



# RE

## Progression Planning Document



At Sandhill Primary, the aim of Religious Education is to help children to acquire and develop knowledge and understanding of Christianity; whilst also developing an awareness of the other principal religions represented in Great Britain. Children are provided with an opportunity to explore the way that religious beliefs shape life and our behaviour, develop the ability to make reasoned and informed judgement about religious and moral issues and enhance their spiritual, moral, social and cultural development. As Christianity is the predominant religion in the school's pupil population and in the community surrounding the school, Christianity is the chosen faith for Progressed Study; we have made links with the local church, St Michael and All Angels Church, to involve a realistic view of the faith within the community. We understand the importance of identifying and combatting discrimination; we teach tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures. Our teaching sequence has been implemented with taking into account the requirements and guidelines presented in the Barnsley SACRE Agreed Syllabus. The Discovery RE scheme supports our teaching of RE.

Colour						
Area of study	Christianity	Judaism	Islam	Sikhism	Hinduism	Buddhism

Developing, Secure, Exceeding explained:

Depth of Learning	Cognitive challenge	Nature of progress	Typically, pupils will	Predominant teaching style
Developing	Low level cognitive demand. Involves following instructions.	Acquiring	name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.	Modelling Explaining
Secure	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Practising	apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.	Reminding Guiding
Exceeding	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer.	Deepening Understanding	Requires justification of answers. solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.	Coaching Mentoring

					Enquiry Question	Theme/ Concept/ Vocabulary	Learning Objective	Assessment Criteria	POS
EYFS Autumn 1 Christianity	Judaism				What makes people special?	Families, Friends, Role Models, Jesus, Moses		We all have different special things that we do with our families. We all have special friends and that everyone is special for different reasons. As a class, create a role model poster. Draw a picture of someone from within the school who is a role model to the children. Do <b>you</b> think Jesus is special and why/why not? Why do you think Christians believe Jesus is God's son? Jews use the Ten Commandments as their rules for living. Do you think that Jews find it easy to follow the Ten Commandments all of the time? What do you think Jews believe God wants them to do when it is hard to follow His Ten Commandments?	RE can contribute to all six areas of learning but most specifically in relation to the following: Personal, social and emotional Development Communication, language and literacy Knowledge and understanding of the world Creative development <b>PSED Early Learning Goal</b> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
EYFS Autumn 2 Christianity					What is Christmas?	Giving, saying thank you, Christmas story, Jesus, God, Mary, Joseph, Three Wise Men, Shepard's, Bethlehem, Angel Gabriel.  Christian concept: Incarnation, birth of Jesus Christ, the son of Job		If someone was giving you a present, what would be the one thing you would love most? If you were given it, how would it make you feel? What is the best present you can think of to give your best friend? When do we say thank you? Which part of the Christmas story did you like the most and why?	People & Communities <b>Early Learning Goal</b> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
EYFS Spring 1 Christianity	Judaism				How do people celebrate?	Celebrating New Year, Chinese New Year, Persian New Year, Holi, new life, new beginnings, resolution.		What do you think you need to do to achieve your New Year's resolution? If you were an animal in the race, how would you have crossed the river? Think about what it is that you are most looking forward to in Spring. What would be your favourite part of Holi? Why?	The World <b>Early Learning Goal</b> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
EYFS Spring 2 Christianity					What is Easter?	Signs of Spring, Easter, Jesus Christ, cross, good Friday, Easter Sunday, lent, strove Tuesday.  Christian concept: Salvation, resurrection		What signs of Spring can you see? Can anyone find out what happened to Jesus at Easter?	
EYFS Summer 1 Buddhism	Christianity	Sikhism	Islam	Hinduism	What can we learn from stories?	The Boy Who Cried Wolf (An Aesop Fable), The Crocodile and The Priest (A Sikh Story), Bilal and the Beautiful Butterfly (A Muslim Story), The Gold-Giving Serpent (An Indian Fairytale), Best Friends (A Story from Asia), The Lost Coin (A Christian Parable)		Why is it best to always be honest? What encouraging things can we say to each other to make each other feel happy? Can you think of any beautiful things that are around us. Discuss being greedy/grateful. How should we behave? What makes someone a good friend? What was the moral in the story?	
EYFS	Islam	Judaism			What makes places special?	Homes around the world, Our		Does everyone live in the same type	

<p><b>Summer 2</b> Christianity</p>				<p>world, Churches, Mosques, Synagogues</p>		<p>of home? Why/why not? Tell a partner about your special place and explain why it is special to you. Is there anyone who has been to a wedding or other ceremony in a church? Why do you think Muslims take their shoes off when entering a mosque and wash themselves before they pray? Why do Jews wear special clothes in the synagogue?</p>	
<p><b>Year 1 Autumn 1</b> Christianity</p>	<p><b>Does God want Christians to look after the world?</b> Does the world belong to God? Should people take care of the world? (Believing/ Behaving)</p>			<p><b>The Creation Story</b>  Concept: God/ Creation</p>	<p>We are learning to retell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.</p>	<p><b>WORKING TOWARDS (Level 1)</b> I can tell you what I made. I can say something about the Christian Creation story. I can show some awareness that Christians believe there is a God. <b>WORKING AT (Level 2)</b> I can say how it felt to make something. I can remember the Christian Creation story and talk about it. I can express an opinion about the Christian belief about creation. <b>WORKING BEYOND (Level 3)</b> I can say how it felt to make something and how I think my creation should be treated. I can re-tell the Christian Creation story and say some things that they believe God created on different days. I can start to talk about how I think the world got here.</p>	<p>Explore a religious story and talk about its meaning.</p>
<p><b>Year 1 Autumn 2</b> Christianity</p>	<p><b>What gifts might Christians in my town have given Jesus if He had been born here rather than in Bethlehem?</b> What can I learn from stories from religious traditions? Are symbols better than words at expressing religious beliefs? (Believing/Belonging)</p>			<p><b>The Christmas Story</b>  Concept: Incarnation</p>	<p>We are learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus</p>	<p><b>WORKING TOWARDS (Level 1)</b> I can tell you about a present I have received. I can say something about the Christmas story. I can show some awareness that Jesus is special to Christians. <b>WORKING AT (Level 2)</b> I can talk about a gift that is special to me I can remember some of the Christmas story. I can suggest a gift I would give to Jesus. <b>WORKING BEYOND (Level 3)</b> I can talk about a gift that is special to me and explain how I felt when I received it. I can remember the Christmas story, including which gifts were given to Jesus. I can think of a gift Christians might</p>	<p>Name and explore a range of celebrations, worship and rituals in religion. Find out about special times.</p>

