ul>	<ul style="list-style-type: none"><li>• Talk about how religions teach that people are valuable, giving simple examples (B1).</li><li>• Recognise that some people believe God created the world and so we should look after it (A2).</li><li>• Re-tell Bible stories and stories from another faith about caring for others and the world (A2).</li><li>• Talk about ways that some people make a response to God by caring for others and the world (B1).</li><li>• Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2).</li></ul>
Application	A. Know about and understand a range of religious and non-religious worldviews. A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews. B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. B3. Notice and respond sensitively to some similarities between different religious and non-religious worldviews. C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews. C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. C2. Find out about and respond with ideas to examples of co-operation between people who are different. C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.	A. Know about and understand a range of religious and non-religious worldviews. A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. A2. 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Know about and understand a range of religious and non-religious worldviews. A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews. B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. B3. 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Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews. B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. B3. Notice and respond sensitively to some similarities between different religious and non-religious worldviews. C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews. C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. C2. Find out about and respond with ideas to examples of co-operation between people who are different. C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.	A. Know about and understand a range of religious and non-religious worldviews. A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews. B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. B3. Notice and respond sensitively to some similarities between different religious and non-religious worldviews. C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews. C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. C2. Find out about and respond with ideas to examples of co-operation between people who are different. C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.
	<div><div>HoH RE Curriculum Document</div><div>Year 3 - Religious Education</div><div>Module 1</div><div>Believing</div><div>L2.1 What do different people believe about God? Christians, Hindus and/or Muslims</div></div>	<div><div>HoH RE Curriculum Document</div><div>Year 3 - Religious Education</div><div>Module 2</div><div>Believing</div><div>L2.2 Why is the Bible so important for Christians today?</div></div>	<div><div>HoH RE Curriculum Document</div><div>Year 3 - Religious Education</div><div>Module 3</div><div>Expressing</div><div>L2.4 Why do people pray? Christians, Hindus and/or Muslims</div></div>	<div><div>HoH RE Curriculum Document</div><div>Year 3 - Religious Education</div><div>Module 4</div><div>Expressing</div><div>L2.5 Why are festivals important to religious communities? (Y3&amp;Y4) Christians, Hindus and/or Muslims and/or Jewish people</div></div>	<div><div>HoH RE Curriculum Document</div><div>Year 3 - Religious Education</div><div>Module 5</div><div>Living</div><div>L2.5a How do people from religious and non-religious communities celebrate key festivals? Christians, Jewish people and non-religious</div></div>	<div><div>HoH RE Curriculum Document</div><div>Year 3 - Religious Education</div><div>Module 6</div><div>Living</div><div>L2.7 What does it mean to be a Christian in Britain today?</div></div>
Focus	Believing L2.1 What do different people believe about God? Christians, Hindus and/or Muslims	Believing L2.2 Why is the Bible so important for Christians today?	Expressing L2.4 Why do people pray? Christians, Hindus and/or Muslims	Expressing L2.5 Why are festivals important to religious communities? (Y3&Y4) Christians, Hindus and/or Muslims and/or Jewish people	Living L2.5a How do people from religious and non-religious communities celebrate key festivals? Christians, Jewish people and non-religious	Living L2.7 What does it mean to be a Christian in Britain today?
