

CURRICULUM POLICY



Battle and Langton CE Primary School Religious Education Policy

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Approved by: Governing Board

Introduction

At Battle and Langton CE Primary School we follow the 2022 – 2027 East Sussex Agreed Syllabus for RE 'Faith and Belief in the 21st Century' and RE is part of our core curriculum entitlement for all pupils. The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Intent

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

The curriculum for RE aims to ensure that all pupils:

1. Make sense of a range of religious and non-religious beliefs, so that they can:

- Identify, describe, explain and analyse beliefs and concepts in the context of living religion, using appropriate vocabulary
- Explain how and why these beliefs are understood in different ways by individuals and within communities
- Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

2. Understand the impact and significance of religious and non-religious beliefs, so that they can:

- Examine and explain how and why people express their beliefs in diverse ways
- Recognise and account for ways in which people put their beliefs into action: in diverse ways within their everyday lives, within their communities, and within the wider world.
- Appreciate and appraise the significance of different ways of life and ways of expressing meaning

3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- Discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

Legal requirements:

Every pupil has an entitlement to a religious education. RE is a necessary part of a broad and balanced curriculum and must be provided for all registered pupils in state-funded schools in England, unless withdrawn by their parents. This does not apply for pupils below compulsory school age. The RE curriculum drawn up by a SACRE, 'shall reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'

The agreed syllabus has a duty 'to take care that information or knowledge included in the curriculum is conveyed in a pluralistic manner' and 'must accord equal respect to different religious convictions, and to non-religious belief'. Note that the term 'religion' encompasses both religious and non-religious beliefs. RE is now open and broad, exploring a range of religious and non-religious worldviews.

However, parents have the right to withdraw their children from RE lessons or any part of the RE curriculum and the school has a duty to supervise them, though not to provide additional teaching or to incur extra cost. Where the pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parents want the pupil to receive. These arrangements will be made by the parents; the school is not expected to make these arrangements. This RE could be provided at the school in question, or by another school in the locality. If neither approach is practicable, the pupil may receive external RE teaching as long as the withdrawal does not have a significant impact on the pupil's attendance. It is good practice to talk to parents to ensure that they understand the aims and value of RE before honouring this right.

Time for Religious Education

Schools have a statutory responsibility to deliver religious education to all pupils, except those withdrawn by parents. Schools must ensure that sufficient time is given in order to enable pupils to meet the expectations set out in the agreed syllabus, ensuring that the curriculum is coherent and shows progression, particularly across transitions between key stages. There is no single correct way of making appropriate provision for RE as long as the outcomes are met. In order to deliver the aims and expected standards of the syllabus effectively, the expectation is that there is a minimum allocation of curriculum time for RE.

Age 5-7 (KS1) 30 minutes a week, or a series of RE days or weeks amounting to the same

Age 7-11 (KS2) 45 minutes a week or a series of RE days or weeks amounting to the same

What Religions are taught?

The East Sussex agreed syllabus requires that all pupils develop understanding of Christianity in each key stage. In addition, across the age range, pupils will develop understanding of the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all of our classrooms. These worldviews, including for example Humanism, will also be the focus for study in thematic units.

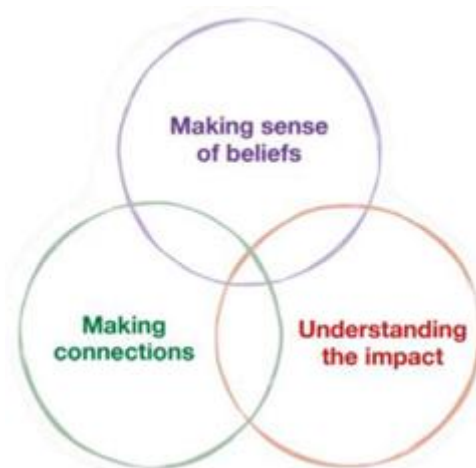
Pupils study in depth the religious traditions of the following:

Age 4-5 (EYFS) Children will encounter Christianity and other faiths as part of their growing sense of self, their own community and their place within it.