				choose for Jesus and start to explain why He is special to them. (Incarnation).	
<b>Year 1 Spring 1</b> Christianity	<b>Was it always easy for Jesus to show friendship?</b> What can I learn from religious traditions? Should people follow religious leaders and teachings? (Believing/Behaving)	<b>Jesus as a friend</b> Concept: Incarnation	We are learning to identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult.	<b>WORKING TOWARDS</b> (Level 1) I can tell you who is my friend. I can say something about one of Jesus' friends. I can say how Jesus was nice to people. <b>WORKING AT</b> (Level 2) I can talk about my friends and why I like them. I can remember a story about Jesus showing friendship and talk about it. I can say how Jesus tried to be a good friend. <b>WORKING BEYOND</b> (Level 3) I can talk about times when I have been a good friend. I can tell a story about Jesus and His friends and say how He showed friendship in that story. I can say how Christians show friendship and how God helps them do this.	Find out how faith leaders can inspire or teach us. Reflect upon and consider religious and spiritual feelings, experiences and concepts. Find out how different people see the world.
<b>Year 1 Spring 2</b> Christianity	<b>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</b> Should people follow religious leaders and teachings? Are symbols better than words at expressing religious beliefs? (Believing/Behaving)	<b>Easter-Palm Sunday</b> Concept: Salvation	We are learning to know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.	<b>WORKING TOWARDS</b> (Level 1) I can tell you someone who is special to me. I can tell you something about Palm Sunday. I can show some awareness that Jesus is special to Christians. <b>WORKING AT</b> (Level 2) I can talk about a person I admire. I can recall parts of the Easter story. I can recognise some symbols in the story. I can start to show understanding that Jesus is special to Christians and say why. <b>WORKING BEYOND</b> (Level 3) I can discuss how I might treat a special person and say why. I can recall what happened on Palm Sunday and can say what some of the symbols in the Easter story mean. I can recognise that Jesus must be special to Christians to be welcomed in this way and start to explain their beliefs about Him..	Find out how faith leaders can inspire or teach us. Identify what matters to them and others. Identify and suggest meanings for religious symbols and begin to use religious words.
<b>Summer 1</b> Judaism	<b>Is Shabbat important to Jewish children?</b> Are religious celebrations important to people? (Believing/Belonging)	<b>Shabbat</b>	We are learning to empathise with Jewish children by understanding what they do during Shabbat and why it is	<b>WORKING TOWARDS</b> (Level 1) I can tell you my favourite day. I can tell you something on the special Shabbat table. I can tell you what Joshua might do	Name and explore a range of celebrations, worship and rituals in religion. Identify the importance, for some people, of belonging to a

			important to them.	<p>on a Friday after school.</p> <p><b>WORKING AT</b> (Level 2)</p> <p>I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal.</p> <p>I can use the right names for things that are special to Jewish people during Shabbat and explain why.</p> <p>I can start to make a connection between being Jewish and decisions about behaviour.</p> <p><b>WORKING BEYOND</b> (Level 3)</p> <p>I can explain why a particular day is my favourite and why, and can talk about when I would share a special meal.</p> <p>I can talk about some of the things that Jewish people do to celebrate Shabbat.</p> <p>I can start to explain how certain beliefs affect decision-making.</p>	religion.
<p><b>Year 1 Summer 2</b> Judaism</p>	<p><b>Are Rosh Hashanah and Yom Kippur important to Jewish children?</b> Are religious celebrations important to people? Are symbols better than words at expressing religious beliefs? (Believing/Belonging)</p>	<p>Rosh Hashanah and Yom Kippur</p>	<p>We are learning to empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them</p>	<p><b>WORKING TOWARDS</b> (Level 1)</p> <p>I can tell you a time I said sorry.</p> <p>I can say something that Jews do at Rosh Hashanah or at Yom Kippur.</p> <p>I can show some awareness of what is important about Rosh Hashanah and Yom Kippur.</p> <p><b>WORKING AT</b> (Level 2)</p> <p>I can say how it feels to say sorry and what I have said sorry for.</p> <p>I can tell you something that either Rosh Hashanah or Yom Kippur is about.</p> <p>I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.</p> <p><b>WORKING BEYOND</b> (Level 3)</p> <p>I can tell you how it feels to forgive someone.</p> <p>I can tell you what I think is an important part of Rosh Hashanah or Yom Kippur.</p> <p>I can give a reason why one of the pictures I chose is important to Jewish children at Rosh Hashanah or Yom Kippur.</p>	<p>Name and explore a range of celebrations, worship and rituals in religion.</p> <p>Reflect on how spiritual and moral values relate to their own values and behaviour.</p>
<p><b>Year 2 Autumn 1</b> Christianity</p>	<p><b>Is it possible to be kind to everyone all of the time?</b> What can I learn from stories from religious traditions? Should people follow religious leaders and teachings? (Believing/Behaving)</p>	<p>What did Jesus teach?</p> <p>Concept: Gospel</p>	<p>We are learning to re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people.</p>	<p><b>WORKING TOWARDS</b> (Level 1)</p> <p>I can tell you when I was kind.</p> <p>I can remember something Jesus said or did to be kind.</p> <p>I can say if I think Christians can be kind.</p> <p><b>WORKING AT</b> (Level 2)</p> <p>I can tell you when I have been kind</p>	<p>Ask and respond imaginatively to puzzling questions, communicating their ideas. Find out about 'big questions'.</p>

