

Harrietsham Church of England Primary School



Religious Education CURRICULUM SKILLS OVERVIEW

ELG Links

Communication and Language: Listening, Attention and Understanding ELG

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Communication and Language: Speaking ELG

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary

Personal, Social and Emotional Development: Self-Regulation ELG

Children at the expected level of development will:

- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;

Personal, Social and Emotional Development: Managing Self ELG

Children at the expected level of development will:

- Explain the reasons for rules, know right from wrong and try to behave accordingly;

Personal, Social and Emotional Development: Building Relationships ELG

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Show sensitivity to their own and to others' needs.

Physical Development: Fine Motor Skills ELG

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Literacy: Comprehension ELG

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Understanding the World: People Culture and Communities ELG

Children at the expected level of development will:

- 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;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Expressive Arts and Design: Creating with Materials ELG

Children at the expected level of development will:

- Make use of props and materials when role playing characters in narratives and stories.

Expressive Arts and Design: Being Imaginative and Expressive ELG

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher.

	God	Community	Identity
Year R	<p><u>Christianity: Creation</u> Pupils will know that:</p> <ul style="list-style-type: none"> • The word God is a name. • Christians believe God is the creator of the universe. <p>Christians believe God made our wonderful world and sowe should look after it.</p> <p><u>Incarnation</u> Pupils will know that:</p> <ul style="list-style-type: none"> • Christians believe God came to Earth in human form asJesus. • Christians believe Jesus came to show that all people areprecious and special to God. <p><u>New Testament stories</u> Pupils are expected to be able to:</p> <ul style="list-style-type: none"> • Retell at least two accounts of Jesus meeting differentpeople. • Talk about the way Jesus taught about how people shouldlive their lives. • Talk about friendship and forgiveness in my own life. • Retell at least two parables that Jesus told. • Talk about how parables are special stories that have amessage that teaches Christians more about God. • Talk about love and kindness in my own life. • Retell at least two accounts of the miracles Jesus performed. • Talk about how Jesus’ miracles teach Christians more about who Jesus is and why he is special. • Talk about peace in my own life. <p>Pupils will know that:</p> <ul style="list-style-type: none"> • Christians believe Jesus’ teachings make people think hardabout their lives and show them the right way. • Christians believe Jesus brings good news, including beingloved by God, and being forgiven for bad things. • Christians believe Jesus told stories called parables toteach people more about God. • Christians believe that Jesus is God and that he performedmiracles. <p><u>Salvation</u> Pupils will know that:</p> <ul style="list-style-type: none"> • Christians remember Jesus ‘last week at Easter. • Jesus’ name means ‘He saves’. 	<p><u>World Faith Stories</u> Pupils will know that:</p> <ul style="list-style-type: none"> • People who part of the Jewish community follow the religion Judaism. • The Jewish place of worship is a Synagogue. • People who are part of the Islam community are called Muslims. • The Muslim place of worship is a Mosque. • People who are part of the Sikhi community are called Sikhs. <p>The Sikhi place of worship, gathering and learning is called a Gurdwara.</p>	

- Christians believe Jesus came to show God's love.
- Christians try to show love to others.

Old Testament Stories

Pupils will be able to:

- Recall two stories from the Old Testament that talk about promises.
- Recall two stories from the Old Testament that talk about trust.
- Suggest how these stories help Christian and Jewish people live.
- Talk about what a promise is and why it is important to keep a promise.
- Talk about the value of trust and what it means.

Pupils will know that:

- The Old Testament is in the beginning of the Bible.
- The Old Testament is special to Christian and Jewish people.

World Faith Stories

Pupils will be able to:

- ☐ Retell a story from the Jewish faith tradition.
- ☐ Retell a story from the Muslim faith tradition.
- ☐ Retell a story from the Sikh faith tradition.
- ☐ Retell a story from the Hindu tradition.

Pupils will know that:

- ☐ Jewish people believe in one God, who forgives people when they say sorry.
- ☐ Jewish people learn about God by reading the Torah, which is the Jewish holy book.
- ☐ Muslim people believe in one God, Allah, who made the world and wants people to care for it.
- ☐ Muslim people learn about Allah (God) by reading the Qur'an, which is the Muslim holy book.
- ☐ Sikh people learn about Waheguru (God) and how they should live by reading the Guru Granth Sahib, which contain the teachings of the Gurus.
- ☐ Hindu people believe in one supreme God Brahman in the forms of many gods and goddesses.
- ☐ Hindu people's stories are written in many books.

Christianity: God

Pupils are expected to be able to:

- Identify what a parable is.
- Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.
- Give clear, simple accounts of what the story means to Christians.

Pupils will know that:

- *Christians believe in God, and that they find out about God in the Bible.*
- *Christians believe God is loving, kind, fair and forgiving, and also Lord and King.*
- *Some stories show these Christian beliefs.*

Christianity: Incarnation

Pupils are expected to be able to:

- Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.
- Recognise that stories of Jesus' life come from the Gospels.

Pupils will know that:

- *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 (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).*

Christianity: Gospel

Pupils are expected to be able to:

- Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.
- Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.
- Recognise that Jesus gives instructions to people about how to behave.

Pupils will know that:

- *Christians believe Jesus brings good news for all people.*
- *For Christians, this good news includes being loved by God, and being forgiven for bad things.*

Christians believe Jesus is a friend to the poor and friendless.

Christianity: God

Pupils are expected to be able to:

- Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.
- Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.