Age 5-7 (KS1) Christians, Jews and Muslims

Age 7-11 (KS2) Christians, Muslims, Hindus and Jews

This is the minimum requirement. As a Church of England Primary School, we spend 50% of the RE teaching time on Christianity, and 50% on other religions and worldviews. Consideration of other religions and non-religious worldviews can occur at any key stage, as appropriate to the school context. (Groups such as Quakers, the Bahá'í faith, Jehovah's Witnesses, The Church of Jesus Christ of Latter-day Saints, or the Jains are not excluded from study in this scheme for RE. Schools are always advised to make space for the worldviews of the local community.) RE should be inclusive of both religious and non-religious worldviews. Schools should ensure that the content and delivery of the RE curriculum are inclusive in this respect. The East Sussex agreed syllabus requires that, in addition to the religions required for study at each key stage, non-religious worldviews should also be explored in such a way as to ensure that pupils develop mutual respect and tolerance of those with different faiths and beliefs.



The RE teaching and learning approach

Pupils study one religion at a time ('systematic' units), and also 'thematic' units, which build on learning by comparing the religions, beliefs and practices studied.

There are three core elements which are woven together to provide breadth and balance within teaching and learning about religions and beliefs.

1. Making sense of beliefs – identifying and making sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.

2. Understanding the impact – Examining how and why people put their beliefs into action in diverse ways within their everyday lives, within their communities and in the wider world.

3. Making connections – Evaluating, reflecting on and connecting the beliefs and practices studied; allowing the pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world (their personal worldviews).

The syllabus is taught through a key question approach where the questions open up the content to be studied. These questions lead to high-quality RE that enables coherence and progression.

In Reception class, children encounter Christianity and other faiths as part of their growing sense of self, their own community and their place within it.

In KS1, Pupils develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject-specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

In KS2, Pupils extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject-specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

Key questions overview:

	EYFS (Discovering)	KS1 (Exploring)	LKS2 (Connecting)	UKS2 (Connecting)
Religion / Belief	Christians plus others	Christians, Jews & Muslims	Christians, Muslims, Hindus & Jews	
Christianity: God Creation Fall People of God Incarnation Gospel Salvation Kingdom of God	F1 Why is the word 'God' so important to Christians? [God] F2 Why is Christmas special for Christians? [Incarnation] F3 Why is Easter special for Christians? [Salvation]	1.1 What do Christians believe God is like? [God] 1.2 Who do Christians say made the world? [Creation] 1.3 Why does Christmas matter to Christians? [Incarnation] 1.4 What is the 'good news' Christians believe Jesus brings? [Gospel] 1.5 Why does Easter matter to Christians? [Salvation]	L2.1 What do Christians learn from the creation story? [Creation/Fall] L2.2 What is it like for someone to follow God? [People of God] L2.3 What is the 'Trinity' and why is it important for Christians? [God/Incarnation] L2.4 What kind of world did Jesus want? [Gospel] L2.5 Why do Christians call the day Jesus died 'Good Friday'? [Salvation] L2.6 For Christians, what was the impact of Pentecost? [Kingdom of God]	U2.1 What does it mean if Christians believe God is holy and loving? [God] U2.2 Creation and science: conflicting or complementary? [Creation] U2.3 Why do Christians believe Jesus was the Messiah? [Incarnation] U2.4 How do Christians decide how to live? 'What would Jesus do?' [Gospel] U2.5 What do Christians believe Jesus did to 'save' people? [Salvation] U2.6 For Christians, what kind of king is Jesus? [Kingdom of God]
Hinduism: Samsara and moksha Brahman (God) and atman Karma and dharma			L2.7 What do Hindus believe God is like? [Brahman/atman] L2.8 What does it mean to be Hindu	U2.7 Why do Hindus want to be good? [Karma/dharma /samsara / moksha]

			in Britain today? [Dharma]	
Islam: God/Tawhid Iman (faith) Ibadah (worship) Akhirah (life after death) Akhlaq (virtue/morality)		1.6 Who is a Muslim and how do they live? [God/ Tawhid/ibadah/ iman]	L2.9 How do festivals and worship show what matters to a Muslim? [Ibadah]	U2.8 What does it mean to be a Muslim in Britain today? [Tawhid/ iman/ibadah]
Judaism: God Torah The People and the Land		1.7 Who is Jewish and how do they live? [God/Torah/ People]	L2.10 How do festivals and family life show what matters to Jewish people? [God/Torah/ People/ the Land]	U2.9 Why is the Torah so important to Jewish people? [God/Torah]
Non-religious worldviews				U2.10 What matters most to Humanists and Christians?
Thematic	F4 Being special: where do we belong? F5 Which places are special and why? F6 Which stories are special and why?	1.8 What makes some places sacred to believers? 1.9 How should we care for others and the world, and why does it matter? 1.10 What does it mean to belong to a faith community?	L2.11 How and why do people mark the significant events of life? L2.12 How and why do people try to make the world a better place?	U2.11 Why do some people believe in God and some people not? U2.12 How does faith help when life gets hard?