				<p>to others even when it was difficult. I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. I can say if I think Christians should be kind and give a reason.</p> <p><b>WORKING BEYOND (Level 3)</b> I can say when and why it is easy or difficult to be kind. I can tell you some ways Christians try to follow Jesus' example of being kind. I can say why I think Christians should be kind and start to explain how they think they can do this (with God's help).</p>	
<p><b>Year 2 Autumn 2</b> Christianity</p>	<p><b>Why do Christians believe God gave Jesus to the world?</b> <b>Is God important to everyone?</b> (Believing)</p>	<p><b>Christmas; Jesus as a gift from God</b></p> <p><b>Concept: Incarnation</b></p>	<p>We are learning to reflect on the Christmas story and the reasons for Jesus' birth.</p>	<p><b>WORKING TOWARDS (Level 1)</b> I can tell you how I try to show love in the world. I can remember some of the Christmas story. I can start to say why Christians think God gave Jesus to the world.</p> <p><b>WORKING AT (Level 2)</b> I can say how I could help solve a problem by showing love. I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God. I can tell you why Christians think God gave Jesus to the world.</p> <p><b>WORKING BEYOND (Level 3)</b> I can say how I could help solve a problem in the world by showing love. I can explain how Jesus' coming to the world shows Christians how they could love/help people and the world. I can explain the Christian belief that God gave Jesus to the world to rescue/save it.</p>	<p>Reflect upon and consider religious and spiritual feelings, experiences and concepts. Name and explore a range of celebrations, worship and rituals in religion.</p>
<p><b>Year 2 Spring 1</b> Islam</p>	<p><b>Does praying at regular intervals help a Muslim in his/her every day life?</b> Who do I believe I am?</p>	<p><b>Prayer at home</b></p>	<p>We are learning to explain what commitment means to us and to Muslims by knowing about how Muslims pray 5 times a day.</p>	<p><b>WORKING TOWARDS (Level 1)</b> I can talk about people I listen to/respect. I can tell you something Jews do at Passover. I can start to say what I think is an important thing Jews do to show they are doing what God asks.</p> <p><b>WORKING AT (Level 2)</b> I can talk about why I do as some people ask but not others. I can talk about the Seder meal, or another Jewish practice, with some detail and some of the correct vocabulary, and start to explain why</p>	<p>Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives. Identify what matters to them and others.</p>



				<p>they choose to do this. I can suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason.</p> <p><b>WORKING BEYOND</b> (Level 3) I can say what makes me do as some people ask but not others, and explain what influences my choices. I can describe some of the things Jews choose to do to show respect for God. I can give reasons why I think certain things are more or less important for Jews to do to show they respect God.</p>	
<p><b>Year 2 Spring 2</b> Christianity</p>	<p><b>How important is it to Christians that Jesus came back to life after His crucifixion?</b> <b>Is God important to everyone?</b> Are symbols better than words at expressing religious beliefs? (Believing)</p>	<p><b>Easter Resurrection</b></p> <p><b>Concept:</b> Salvation</p>	<p>We are learning to retell the Easter story and understand what Jesus' resurrection means for Christians.</p>	<p><b>WORKING TOWARDS</b> (Level 1) I can say how I remember people who are not here any more. I can recall parts of the Easter story. I can talk about what I think happened to Jesus.</p> <p><b>WORKING AT</b> (Level 2) I can say what I believe happens to you when you die and tell you how I remember people close to me. I can recall what Christians believe happened on Easter Sunday. I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.</p> <p><b>WORKING BEYOND</b> (Level 3) I can start to discuss my beliefs in life after death/what happens when someone dies. I can tell you about the Christian belief in Jesus' resurrection and start to explain why this is so important to them. I can start to explain what Christians believe about Jesus' resurrection, and to evaluate how important this is to them. I can say what I believe about life after death.</p>	<p>Take note of faith leaders. Find out how leaders can inspire us or teach us. Identify and suggest meanings for religious symbols. Explore how religious beliefs and ideas can be expressed through the creative and expressive arts.</p>
<p><b>Year 2 Summer 1</b> Islam</p>	<p><b>Does going to a mosque give Muslims a sense of belonging?</b> <b>Does it feel special to belong?</b> Who do I believe I am? (Believing/Behaving)</p>	<p><b>Community and belonging</b></p>	<p>We are learning to understand why Muslims visit the mosque and to explore whether this gives them a sense of belonging.</p>	<p><b>WORKING TOWARDS</b> (Level 1) I can start to explain how it feels to belong. I can use the right words to describe what Muslims do and feel when they attend prayer at the mosque. I can start to explain when Muslims might feel like they belong.</p> <p><b>WORKING AT</b> (Level 2) I can understand how meeting in a certain place could make me feel like I belong. I can explain what happens when</p>	<p>Find out about places of worship.</p>