Knowledges	<ul style="list-style-type: none"><li>• Identify beliefs about God that are held by Christians, Hindus and/or Muslims (B1).</li><li>• Retell and suggest the meanings of stories from sacred texts about people who encountered God (A1).</li><li>• Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).</li><li>• Ask questions and suggest some of their own responses to ideas about God (C1).</li><li>• Suggest why having a faith or belief in something can be hard (B2).</li><li>• Identify how and say why it makes a difference in people's lives to believe in God (B1).</li><li>• Identify some similarities and differences between ideas about what God is like in different religions (B3).</li><li>• Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1).</li></ul>	<ul style="list-style-type: none"><li>• Recall and name some Bible stories that inspire Christians (A2).</li><li>• Identify at least two ways Christians use the Bible in everyday life (B1).</li><li>• Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2).</li><li>• Explain how the Bible uses different kinds of stories to tell a big story (A2).</li><li>• Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).</li><li>• Explain how the Bible uses different kinds of stories to tell a big story (A2).</li><li>• Suggest why Christians believe that God needs to rescue/save human beings (B2).</li></ul>	<ul style="list-style-type: none"><li>• Describe what some believers say and do when they pray (A1).</li><li>• Respond thoughtfully to examples of how praying helps religious believers (B2).</li><li>• Describe the practice of prayer in the religions studied (A2).</li><li>• Make connections between what people believe about prayer and what they do when they pray (A3).</li><li>• Describe ways in which prayer can comfort and challenge believers (B2).</li><li>• Describe similarities on similarities and differences between how Christians, Muslims and Hindus pray (B3).</li><li>• Explain similarities and differences between how people pray (B3).</li><li>• Consider and evaluate the significance of prayer in the lives of people today (A1).</li></ul>	<ul style="list-style-type: none"><li>• Recognise and identify some differences between religious festivals and other types of celebrations (B2).</li><li>• Retell some stories behind festivals (e.g. Christmas, Diwali, Pesach) (A2).</li><li>• Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</li><li>• Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).</li><li>• Identify similarities and differences in the way festivals are celebrated within and between religions (A3).</li><li>• Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</li><li>• Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2).</li><li>• Suggest how and why religious festivals are valuable to many people (B2).</li></ul>	<ul style="list-style-type: none"><li>• Recognise and identify some differences between religious festivals and other types of celebrations(B2).</li><li>• Retell some stories behind festivals (e.g. Christmas, Chanukah) (A2).</li><li>• Describe how the way some people celebrate festivals might show something about their beliefs (A2).</li><li>• Identify some differences in the way festivals (e.g. Christmas) are celebrated within and between differentreligious and non-religious worldviews (A3).</li><li>• Identify why members of the same religious or non-religious worldview might celebrate festivals differently or for different reasons (B1).</li><li>• Raise important questions and suggest answers about how the celebrations studied might make a difference to how pupils think and live (C1).</li><li>• Describe two different answers to 'How do people celebrate Christmas?' by a religious studies expert and a sociologist (C2).</li><li>• Suggest how and why religious festivals are valuable to many people (B2).</li></ul>	<ul style="list-style-type: none"><li>• Identify and name examples of what Christians have and do in their families and at church to show their faith (A3).</li><li>• Ask good questions about what Christians do to show their faith (B1).</li><li>• Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).</li><li>• Describe some ways in which Christians express their faith through hymns and modern worship songs (A2).</li><li>• Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</li><li>• Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</li><li>• Explain similarities and differences between at least two different ways of worshipping in two different Christian churches (A3).</li><li>• Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1).</li></ul>

	<p><b>Module 1</b></p> <p>A. Know about and understand a range of religious and non-religious worldviews.</p> <p>A1. Describe and make connections between different features of the religious and non-religious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> <p>B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.</p> <p>B1. Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews.</p> <p>C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.</p> <p>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p> <p>C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</p> <p>C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>	<p><b>Module 2</b></p> <p>A. Know about and understand a range of religious and non-religious worldviews.</p> <p>A1. Describe and make connections between different features of the religious and non-religious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> <p>B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.</p> <p>B1. Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews.</p> <p>C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.