



# RELIGIOUS EDUCATION

## Knowledge, Skills & Progress



End KS1 <i>Pupils can...</i>	1.1 God	1.2 Creation	1.3 Incarnation	1.4 Gospel	1.5 Salvation
<p><i>Identify core beliefs and concepts studied and give a simple description of what they mean</i></p> <p><i>Give examples of how stories show what people believe (e.g. the meaning behind a festival)</i></p> <p><i>Give clear, simple accounts of what stories and other texts mean to believers.</i></p>	<p>Identify what a parable is</p> <p>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.</p> <p>Give clear, simple accounts of what the story means to Christians</p>	<p>Retell the story of creation from Genesis 1:1–2.3 simply.</p> <p>Recognise that 'Creation' is the beginning of the 'big story' of the Bible.</p> <p>Say what the story tells Christians about God, Creation and the world.</p>	<p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</p> <p>Recognise that stories of Jesus' life come from the Gospels.</p>	<p>Tell stories from the Bible and recognise a link with the concept of 'Gospel' or good news.</p> <p>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</p> <p>Recognise that Jesus gives instructions to people about how to behave.</p>	<p>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.</p> <p>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</p> <p>Recognise that Jesus gives instructions about how to behave.</p>
<p><i>Give examples of how people use stories, texts and teachings to guide their beliefs and actions</i></p> <p><i>Give examples of ways in which believers put their beliefs into practice</i></p>	<p>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)</p> <p>Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)</p>	<p>Give at least one example of what Christians do to say thank you to God for Creation.</p>	<p>Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</p>	<p>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.</p> <p>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).</p>	<p>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</p>
<p><i>Think, talk and ask questions about whether the ideas they have been studying, have something to say to them.</i></p> <p><i>Give a good reason for the views they have and the connections they make.</i></p>	<p>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas</p> <p>Give a reason for the ideas they have and the connections they make.</p>	<p>Think, talk and ask questions about living in an amazing world</p> <p>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.</p>	<p>Decide what they personally have to be thankful for, giving a reason for their ideas</p> <p>Think, talk and ask questions about Christmas for people who are Christians and for people who are not.</p>	<p>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.</p>	<p>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 <i>Pupils can...</i>	1.6 Muslims	1.7 Jews	1.8 Belonging	1.9 Sacred places	1.10 World and others
<p><i>Identify core beliefs and concepts studied and give a simple description of what they mean</i></p> <p><i>Give examples of how stories show what people believe (e.g. the meaning behind a festival)</i></p> <p><i>Give clear, simple accounts of what stories and other texts mean to believers.</i></p>	<p>Recognise the words of the Shahadah and that it is very important for Muslims</p> <p>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</p> <p>Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</p>	<p>Recognise the words of the Shema as a Jewish prayer</p> <p>Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah)</p> <p>Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>Recognise that loving others is important in lots of communities.</p> <p>Say simply what Jesus and one other religious leader taught about loving other people.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>Recognise that there are special places where people go to worship, and talk about what people do there</p> <p>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</p> <p>Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</p>	<p>Identify a story or text that says something about each person being unique and valuable</p> <p>Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)</p> <p>Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world</p>
<p><i>Give examples of how people use stories, texts and teachings to guide their beliefs and actions</i></p> <p><i>Give examples of ways in which believers put their beliefs into practice</i></p>	<p>Give examples of how Muslims use the Shahadah to show what matters to them</p> <p>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</p> <p>Give examples of how Muslims put their beliefs about prayer into action.</p>	<p>Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</p> <p>Make links between Jewish ideas of God found in the stories and how people live</p> <p>Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)</p>	<p>Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean.</p> <p>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).</p>	<p>Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe</p> <p>Give simple examples of how people worship at a church, mosque or synagogue</p> <p>Talk about why some people like to belong to a sacred building or a community.</p>	<p>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</p> <p>Give examples of how Christians and Jews can show care for the natural world</p> <p>Say why Christians and Jews might look after the natural world.</p>
<p><i>Think, talk and ask questions about whether the ideas they have been studying, have something to say to them.</i></p> <p><i>Give a good reason for the views they have and the connections they make.</i></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>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>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>	<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>

End LKS2 <i>Pupils can...</i>	L2.1 Creation	L2.2 People of God	L2.3 Incarnation/God	L2.4 Gospel
<p><i>Identify and describe the core beliefs and concepts studied</i>  <i>Make clear links between texts/sources of authority and the key concepts studied</i>  <i>Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</i></p>	<p>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</p>	<p>Make clear links between the story of Noah and the idea of covenant</p>	<p>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</p>	<p>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</p>
<p><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></p>	<p>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.</p>	<p>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony</p>	<p>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</p>	<p>Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways</p>
<p><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></p>	<p>Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today</p>	<p>Make links between the story of Noah and how we live in school and the wider world.</p>	<p>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</p>	<p>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>