				<p>Muslims pray alone or at the mosque. I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.</p> <p><b>WORKING BEYOND</b> (Level 3) I can explain how carrying out actions that are important to my group helps to remind me that I belong. I can describe how a Muslim achieves a sense of belonging through praying. I can put myself in a Muslim's position and say if I would prefer to pray alone or with other Muslims at a mosque and give a reason why.</p>	
<p><b>Year 2 Summer 2</b> <b>Islam</b></p>	<p><b>Does completing Hajj make a person a better Muslim?</b> <b>Does it feel special to belong?</b> <b>Is God important to everyone?</b> (Believing/Behaving)</p>	<p>Hajj</p>	<p>We are learning to understand what happens during Hijj and to explore the importance of this to Muslims.</p>	<p><b>WORKING TOWARDS</b> (Level 1) I can tell you about a special journey I have made. I can use the right words to tell you about some parts of the Hajj. I can start to imagine how it might feel to be on the Hajj.</p> <p><b>WORKING AT</b> (Level 2) I can tell you about a special journey and why it was special to me. I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims. I can start to think about the significance of Hajj to a Muslim.</p> <p><b>WORKING BEYOND</b> (Level 3) I can explain why a journey was special to me and how I felt about it. I can start to explain how some of the events during Hajj could help Muslims feel a sense of commitment to God. I can start to express my opinion as to whether completing the Hajj makes someone a better Muslim, with a reason.</p>	<p>Reflect upon and consider religious and spiritual feelings, experiences and concepts.</p>
<p><b>Year 3 Autumn 1</b> <b>Hinduism</b></p>	<p><b>Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</b> Does participating in worship help people to feel closer to God or their faith community? (Belonging)</p>	<p>Divali</p>	<p>We are learning to investigate what happens during the festival of Divali and whether the celebrations bring a sense of belonging to Hindus.</p>	<p><b>WORKING TOWARDS</b> (Level 2) I can think of an action I could take to help a special group I belong to. I can design a symbol to show what my special group stands for. I can describe some of the things Hindus do at home or at the temple during Divali. I can start to empathise with what Hindus feel about Divali.</p> <p><b>WORKING AT</b> (Level 3) I can tell you three important actions I</p>	<p>Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected to, beliefs and teachings. Handle questions about links between different religious beliefs, practices and ways of life.</p>



				<p>could take to support a group I belong to. I can discuss my understanding of my group's symbol. I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali.  I can start to say why Divali might bring a sense of belonging to Hindus.</p> <p><b>WORKING BEYOND</b>  (Level 4)  I can describe ways in which I could demonstrate that I belong to special group, and explain how doing these things brings me a sense of belonging.  I can describe some of the ways Hindus celebrate Divali and start to understand which of these may bring the greatest sense of belonging.  I can start to explain how I might feel if I celebrated Divali with a Hindu family.</p>	
<p><b>Year 3 Autumn 2 Christianity</b></p>	<p><b>Has Christmas lost its true meaning?</b>  Do sacred texts have to be 'true' to help people understand their religion?  Is religion the most important influence and inspiration in everyone's life?  (Believing/Behaving)</p>	<p>Christmas</p> <p>Concept:  Incarnation</p>	<p>We are learning to find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us.</p>	<p><b>WORKING TOWARDS</b>  (Level 2)  I can explain what Christmas means to me.  I can tell you what the nativity story tells Christians about Jesus (given to the world by God).  I can talk about some of the different ways Christmas is celebrated by Christians and non-Christians.</p> <p><b>WORKING AT</b>  (Level 3)  I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts.  I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.  I can start to tell you what Christmas means to Christians and what it means to me.</p> <p><b>WORKING BEYOND</b>  (Level 4)  I can explain what gift I would like to give to the world and what difference it would make.  I can make the links between Christian beliefs about Christmas and the way they celebrate it.  I can recognise that Christmas means different things to different people.</p>	<p>Discuss their own and others' views of religious truth and belief, expressing their own ideas. Learn to handle questions about life and the universe around them.</p>
<p><b>Year 3 Spring 1 Christianity</b></p>	<p><b>Could Jesus heal people? Were these miracles or is there some other explanation?</b>  Do sacred texts have to be 'true' to help people understand their religion?  Is religion the most important influence</p>	<p>Jesus' miracles</p> <p>Concept:  Incarnation</p>	<p>We are learning to retell Bible stories when miracles have happened and question whether Jesus really did perform miracle</p>	<p><b>WORKING TOWARDS</b>  (Level 2)  I can talk about what I think a miracle is.  I can retell a story about Jesus healing someone and say one thing Christians might believe about Jesus.</p>	<p>Reflect on sources of inspiration in their own and others' lives. Make links between their own 'heroes' and key spiritual leaders.</p>

	<p>and inspiration in everyone's life? (Believing/Behaving)</p>			<p>I can identify some of the questions people ask about Jesus' healing miracles. <b>WORKING AT</b> (Level 3) I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today. I can explain one Christian viewpoint about one of Jesus' healing miracles. I can start to say whether I believe Jesus actually healed people or not. <b>WORKING BEYOND</b> (Level 4) I can explain why some people may describe something they see as a miracle when there may also be another explanation. I can explain two different ways Christians might interpret one of Jesus' healing miracles. I can explain how Christians may describe and explain Jesus' miracles.</p>	
<p><b>Year 3 Spring 2 Christianity</b></p>	<p><b>What is 'good' about Good Friday? Should religious people be sad when someone dies?</b> Do sacred texts have to be 'true' to help people understand their religion? Can the arts help communicate religious beliefs? (Believing)</p>	<p>Easter - forgiveness</p> <p>Concepts: Salvation, New Covenant</p>	<p>We are learning to recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.</p>	<p><b>WORKING TOWARDS</b> (Level 2) I can explain that rescuing means helping a bad situation get better. I can say what some of these symbols represent e.g. cross: cross/bread/wine. I can ask questions about The Last Supper and Jesus' death. <b>WORKING AT</b> (Level 3) I can suggest how a person may rescue/help others who are in difficult situations. I can start to tell you why Christians believe Jesus' death is important. I can start to reflect on whether I agree with Christian beliefs about Jesus' death. <b>WORKING BEYOND</b> (Level 4) I can talk about people who are special to me because they have rescued me from difficult situations and/or shown me how I could help others. I can start to explain why Christians see Jesus' death as 'good'. I can reflect on whether I agree with Christian beliefs about why Jesus died and give my own thoughts/opinions.</p>	<p>Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected to, beliefs and teachings. Handle questions about links between different religious beliefs, practices and ways of life.</p>
<p><b>Year 3 Summer 1 Hinduism</b></p>	<p><b>How can Brahman be everywhere and in everything?</b> Do sacred texts have to be 'true' to help people understand their religion? Can the arts help communicate</p>	<p>Hindu Beliefs</p>	<p>We are learning to understand the Hindu belief that there is one God with many different aspects.</p>	<p><b>WORKING TOWARDS</b> (Level 2) I can explain how I may be special in different ways to different people. I can tell you about some Hindu gods and start to explain their significance</p>	<p>Discuss their own and others' views of religious truth and belief, expressing their own ideas. Learn to handle questions about life and the universe</p>