</p> <p>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p> <p>C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</p> <p>C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>	<p><b>Module 3</b></p> <p>A. Know about and understand a range of religious and non-religious worldviews.</p> <p>A1. Describe and make connections between different features of the religious and non-religious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> <p>B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.</p> <p>B1. Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews.</p> <p>C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.</p> <p>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p> <p>C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</p> <p>C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>	<p><b>Module 4</b></p> <p>A. Know about and understand a range of religious and non-religious worldviews.</p> <p>A1. Describe and make connections between different features of the religious and non-religious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> <p>B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.</p> <p>B1. Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews.</p> <p>C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.</p> <p>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p> <p>C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</p> <p>C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>	<p><b>Module 5</b></p> <p>A. Know about and understand a range of religious and non-religious worldviews.</p> <p>A1. Describe and make connections between different features of the religious and non-religious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> <p>B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.</p> <p>B1. Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews.</p> <p>C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.</p> <p>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p> <p>C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</p> <p>C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>	<p><b>Module 6</b></p> <p>A. Know about and understand a range of religious and non-religious worldviews.</p> <p>A1. Describe and make connections between different features of the religious and non-religious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> <p>B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.</p> <p>B1. Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews.</p> <p>C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.</p> <p>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p> <p>C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</p> <p>C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>
Application	<p>■ HoH RE Curriculum Document</p> <p><b>Year 4 - Religious Education</b></p> <p><b>Module 1</b></p> <p>Living</p> <p>L2.9 What can we learn from religions about deciding what is right and wrong? Christians, Jewish people and non-religious responses (e.g. Humanist)</p> <p>• Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).</p> <p>• Find at least two teachings about living a good life and make connections between stories of tradition and why people can find it difficult to be good (C3 + A2).</p> <p>• Give examples of ways in which some inspirational people have been guided by their religion (B1).</p> <p>• Discuss their own and others' ideas about how themselves and other people decide about right and wrong including ideas about love, forgiveness, honesty, kindness and generosity (C3).</p> <p>Exceeding:</p> <p>• Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system (B3).</p>	<p>■ HoH RE Curriculum Document</p> <p><b>Year 4 - Religious Education</b></p> <p><b>Module 2</b></p> <p>Living</p> <p>L2.8 What does it mean to be a Hindu in Britain today?</p> <p>• Identify and describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A3 + A1).</p> <p>• Ask good questions about and describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).</p> <p>• Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</p> <p>• Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p> <p>• Explain similarities and differences between Hindu worship and worship in another religion (tradition pupils have been taught) (B3).</p> <p>• Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences (C1).</p>	<p>■ HoH RE Curriculum Document</p> <p><b>Year 4 - Religious Education</b></p> <p><b>Module 3</b></p> <p>Believing</p> <p>L2.3 Why is Jesus inspiring to some people?</p> <p>• Ask questions and make connections between some of Jesus' teachings and the way Christians live today (B1 + A1).</p> <p>• Describe and identify the most important parts of Easter (Holy week and Easter Sunday) for Christians - say why they are important and how they are celebrated (A1 + B1).</p> <p>• Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).</p> <p>Exceeding:</p> <p>• Make connections between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, incarnation, salvation) - see unit L2.2, reflecting on why this inspires Christians (A1).</p> <p>• Discuss and present ideas about the most important attitudes and values to have today, making links with Christian values (C2).</p>	<p>■ HoH RE Curriculum Document</p> <p><b>Year 4 - Religious Education</b></p> <p><b>Module 4</b></p> <p>Expressing</p> <p>L2.6 Why do some people think that life is like a journey and what significant experiences mark this? Christians, Hindus and/or Jewish people and non-religious responses (e.g. Humanist)</p> <p>• Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).</p> <p>• Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment, explain what these rituals mean and compare similarities and differences (B3 + A3).</p> <p>• Identify at least two promises made by believers and suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B1 + B2).</p> <p>• Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).