End of phase outcomes

Each unit provides learning outcomes specific to each question, leading to these end of phase outcomes.

The outcomes for EYFS are the Early Learning Goals.

Teaching and learning approach	End KS1 Pupils can ...	End lower KS2 Pupils can ...	End upper KS2 Pupils can ...
<p>Element 1: Making sense of beliefs Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation</p>	<ul style="list-style-type: none"> • identify core beliefs and concepts studied and give a simple description of what they mean • give examples of how stories show what people believe (e.g. the meaning behind a festival) • give clear, simple accounts of what stories and other texts mean to believers 	<ul style="list-style-type: none"> • identify and describe the core beliefs and concepts studied • make clear links between texts/sources of authority and the core concepts studied • offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believer 	<ul style="list-style-type: none"> • identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions • describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts • give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority
<p>Element 2: Understanding the impact Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.</p>	<ul style="list-style-type: none"> • give examples of how people use stories, texts and teachings to guide their beliefs and actions • give examples of ways in which believers put their beliefs into practice 	<ul style="list-style-type: none"> • make simple links between stories, teachings and concepts studied and how people live, individually and in communities • describe how people show their beliefs in how they worship and in the way they live • identify some differences in how people put their beliefs into practice 	<ul style="list-style-type: none"> • make clear connections between what people believe and how they live, individually and in communities • using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures

Element 3: Making connections

Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and worldviews - their ways of understanding the world.

- think, talk and ask questions about whether the ideas they have been studying, have something to say to them
- give a good reason for the views they have and the connections they make

- make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
- raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live
- give good reasons for the views they have and the connections they make

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

Implementation

EYFS

Reception: RE is taught as a compulsory part of the curriculum and according to the agreed syllabus. RE sits within the areas of personal, social and emotional development and understanding the world. The children develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have the opportunity to develop their emerging moral and cultural awareness.

Children in EYFS encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They listen to and talk about stories. Children are introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

Religions and worldviews

In Reception class, children encounter Christianity and other faiths as part of their growing sense of self, their own community and their place within it. Three units below focus on Christianity, and the others include opportunities to encounter Christians, Hindus, Jews and Muslims, as well as non-religious responses and ways of living.

There are 6 units covered in EYFS. The schemes of work from RE Today are used for teaching the content of these units:

F1 Why is the word 'God' so important to Christians?

F2 Why is Christmas special for Christians?

F3 Why is Easter special for Christians?

F4 Being special: where do we belong?

F5 Which places are special and why?

F6 Which stories are special and why?

RE in KS1

Pupils develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They use basic subject-specific vocabulary. They raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

During the key stage, pupils are taught knowledge, skills and understanding through learning about Christians, Muslims and Jews. Pupils may also encounter other religions and worldviews in thematic units, where appropriate.

There are 10 units taught across the 2 years, with two being double units. The schemes of work from RE

Today are used for teaching the content of these units:

Unit Key questions:

- 1.1 What do Christians believe God is like?
- 1.2 Who do Christians say made the world?
- 1.3 Why does Christmas matter to Christians?
- 1.4 What is the 'good news' Christians believe Jesus brings?
- 1.5 Why does Easter matter to Christians?
- 1.6 Who is a Muslim and how do they live? [Double unit]
- 1.7 Who is Jewish and how do they live? [Double unit]
- 1.8 What makes some places sacred to believers?

Christians and Muslims

- 1.9 How should we care for others and for the world, and why does it matter? Christians, Jews and non-religious worldviews
- 1.10 What does it mean to belong to a faith community? Christians, Jews, Muslims and non-religious worldviews

RE in KS2

Pupils extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They are introduced to an extended range of sources and subject-specific vocabulary. They are encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

During the key stage, pupils are taught knowledge, skills and understanding through learning about Christians, Muslims, Hindus and Jews. Pupils may also encounter other religions and worldviews (including non-religious worldviews) in thematic units.