	<p>religious beliefs? (Believing)</p>			<p>to Hindus. I can ask questions about what Hindus believe. <b>WORKING AT</b> (Level 3) I can explain some of the different roles I play whilst still being me. I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus. <b>WORKING BEYOND</b> (Level 4) I can describe some of the characteristics that make me me even when I am playing different roles. I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives. I can reflect on Hindu beliefs and express thoughts on these.</p>	<p>around them.</p>
<p>Year 3 Summer 2 Hinduism</p>	<p><b>Would visiting the River Ganges feel special to a non Hindu?</b> Do religious people live better lives? Is religion the most important influence and inspiration in everyone's life? (Believing/Behaving)</p>	<p>Pilgrimage to the River Ganges</p>	<p>We are learning to understand the significance of the River Ganges both for a Hindu and non-Hindu</p>	<p><b>WORKING TOWARDS</b> (Level 2) I can explain the effects of water on me. I can tell you about some of the things Hindus do at/in the River Ganges and start to explain why this river is important to them. I can tell you how I think it might feel for a Hindu to visit the River Ganges. <b>WORKING AT</b> (Level 3) I can explain why water is important. I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it. I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges. <b>WORKING BEYOND</b> (Level 4) I can describe some ways that people use water in groups and start to explain how that gives a sense of community. I can show an understanding of why the River Ganges is important to Hindus and also start to suggest why non-Hindus might also want to visit this river. I can start to express my understanding of the religious significance of visiting the River Ganges for a Hindu and can reflect on how it might feel for a non-Hindu</p>	<p>Reflect on what it means to belong to faith community, communicating their own and others' responses.</p>

				to go there (this might be me if I am not Hindu).	
<p><b>Year 4 Autumn 1 Judaism</b></p>	<p><b>How special is the relationship Jews have with God?</b> Do sacred texts have to be 'true' to help people understand their religion? Does participating in worship help people to feel closer to God or their faith community? (Believing/Belonging)</p>	<p>Beliefs and Practices</p>	<p>We are learning to understand the special relationship between Jews and God and the promises they make to each other.</p>	<p><b>WORKING TOWARDS (Level 2)</b> I can explain why agreements are important and why they should be kept. I can tell a Jewish story and say something Jewish people believe. I can start to explain the significance of an aspect of Jews' relationship with God. <b>WORKING AT (Level 3)</b> I can give examples of agreements and contracts and explain how I would feel if one was broken. I can tell you an affirmation/promise I would like to make. I can start to explain what makes Jewish people believe they have a special relationship with God. I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel. <b>WORKING BEYOND (Level 4)</b> I can explain that a promise can be an agreement or an affirmation and can give examples of these. I can tell you an affirmation I would like to make and explain why. I can make links between the Abraham and Moses stories and the Jewish belief that they are in a special relationship with God. I can start to relate to how Jews feel about their special relationship with God.</p>	<p>Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others. They make connections between sacred texts and religion today.</p>
<p><b>Year 4 Autumn 2 Christianity</b></p>	<p><b>What is the most significant part of the Nativity story for Christians today?</b> Do sacred texts have to be 'true' to help people understand their religion? Can the arts help to communicate religious beliefs? (Believing/Belonging)</p>	<p>Christmas Concept: Incarnation</p>	<p>We are learning to understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.</p>	<p><b>WORKING TOWARDS (Level 2)</b> I can design a symbol to tell you something about myself and explain it. I can explain what some of the symbols in the Christmas story mean to Christians. I can ask questions about something I find puzzling in the Christmas story. <b>WORKING AT (Level 3)</b> I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me. I can describe one thing a Christian might learn about Jesus from a Christmas symbol. I can ask questions about what Christmas means to Christians and compare this with what it means to me. <b>WORKING BEYOND</b></p>	<p>Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others. They make connections between sacred texts and religion today.</p>

				<p>(Level 4) I can explain the symbolism of the object I have designed and say how it expresses the significant part of Christmas or the Christmas holiday for me. I can start to explain which Christmas symbols tell Christians something about the incarnation (Jesus being God on earth). I can reflect on how I feel about Christian beliefs about Christmas and the Incarnation.</p>	
<p><b>Year 4 Spring 1 Judaism</b></p>	<p><b>How important is it for Jewish people to do what God asks them to do?</b> Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life? (Believing/Behaving)</p>	<p>Passover</p>	<p>We are learning to understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.</p>	<p><b>WORKING TOWARDS (Level 2)</b> I can discuss why I would choose to follow an instruction not to eat certain foods. I can tell you about some of the things Jews can and can't eat if they keep Kosher. I can ask questions about aspects of the Seder meal or Kashrut laws to find out why they are important. <b>WORKING AT (Level 3)</b> I can discuss why I would choose to follow an instruction not to eat certain foods, who I would listen to and why. I can describe some of the things Jews do to show respect to God. I can start to identify how it would feel to keep Kashrut. <b>WORKING BEYOND (Level 4)</b> I can explain how I might feel if I were not allowed to eat certain foods. I can also explain why I may choose to eat or not eat certain foods. I can identify and describe some of the ways Jews try to do as God asks and start to explain why they feel it is important to do so. I can give you my opinion as to whether these ways are important to Jews.</p>	<p>Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways. Handle questions about links between different religious beliefs, practices and ways of life.</p>
<p><b>Year 4 Spring 2 Christianity</b></p>	<p><b>Is forgiveness always possible for Christians?</b> Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? (Believing/Behaving)</p>	<p>Easter Concept: Salvation</p>	<p>We are learning to understand how Jesus' life, death and resurrection teaches Christians about forgiveness.</p>	<p><b>WORKING TOWARDS (Level 2)</b> I can talk about how easy it is to forgive some people some times, or how difficult it might be. I can recall a Christian story about forgiveness and say what it tells people about how to treat each other. I can talk about when a Christian may find it easy or difficult to forgive someone. <b>WORKING AT (Level 3)</b> I can talk about what sort of help I might need to show forgiveness. I can describe what a Christian might learn about forgiveness from a</p>	<p>Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways. Handle questions about links between different religious beliefs, practices and ways of life.</p>