Pupils will know that:

- *Christians worship God and try to live in ways that please him.*

Christianity: Incarnation

Pupils are expected to be able to:

- Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.

Pupils will know that:

- *Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.*

Christianity: Gospel

Pupils are expected to be able to:

- Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.
- Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).

Pupils will know that:

- *Christians believe Jesus' teachings make people think hard about how to live and show them the right way.*

Christianity: Salvation

Pupils are expected to be able to:

- Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.

Judaism

Pupils are expected to be able to:

- Make links between some Jewish teaching and how Jewish people live.
- Give some examples of what Jewish people might do to celebrate Shabbat.
- Talk about how Chanukah is a special time for Jewish people.
- Talk about and suggest why the Synagogue is a special place for

Christianity: God

Pupils are expected to be able to:

- Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.

Christianity: Incarnation

Pupils are expected to be able to:

- Decide what they personally have to be thankful for at Christmas time.

Christianity: Gospel

Pupils are expected to be able to:

- Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.

Christianity: Salvation

Pupils are expected to be able to:

- Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.

Judaism

Pupils are expected to be able to:

Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in light of their learning about why Jewish people choose to celebrate in these ways.

Christianity: Salvation

Pupils are expected to be able to:

- Recognise that Incarnation and Salvation are part of a 'bigstory' of the Bible.
- Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).
- Recognise that Jesus gives instructions about how to behave.

Pupils will know that:

- *Easter is very important in the 'big story' of the Bible.*

Christians believe Jesus rose again, giving people hope of a new life.

Judaism

Pupils are expected to be able to:

- Talk about how the mezuzah in the home reminds Jewish people about God.
- Talk about how Shabbat is a special day of the week for Jewish people.
- Retell a story the story of Chanukah.
- Suggest what this story shows Jewish people about God.

Pupils will know that:

- *Jewish people believe in one G-d, who created the world. The Shema prayer, which is taken from the Torah (holy book) expresses the Jewish belief about G-d. (One God, creator and cares for them).*
- *Jewish people learn about G-d and how they should live by reading and studying the Torah.*

Jewish people believe that it is important to follow God's commandments (mitzvot). These laws are written down in the Torah.

Jewish people.

Pupils will know that:

- *Jewish homes have many items within them, which help them know they belong to the Jewish community. Mezuzahs on the door, star of David, prayer shawl (tallit) and kippah, candle sticks, Challah loaf and cover, prayer book.*
 - *Jewish people celebrate Shabbat (the weekly festival). It is related to the day of rest in the Jewish creation story; key practices associated with Shabbat, e.g. shared family meal, blessing, lighting candles. Shabbat runs from sundown on Friday till sundown on Saturday.*
 - *The festival of Chanukah is celebrated by Jewish people every year. The Hebrew word Chanukah means "dedication," because it celebrates the rededication of the Holy Temple in Jerusalem, after a small army of Jewish people defeated the huge Greek army in the Second century BC. It is often called the festival of lights and lasts for 8 days, which is celebrated with a nightly menorah (9 branch candlestick) lighting, special prayers and fried foods. The story helps Jewish people remember the provision of G-d, through the miracle of oil burning for 8 days when there was only enough oil for 1 day and the fact that the small army won the battle.*
- The Synagogue is central to the Jewish community. It is a place of learning, prayer and meeting for Jewish people. Most Jewish people visit the Synagogue on the Sabbath (Saturday) Some Jewish children attend Cheder (weekly Jewish school) Worship within a Synagogue differs, depending on which tradition it is from. Features of a Synagogue and their significance to Jewish people. Torah scroll, yad, Ner Tamid and tallit.*

Christianity: Creation

Pupils are expected to be able to:

- Retell the story of creation from Genesis 1:1–2.3 simply.
- Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible.
- Say what the story tells Christians about God, Creation and the world.

Pupils will know that:

- *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.*

Christianity: Incarnation

Pupils are expected to be able to:

- Recognise that Incarnation is part of the ‘Big Story’ of the Bible.
- Tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is ‘God on Earth’.

Pupils will know that:

- *Christians believe that Jesus is God and that he was born as a baby in Bethlehem.*
- The Bible points out that his birth showed he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).*

Christianity: Gospel

Pupils are expected to be able to:

- Tell stories from the Bible and recognise a link with a concept: for example, the idea of ‘good news’ links to the practice of being thankful.
- Give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts.

Pupils will know that:

- *Christians believe Jesus brings good news for all people.*
- *For Christians, this good news includes being loved by God, and being forgiven for bad things.*
- Christians believe Jesus is a friend to the poor and friendless.*

Christianity: Salvation

Pupils are expected to be able to:

Christianity: Creation

Pupils are expected to be able to:

- Give at least one example of what Christians do to say thank you to God for the Creation.

Pupils will know that:

- *Humans should care for the world because it belongs to God*

Christianity: Incarnation

Pupils are expected to be able to:

- Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus’ birth.

Pupils will know that:

- *Christians celebrate Jesus’ birth; Advent for Christians is a time of getting ready for Jesus’ coming.*

Christianity: Gospel

Pupils are expected to be able to:

- Describe how Christians show their beliefs: for example, thanking God in prayer.
- Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives.

Pupils will know that:

- *Christians believe Jesus’ teachings make people think hard about how to live and show them the right way.*

Christianity: Salvation

Pupils are expected to be able to:

- Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship.

Islam

Pupils are expected to be able to:

- Recognise some objects used by Muslims and suggest why they are important.
- Make links between what the Holy Qur’an says and how Muslims behave.
- Identify some ways Muslims pray, worship and celebrate.
- Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.