There are 12 units for LKS2 and 12 for UKS2, with 2 additional Christianity units we use as a Church of England Primary School. The schemes of work from RE Today are used for teaching the content of these units:

Unit Key questions:

Lower Key Stage 2

- L2.1 What do Christians learn from the Creation story?
- L2.2 What is it like for someone to follow God?
- L2.3 What is the 'Trinity' and why is it important for Christians?
- L2.4 What kind of world did Jesus want?
- L2.5 Why do Christians call the day Jesus died 'Good Friday'?
- L2.6 For Christians, what was the impact of Pentecost? U2.6 For Christians, what kind of king is Jesus?
- L2.7 What do Hindus believe God is like?
- L2.8 What does it mean to be Hindu in Britain today?
- L2.9 How do festivals and worship show what matters to Muslims?
- L2.10 How do festivals and family life show what matters to Jewish people?
- L2.11 How and why do people mark the significant events of life? Christians, Hindus, Muslims, non-religious
- L2.12 How and why do people try to make the world a better place? Christians, Muslims, non-religious

Upper Key Stage 2

- U2.1 What does it mean if Christians believe God is holy and loving?

U2.2 Creation and science: conflicting or complementary?

U2.3 Why do Christians believe Jesus was the Messiah?

U2.4 How do Christians decide how to live? 'What would Jesus do?'

U2.5 What do Christians believe Jesus did to 'save' people?

U2.6 For Christians, what kind of king is Jesus?

U2.7 Why do Hindus want to be good?

U2.8 What does it mean to be a Muslim in Britain today?

U2.9 Why is the Torah so important to Jewish people?

U2.10 What matters most to Humanists, Christians? Christians and non-religious, with opportunities to include other faiths studied

U2.11 Why do some people believe in God and some people not? Christians, non-religious

U2.12 How does faith help people when life gets hard? Christians, Muslims and/or Jews and/or Hindus, non-religious

	Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
E Y F S	R	F4 Being Special: where do we belong?	F2 Why is Christmas special for Christians?	F1 Why is the word 'God' so important to Christians?	F3 Why is Easter special to Christians?	F5 What places are special and why?	F6 What times/stories are special and why?
			incarnation	creation/God	salvation		
K S 1	1	1.1 What do Christians believe God is like?	1.3 Why does Christmas matter to Christians?	1.7 Who is Jewish and how do they live?	1.7 Who is Jewish and how do they live?	1.9 How should we care for the world and for others, and why does it matter?	1.10 What does it mean to belong to a faith community?
		God	Incarnation				
	2	1.2 Who do Christians say made the world?	1.4 What is the 'good news' Christians believe Jesus brings?	1.6 Who is a Muslim and how do they live? (Pt 1)	1.5 Why does Easter matter to Christians?	1.6 Who is a Muslim and how do they live? (pt 2)	1.8 What makes some places sacred to believers?
		Creation	Gospel		Salvation		
L K S 2	3	L2.1 What do Christians learn from the Creation story?	L2.2 What is it like for someone to follow God?	L2.9 How do festivals and worship show what matters to a Muslim?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.4 What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place?

		Creation/Fa ll	People of God			Gospel	
	4	L2.7 What do Hindus believe God is like?	L2.3 What is the 'Trinity' and why it is important to Christians?	L2.8 What does it mean to be Hindu in Britain today?	L2.5 Why do Christians call the day Jesus died 'Good Friday'? UC	L2.6 For Christians when Jesus left, what was the impact of the Pentecost? UC	L2.11 How and why do people mark the significant events of life?
			Incarnation		Salvation	Kingdom of God	
U K S 2	5	U2.1 What does it mean if Christians believe God is holy and loving?	U2.3 Why do Christians believe Jesus was the Messiah?	U2.8 What does it mean to be a Muslim in Britain today?	U2.4 Christians and how to live: 'What would Jesus do?' UC	U2.9 Why is the Torah so important to Jewish people?	U2.10 What matters most to Humanists and Christians?
		God	People of God		Incarnation		
	6	U2.2 Creation and Science: conflicting	U2.5 What do Christians believe?	U2.7 Why do Hindus want to be good?	U2.6 For Christians, what kind of king is Jesus?	U2.11 Why do some people believe in God	U2.12 How does faith help people
		Creation/Fa ll	Gospel		Kingdom of God		