</p> <p>• Discuss and present their own ideas about the value and challenge of religious commitment in Britain today (C2).</p>	<p>■ HoH RE Curriculum Document</p> <p><b>Year 4 - Religious Education</b></p> <p><b>Module 5</b></p> <p>Living</p> <p>L2.10 How do family life and festivals show what matters to Jewish people?</p> <p>• Identify and name examples of what Jewish people have and do in their families to show their faith (A3).</p> <p>• Make links between the Exodus story and Jewish beliefs about God and his relationship with the Jewish people (A3).</p> <p>• Retell some stories behind festivals e.g. Yom Kippur, Pesach and describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities (A2 + B1).</p> <p>• Explore and suggest how and why family life and festivals are valuable to Jewish people and in pupils' own lives (C1 + B2).</p> <p>• Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, and the wisdom and justice in the world today, including in pupils' own lives, and giving good reasons for their ideas (C2).</p>	<p>■ HoH RE Curriculum Document</p> <p><b>Year 4 - Religious Education</b></p> <p><b>Module 6</b></p> <p>Expressing</p> <p>L2.5 Why are festivals important to religious communities? (Y3&amp;Y4) Christians, Hindus and/or Muslims and/or Jewish people</p> <p>• Identify differences and make connections between stories, symbols and beliefs with what happens in at least two festivals (B2 + A2).</p> <p>• Retell stories, ask questions and give ideas about what matters most to believers in festivals (e.g. Christmas, Diwali, Easter, Eid) (A2 + B2).</p> <p>• Identify similarities and differences in the way festivals are celebrated within and between religions (A3).</p> <p>• Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives and why they are valuable to many people (B2 + C1).</p> <p>• Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2).</p>
Focus						
Knowledge						
Application						
	<p>■ HoH RE Curriculum Document</p> <p><b>Year 5 - Religious Education</b></p> <p><b>Module 1</b></p> <p>Believing</p> <p>U2.1 Why do some people think God exists? Christians and non-religious (e.g. Humanists)</p> <p>• Define and explain the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs (B1).</p> <p>• Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).</p> <p>• Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2).</p> <p>• Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).</p> <p>• Present different views on why people believe in God or not, including their own ideas (C1).</p> <p>• Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently (B3).</p>	<p>■ HoH RE Curriculum Document</p> <p><b>Year 5 - Religious Education</b></p> <p><b>Module 2</b></p> <p>Believing</p> <p>U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)</p> <p>• Make connections between some of Jesus' teachings and the way Christians live today (A1).</p> <p>• Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas (C3).</p> <p>• Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3).</p> <p>• Explain the impact Jesus' example and teachings might have on Christians today (B1).</p> <p>• Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus (A2).</p> <p>• Investigate and explain the challenges of following Jesus' teaching about love, forgiveness, justice and/or generosity, expressing their own ideas (C3).</p>	<p>■ HoH RE Curriculum Document</p> <p><b>Year 5 - Religious Education</b></p> <p><b>Module 3</b></p> <p>Expressing</p> <p>U2.4 If God is everywhere, why go to a place of worship? Christian, Hindu and/or Jewish people</p> <p>• Make connections between how believers feel about places of worship in different traditions (A3).</p> <p>• Select and describe the most important functions of a place of worship for the community, including supporting believers in difficult times (B3).</p> <p>• Present ideas about the importance of people in a place of worship, rather than the place itself (C1).</p>	<p>■ HoH RE Curriculum Document</p> <p><b>Year 5 - Religious Education</b></p> <p><b>Module 4</b></p> <p>Living (A)</p> <p>U2.6 What does it mean to be a Muslim in Britain today?</p> <p>• Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1).</p> <p>• Identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live (B1).</p> <p>• Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</p>	<p>■ HoH RE Curriculum Document</p> <p><b>Year 5 - Religious Education</b></p> <p><b>Module 5</b></p> <p>Living (B)</p> <p>U2.6 What does it mean to be a Muslim in Britain today?</p> <p>• Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).</p> <p>• Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).</p> <p>• Make connections between the key functions of the mosque and the beliefs of Muslims (A1).</p> <p>• Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1).</p> <p>• Answer the title key question from different perspectives, including their own (C1).</p>	<p>■ HoH RE Curriculum Document</p> <p><b>Year 5 - Religious Education</b></p> <p><b>Module 6</b></p> <p>Living</p> <p>U2.10** Green religion? What do religious and non-religious worldviews teach about caring for the Earth? Christians, Hindus, Jewish and non-religious people</p> <p>• Describe some key environmental problems and some key religious teachings about the Earth (A1).</p> <p>• Make connections between beliefs about the earth and activist behaviour in different religions (A1).</p> <p>• Understand the challenges facing the planet and responses from different religions (B2).</p> <p>• Discuss their own and others' ideas about the kinds of collaboration, activism and commitment needed to 'save the Earth' (C3).</p> <p>• Consider and evaluate the contributions religions can make to environmental protection (B3).</p>
Knowledge						
Application						