				<p>Biblical text. I can show an understanding of how Christians believe God can help them show forgiveness.</p> <p><b>WORKING BEYOND</b> (Level 4) I can give my opinion as to why showing forgiveness may be important. I can explain how Christians might try to put into practice Jesus' teachings about forgiveness. I can give examples of when Jesus showed forgiveness and explain why I think He asked people to follow His example.</p>	
<p><b>Year 4 Summer 1</b> <b>Judaism</b></p>	<p><b>What is the best way for a Jew to show commitment to God?</b> Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life? Does participating in worship help people to feel closer to God or their faith community? (Believing/Behaving/Belonging)</p>	<p>Beliefs and Practices</p>	<p>We are learning to understand different ways that Jews show their commitment to God, comparing their practices in order to explore which shows the most commitment.</p>	<p><b>WORKING TOWARDS</b> (Level 2) I can explain why I could do certain things at certain ages. I can tell you what I am most committed to in my life. I can describe one of the ways Jews show commitment to God. I can talk about something that is important to Jews and can express understanding as to how it might feel to do this if I were Jewish.</p> <p><b>WORKING AT</b> (Level 3) I can explain why I think some things need to wait until you are a certain age. I can give you examples of things I am committed to and explain which ones are more or less important to me. I can describe some of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways. I can express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons.</p> <p><b>WORKING BEYOND</b> (Level 4) I can discuss a range of things I am committed to and rank them in priority order. I can explain how I show commitment to these things. I can describe how different practices enable Jews to show their commitment to God and understand that some of these will be more significant to some Jews than others. I can start to explain which ways might be the best ways for Jews to show their commitment to God and offer a reason.</p>	<p>Identify and begin to describe the similarities and differences between religions. Make connections between different religious beliefs.</p>
<p><b>Year 4 Summer 2</b> <b>Christianity</b></p>	<p><b>Do people need to go to church to show they are Christians?</b> Do religious people lead better lives? Does participating in worship help</p>	<p>Prayer and Worship Concept: Gospel</p>	<p>We are learning to understand how important going to church is to show someone is a Christian.</p>	<p><b>WORKING TOWARDS</b> (Level 2) I can discuss my special place, tell you why it is special and how I feel</p>	<p>Identify and begin to describe the similarities and differences between religions. Make connections between different</p>



	<p>people to feel closer to God or their faith community?</p>			<p>when I am there.  I can talk about some of the things that are important to Christians during worship and explain some of the symbolism, e.g. bread and wine in Holy Communion.  I can respectfully question whether Christians need churches.  <b>WORKING AT</b>  (Level 3)  I can explain some of the feelings my special place gives me and suggest why that is.  I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism.  I can start to understand the impact a Christian's special place has on him/her.  <b>WORKING BEYOND</b>  (Level 4)  I can reflect on a range of special places and identify why they have the impact on me that they do.  I can describe some ways that Christians can show their beliefs and recognise that some may choose to show their faith publicly and others may keep this more private so some may need churches more than others.  I can say why I think the church may or may not be important to Christians.</p>	<p>religious beliefs.</p>
<p>Year 5 Autumn 1 Sikhism</p>	<p><b>How far would a Sikh go for his/her religion?</b>  Do religious people lead better lives?  Is religion the most important influence and inspiration in everyone's life?  (Believing/Behaving)</p>	<p>Belief into Action</p>	<p>We are learning to compare the different ways Sikhs put their religion into practice</p>	<p><b>WORKING TOWARDS</b>  (Level 3)  I can start to explain why some things I do are more important to me than others and what difference that makes.  I can use the right words to describe some of the ways Sikhs show their religion is important to them and start to explain why not all Sikhs practise their religion in the same way.  I can start to explain why I think some practices are more important to Sikhs than others.  <b>WORKING AT</b>  (Level 4)  I can identify the different levels of commitment I show to different things and explain these priorities.  I can make links between how Sikhs practise their religion and the beliefs that underpin this.  I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.  <b>WORKING BEYOND</b>  (Level 5)  I can explain some of the beliefs that are important to me and how I</p>	<p>Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways. Handle questions about commitments and those of others.</p>

				<p>choose to show commitment to them. I can use a wide range of religious vocabulary in suggesting reasons for the differences in the ways Sikhs choose to commit to and express their religion. I can express my opinion as to why Sikhs seem to show different levels of commitment and comment on this.</p>	
<p><b>Year 5 Autumn 2</b> <b>Christianity</b></p>	<p><b>Is the Christmas story true?</b> Do sacred texts have to be 'true' to help people understand their religion? (Believing)</p>	<p>Christmas Concept: Incarnation</p>	<p>We are learning to evaluate different accounts of the Christmas story and understand that stories can be true in different ways</p>	<p><b>WORKING TOWARDS</b> (Level 3) I can start to explain why people may see an event in different ways. I can describe what a Christian learns from the Christmas story. I can start to explain that true can mean different things relating to the Christmas story. <b>WORKING AT</b> (Level 4) I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways. I can start to explain the Christian belief that Jesus was the Incarnation of God. I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians. <b>WORKING BEYOND</b> (Level 5) I can give my opinion on whether a favourite story is 'true' and explain why. I can identify different sources of the Christmas story and explain the meaning of Christmas to Christians (Incarnation). I can explain my own opinion on whether the Christmas story is true and say what Christians might think of my opinion.</p>	<p>Use and understand information about religions from a range of sources. They connect up what they learn in RE with the wider world.</p>
<p><b>Year 5 Spring 1</b> <b>Sikhism</b></p>	<p><b>Are Sikh stories important today?</b> Do sacred texts have to be 'true' to help people understand their religion? Is religion the most important influence and inspiration in everyone's life? (Believing/Behaving)</p>	<p>Beliefs and moral values</p>	<p>We are learning to understand the relevance of Sikh stories today</p>	<p><b>WORKING TOWARDS</b> (Level 3) I can give an example of a story that teaches me how to behave towards other people. I can describe what a Sikh/non-Sikh might learn from a Sikh story and start to explain why stories can be important. I can understand how what Sikhs learn from stories can influence how they behave. <b>WORKING AT</b> (Level 4) I can explain how some stories can teach people about what is important and how to behave. I can recognise that stories can be an important way of expressing belief and meaning and can explain the</p>	<p>Use and understand information about religions from a range of sources. They connect up what they learn in RE with the wider world.</p>