Pupils will know that:

- *Belonging to a worldwide community (ummah) in Islam is incredibly important to Muslims; all Muslims working together in harmony to follow the straight path (shariah).*
- *Most Muslims pray five times a day. The worldwide community (ummah) of Muslims is strengthened by; joining together in prayer at the same time, using the same movements and words for prayer, always saying the statement of belief (Shahadah) and all praying in*

Christianity: Creation

Pupils are expected to be able to:

- Think, talk and ask questions about living in an amazing world

Christianity: Incarnation

Pupils are expected to be able to:

Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous.

Christianity: Gospel

Pupils are expected to be able to:

Think, talk and ask questions about whether Jesus’ ‘good news’ matters to anyone other than Christians, exploring different ideas.

Christianity: Salvation

Pupils are expected to be able to:

- Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas.

Islam

Pupils are expected to be able to:

- Find out about and respond with ideas to examples of cooperation between people who are different.
- Ask some questions about God that are hard to answer and offer some ideas of my own.

<ul style="list-style-type: none"> ● Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible. ● Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people). <p><i>Pupils will know that:</i></p> <ul style="list-style-type: none"> ● <i>Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross.</i> ● <i>Christians believe Jesus builds a bridge between God and humans.</i> <p><i>Christians believe Jesus rose again, giving people hope of a new life.</i></p> <p>Islam Pupils are expected to be able to:</p> <ul style="list-style-type: none"> ● Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. ● Re-tell a story about the life of the Prophet Muhammad. ● Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad. <p><i>Pupils will know that:</i></p> <ul style="list-style-type: none"> ● <i>Muslim people believe in One God (tawhid), who created the universe in harmony</i> ● <i>99 Names of Allah – Muslims try to understand what God is like (not 100 names because you can never fully know God) these names provide a description of the nature of Allah.</i> ● <i>Allah provides a straight path (shariah) to help keep the universe in harmony.</i> ● <i>Muslim people learn about Allah and the guidance he provides for humans to lead them on the straight path in the Qur'an = holy book of Islam.</i> ● <i>Prophet Muhammad was the final prophet. The Angel Jibril revealed the holy scriptures (The Qur'an) directly from Allah to the Prophet Muhammad on Mount Hira. Muslims call this night the Night of Power.</i> ● <i>Muslim people learn Arabic to be able to read and remember teachings from the Holy Qur'an.</i> <p><i>Muslims share stories of the Prophet Muhammad, that help Muslims think of Allah and how by following this example shows them how they should behave.</i></p>	<p><i>the same direction, towards Makkah. This helps Muslims know they belong to a community of believers.</i></p> <ul style="list-style-type: none"> ● <i>The Mosque is a central place in the Muslim community. It is a place of prayer, learning and gathering. The Mosque is open every day for prayer, but the only required time for all Muslims to gather for prayer is a Friday lunchtime.</i> <p><i>Muslims fast during the month of Ramadan, this is one of the 5 pillars of Islam. Eid-ul-Fitr is a huge celebration that marks the end of this time. Fasting together during the month of Ramadan joins the Muslim community together around the world.</i></p>	
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Christianity: People of God

Pupils are expected to be able to:

- Make clear links between the story of Noah and the idea of covenant.

Pupils will know that:

- *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.*
- *They believe he promises to stay with them and Bible stories show how God keeps his promises.*

Sikhi

Pupils are expected to be able to:

- Make suggestions about what Sikhs believe about God.
- Make links between Sikh stories and the actions of Sikhs today.

Pupils will know that:

- *Sikh people worship and believe in one God (Waheguru). The Mool Mantra was written by Guru Nanak and describes the Sikh belief about God. It is recited every day and at the beginning of each section of the Guru Granth Sahib. Ik Onkar, which is the first line of the Mool Mantra, which means 'only one' and is translated to 'there is only one God'*
- *Sikhs try to live a God-centred life, gurmukh. The path of life from birth to death gives Sikhs a chance to move from being self-centred to being God-centred. By living in a God centred way, and through selfless actions, Sikhs gain good karma. For example, doing seva is a way in which many Sikhs find they can be less self-centred (manmukh) and more God-centred and focused.*
- *Sikhs believe that life is a cycle of birth, death, and rebirth. This is known as the cycle of samsara. Part of this belief is the idea of reincarnation, which is the belief that when humans die, they are reborn into a new body. Sikhs believe that they have a divine spark, atma, that is Waheguru within them. When a Sikh dies, the atma is reborn into a new body as part of the cycle of rebirth. The body that the atma is born into is determined by the karma gained in its previous life.*
- *The cycle of samsara repeats itself until the atma has been liberated from the samsara cycle and is reunited with Waheguru in mukti.*
- *Guru Nanak was the founder of the Sikh faith and shared the teachings of God with other believers. He shared a revelation from God that 'everyone is equal and equally loved by God, no matter how they worship him.'*
- *Guru Nanak was followed by nine other Gurus. The tenth Guru is Guru Granth Sahib, which is the holy Sikh scripture. The Guru Granth Sahib is the record of the teachings of the Gurus. Sikh people do not worship the Gurus as a god but revere them as holy men. Sikhs tell stories of Guru Nanak and the other Guru's to influence their own behaviour and actions.*

Christianity: Incarnation**Christianity: People of God**

Pupils are expected to be able to:

- Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.

