

Steeple Claydon School

Religious Education Progression

This document aims to track expectations for Religious Education at Steeple Claydon School.

What the National Curriculum says:

KS1 & 2:

Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these. RE also contributes to pupils' personal development and wellbeing and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.

RE has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled. High quality learning experiences in RE are designed and provided by careful planning through locally agreed syllabuses and in schools, considering the need to offer breadth of content, depth of learning and coherence between concepts, skills and content.

Early Years:

- Introduce children to a range of cultures and religions Recognise similarities in relations to places, objects, materials and living things. ☑ Tell stories, listen to music, dance.
- Eat foods from a range of cultures.
- Use resources in role play that reflect a variety of cultures ☑ These resources could be clothes, symbols, candles and toys.

At Steeple Claydon School we follow the Understanding Christianity and the Diocese of Oxford work units to ensure we have a full and rich coverage of all religions as set down by the Diocese of Oxford.

Understanding Christianity							
Core concept 'God'	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Fundamental to Christian belief is the existence of God, Father Son and Holy Spirit	Pupils will know that: <ul style="list-style-type: none"> ➤ Christian's visit church ➤ Christians believe in God 	Pupils will know that: <ul style="list-style-type: none"> ➤ Christians believe in God and that they find out about God in the Bible ➤ Christians believe God is loving, kind, fair and also Lord and King; and that there are some stories that show this Christians worship \God and try to live in ways that please him. 	Pupils will know that: <ul style="list-style-type: none"> ➤ Christians believe in God and that they find out about God in the Bible ➤ Christians believe God is loving, kind, fair and also Lord and King; and that there are some stories that show this ➤ Christians worship God and try to live in ways that please him. 	Pupils will know that: <ul style="list-style-type: none"> ➤ Christians believe God is trinity: Father, Son and Holy Spirit ➤ Jesus the Son is seen by Christians as revealing what God is like. They believe he promises to stay with them and Bible stories show how God keeps his promises. ➤ Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. ➤ Christians really want to try to understand God better and so try to describe God 	Pupils will know that: <ul style="list-style-type: none"> ➤ Christians believe God is trinity: Father, Son and Holy Spirit ➤ Jesus the Son is seen by Christians as revealing what God is like. They believe he promises to stay with them and Bible stories show how God keeps his promises. ➤ Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. ➤ Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. 	Pupils will know that: <ul style="list-style-type: none"> ➤ Christians believe God is omnipotent, omniscient and eternal and that this means God is worth worshipping. ➤ Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice but also being loving, forgiving and full of grace. ➤ Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love. ➤ Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. 	Pupils will know that: <ul style="list-style-type: none"> ➤ Christians believe God is omnipotent, omniscient and eternal and that this means God is worth worshipping. ➤ Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice but also being loving, forgiving and full of grace. ➤ Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love. ➤ Christians do not all agree about what God is like, but try to follow his