				<p>relevance of a Sikh story. I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.</p> <p><b>WORKING BEYOND</b> (Level 5) I can give my opinion as to why stories may be important to people today. I can tell you several Sikh stories and explain why some of these are relevant to Sikhs and non-Sikhs. I can explain why Sikh stories could be considered important today.</p>	
<p><b>Year 5 Spring 2 Christianity</b></p>	<p><b>How significant is it for Christians to believe God intended Jesus to die?</b> Do sacred texts have to be 'true' to help people understand their religion? (Believing)</p>	<p>Easter Concept: Salvation</p>	<p>We are learning to question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</p>	<p><b>WORKING TOWARDS</b> (Level 3) I can start to consider the goals and purpose I would like for my life. I can say how some events in Holy Week tell Christians about Jesus' purpose/destiny. I can consider important questions about whether Jesus knew He was going to be crucified.</p> <p><b>WORKING AT</b> (Level 4) I can give an example of someone with a strong sense of purpose for their life and give my opinions on this. I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.</p> <p><b>WORKING BEYOND</b> (Level 5) I can start to show an understanding of the difference between purpose and destiny. I can consider whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week and find supporting evidence. I can give my opinion about the importance for Christians of Jesus' death being part of God's plan.</p>	<p>Reflect on ideas of right and wrong and their own and others' responses to them. They make simple connections between beliefs and behaviour.</p>
<p><b>Year 5 Summer 1 Sikhism</b></p>	<p><b>What is the best way for a Sikh to show commitment to God?</b> Do all religious beliefs influence people to behave well towards others? Does participating in worship help people to feel closer to God or their faith community? (Believing/Belonging)</p>	<p>Prayer and worship</p>	<p>We are learning to understand how Sikhs show their commitment to God and to evaluate if there is a best way.</p>	<p><b>WORKING TOWARDS</b> (Level 3) I can express why showing commitment to something may be a good thing. I can describe some of the ways that Sikhs choose to show commitment to God and am starting to understand that they may do this in different ways. I can start to show I understand that Sikhs make choices about how they show commitment to God.</p>	<p>Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways. Handle questions about commitments and those of others.</p>

				<p><b>WORKING AT</b> (Level 4) I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others. I can start to express what I think about the best way a Sikh could show commitment to God.</p> <p><b>WORKING BEYOND</b> (Level 5) I can explain why one way of showing commitment may not be better than another. I can explain why it is important to Sikhs to show their commitment to God and can describe different ways they choose to do this. I can give my opinion on what I think Sikhs should do to show commitment to God and explain why.</p>	
<p><b>Year 5 Summer 2 Christianity</b></p>	<p><b>What is the best way for a Christian to show commitment to God?</b> Do religious people lead better lives? Does participating in worship help people to feel closer to God or their faith community? (Believing/Behaving)</p>	<p>Beliefs and practices Concept: Gospel</p>	<p>We are learning to understand how Christians show their commitment to God and to evaluate if there is a best way.</p>	<p><b>WORKING TOWARDS</b> (Level 3) I can express why showing commitment to something may be a good thing. I can describe some of the ways that Christians choose to show commitment to God and am starting to understand that they may do this in different ways. I can start to understand there are different degrees of commitment and that's up to individual Christians.</p> <p><b>WORKING AT</b> (Level 4) I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others. I can explain why I think some ways of showing commitment to God would be better than others for Christians.</p> <p><b>WORKING BEYOND</b> (Level 5) I can explain why one way of showing commitment may not be better than another. I can explain why it is important to Christians to show their commitment to God and can describe different ways they choose to do this. I can explain that individuals choose to show different degrees of commitment to their religion and can</p>	<p>Reflect on what it means to belong to a faith community, communicating their own and others' responses. They make connections about belonging.</p>

				relate this to commitments I make in my life.	
<p><b>Year 6 Autumn 1 Islam</b></p>	<p><b>What is the best way for a Muslim to show commitment to God?</b> Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? (Believing/Behaving)</p>	<p>Beliefs and practices</p>	<p>We are learning to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.</p>	<p><b>WORKING TOWARDS (Level 3)</b> I can express why showing commitment to something may be a good thing. I can describe some of the ways that Muslims choose to show commitment to God. I can explain why there might be different ways of showing commitment. <b>WORKING AT (Levels 4/5)</b> I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. I can think of some ways of showing commitment to God that would be better than others for Muslims. <b>WORKING BEYOND (Level 5)</b> I can explain why one way of showing commitment may not be better than another. I can explore why Muslims choose to show commitment to God in the ways that they do and how this might impact on their lives. I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life, (partly assessed in Lessons 1&amp;6).</p>	<p>Consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them. They handle questions about how people express their faith.</p>
<p><b>Year 6 Autumn 2 Christianity</b></p>	<p><b>How significant is it that Mary was Jesus' mother?</b> Do sacred texts have to be 'true' to help people understand their religion? (Believing)</p>	<p>Christmas Concept: Incarnation</p>	<p>We are learning to analyse the Christian belief in the Virgin Birth and to assess the significance of this to Christians.</p>	<p><b>WORKING TOWARDS (Level 3)</b> I can identify some qualities that someone chosen for an important job would need. I can start to explain the significance of why Mary was chosen as Jesus' mother. I can start to think through why Mary being Jesus' mother is important to Christians and what I think about this. <b>WORKING AT (Levels 4/5)</b> I can explain the qualities needed in different people because of the important jobs they are chosen to do. I can make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation). I can start to consider my own response to the Christian belief in the Virgin birth, showing</p>	<p>Discuss their own and others' views of religious truth and belief, expressing their own ideas. Handle questions about where faith is seen in the local community and the wider world.</p>