Pupils will know that:

- *The People of God try to live in the way God wants, following his commands and worshipping him.*

Sikhi

Pupils are expected to be able to:

- Explain what the 5 K's are and why they are important to Khalsa Sikh's.
- Make suggestions about why it is important for Sikhs to become part of the Khalsa.
- Describe Sikh worship and suggest the significance of each part of it.
- Make clear links between the teachings of the Guru Granth Sahib and seva.
- Describe some of the same / different things Sikhs' do which show equality in the Langar.
- Explain what happens at Vaisakhi and why Sikhs' celebrate it.

Pupils will know that:

- *Equality is the key to the three moral principles the Sikh faith is built on: Kirat karni - Honest living
Vand chhakna - Sharing with others
Naam japna – Devotion to God.
These three principles shape the behaviour and actions of Sikhs. These true actions produce good karma.*
- *Some Sikhs decide to become part of the community of Khalsa Sikhs. The Khalsa was formed by Guru Gobind Singh.
To become a Khalsa Sikh, believers go through the Amrit ceremony and make promises to never smoke, drink or cut their hair and to wear the 5 Ks at all times. These are a physical symbol of their faith and that they are now part of the Khalsa community.*
- *Most Sikhs pray daily at three times. (Before sunrise (Nitnem), evening (Rehira) and before going to sleep (Kirtan Sohila). However, Sikhs can pray and meditate as much as they like when and where it practically suits them. Sikhs do not pray in any particular direction, believing God resides everywhere in His Creation.*
- *Most Sikh families tend to visit a Gurdwara on a Sunday. A Sikh should visit the Gurdwara as often as possible to receive teachings from Guru Granth Sahib and seek the company of the holy congregation (Saadh Sangat) for spiritual guidance and upliftment through meditation (Naam Simran), prayer (Paat), singing of hymns (Keertan) from Guru Granth Sahib and rendering selfless service (Seva). The first thing a Sikh should do when entering the gurdwara is to do obeisance (respectful bow or courtesy) before the Guru*

**Christianity:
People of God**

Pupils are expected to be able to:

- Make links between the story of Noah and how we live in school and the wider world.

Sikhi

Pupils are expected to be able to:

- Describe things that are important to Sikhs and show how these impact their lives and actions.
- Discuss reasons why being a Sikh is a good thing in Britain today and reasons why it might be hard sometimes.

Christianity:**Incarnation**

Pupils are expected to be able to:

Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.

Christianity:**Salvation**

Pupils are expected to be able to:

Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.

Christianity:**Kingdom of God**

Pupils are expected to be able to:

- Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.

<p>Pupils are expected to be able to:</p> <ul style="list-style-type: none"> ● Identify the difference between a ‘Gospel’, which tells the story of the life and teaching of Jesus, and a letter. ● Offer suggestions about what texts about baptism and Trinity might mean. ● Give examples of what these texts mean to some Christians today. <p><i>Pupils will know that:</i></p> <ul style="list-style-type: none"> ● <i>Christians believe God is Trinity: Father, Son and Holy Spirit.</i> ● <i>Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</i> ● <i>Christians and that understanding God is challenging; people spend their whole lives learning more and more about God.</i> <p><i>Christians believe the Holy Spirit is God’s power at work in the world and in their lives today, enabling them to follow Jesus.</i></p> <p><u>Christianity: Salvation</u> Pupils are expected to be able to:</p> <ul style="list-style-type: none"> ● Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible’s ‘big story’. ● Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. ● Give examples of what the texts studied mean to some Christians. <p><i>Pupils will know that:</i></p> <ul style="list-style-type: none"> ● <i>Christians see Holy Week as the culmination of Jesus’ earthly life, leading to his death and resurrection.</i> ● <i>The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.</i> ● <i>Christians today trust that Jesus really did rise from the dead, and so is still alive today.</i> <p><u>Christianity: Kingdom of God</u> Pupils are expected to be able to:</p> <ul style="list-style-type: none"> ● Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. ● Offer suggestions about what the description of Pentecost in Acts 2 might mean. ● Give examples of what Pentecost means to some Christians now. <p><i>Pupils will know that:</i></p> <ul style="list-style-type: none"> ● <i>Christians believe that Jesus inaugurated the ‘Kingdom of God’ — i.e. Jesus’ whole life was a demonstration of his belief that God is King, not just in heaven but here and now (‘Your kingdom come, your will be done on earth as</i> 	<p><i>Granth Sahib.</i></p> <ul style="list-style-type: none"> ● All Sikhs are encouraged by their Guru (Guru Granth Sahib) to perform Seva or Selfless Service. Serving in the Langar kitchen is an example of Seva. Sikhs are also encouraged to help the community by performing unpaid work in hospitals, ‘old peoples’ homes, community centres, etc <p><i>Vaisakhi is the biggest and most important Sikh mela (festival), which takes place in April. Vaisakhi marks the founding of the Khalsa in 1699 by Guru Gobind Singh.</i></p> <p><u>Christianity: Incarnation</u> Pupils are expected to be able to:</p> <ul style="list-style-type: none"> ● Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. <p><i>Pupils will know that:</i></p> <ul style="list-style-type: none"> ● <i>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.</i> <p><i>Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief.</i></p> <p><u>Christianity: Salvation</u> Pupils are expected to be able to:</p> <ul style="list-style-type: none"> ● Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. ● Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. <p><i>Pupils will know that:</i></p> <ul style="list-style-type: none"> ● <i>Christians remember and celebrate Jesus’ last week, death and resurrection.</i> <p><u>Christianity: Kingdom of God</u> Pupils are expected to be able to:</p> <ul style="list-style-type: none"> ● Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. <p><i>Pupils will know that:</i></p> <p><i>Christians celebrate Pentecost as the beginning of the Church.</i></p>	
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	<p><i>it is in heaven').</i></p> <ul style="list-style-type: none">• <i>Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him.</i> <p><i>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 by living lives that reflect the love of God.</i></p>		