	<p>■ HoH RE Curriculum Document</p> <p><b>Year 6 - Religious Education</b></p> <p><b>Module 1</b></p> <p>Expressing</p> <p>U2.3 What do religions say to us when life gets hard? Christians, Hindus, non-religious (e.g. Humanists)</p> <p>• Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1).</p> <p>• Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3).</p> <p>• Express ideas about how and why religion can help believers when times are hard, giving examples (B2).</p> <p>• Outline Christian, Hindu and/or non-religious beliefs about life after death (A1).</p> <p>• Explain some similarities and differences between beliefs about life after death (B2).</p> <p>• Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).</p> <p>• Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples (B1).</p> <p>• Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B3).</p>	<p>■ HoH RE Curriculum Document</p> <p><b>Year 6 - Religious Education</b></p> <p><b>Module 2</b></p> <p>Expressing</p> <p>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslims and non-religious (e.g. Humanists)</p> <p>• Describe and make connections between examples of religious creativity (buildings and art) (A1).</p> <p>• Show understanding of the value of sacred buildings and art (B3).</p> <p>• Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).</p> <p>• Apply ideas about values from scriptures to the title question (C2).</p> <p>• Outline how and why some Humanists criticise spending on religious buildings or art (A3).</p> <p>• Examine the title question from different perspectives, including their own (C1).</p>	<p>■ HoH RE Curriculum Document</p> <p><b>Year 6 - Religious Education</b></p> <p><b>Module 3</b></p> <p>Expressing</p> <p>U2.9** What can be done to reduce racism? Can religion help? Christians, Muslims, non-religious</p> <p>• Find out about at least two examples of anti-racism that have been effective (C3).</p> <p>• Describe examples of connections between anti-racism and religion (A1).</p> <p>• Understand the challenges racism presents to human communities and consider different religious responses (B2).</p> <p>• Suggest reasons why their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies (C3).</p> <p>• Explain how different religious leaders have responded to the challenges of racism in and beyond their own communities (A1).</p> <p>• Express ideas about a religious question to do with reducing prejudice and racism, e.g. through the creative arts or in reasoned argument (C3).</p>	<p>■ HoH RE Curriculum Document</p> <p><b>Year 6 - Religious Education</b></p> <p><b>Module 4</b></p> <p>Living</p> <p>U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or ummah (community)? Christians, Hindus and/or Muslims</p> <p>• Respond sensitively to examples of religious practice with ideas of their own (B2).</p> <p>• Make connections between beliefs and behaviour in different religions (A1).</p> <p>• Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2).</p> <p>• Make connections between belief in ahimsa, grace and ummah, teachings and sources of wisdom in the three religions (A1).</p> <p>• Consider similarities and differences between beliefs and behaviour in different faiths (B3).</p> <p>• Explain similarities in ways in which key beliefs make a difference to life in two or three religions (A1).</p>	<p>■ HoH RE Curriculum Document</p> <p><b>Year 6 - Religious Education</b></p> <p><b>Module 5</b></p> <p>Living (A)</p> <p>U2.7 What matters most to Christians and Humanists?</p> <p>• Identify the values found in stories and texts (A2).</p> <p>• Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).</p> <p>• Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3).</p> <p>• Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).</p> <p>• Give examples of similarities and differences between Christian and Humanist values (B3).</p> <p>• Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2).</p>	<p>■ HoH RE Curriculum Document</p> <p><b>Year 6 - Religious Education</b></p> <p><b>Module 6</b></p> <p>Living (B)</p> <p>U2.7 What matters most to Christians and Humanists?</p> <p>• Identify the values found in stories and texts (A2).</p> <p>• Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).</p> <p>• Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3).</p> <p>• Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).</p> <p>• Give examples of similarities and differences between Christian and Humanist values (B3).</p> <p>• Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2).</p>

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Application	<p>A. Know about and understand a range of religious and non-religious worldviews.</p> <p>A1. Describe and make connections between different features of the religious and non-religious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> <p>B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.</p> <p>B1. Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews.</p> <p>C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.</p> <p>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p> <p>C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</p>	<p>A. Know about and understand a range of religious and non-religious worldviews.</p> <p>A1. Describe and make connections between different features of the religious and non-religious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> <p>B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.</p> <p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews.</p> <p>C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.</p> <p>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p> <p>C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</p>	<p>A. Know about and understand a range of religious and non-religious worldviews.</p> <p>A1. 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