<p>Core concept 'Creation and Fall'</p> <p>The universe and human life are God's good creation. Humans are made in the image of God. Humans tend to go their own way rather than keep their place in relation to their creator. This attitude is called sin and Genesis 3 gives an account of this rebellion, popularly</p>	<p>Pupils will learn that:</p> <ul style="list-style-type: none"> ➤ Christians believe that God created everything ➤ Humans should care for all living things 	<p>Pupils will know that Christians believe that:</p> <ul style="list-style-type: none"> ➤ God created the universe ➤ The earth and everything in it are important to God. ➤ God has a unique relationship with human beings as their Creator and Sustainer. ➤ Humans should care for the world because it belongs to God. 	<p>Pupils will know that Christians believe that:</p> <ul style="list-style-type: none"> ➤ God created the universe ➤ The earth and everything in it are important to God. ➤ God has a unique relationship with human beings as their Creator and Sustainer. ➤ Humans should care for the world because it belongs to God. 	<p>Pupils will know that Christians believe that:</p> <ul style="list-style-type: none"> ➤ God the Creator cares for creation, including human beings. ➤ As human beings are part of God's good creation, they do best when they listen to God. ➤ The Bible tells a story about how humans spoiled their friendship with God ➤ This means Humans cannot get close to God without God's help. The Bible shows that God <i>wants</i> to help people to be close to him - he keeps his relationship with them, gives them guidance on good ways to live and offers forgiveness even when they keep falling short. Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short. 	<p>Pupils will know that Christians believe that:</p> <ul style="list-style-type: none"> ➤ God the Creator cares for creation, including human beings. ➤ As human beings are part of God's good creation, they do best when they listen to God. ➤ The Bible tells a story about how humans spoiled their friendship with God ➤ This means Humans cannot get close to God without God's help. The Bible shows that God <i>wants</i> to help people to be close to him - he keeps his relationship with them, gives them guidance on good ways to live and offers forgiveness even when they keep falling short. <ul style="list-style-type: none"> ▫ Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ Christians believe getting to know God is like getting to know a person rather than learning information. ➤ There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. ➤ These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts? ➤ There are many scientists throughout history and now who are Christians. The discoveries of science make Christians wonder 	<p>path, as they see it in the Bible or through Church teaching.</p> <p>Christians believe getting to know God is like getting to know a person rather than learning information</p> <p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. ➤ These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts? ➤ There are many scientists throughout history and now who are Christians. ➤ The discoveries of science make Christians wonder even more about the power and majesty of the Creator.
<p>Core concept 'People of God'</p> <p>The Old Testament tells the story of God's plan to reverse the impact of the Fall, to save humanity. It involves choosing</p>	<p>Not taught</p>	<p>Not taught</p>	<p>Not taught</p>	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ The Old Testament tells the story of a particular group of people, the children of Israel - Known as the People of God - and their relationship with God. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ The Old Testament tells the story of a particular group of people, the children of Israel - Known as the People of God - and their relationship with God. ➤ The People of 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ The Old Testament pieces together the story of the People of God. As their circumstances change from being nomads to being city dwellers, they have to learn new ways of following God. The story of Moses and 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ The Old Testament pieces together the story of the People of God. As their circumstances change from being nomads to being city dwellers, they have to learn new ways of following God. The story of Moses and

<p>Core concept 'Incarnation'</p> <p>The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again.</p> <p>Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans.</p>	<p>Pupils will learn that:</p> <ul style="list-style-type: none"> ➤ Christians believe that Jesus is God and that he was born as a baby in Bethlehem ➤ Christians celebrate Jesus' birth and Advent 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ Christians believe that Jesus is God and that he was born as a baby in Bethlehem ➤ The Bible points out that his birth showed that he was extraordinary and that he came to bring good news. ➤ Christians celebrate Jesus' birth and Advent for Christians is a time for getting ready for Jesus' coming. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ Christians believe that Jesus is God and that he was born as a baby in Bethlehem ➤ The Bible points out that his birth showed that he was extraordinary and that he came to bring good news. ➤ Christians celebrate Jesus' birth and Advent for Christians is a time for getting ready for Jesus' coming. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit ➤ Christians believe the Father creates; he sends the Son who saves his people; the son sends the Holy Spirit to his followers ➤ Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief ➤ Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit ➤ Christians believe the Father creates; he sends the Son who saves his people; the son sends the Holy Spirit to his followers ➤ Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief ➤ Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ Jesus was Jewish ➤ Christians believe Jesus is God in the flesh ➤ They believe that his birth, life death and resurrection were a part of a longer plan by God to restore the relationship between humans and God. ➤ The Old Testament talks about a 'rescuer' or 'anointed one' - a messiah. Some texts talk about what this 'messiah' would be like. ➤ Christians believe that Jesus fulfilled these expectations, and that he is the Messiah ➤ Christians see Jesus as their Saviour. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ Jesus was Jewish ➤ Christians believe Jesus is God in the flesh ➤ They believe that his birth, life death and resurrection were a part of a longer plan by God to restore the relationship between humans and God. ➤ The Old Testament talks about a 'rescuer' or 'anointed one' - a messiah. Some texts talk about what this 'messiah' would be like. ➤ Christians believe that Jesus fulfilled these expectations, and that he is the Messiah ➤ Christians see Jesus as their Saviour
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➤ The People of God try to live in the way God wants, following his commands and worshipping him.

➤ They believe he promises to stay with them and Bible stories show how God keeps his promises. □ The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God and to attract all other nations to worshipping God. Christians believe that, through Jesus, all people can become the People of God.

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the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus; death and resurrection also rescue people from slavery to sin.

➤ Christians apply this living today by trying to serve God and to bring freedom to others: for example, loving others, caring for them, bringing health, food, justice and telling the story of Jesus.

➤ Christians see the Christian Church as part of the ongoing story of the People of God and try to live in a way that attracts others to God, and try to live in a way that attracts others to God; for example, as salt and light in the world.