				<p>respect to Christian views.</p> <p><b>WORKING BEYOND (Level 5)</b>  I can suggest who I would choose for important roles in my school and in the country and identify the qualities these people would need.  I can explain why it is significant to Christians that Mary was Jesus' mother.  I can explain my own response to the Christian belief in the Virgin birth.</p>	
<p><b>Year 6 Spring 1 Christianity</b></p>	<p><b>Is anything ever eternal?</b>  Should religious people be sad when someone dies?  How well do funeral and mourning rituals tell you about what a religion believes and about what happens after death?  (Believing/Behaving)</p>	<p>Belief and meaning  Concept:  Salvation</p>	<p>We are learning to evaluate different beliefs about eternity and to understand the Christian perspective on this.</p>	<p><b>WORKING TOWARDS (Level 3)</b>  I can start to show an understanding of the concept of eternity.  I can describe what a Christian might learn about life after death from a Bible story.  I can ask important questions about eternity.</p> <p><b>WORKING AT (Levels 4/5)</b>  I can express the feelings I have when I think about situations or things I would like to last forever.  I can make links between different Christian beliefs and their views on whether anything is ever eternal.  I can reflect on my own beliefs about whether anything is eternal.</p> <p><b>WORKING BEYOND (Level 5)</b>  I can explain the difference it would make to me to know that something was eternal.  I can explain why Christians believe some things are eternal and the difference this makes to them.  I can give my own answer to whether anything is eternal and give my reasons.</p>	<p>Describe and begin to understand religious and other responses to ultimate and ethical questions. Make links between life's big questions and the varied answers people suggest.</p>
<p><b>Year 6 Spring 2 Christianity</b></p>	<p><b>Is Christianity still a strong religion 2000 years after Jesus was on Earth?</b>  Do sacred texts have to be 'true' to help people understand their religion?  Does participating in worship help people to feel closer to God or their faith community?  Is religion the most important influence and inspiration in everyone's life?  (Believing/Belonging/Behaving)</p>	<p>Easter  Concepts:  Salvation.  Gospel</p>	<p>We are learning to examine the influences Christianity still has in the world and evaluate whether it is still a strong religion</p>	<p><b>WORKING TOWARDS (Level 3)</b>  I can describe how people have influenced me in different ways and say why I think this happened.  I can describe one way that Christianity seems to be a strong religion today.  I can start to consider whether I think Christianity is a strong religion now.</p> <p><b>WORKING AT (Levels 4/5)</b>  I can explain how the influence people have had on me has affected what I see as important.  I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.  I can give my opinion as to whether Christianity is a strong religion now</p>	<p>Investigate the significance of religion in the local, national and global communities. Handle questions about where faith is seen in the local community and the wider world.</p> <p>Use specialist vocabulary in communicating their knowledge and understanding. They connect the words they are learning to topics like sacred text, festivals or founders and leaders.</p>



				<p>and say why I think this.</p> <p><b>WORKING BEYOND (Level 5)</b>  I can explain how I would like to be a positive influence on others.  I can explain a range of arguments to suggest Christianity is a strong religion today and also give you the opposing arguments.  I can express my opinion as to whether Christianity is a strong religion now giving reasoned arguments.</p>	
<p><b>Summer 1&amp;2 Islam</b></p>	<p><b>Does belief in Akhirah (life after death) help Muslims lead good lives?</b>  Should religious people be sad when someone dies?  Do religious people lead better lives?  Do all religious beliefs influence people to behave well towards others?  (Believing/Behaving)</p>	<p>Beliefs and moral values</p>	<p>We are learning to identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this</p>	<p>Summer 1  <b>WORKING TOWARDS (Level 3)</b>  I can explain how knowing that my actions have consequences makes a difference to the choices I make.  I can describe some of the ways that Muslims try to lead lives respectful to God and start to say why this is important to them.  I can identify why leading a good life might be a good idea and why people think this.</p> <p><b>WORKING AT (Levels 4/5)</b>  I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow.  I can explain how believing in Akhirah influences Muslims to do their best to lead good lives.  I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.</p> <p><b>WORKING BEYOND (Level 5)</b>  I can start to explain how my beliefs about right and wrong, actions and consequences make a difference to the choices I make.  I can explain how the belief in Akhirah influences Muslim decisions and choices as to how to behave towards God and other people.  I can ask questions about life after death and explore how what I believe about this might influence my life.</p> <p>Summer 2  <b>WORKING TOWARDS (Level 3)</b>  I can explain how sometimes people see/interpret things in different ways.  I can explain how Muslims try to make an effort to lead good lives, and</p>	<p>Describe and begin to understand religious and other responses to ultimate and ethical questions. Make links between life's big questions and the varied answers people suggest.</p>

				<p>how sometimes this leads to fighting/Holy War.  I can start to express my opinion on how Jihad is interpreted by some Muslims.</p> <p><b>WORKING AT</b>  (Levels 4/5)  I can give examples of times when I misinterpreted something.  I can explain two different Muslim interpretations of Jihad.  I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.</p> <p><b>WORKING BEYOND</b>  (Level 5)  I can start to explain how my beliefs about right and wrong make a difference to how I see things.  I can explain two different Muslim interpretations of Jihad and explore their justifications for these.  I can explore my own and other people's attitudes towards interpretations of Jihad and recognise and challenge stereotyping.</p>	
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