<p><u>Christianity: Creation</u> Pupils are expected to be able to:</p> <ul style="list-style-type: none"> ● Place the concepts of God and Creation on a timeline of the Bible’s ‘Big Story’. ● Make clear links between Genesis 1 and what Christians believe about God and Creation. <p><i>Pupils will know that:</i></p> <ul style="list-style-type: none"> ● <i>God the Creator cares for the creation, including human beings.</i> ● <i>As human beings are part of God’s good creation, they do best when they listen to God.</i> ● <i>The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments).</i> <p><u>Christianity: Incarnation</u> Pupils are expected to be able to:</p> <ul style="list-style-type: none"> ● Identify John 1 as part of a ‘Gospel’, noting some differences between John and the other Gospels. ● Offer suggestions for what texts about God might mean. ● Give examples of what the texts studied mean to some Christians. <p><i>Pupils will know that:</i></p> <ul style="list-style-type: none"> ● <i>Christians believe God is Trinity: Father, Son and Holy Spirit.</i> ● <i>Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</i> ● <i>Jesus, the Son of God, is seen by Christians as revealing what God the Father is like.</i> ● <i>Understanding God is challenging; people spend their whole lives learning more and more about God.</i> ● <i>Christians believe the Holy Spirit is God’s power at work in the world and in their lives today, enabling them to follow Jesus.</i> <p><u>Christianity: Gospel</u> Pupils are expected to be able to:</p> <ul style="list-style-type: none"> ● Identify this as part of a ‘Gospel’, which tells the story of the life and teaching of Jesus. ● Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’. ● Offer suggestions about what Jesus’ actions towards the leper might mean for a Christian. <p><i>Pupils will know that:</i></p> <ul style="list-style-type: none"> ● <i>Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting</i> 	<p><u>Christianity: Creation</u></p> <ul style="list-style-type: none"> ● Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God’s creation is; care for the earth in some specific ways.) <p><u>Christianity: Incarnation</u> Pupils are expected to be able to:</p> <ul style="list-style-type: none"> ● Describe how Christians show their beliefs about God the Trinity in the way they live. <p><u>Christianity: Gospel</u> Pupils are expected to be able to:</p> <ul style="list-style-type: none"> ● Make simple links between Bible texts and the concept of ‘Gospel’ (good news). ● Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus’ teaching. <p><i>Pupils will know that:</i></p> <ul style="list-style-type: none"> ● <i>Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.</i> <p><u>Christianity: Salvation</u> Pupils are expected to be able to:</p> <ul style="list-style-type: none"> ● Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion. ● Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus. <p><i>Pupils will know that:</i></p> <ul style="list-style-type: none"> ● <i>Christians remember and celebrate Jesus’ last week, death and resurrection.</i> <p><u>Hindu Dharma</u> Pupils are expected to be able to:</p> <ul style="list-style-type: none"> ● Describe some ways in which Hindus express their faith through puja, aarti and bhajan. ● Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught. <p><i>Pupils will know that:</i></p> <ul style="list-style-type: none"> ● <i>Hindu word for worship is puja.</i> ● <i>Hindu people will pray and offer worship at either a Mandir or a home shrine. At the beginning of puja, a bell is rung to attract the attention of the deity. Incense is lit, an offering of fruit, flowers, milk, or sweets is made to the murti and prayers are said. A diva is lit.</i> 	<p><u>Christianity: Creation</u> Pupils are expected to be able to:</p> <ul style="list-style-type: none"> ● Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians. <p><u>Christianity: Incarnation</u> Pupils are expected to be able to:</p> <ul style="list-style-type: none"> ● Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly. <p><u>Christianity: Gospel</u> Pupils are expected to be able to:</p> <ul style="list-style-type: none"> ● Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly. <p><u>Christianity: Salvation</u> Pupils are expected to be able to:</p> <ul style="list-style-type: none"> ● Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live. <p><u>Hindu Dharma</u> Pupils are expected to be able to:</p> <ul style="list-style-type: none"> ● 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. ● 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. ● Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences <p><u>Multifaith: Why do some people think life is a journey?</u> Pupils are expected to be able to:</p> <ul style="list-style-type: none"> ● Suggest why some people see life as a journey and
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<p>others first.</p> <ul style="list-style-type: none"> ● Jesus shows love and forgiveness to unlikely people. ● Christians try to be like Jesus — they want to know him better and better. <p><u>Christianity: Salvation</u></p> <p>Pupils are expected to be able to:</p> <ul style="list-style-type: none"> ● Offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean. ● Give examples of what the texts studied mean to some Christians. <p><i>Pupils will know that:</i></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 do. ● Christians today trust that Jesus really did rise from the dead, and so is still alive today. <p><u>Hindu Dharma</u></p> <p>Pupils are expected to be able to:</p> <ul style="list-style-type: none"> ● 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. <p><i>Pupils will know that:</i></p> <ul style="list-style-type: none"> ● Contemporary Hinduism is a collection of many different ancient traditions, and consists of a wide variety of beliefs, practices, and customs. Many Hindus use the term 'Santana Dharma' (eternal way) to describe something of the all-encompassing nature of living a Hindu way of life. ● Hindus believe in Brahman the supreme being, God, who is formless and without gender. Brahman is expressed, understood, and approached through many deities. The Trimurti means 'three image' and, for many Hindus, consists of three most important deities. Brahma – in charge of creative power. He is often shown with four heads. Vishnu – the preserver of the universe and of dharma. He protects human beings and restores order to the world. Shiva – In charge of opposites, e.g. creation and destruction. ● Deities are visual representations of the character and attributes of the supreme being Brahman. The deities in the form of statues or pictures are called murtis, and are used as focus for worship. These are not worshipped. Stories of the deities are shared and explored by Hindu people to help them learn about dharma and karma. Rama, Sita, Krishna and Ganesha are examples of deities. ● Aum (Om) was the first sound of the universe according to one of the Hindu creation stories. It is also a symbol of Hinduism, seen on temples and shrines as it identifies the place of worship or where Santana Dharma is 	<p><i>Often the murti will have a tilak mark put on their forehead and worshippers will put this mark on their forehead too as it symbolises spiritual wisdom. In the Mandir and also in the home, many Hindu people will take part in an Aarti ceremony, which is worship with divas, prayers and bhajans (devotional songs).</i></p> <ul style="list-style-type: none"> ● Hindu families tell stories of deities to teach them about living a good Hindu life, by exploring dharma and karma. One of the stories they teach is about Rama and Sita, which also describes how good wins over evil. For many Hindus, the celebration of Diwali (festival of light) includes time to think about the triumph of good and evil through the story of Rama and Sita. <p><u>Multifaith: Why do some people think life is a journey?</u></p> <p>Pupils are expected to be able to:</p> <ul style="list-style-type: none"> ● Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean. ● Explain similarities and differences between ceremonies of commitment. 	<p>identify some of the key milestones on this journey.</p> <ul style="list-style-type: none"> ● Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people ● Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief. ● Discuss and present their own ideas about the value and challenge of religious commitment in Britain today.
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<p>followed.</p> <ul style="list-style-type: none">● <i>Hindus believe in reincarnation, life, death, and rebirth. This is called Samsara cycle. Hindus believe that the physical body is a vessel for the soul or Atman, which contains a spark of Brahman. When a person dies, their body passes but the Atman is reborn into a new body. This cycle continues until they are liberated and achieve Moksha and are united with Brahman. Karma is the belief that every action has a positive or negative effect, it is the sum of everything that an individual does: good and bad. Many Hindus believe that an Atman can gather good and bad karma that will impact their next life and how they will be reborn.</i>● <i>Being a Hindu is a way of living that is guided by dharma principles. Dharma means duty. There are daily duties / activities that are important to many Hindus: worship, studying Hindu sacred texts, reflecting on the teachings of wise teachers, providing food for the needy and welcoming guests.</i>● <i>Each person has their own dharma dependent on their stage of life, which guide their decisions and actions. For example, the concept of Ahimsa, non-harming, is one of the reasons many Hindus are vegetarian and care for the environment. Sewa, selfless acts of charity to care for others. Artha, to work hard by honest means and to be generous in sharing what you have with others.</i> <p><u>Multifaith: Why do some people think life is a journey?</u></p>		
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Christianity: God