Units from Understanding Christianity

Units from East Sussex Agreed Syllabus 2022-2027 "Faith and Belief in the 21st Century

Impact

Assessment

The learning outcomes for each unit are expressed in relation to the three elements of the teaching and learning approach (making sense of beliefs, understanding the impact, making connections). Using the unit learning outcomes as stepping stones towards the end of phase outcomes allow teachers to

track progress across a year group. Teachers use their professional judgement and look at work samples, recall discussions and other responses to teaching and learning and then record whether a pupil is emerging, meeting expectations or exceeding the specific unit outcomes.

The progress of children in RE is tracked at the end of each unit using the learning outcomes from the unit plans.

The progress of the children is also tracked at the end of each phase: KS1, (year 2), at the end of Year 4, and the end of KS2, (Year 6). Teachers assess their pupils' progress using the end of phase outcomes below:

KS1 assessment outcomes:

<p>End KS1</p> <p><i>Pupils can...</i></p>	<p>1.1 God</p>	<p>1.2 Creation</p>	<p>1.3 Incarnation</p>	<p>1.4 Gospel</p>	<p>1.5 Salvation</p>
<ul style="list-style-type: none"> • Identify core beliefs and concepts studied and give a simple description of what they mean • Give examples of how stories show what people believe (e.g. the meaning behind a festival) • Give clear, simple accounts of what stories and other texts mean to believers. 	<ul style="list-style-type: none"> • Identify what a parable is • Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father. • Give clear, simple accounts of what the story means to Christians 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Tell stories from the Bible and recognise a link with the concept of 'Gospel' or good news. • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. • Recognise that Jesus gives instructions to people about how to behave. 	<ul style="list-style-type: none"> • Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). • Recognise that Jesus gives instructions about how to behave.

<ul style="list-style-type: none"> • Give examples of how people use stories, texts and teachings to guide their beliefs and actions • Give examples of ways in which believers put their beliefs into practice 	<ul style="list-style-type: none"> • Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) • Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) 	<ul style="list-style-type: none"> • Give at least one example of what Christians do to say thank you to God for Creation. 	<ul style="list-style-type: none"> • Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. 	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.
<ul style="list-style-type: none"> • Think, talk and ask questions about whether the ideas they have been studying have something to say to them. • Give a good reason for the views they have and the connections they make. 	<ul style="list-style-type: none"> • Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas • Give a reason for the ideas they have and the connections they make. 	<ul style="list-style-type: none"> • Think, talk and ask questions about living in an amazing world • Give a reason for the ideas they have and the connections they make between the Christian/Jewish Creation story and the world they live in. 	<ul style="list-style-type: none"> • Decide what they personally have to be thankful for, giving a reason for their ideas • Think, talk and ask questions about Christmas for people who are Christians and for people who are not. 	<ul style="list-style-type: none"> • Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas. 	<ul style="list-style-type: none"> • Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.

<p>End KS1</p> <p><i>Pupils can...</i></p>	<p>1.6 Jews</p>	<p>1.7 Muslims</p>	<p>1.8 Sacred places</p>	<p>1.9 World and others</p>	<p>1.10 Belonging</p>
<ul style="list-style-type: none"> • Identify core beliefs and concepts studied and give a simple description of what they mean • Give examples of how stories show what people believe (e.g. the meaning behind a festival) • Give clear, simple accounts of what stories and other texts mean to believers. 	<ul style="list-style-type: none"> • Recognise the words of the Shema as a Jewish prayer • Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. 	<ul style="list-style-type: none"> • Recognise the words of the Shahadah and that it is very important for Muslims • Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean • Give examples of how stories about the Prophet show what Muslims believe about Muhammad. 	<ul style="list-style-type: none"> • Recognise that there are special places where people go to worship, and talk about what people do there • Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean • Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship 	<ul style="list-style-type: none"> • Identify a story or text that says something about each person being unique and valuable • Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) • Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world 	<ul style="list-style-type: none"> • Recognise that loving others is important in lots of communities. • Say simply what Jesus and one other religious leader taught about loving other people