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➤ Christians apply this living today by trying to serve God and to bring freedom to others: for example, loving others, caring for them, bringing health, food, justice and telling the story of Jesus. Christians see the Christian Church as part of the ongoing story of the People of God and try to live in a way that attracts others to God, and try to live in a way that attracts others to God; for example, as salt and light in the world.

<p>Core concept 'Gospel' Jesus; incarnation is 'good news' for all people. His life, teaching and ministry embody what it is like to be one of the people of God, what it means to live in a relationship with God. Jesus' example and teaching emphasise loving one's neighbour - particularly the weak and vulnerable - as part of loving God.</p>	<p>Not taught</p>	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ Christians believe Jesus brings good news for all people. ➤ For Christians, this is good news includes being loved by God and being forgiven for bad things ➤ Christians believe Jesus is a friend to the poor and friendless ➤ Christians believe Jesus' teachings make people think hard about how to live and show them the right away. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ Christians believe Jesus brings good news for all people. ➤ For Christians, this is good news includes being loved by God and being forgiven for bad things ➤ Christians believe Jesus is a friend to the poor and friendless ➤ Christians believe Jesus' teachings make people think hard about how to live and show them the right away. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ Christians believe Jesus challenges everyone about how to live - he sets the example for loving God and your neighbour, putting others first ➤ Christians believe Jesus challenges people who pretend to be good and shows love and forgiveness to unlikely people. Christians believe Jesus' life shows what it means to love God and love your neighbour ➤ Christians try to be like Jesus - they want to know him better and better. ➤ Christians try to put his teaching and example into practice in lots of ways, from church to social justice 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ Christians believe Jesus challenges everyone about how to live - he sets the example for loving God and your neighbour, putting others first ➤ Christians believe Jesus challenges people who pretend to be good and shows love and forgiveness to unlikely people. Christians believe Jesus' life shows what it means to love God and love your neighbour ➤ Christians try to be like Jesus - they want to know him better and better. ➤ Christians try to put his teaching and example into practice in lots of ways, from church to social justice 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin. ➤ Christians see that Jesus' teachings and example cut across expectations - the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable ➤ Christians believe that Jesus' good news not only transforms lives now, but also points toward a restored, transformed life in the future. ➤ Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with neighbours, in the local. National and global community. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin. ➤ Christians see that Jesus' teachings and example cut across expectations - the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable ➤ Christians believe that Jesus' good news not only transforms lives now, but also points toward a restored, transformed life in the future. ➤ Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with neighbours, in the local. National and global community.
<p>Core concept 'Salvation' Jesus' death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and</p>	<p>Pupils will learn that:</p> <ul style="list-style-type: none"> ➤ Easter is very important in the Bible 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ Easter is very important in the 'big story' of the Bible. Jesus showed he was willing to forgive all people, even for putting him on the cross ➤ Christians believe Jesus builds a bridge between God and humans ➤ Christians believe Jesus rose from the dead, giving people hope of a new life. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ Easter is very important in the 'big story' of the Bible. Jesus showed he was willing to forgive all people, even for putting him on the cross ➤ Christians believe Jesus builds a bridge between God and humans ➤ Christians believe Jesus rose from the dead, giving people hope of a new life. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do ➤ Christians today trust that Jesus really did rise from the dead, and so is still alive today 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do ➤ Christians today trust that Jesus really did rise from the dead, and 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation included the ongoing restoration of humans;' relationship with God. ➤ The Gospels give accounts of Jesus' death and resurrection. ➤ The New testament says that Jesus; death was somehow 'for us'. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation included the ongoing restoration of Pupils will know that: ➤ Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation included the ongoing restoration of life

<p>humans is restored.</p>				<p>Christians remember and celebrate Jesus' last week, death and resurrection.</p>	<p>so is still alive today Christians remember and celebrate Jesus' last week, death and resurrection.</p>	<ul style="list-style-type: none"> ➤ Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom. ➤ Christians remember Jesus' sacrifice through the service of Holy Communion ➤ Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven). ➤ Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith. 	<p>with God, starting now and continuing in a new life (heaven).</p> <ul style="list-style-type: none"> ➤ Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith
<p>Core concept 'Kingdom of God' This does not mean no one sins anymore. The Bible talks in terms of Gods' Kingdom having begun in human hearts through Jesus. The idea of the Kingdom of God reflects God's ideal for human life in the world - a vision of life lived in the way God intended for human beings.</p>	<p>Not taught</p>	<p>Not taught</p>	<p>Not taught</p>	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ Christians believe that Jesus inaugurated the 'Kingdom of God' - i.e. Jesus' whole life was a demonstration of his belief that God the King, not just in heaven but here and now. ➤ Christians believe Jesus is still alive, rules in their hearts and lives through the Holy Spirit, if they let him. Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ Christians believe that Jesus inaugurated the 'Kingdom of God' - i.e. Jesus' whole life was a demonstration of his belief that God the King, not just in heaven but here and now. ➤ Christians believe Jesus is still alive, rules in their hearts and lives through the Holy Spirit, if they let him. Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. ➤ The parables suggest that there will be a future Kingdom, where God's reign will be complete. ➤ The Kingdom is compared to a feast where all are invited to join in. Not 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> ➤ Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. ➤ The parables suggest that there will be a future ➤ Kingdom, where God's The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.