Pupils are expected to be able to:

- Identify some different types of biblical texts, using technical terms accurately.
- Explain connections between biblical texts and Christian ideas of God, using theological terms.

Pupils will know that:

- *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 (see Fall) but also loving, forgiving, and full of grace.*
- *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.*
- *Christians believe getting to know God is like getting to know a person rather than learning information.*

Christianity: Incarnation

Pupils are expected to be able to:

- Explain the place of Incarnation and Messiah within the 'big story' of the Bible.
- Identify Gospel and prophecy texts, using technical terms.
- Explain connections between biblical texts, Incarnation and Messiah, using theological terms.

Pupils will know that:

- *Jesus was Jewish.*
- *Christians believe Jesus is God in the flesh.*
- *They believe that his birth, life, death and resurrection were 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. (Jewish people do not think Jesus is the Messiah)*
- *Christians see Jesus as their Saviour (See Salvation).*

Christianity: Salvation

Pupils are expected to be able to:

- Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.

Christianity: God

Pupils are expected to be able to:

- Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.
- Show how Christians put their beliefs into practice in worship.

Christianity: Incarnation

Pupils are expected to be able to:

- Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.
- Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.

Christianity: People of God

Pupils are expected to be able to:

- Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.
- Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.
- Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.
- Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.

Pupils will know that:

- *The Old Testament pieces together the story of the People of God.*
- *The story of Moses and 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 idea to 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.*

Christianity: Salvation

Pupils are expected to be able to:

- Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.
- Show how Christians put their beliefs into practice.

Pupils will know that:

- *Christians remember Jesus' sacrifice through the service of Holy*

Christianity: God

Pupils are expected to be able to:

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

Christianity: Incarnation

Pupils are expected to be able to:

Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.

Christianity: People of God

Pupils are expected to be able to:

- Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.
- Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.
- Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.
- Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.