<ul style="list-style-type: none"> • <i>Give examples of how people use stories, texts and teachings to guide their beliefs and actions</i> • <i>Give examples of ways in which believers put their beliefs into practice</i> 	<ul style="list-style-type: none"> • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) 	<ul style="list-style-type: none"> • Give examples of how Muslims use the Shahadah to show what matters to them • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • Give examples of how Muslims put their beliefs about prayer into action. 	<ul style="list-style-type: none"> • Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe • Give simple examples of how people worship at a church, mosque or synagogue • Talk about why some people like to belong to a sacred building or a community. 	<ul style="list-style-type: none"> • Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories • Give examples of how Christians and Jews can show care for the natural earth • Say why Christians and Jews might look after the natural world. 	<ul style="list-style-type: none"> • Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean. • Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious).
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<p>• Think, talk and ask questions about whether the ideas they have been studying, have something to say to them.</p> <p>• Give a good reason for the views they have and the connections they make.</p>	<p>• Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people. giving a good reason for their ideas</p> <p>• Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</p>	<p>• Think, talk about and ask questions about Muslim beliefs and ways of living</p> <p>• Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</p> <p>• Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p>	<p>• Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas</p> <p>• Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</p>	<p>• Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world</p> <p>• Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</p>	<p>• Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences.</p> <p>• Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.</p>
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LKS2 assessment outcomes:

<p>End LKS2</p> <p><i>Pupils can...</i></p>	<p>L2.1 Creation</p>	<p>L2.2 People of God</p>	<p>L2.3 Incarnation/God</p>	<p>L2.4 Gospel</p>
<ul style="list-style-type: none"> • Identify and describe the core beliefs and concepts studied • Make clear links between texts/sources of authority and the key concepts studied • Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> • Place the concepts of God and Creation on a timeline of the Bible's 'Big Story' • Make clear links between Genesis 1 and what Christians believe about God and Creation • Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world 	<ul style="list-style-type: none"> • Make clear links between the story of Noah and the idea of covenant 	<ul style="list-style-type: none"> • Recognise what a 'Gospel' is and give an example of the kinds of stories it contains • Offer suggestions about what texts about baptism and Trinity mean. • Give examples of what these texts mean to some Christians today 	<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'. • Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian
<ul style="list-style-type: none"> • Make simple links between stories, teachings and concepts studied and how people live, individually and in communities • Describe how people show their beliefs in how they worship and in the way they live • Identify some differences in how people put their beliefs into practice 	<ul style="list-style-type: none"> • Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the earth – some specific ways) • Describe how and why Christians might pray to God, say sorry and ask for forgiveness. 	<ul style="list-style-type: none"> • Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony 	<ul style="list-style-type: none"> • Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live 	<ul style="list-style-type: none"> • Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways

<ul style="list-style-type: none"> • Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live • Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. • Give a good reason for the views they have and the connections they make. 	<ul style="list-style-type: none"> • Ask questions and suggest answers about what might be important in the Creation story for Christians and for non- Christians living today 	<ul style="list-style-type: none"> • Make links between the story of Noah and how we live in school and the wider world. 	<ul style="list-style-type: none"> • Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like 	<ul style="list-style-type: none"> • Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.
<p style="text-align: center;">End LKS2</p> <p style="text-align: center;"><i>Pupils can...</i></p>	<p style="text-align: center;">L2.5 Salvation</p>	<p style="text-align: center;">L2.6 Kingdom of God</p>	<p style="text-align: center;">L2.7 Hindus & God</p>	<p style="text-align: center;">L2.8 Hindus in Britain</p>
<ul style="list-style-type: none"> • Identify and describe the core beliefs and concepts studied • Make clear links between texts/sources of authority and the key concepts studied • Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> • Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live. • Offer informed suggestions about what the events of Holy Week mean to Christians • Give examples of what Christians say about the importance of the events of Holy Week 	<ul style="list-style-type: none"> • Make clear links between the story of Pentecost and Christian beliefs about the 'Kingdom of God' on earth. • Offer informed suggestions about what the events of Pentecost in Acts 2 might mean • Give examples of what Pentecost means to some Christians now 	<ul style="list-style-type: none"> • Identify some Hindu deities and say how they help Hindus describe God • Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God • Offer informed suggestions about what Hindu murtis express about God 	<ul style="list-style-type: none"> • Identify the terms dharma, Sanatana Dharma and Hinduism and say what they mean • Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)