<p>Christians look forward to a time when Gods; rule is fulfilled at some future point, in a restored, transformed heaven and earth. Meanwhile, they seek to live this attractive life as in God's Kingdom, following Jesus' example, inspired and empowered by God's Spirit.</p>				<p>by living lives that reflect the love of God</p> <ul style="list-style-type: none"> ➤ Christians celebrate Pentecost, as the beginning of the Church ➤ Staying connected to Jesus means ➤ that the fruit of the Spirit can grow in the lives of Christians 	<p>Kingdom visible by living lives that reflect the love of God</p> <ul style="list-style-type: none"> ➤ Christians celebrate Pentecost, as the beginning of the Church ➤ Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians 	<p>everyone chooses to do so.</p> <ul style="list-style-type: none"> ➤ Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world. 	<ul style="list-style-type: none"> ➤ Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. ➤ Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.
<p>Diocese of Oxford</p>							
<p>Is everybody special?</p>	<p>Pupils will learn to discuss what makes them special and who is in their family. They will discuss traditions and celebrations within their own families and groups.</p>	<p>Pupils will be able to retell simply the parables of the Lost Coin and the Lost Sheep; they will recognise that parables are stories with meaning; they will recognise the sacrament of baptism as a ceremony of belonging; they will be able to describe the key events of the ceremony; they will know the basic meaning of the baptism symbols; they will know that these stories and the ceremony are Christian and be able to identify that other religions may have different ways of expressing belonging; they will know the Golden Rule and be able to identify some ways in which these ideas are connected; they will have an understanding of the</p>	<p>Not taught</p>	<p>Not taught</p>	<p>Not taught</p>	<p>Not taught</p>	<p>Not taught</p>
<p>Learning Objective: to explore how and why people choose to belong to groups and religions and the difference that makes to their lives.</p>							

<p>Are some stories more important than others?</p> <p>Learning Objective: to explore some Old Testament stories and find what can be learned from them</p>	<p>Pupils will learn: A variety of bible stories</p>	<p>concept of community and belonging.</p> <p>Pupils will recognise which of the stories they have heard have a religious significance and will be able to say one thing that they or others learn from the story. They will be able to identify and order key events from one of the stories and talk about what they like or dislike about the story or the characters in the story.</p>	<p>Not taught</p>	<p>Not taught</p>	<p>Not taught</p>	<p>Not taught</p>	<p>Not taught</p>
<p>Do we need shared special places?</p> <p>Learning objective: to explore the significance and role of the synagogue for Jews; become aware of the role of the home for Jews</p>	<p>Pupils will learn: Families have traditions People and families have special places</p>	<p>Pupils will recognise a synagogue and be able to identify the key features and how they are used. They will be able to talk about how the synagogue is important to Jewish people and compare it to a place that is special to them or others. If they are familiar with another place of worship (church, synagogue, mandir or Gurdwara e.g.) they may be able to say what is similar.</p>	<p>Not taught</p>	<p>Not taught</p>	<p>Not taught</p>	<p>Not taught</p>	<p>Not taught</p>
<p>Who should you follow?</p> <p>Learning Objective: to find out about religious leaders and how and why they are</p>	<p>Not taught</p>	<p>Not taught</p>	<p>Pupils will know the key leaders for Jews and Christians; they will be able to say what makes Moses and/or Joshua a good leader and recount some of the key events that demonstrate their leadership skills. They will</p>	<p>Not taught</p>	<p>Not taught</p>	<p>Not taught</p>	<p>Not taught</p>