Pupils will know that:

- *The Old Testament pieces together the story of the People of God.*
- *The story of Moses and 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 idea to 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.*

Christianity: Salvation

Pupils are expected to be able to:

- Weigh up the value and impact of ideas of sacrifice in

<p> <ul style="list-style-type: none"> ● Explain what Christians mean when they say that Jesus’ death was a sacrifice, using theological terms. ● Suggest meanings for narratives of Jesus’ death/ resurrection, comparing their ideas with ways in which Christians interpret these texts. </p> <p><i>Pupils will know that:</i></p> <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 includes 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’. 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. </p> <p>Judaism</p> <p>Pupils are expected to be able to:</p> <p>☑ Make connections between Jewish practice, teachings from the Torah and their beliefs about God.</p> <p><i>Pupils will know that:</i></p> <p> <ul style="list-style-type: none"> ● Jewish people believe in one G-d, who created the world. The Shema prayer, which is taken from the Torah (holy book) expresses the Jewish belief about G-d. (One God, creator and cares for them). Jewish people believe that G-d expects all Jews to adhere to the Torah and its mitzvot (commandments), the will to follow those laws represents a choice for the believer. (mitzvot singular - mitzvah plural). The Talmud tells Jewish people that there are 613 mitzvot; 248 positive commandments (dos) and 365 negative commandments (do not). How these mitzvot are lived out and understood will depend on the Jewish tradition or movement followed by each person. </p> <p>Islam</p> <p>Pupils are expected to be able to:</p> <p>☑ Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.</p> <p>☑ Describe and reflect on the significance of the Holy Qur’an to Muslims.</p> <p><i>Pupils will know that:</i></p> <p> <ul style="list-style-type: none"> ● Muslims believe in the oneness of God (tawhid) and its reflection in the Shahadah (statement of faith). Allah is the creator who has created the universe to be in harmony (muslim – literally, ‘in submission’ to the will of God); created human beings to help him keep things in harmony; has set out a straight path (shariah) to help maintain this harmony and offered guidance (the natural world, the Qur’an and the prophets) to help humans </p>	<p><i>Communion (also called the Lord’s Supper, the Eucharist or the Mass). 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.</i></p> <p>Judaism</p> <p>Pupils are expected to be able to:</p> <p>☑ Give examples of Jewish festivals and describe how they impact Jewish people today.</p> <p>☑ Explain the meaning and significance of Jewish rituals and practices.</p> <p><i>Pupils will know that:</i></p> <p> <ul style="list-style-type: none"> ● The Synagogue (Shul) is central to the Jewish community, in Hebrew it translates as ‘house of gathering’. It is a place of worship, learning, prayer and meeting for Jewish people. Most Jewish people visit the Synagogue on the Sabbath (Saturday) for Shabbat prayers. There are different movements of Judaism, Orthodox and Reform or Liberal. These movements determine how Jewish people act and worship God inside the Synagogue. The Jewish faith is very diverse and each movement and Synagogue community, worship in a slightly different way. ● In Judaism the home is often regarded as the most important place of worship and includes prayers, observing Shabbat, celebrating festivals and studying the scriptures. All the members of a family ideally should commit themselves to the Jewish value of shalom bayit, a peaceful household, in which disagreements can be set aside for the greater purpose of family love, holiness, and togetherness. ● Yom Kippur is the holiest day of the year for Jewish people. It is the day on which they are closest to G-d as they seek forgiveness and atonement from their sins throughout the year. It is referred to as the Day of Atonement—“For on this day He will forgive you, to purify you, that you be cleansed from all your sins before G-d” (Leviticus 16:30). Many Jewish people fast for the 26 hours of Yom Kippur and spend all day in the Synagogue praying, reflecting on their behaviour and actions from the year and seeking forgiveness. The story of Jonah is often read at Yom Kippur to help Jewish people think about G-d’s and their own understanding of forgiveness and repentance. Tzedakah means ‘healing the world’ which is an important value in the Jewish faith as they are all challenged to care for the world that God gave them and the people who live upon it. ● Rosh Hashanah is the birthday of the universe, the day G-d created Adam and Eve, and it’s celebrated as the head of the Jewish year. (Jewish New Year) It is a day to celebrate creation and reflect on our actions from the past year. It is marked by the sounding of the Shofar (rams’ horn). ● Jewish people celebrate Pesach (Passover) each year to remember God’s rescue and faithfulness to the Israelites from slavery in Egypt. (The Exodus). On the first two nights of Passover, Jewish people gather together at home for Seder. They read from the Haggadah which guides participants through the ritual Seder meal and the retelling of the Exodus story. After the Israelites left Egypt, G-d commanded them through Moses to continue to remember this night and pass on the story to each generation, so they would never </p>	<p>their own lives and the world today.</p> <p>Judaism</p> <p>Pupils are expected to be able to:</p> <p>☑ Answer the key question from different perspectives, including my own.</p> <p>Islam</p> <p>Pupils are expected to be able to:</p> <p>☑ Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.</p>
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follow this path.

- The Holy Qur'an was revealed to the Prophet Muhammad (pbuh) by Angel Jibril over time. Many Muslims study and learn how to recite the Qur'an at the madrassah (school). The Hadith are a collection of teachings and lived example (sunnah) of the Prophet Muhammad (pbuh). It provides additional guidance on how to follow the straight path (shariah), i.e. how to live 'Islamically'.

The mosque (masjid) is the centre of the community; it provides education (the madrassah), welfare (by distributing zakat) and engagement with the wider local community. The masjid (mosque) is a 'place of prostration' – worship and prayer. Key features of the mosque enable Muslim people to prepare themselves for prayer and worship. (e.g. qibla, minaret, minbar, prayer mats, facilities for wudu).

forget.