<ul style="list-style-type: none"> • <i>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</i> • <i>Describe how people show their beliefs in how they worship and in the way they live</i> • <i>Identify some differences in how people put their beliefs into practice</i> 	<ul style="list-style-type: none"> • Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities • Describe how Christians show their beliefs about Jesus in worship in different ways 	<ul style="list-style-type: none"> • Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God, and how Christians live now. • Describe how Christians show their beliefs about the Holy Spirit in worship 	<ul style="list-style-type: none"> • Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali) • Identify some different ways in which Hindus worship 	<ul style="list-style-type: none"> • Describe how Hindus show their faith within their families in Britain today (e.g. home puja). • Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) • Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)
<ul style="list-style-type: none"> • <i>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</i> • <i>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.</i> • <i>Give a good reason for the views they have and the connections they make.</i> 	<ul style="list-style-type: none"> • Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions. 	<ul style="list-style-type: none"> • Make links between ideas about the Kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas 	<ul style="list-style-type: none"> • Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today • Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas 	<ul style="list-style-type: none"> • Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas

<p>End LKS2</p> <p><i>Pupils can...</i></p>	<p>L2.9 Muslims</p>	<p>L2.10 Jews</p>	<p>L2.11 Stages of life</p>	<p>L2.12 Make the world better</p>
<ul style="list-style-type: none"> • Identify and describe the core beliefs and concepts studied • Make clear links between texts/sources of authority and the key concepts studied • Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> • Identify some beliefs about God in Islam, expressed in Surah 1. • Make clear links between beliefs about God and <i>ibadah</i> (e.g. how God is worth worshipping; how Muslims submit to God) 	<ul style="list-style-type: none"> • Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. • Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people • Offer informed suggestions about the meaning of the Exodus story for Jews today 	<ul style="list-style-type: none"> • Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean. • Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today 	<ul style="list-style-type: none"> • Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin). • Make links between religious beliefs and teachings and why people try to live and make the world a better place
<ul style="list-style-type: none"> • Make simple links between stories, teachings and concepts studied and how people live, individually and in communities • Describe how people show their beliefs in how they worship and in the way they live • Identify some differences in how people put their beliefs into practice 	<ul style="list-style-type: none"> • Give examples of <i>ibadah</i> (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. • Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) 	<ul style="list-style-type: none"> • Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities 	<ul style="list-style-type: none"> • Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean. • Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) 	<ul style="list-style-type: none"> • Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) • Describe some examples of how people try to live (e.g. individuals and organisations) • Identify some differences in how people put their beliefs into action

<ul style="list-style-type: none"> • Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live • Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. • Give a good reason for the views they have and the connections they make. 	<ul style="list-style-type: none"> • Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims • Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas 	<ul style="list-style-type: none"> • Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. • Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas. 	<ul style="list-style-type: none"> • Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones. • Make links between ideas of love, commitment and promises in religious and non-religious ceremonies. • Give good reasons why they think ceremonies of commitment are or are not valuable today 	<ul style="list-style-type: none"> • Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better • Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas • Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views
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End UKS2 outcomes

<p>End UKS2</p> <p><i>Pupils can...</i></p>	<p>U2.1 God</p>	<p>U2.2 Creation</p>	<p>U2.3 Incarnation</p>	<p>U2.4 Gospel</p>
<ul style="list-style-type: none"> • Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions • Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts • Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority 	<ul style="list-style-type: none"> • Identify some different types of biblical texts, using technical terms accurately. • Explain connections between biblical texts and Christian ideas of God, using theological terms 	<ul style="list-style-type: none"> • Identify what type of text some Christians say Genesis 1 is, and its purpose. • Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations 	<ul style="list-style-type: none"> • Explain the place of Incarnation and Messiah within the 'big story' of the Bible. • Identify Gospel and prophecy texts, using technical terms. • Explain connections between biblical texts, Incarnation and Messiah, using theological terms 	<ul style="list-style-type: none"> • Identify features of Gospel texts (for example, teachings, parable, narrative). • Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts
<ul style="list-style-type: none"> • Make clear connections between what people believe and how they live, individually and in communities • Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures 	<ul style="list-style-type: none"> • Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed. • Show how Christians put their beliefs into practice in worship 	<ul style="list-style-type: none"> • Make clear connections between Genesis 1 and Christian belief about God as Creator. • Show understanding of why many Christians find science and faith go together 	<ul style="list-style-type: none"> • Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. • Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible 	<ul style="list-style-type: none"> • Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives

• Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)

• Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.

• Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.

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

• Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.

• Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views

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

• Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives.

• Articulate their own responses to the issues studied, recognising different points of view

<p>End UKS2</p> <p><i>Pupils can...</i></p>	<p>U2.5 Salvation</p>	<p>U2.6 Kingdom of God</p>	<p>U2.7 Hindus</p>	<p>U2.8 Muslims</p>
<ul style="list-style-type: none"> • <i>Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions</i> • <i>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</i> • <i>Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority</i> 	<ul style="list-style-type: none"> • Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it • Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. • Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts 	<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 	<ul style="list-style-type: none"> • Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately. • Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha etc 	<ul style="list-style-type: none"> • Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Muhammad as the Messenger, Qur'an as the message). • Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on five pillars; hajj practices follow example of the Prophet)
<ul style="list-style-type: none"> • <i>Make clear connections between what people believe and how they live, individually and in communities</i> • <i>Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</i> 	<ul style="list-style-type: none"> • Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. • Show how Christians put their beliefs into practice in different ways 	<ul style="list-style-type: none"> • Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice. • Show how Christians put their beliefs into practice in different ways 	<ul style="list-style-type: none"> • Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live • Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha etc. • Give evidence and examples to show how Hindus put their beliefs into practice in different ways 	<ul style="list-style-type: none"> • Make clear connections between Muslim beliefs and <i>ibadah</i> (e.g. Five Pillars, festivals, mosques, art) • Give evidence and examples to show how Muslims put their beliefs into practice in different ways

<ul style="list-style-type: none"> • <i>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</i> • <i>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.</i> • <i>Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.</i> 	<ul style="list-style-type: none"> • Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. • Articulate their own responses to the idea of sacrifice, recognising different points of view 	<ul style="list-style-type: none"> • Relate the Christian 'Kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today. • Articulate their own responses to the idea of the importance of love and service in the world today 	<ul style="list-style-type: none"> • Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus. • Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view 	<ul style="list-style-type: none"> • Make connections between Muslim beliefs studied and Muslim ways of living in Britain/East Sussex today • Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims • Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views
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<p>End UKS2</p> <p><i>Pupils can...</i></p>	<p>U2.9 Jews</p>	<p>2.10 Humanists Christians</p>	<p>J2.11 Why believe in God</p>	<p>U2.12 Life gets hard</p>
<ul style="list-style-type: none"> • <i>Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions</i> • <i>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</i> • <i>Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority</i> 	<ul style="list-style-type: none"> • Identify and explain Jewish beliefs about God • Give examples of some texts that say what God is like and explain how Jewish people interpret them 	<ul style="list-style-type: none"> • Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) • Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God') 	<ul style="list-style-type: none"> • Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs • Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from • Give examples of reasons why people do or do not believe in God. 	<ul style="list-style-type: none"> • Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life • Identify beliefs about life after death in at least two religious traditions, comparing and accounting for similarities and differences
<ul style="list-style-type: none"> • <i>Make clear connections between what people believe and how they live, individually and in communities</i> • <i>Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</i> 	<ul style="list-style-type: none"> • Make clear connections between Jewish beliefs about the Torah and how they use and treat it • Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) • Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between orthodox and progressive Jewish practice) 	<ul style="list-style-type: none"> • Make clear connections between Christian and Humanist ideas about being good and how people live • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view • Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between orthodox and progressive Jewish practice) 	<ul style="list-style-type: none"> • Make clear connections between what people believe about God and the impact of this belief on how they live • Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) 	<ul style="list-style-type: none"> • Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) • Give examples of ways in which beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives

<p><i>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</i></p> <p><i>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.</i></p> <p><i>Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and connections they make.</i></p>	<p>Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today</p> <p>Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today and articulate responses on how far they are valuable to people who are not Jewish</p>	<p>Raise important questions and suggest answers about how and why people would be good</p> <p>Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views</p>	<p>Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging</p> <p>Consider and weigh up different views on theism, agnosticism and atheism, developing insights of their own about why people believe in God or not</p> <p>Make connections between belief and behaviour in their own lives, in the light of their learning</p>	<p>Interpret a range of artistic expressions of Jewish life, offering and explaining different ways of understanding these</p> <p>Offer a reasoned response to the unit question, with evidence and example, developing insights of their own</p>
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