<p>followed To learn some stories about religious leaders and their significance for believers.</p>			<p>refer back to what they have learned of Jesus as a leader. They will know that many religious leaders believe that they in turn are led by God; they will talk about the pillar of fire by night and the cloud by day as the people were led through the dessert. They will know about the need for leaders to have followers and they will know the difference between leaders and followers. They will know the key events of the Exodus. They will identify some of the features that characterise a good leader; they will know some current leaders and can compare their leadership to that of the historical leaders of the faith</p>				
<p>Is it important to celebrate the New Year? Learning Objective: to explore the ways that different people and different faiths celebrate New Year</p>	<p>Pupils will learn: Families have celebrations and traditions</p>	<p>Not taught</p>	<p>Pupils will be able to identify the key features of the festivals explored and know the differences and similarities. They will know the story of the creation of Adam and Eve and the sacrifice of Isaac. Pupils will know the foods eaten by Jews at Rosh Hashanah and their significance. They will know the significance of the Shofar. They will know that the New Year celebrated in the UK is not a religious festival and they will be able to talk about how it is celebrated. They will be able to talk about why the New year is celebrated</p>	<p>Not taught</p>	<p>Not taught</p>	<p>Not taught</p>	<p>Not taught</p>
<p>Can stories change people? Learning Objective: to explore the way that Old</p>	<p>Not taught</p>	<p>Not taught</p>	<p>Pupils can retell simply the stories of Zacchaeus and Joseph, highlighting the parts of the story that show change in the characters and meant to inspire change in the listener or reader. They</p>	<p>Not taught</p>	<p>Not taught</p>	<p>Not taught</p>	<p>Not taught</p>

<p>Testament and New Testament stories influence readers and listeners and the reasons for the inclusion of stories.</p>			<p>will suggest reasons why Christians and Jews still read these stories and what they might learn from them. They will make suggestions as to why stories change people and whether all stories should have that aim.</p>				
<p>How should you spend the weekend?</p> <p>Learning Objective: to explore the practice of observing Shabbat and the implications for Jewish believers and children.</p>	<p>Not taught</p>	<p>Not taught</p>	<p>Pupils will know the key rules, rituals and practices associated with the Jewish Shabbat. They will know that there are many more rules than they know. They will be able to describe the key features of the Shabbat meal and the main artefacts associated with it. They will be able to make the link between Shabbat, the creation story and the Christian Sabbath, referring to the commandments and the creation story. They will be able to talk about why Shabbat is important for Jews.</p>	<p>Not taught</p>	<p>Not taught</p>	<p>Not taught</p>	<p>Not taught</p>
<p>Is light a good symbol for celebration?</p> <p>Learning Objective: to understand the significance of light as a symbol of belief</p>	<p>Pupils will learn: The story of Diwali and 'The festival of light'</p>	<p>Not taught</p>	<p>Not taught</p>	<p>Pupils will correctly identify the three festivals and the appropriate faith; they will know the story behind each festival and be able to explain why light is a feature. They will understand the significance of light for life and its symbolic meaning as guide, revelation and understanding. They will be able to describe the beliefs that each festival expresses and compare and contrast beliefs and practice. They will know the artefacts that link to the festivals and their significance.</p>	<p>Not taught</p>	<p>Not taught</p>	<p>Not taught</p>

<p>Is a Hindu child free to choose how to live?</p> <p>Learning Objective: to explore the impact Hindu beliefs have on the life of a child, especially the 5 daily duties; Hindu family life and worship in the home; to explore the consequences of actions and choices.</p>	Not taught	Not taught	Not taught	<p>Pupils will recognise the concepts of Dharma, Karma, Moksha, and Samsara and can give simple definitions of them. They can identify the impact that these concepts have on the life of many Hindus; they have encountered some Hindu stories that explore these issues e.g. the story of Shraavan; King Shibi and the Birds. Pupils have explored the 5 daily duties of Hindus (pancha maha yagnas) and the 4 purposes of life and discussed the effect that these duties have on family life. They can compare these duties to the behaviour that is expected of them and others and recognise examples of appropriate and inappropriate behaviour for Hindus and themselves.</p>	Not taught	Not taught	Not taught
<p>Does Jesus have authority for everyone?</p> <p>Learning Objective: to explore the life and teachings of Jesus from the perspective of his authority; to examine the authority that Jesus has for Christians today</p>	Not taught	Not taught	Not taught	<p>Pupils will know the chosen stories that show Jesus exerting authority. They will be able to name a range of people who have authority in their lives and know the concepts of trust and obedience that accompany a recognition of authority. They will know that Christians have other sources of authority and they will recognise that different people accept different sources of authority. They will be able to evaluate the authority of Jesus for Christians, themselves and others, and identify the sources of authority in their own lives</p>	Not taught	Not taught	Not taught