- Tikkun olam means 'healing the world' and is an important value in the Jewish faith. G-d challenges each person to care for the world that was created and given to them and the people who live upon it. Gemilut Chassidim – acts of loving kindness, service or social action. (that do not involve monetary gifts). For Jewish people, Gemilut Chassidim is the very foundation-stone of their faith. All the mitzvot that refer to the relationships between humans are implied in the concept of Gemilut Chassidim

Islam

Pupils are expected to be able to:

☐ Make connections between the key functions of the mosque and the beliefs of Muslims.

Pupils will know that:

- Concept of Ummah – the global community of Muslims. Muslim people feel connected to each other by praying in the same way, at the same time and in the same direction. By celebrating festivals at the same time also connects Muslims to those living locally and globally. Uniting brings strength to a Muslim, knowing there is a common understanding and support from fellow Muslims all around the world.

- Concept of the Five Pillars – 'Islam has 5 pillars, like a house. If the pillars are firm, the house will stay firm. If all Muslims do these things, then Islam will stay firm' (Islam for Children by Ahmad Von Denffer). The Five Pillars of Islam are an expression of ibadah (worship and belief in action).

1. Shahadah (statement of belief): "There is no God but God, and Muhammad is his prophet"; expresses beliefs about God and the prophets. Used as part of the adhaan (call to prayer) and salah (prayer)

2. Salah (prayer five times a day): incorporates the Shahadah, involves all Muslims praying together in harmony, speaking the same words and carrying out the same movements.

3. Zakat (charitable giving): 2.5% of disposable income annually; purpose is to bring about harmony in a world in which some people have more than they need and some people don't have enough

4. Sawm (fasting during the month of Ramadan): during this month, Muslims do not eat or drink during the hours of sunlight; the fast as a way to remind Muslims of their commitment to the one God and as a way of helping them experience what it is like go without, which is what life is like every day for some people in the world – this should prompt them to try to address this disharmony and bring about more harmony in the world
5. Hajj (pilgrimage to Makkah, the birthplace of Islam and associated with key events in the lives of the Prophets Ibrahim and Muhammad) Muslims are expected to carry out this pilgrimage at least once during their lifetime; Muslims all travel to Makkah at the same time, perform the same prayers, speaking the same words, at the same time, carry out the same actions at the same time – the pilgrimage as a symbol of the harmony of the global Muslim community (the ummah) and their belief in one God.

- Family life as created by Allah helps provide a harmonious society and supports a Muslim person in following the straight path (shariah):

- Muslim people follow the example of the Prophet Muhammad (pbuh), who was married and had children. This example guides the significance of prayer at home, family involvement in key obligations, such as fasting and pilgrimage; the different, but complementary, roles of men and women

		<p><i>(e.g. Qur'an 49.13); the respect children should show to their parents (e.g. Qur'an 17.23-24)</i></p> <p><i>Muslim charities, such as Islamic Relief, the Red Crescent and Muslim Hands UK connect Muslim beliefs about God, the world and human beings with physical and monetary action.</i></p>	

Christianity: Creation

Pupils are expected to be able to:

- Outline the importance of Creation on the timeline of the 'big story' of the Bible.
- Identify what type of text some Christians say Genesis 1 is, and its purpose.
- Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.

Pupils will know that:

- *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.*

Christianity: Gospel

Pupils are expected to be able to:

- Identify features of Gospel texts (for example, teachings, parable, narrative).
- Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.

Pupils will know that:

- *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.*

Islam

Pupils are expected to be able to:

- ☑ Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.
- ☑ Describe and reflect on the significance of the Holy Qur'an to Muslims.

Pupils will know that:

(See Year 5 - consolidate knowledge)

Christianity: Salvation

Pupils are expected to be able to:

- Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.

Christianity: Creation

Pupils are expected to be able to:

- Make clear connections between Genesis 1 and Christian belief about God as Creator.
- Show understanding of why many Christians and science and faith go together.

Pupils will know that:

- *The discoveries of science make Christians wonder even more about the power and majesty of the Creator.*

Christianity: Gospel

Pupils are expected to be able to:

- Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives..

Pupils will know that:

- *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 their neighbours, in the local, national and global community.*

Islam

Pupils are expected to be able to:

- ☑ Make connections between the key functions of the mosque and the beliefs of Muslims.

Pupils will know that:

- (See Year 5 - consolidate knowledge)

Christianity: Salvation

Pupils are expected to be able to:

- Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.
- Show how Christians put their beliefs into practice in different ways.

Christianity: Kingdom of God

Pupils are expected to be able to:

- Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.

Pupils will know that:

- *Many Christians try to extend the Kingdom of God by*

Christianity: Creation

Pupils are expected to be able to:

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

Christianity: Gospel

Pupils are expected to be able to:

- Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.

Islam

Pupils are expected to be able to:

- ☑ Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.

Christianity: Salvation

Pupils are expected to be able to:

- Explain why some people find belief in the Resurrection makes sense and inspires them.
- Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.

Christianity: Kingdom of God

Pupils are expected to be able to:

- Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.

<ul style="list-style-type: none"> ● Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. ● Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. <p><i>Pupils will know that:</i></p> <ul style="list-style-type: none"> ● <i>Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.</i> ● <i>The Gospels give accounts of Jesus' death and resurrection.</i> ● <i>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).</i> <p><u>Christianity: Kingdom of God</u> Pupils are expected to be able to:</p> <ul style="list-style-type: none"> ● Explain connections between biblical texts and the concept of the Kingdom of God. ● Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. <p><i>Pupils will know that:</i></p> <ul style="list-style-type: none"> ● <i>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 Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.</i> 	<p><i>challenging unjust social structures in their locality and in the world.</i></p>	
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