



Religious Education Curriculum



Year 3	Year 4	Year 5	Year 6
<p>What does it mean to be a Christian in Britain today?</p> <p>To describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings</p> <p>To describe some ways in which Christian express their faith through hymns and modern worship songs</p> <p>To suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes</p> <p>To discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others</p>	<p>What does it mean to be a Hindu in Britain today?</p> <p>To describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life</p> <p>To describe some ways in which Hindus express their faith through puja, aarti and bhajans</p> <p>To suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes</p> <p>To discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others</p>	<p>Why do some people think God exists?</p> <p>To outline clearly a Christian understanding of what God is like, using examples and evidence</p> <p>To give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging</p> <p>To express thoughtful ideas about the impact of believing or not believing in God on someone's life</p> <p>To present different views on why people believe in God or not, including their own ideas</p>	<p>Is it better to express your beliefs in art and architecture or in charity and generosity?</p> <p>To describe and make connections between examples of religious creativity (buildings and art)</p> <p>To show understanding of the value of sacred buildings and art</p> <p>To suggest reasons why some believers see generosity and charity as more important than buildings and art</p> <p>To apply ideas about values and from scriptures to the title question</p>
<p>What does it mean to be a Christian in Britain today?</p> <p>To describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings</p> <p>To describe some ways in which Christian express their faith through hymns and modern worship songs</p> <p>To suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes</p> <p>To discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others</p>	<p>What does it mean to be a Hindu in Britain today?</p> <p>To describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life</p> <p>To describe some ways in which Hindus express their faith through puja, aarti and bhajans</p> <p>To suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes</p> <p>To discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others</p>	<p>If God is everywhere, why go to a place of worship?</p> <p>To make connections between how believers feel about places of worship in different traditions</p> <p>To select and describe the most important functions of a place of worship for the community</p> <p>To give examples of how places of worship support believers in difficult times, explaining why this matters to believers</p> <p>To present ideas about the importance of people in a place of worship, rather than the place itself</p>	<p>What difference does it make to believe in ahimsa, grace and/or Ummah?</p> <p>To make connections between beliefs and behaviour in different religions</p> <p>To make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions</p> <p>To outline the challenges of being a Hindu, Christian or Muslim in Britain today</p> <p>To consider similarities and differences between beliefs and behaviour in different faiths</p>
<p>What do different people believe about God?</p> <p>To describe some of the ways in which Christians, Hindus and Muslims describe God</p> <p>To ask questions and suggest some of their own responses to ideas about God</p> <p>To suggest why faith or belief in something can be hard</p> <p>To identify how and say why it makes a difference in people's lives to believe in God</p>	<p>What can we learn from religions about deciding what is right and wrong?</p> <p>To give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions</p> <p>To make connections between stories of temptation and why people can find it difficult to be good</p> <p>To give examples of ways in which some inspirational people have been guided by their religion</p> <p>To discuss their own and others' ideas about how people decide right and wrong</p>	<p>What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)</p> <p>To outline Jesus' teaching on how his followers should live</p> <p>To offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live</p> <p>To explain the impact Jesus' example and teachings might have on Christians today</p> <p>To express their own understanding of what Jesus would do in relation to a moral dilemma from the world today</p>	<p>What matters most to Christians and Humanists?</p> <p>To describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples</p> <p>To describe some Christian and Humanist values simply</p> <p>To express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied</p> <p>To suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</p>

<p>Why are festivals important to religious communities?</p> <p>To make connections between stories, symbols and beliefs with what happens in at least two festivals</p> <p>To ask questions and give ideas about what matters most to believers in festivals</p> <p>To identify similarities and differences in the way festivals are celebrated within and between religions</p> <p>To explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives</p>	<p>Why is Jesus inspiring to some people?</p> <p>To make connections between some of Jesus' teachings and the way Christians live today</p> <p>To describe how Christians celebrate Holy Week and Easter Sunday</p> <p>To identify the most important parts of Easter for Christians and say why they are important</p> <p>To give simple definitions of some key Christian terms (gospel, salvation) and illustrate them with events from Holy Week and Easter</p>	<p>What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)</p> <p>To outline Jesus' teaching on how his followers should live</p> <p>To offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live</p> <p>To explain the impact Jesus' example and teachings might have on Christians today</p> <p>To express their own understanding of what Jesus would do in relation to a moral dilemma from the world today</p>	<p>What matters most to Christians and Humanists?</p> <p>To describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples</p> <p>To describe some Christian and Humanist values simply</p> <p>To express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied</p> <p>To suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</p>
<p>Why do people pray?</p> <p>To describe the practice of prayer in the religions studies</p> <p>To make connections between what people believe about prayer and what they do when they pray</p> <p>To describe ways in which prayer can comfort and challenge believers</p> <p>To describe and comment on similarities and differences between how Christians, Muslims and Hindus pray</p>	<p>Why are festivals important to religious communities?</p> <p>To make connections between stories, symbols and beliefs with what happens in at least two festivals</p> <p>To ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid)</p> <p>To identify similarities and differences in the way festivals are celebrated within and between religions</p> <p>To explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives</p>	<p>What does it mean to be a Muslim in Britain today?</p> <p>To make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad</p> <p>To describe and reflect on the significance of the Holy Qur'an to Muslims</p> <p>To describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils</p> <p>To make connections between the key functions of the mosque and the beliefs of Muslims</p>	<p>What do religions say to us when life gets hard?</p> <p>To express ideas about how and why religion can help believers when times are hard, giving examples</p> <p>To outline Christian, Hindu and/or nonreligious beliefs about life after death</p> <p>To explain some similarities and differences between beliefs about life after death</p> <p>To explain some reasons why Christians and Humanists have different ideas about an afterlife</p>
<p>Why is the Bible so important for Christians today?</p> <p>To make connections between stories in the Bible and what Christians believe about creation, Fall and salvation</p> <p>To give examples of how and suggest reasons why Christians use the Bible today</p> <p>To describe some ways Christians say God is like, with examples from the Bible, using different forms of expression</p> <p>To discuss their own and others' ideas about why humans do bad things and how people try to put things right</p>	<p>Why do some people think that life is like a journey and what significant experiences mark this?</p> <p>To suggest why some people see life as a journey and identify some of the key milestones on this journey</p> <p>To describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean</p> <p>To suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people</p> <p>To link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief</p>	<p>What does it mean to be a Muslim in Britain today?</p> <p>To make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad</p> <p>To describe and reflect on the significance of the Holy Qur'an to Muslims</p> <p>To describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils</p> <p>To make connections between the key functions of the mosque and the beliefs of Muslims</p>	<p>What do religions say to us when life gets hard?</p> <p>To express ideas about how and why religion can help believers when times are hard, giving examples</p> <p>To outline Christian, Hindu and/or nonreligious beliefs about life after death</p> <p>To explain some similarities and differences between beliefs about life after death</p> <p>To explain some reasons why Christians and Humanists have different ideas about an afterlife</p>