<p>Does the Christmas narrative need Mary?</p> <p>Learning Objective: to explore the role of Mary in Christian life and in the Christmas story in particular</p>	<p>Pupils will be taught the story of 'The Nativity'</p>	<p>Not taught</p>	<p>Not taught</p>	<p>Not taught</p>	<p>Pupils will know that Mary is considered to be the mother of Jesus and that God was his father, although Mary was married to Joseph; they will know the key events from Luke's gospel that involve Mary; they will have thought about their significance to the Christmas narrative; they will be able to interpret some of the symbols usually connected with Mary; they will know that different denominations vary in their treatment of Mary and they will have considered their own response.</p>	<p>Not taught</p>	<p>Not taught</p>
<p>Is a holy journey necessary for believers?</p> <p>Learning Objective: to explore the holy journeys made by believers; the reasons and impact for such journeys</p>	<p>Not taught</p>	<p>Not taught</p>	<p>Not taught</p>	<p>Not taught</p>	<p>Pupils will be able to describe some of the differences between a pilgrimage and a holiday. They will know about a range of places of pilgrimage for Christianity and Hinduism and be able to say why those particular places are focused upon. They will know a range of reasons why people may choose to participate in a pilgrimage and describe the impact that the journey might have on a participant. They will be able to describe a typical pilgrimage, giving details of activities undertaken. They will have encountered a story about a pilgrimage or interviewed someone who has made a journey.</p>	<p>Not taught</p>	<p>Not taught</p>

<p>Do Muslims need the Qur'an?</p> <p>Learning Objective: to explore different ways of showing belief with special reference to Islam</p>	Not taught	Not taught	Not taught	Not taught	Not taught	<p>Pupils will know that people who learn the Qur'an by heart are called Hafiz; they will know that the Hadith is a different text, with different intentions and treated differently. They will know how the Qur'an is treated and some of the key teachings. They will evaluate the impact of the Qur'an on Muslim life and be able to link some Qur'anic teaching to Muslim practice; they will make links between the revelation of the Qur'an and the respect with which it is treated. They will make comparisons with other sacred text they have encountered</p>	Not taught
<p>Does the community of the Gurdwara help Sikhs lead better lives?</p> <p>Learning Objective: to explore how the Gurdwara influences the life and belief of Sikhs</p>	Not taught	Not taught	Not taught	Not taught	Not taught	<p>Pupils will know the features that are common to Gurdwaras, particularly those in the UK and be able to identify similarities and differences between them and the Golden Temple in Amritsar. They will know how the Gurdwara is used and how this links to some of the key beliefs of the Sikh faith. They will understand how the community offers support and welcome and how Sikh traditions are kept alive by the Gurdwara. They will be able to compare the Gurdwara to other places of worship and evaluate the contribution of each to the lives of believers.</p>	Not taught
<p>Are the saints encouraging role models?</p>	Not taught	Not taught	Not taught	Not taught	Not taught	Not taught	<p>Pupils will know the story of Stephen, the first Christian martyr and know a range of</p>

<p>Learning Objective: To explore reasons behind the persecution of saints/believers to compare the saints to the person and persecution of Jesus.</p>							<p>other saints; they will know some reasons why people may be called saints and evaluate their contribution; they will know about any local saints; they will know that people are still beatified today and be able to name some modern day saints; they will know that Jesus is not considered to be a saint, but the Son of God and discuss the difference; they will know that some other religions talk about saints and describe what that means for them.</p>
<p>Do clothes express beliefs?</p>	Not taught	Not taught	Not taught	Not taught	Not taught	Not taught	
<p>Learning Objective: to explore how clothing rules can express belief and give people a sense of identity</p>							<p>Pupils should know the names of the 5Ks, their significance in terms of symbolic and practical application. They should have investigated how the wearing of the 5Ks make young Sikh people feel and whether there are other ways that they could express their beliefs. They will know whether there are Sikh beliefs that cannot be expressed in clothing and they will know some of the ways in which other faiths express their beliefs, both with regards to clothing and behaviour. They will have some idea about the historical connections between clothing and identity, religious or otherwise. They will be able to comment on the impact of clothing choices on the local community.</p>