End LKS2 <i>Pupils can...</i>	L2.5 Salvation	L2.6 Kingdom of God	L2.7 Hindus in Britain	L2.8 Sikhs in Britain
<p><i>Identify and describe the core beliefs and concepts studied</i>  <i>Make clear links between texts/sources of authority and the key concepts studied</i>  <i>Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</i></p>	<p>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</p>	<p>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</p>	<p>Identify some Hindu deities and describe Hindu beliefs about God (e.g. Brahman, trimurti)  Offer informed suggestions about what Hindu <i>muris</i> express about God  Make links between Hindu beliefs and the aims of life (e.g. karma).</p>	<p>Identify some of the core beliefs of Sikhism, e.g. one God, the message of Guru Nanak, equality and service  Make clear links between the Mool Mantar and Sikh beliefs and actions  Offer informed suggestions about what some of the teachings of the Gurus mean to Sikhs today.</p>
<p><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></p>	<p>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</p>	<p>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</p>	<p>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; Diwali), indicating some differences in how Hindus show their faith.</p>	<p>Make simple links between the life of at least one of the Gurus and some actions Sikhs take today (e.g. Guru Nanak and the langar; Guru Gobind Singh and the Khalsa)  Give some examples that demonstrate that remembering God, working hard and serving others are important to Sikhs today.</p>
<p><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></p>	<p>Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.</p>	<p>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</p>	<p>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  Consider and weigh up the value of taking part in family and community rituals in Hindu communities and express insights on whether it is a good thing for everyone, giving good reasons for their ideas and talking about whether their learning has changed their thinking.</p>	<p>Raise questions about what matters to Sikhs (e.g. equality, service, honest work), and say why they still matter today  Make links between key Sikh values and life in the world today, identifying which values would make most difference in pupils' own lives and in the world today  Talk about what they have learned and whether they have changed their thinking.</p>

End LKS2 <i>Pupils can...</i>	L2.9 Festivals	L2.10 Stages of life
<p><i>Identify and describe the core beliefs and concepts studied</i>  <i>Make clear links between texts/sources of authority and the key concepts studied</i>  <i>Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</i></p>	<p>Identify the main beliefs at the heart of religious festivals (i.e. at least one festival in at least two religions)            Make clear links between these beliefs and the stories recalled at the festivals.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>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</p>
<p><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></p>	<p>Make connections between stories, teachings, symbols and beliefs and how believers celebrate these festivals            Describe how believers celebrate festivals in different ways (e.g. between celebrations at home and in community; and/or a variety of ways of celebrating within a religious tradition).</p>	<p>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)</p>
<p><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></p>	<p>Raise questions and suggest answers about what is worth celebrating and remembering in religious communities and in their own lives            Make links between the beliefs and practices studied and the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, giving good reasons for their ideas            Talk about what they have learned, how and why their thinking has changed.</p>	<p>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</p>

End UKS2 <i>Pupils can...</i>	U2.1 God	U2.2 Creation	U2.3 People of God	U2.4 Incarnation
<p><i>Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions</i></p> <p><i>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</i></p> <p><i>Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority</i></p>	<p>Identify some different types of biblical texts, using technical terms accurately.</p> <p>Explain connections between biblical texts and Christian ideas of God, using theological terms</p>	<p>Identify what type of text some Christians say Genesis 1 is, and its purpose.</p> <p>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</p>	<p>Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.</p>	<p>Explain the place of Incarnation and Messiah within the 'big story' of the Bible.</p> <p>Identify Gospel and prophecy texts, using technical terms.</p> <p>Explain connections between biblical texts, Incarnation and Messiah, using theological terms</p>
<p><i>Make clear connections between what people believe and how they live, individually and in communities</i></p> <p><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></p>	<p>Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed.</p> <p>Show how Christians put their beliefs into practice in worship</p>	<p>Make clear connections between Genesis 1 and Christian belief about God as Creator.</p> <p>Show understanding of why many Christians find science and faith go together</p>	<p>Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.</p> <p>Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.</p>	<p>Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</p> <p>Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible</p>
<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 the connections they make.</i></p>	<p>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</p>	<p>Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>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</p>	<p>Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.</p>	<p>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</p>

End UKS2 <i>Pupils can...</i>	U2.5 Gospel	U2.6 Salvation	U2.7 Salvation Resurrection	U2.8 Kingdom of God
<p><i>Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions</i></p> <p><i>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</i></p> <p><i>Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority</i></p>	<p>Identify features of Gospel texts (for example, teachings, parable, narrative).</p> <p>Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts</p>	<p>Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.</p> <p>Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.</p> <p>Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts</p>	<p>Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.</p> <p>Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.</p> <p>Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.</p>	<p>Explain connections between biblical texts and the concept of the Kingdom of God.</p> <p>Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations</p>
<p><i>Make clear connections between what people believe and how they live, individually and in communities</i></p> <p><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></p>	<p>Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives</p>	<p>Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.</p> <p>Show how Christians put their beliefs into practice in different ways</p>	<p>Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.</p> <p>Show how Christians put their beliefs into practice in different ways.</p>	<p>Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice.</p> <p>Show how Christians put their beliefs into practice in different ways</p>
<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 the connections they make.</i></p>	<p>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.</p> <p>Articulate their own responses to the issues studied, recognising different points of view</p>	<p>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p> <p>Articulate their own responses to the idea of sacrifice, recognising different points of view</p>	<p>Explain why some people find belief in the Resurrection makes sense and inspires them.</p> <p>Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.</p>	<p>Relate the Christian 'Kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today.</p> <p>Articulate their own responses to the idea of the importance of love and service in the world today</p>

End UKS2 <i>Pupils can...</i>	U2.9 Muslims	U2.10 Jews	U2.11 Believing/not believing in God
<p><i>Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions</i></p> <p><i>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</i></p> <p><i>Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority</i></p>	<p>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).</p> <p>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)</p>	<p>Identify and explain Jewish beliefs about God</p> <p>Give examples of some texts that say what God is like and explain how Jewish people interpret them</p>	<p>Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs</p> <p>Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from</p> <p>Give examples of reasons why people do or do not believe in God.</p>
<p><i>Make clear connections between what people believe and how they live, individually and in communities</i></p> <p><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></p>	<p>Make clear connections between Muslim beliefs and <i>ibadah</i> (e.g. Five Pillars, festivals, mosques, art)</p> <p>Give evidence and examples to show how Muslims put their beliefs into practice in different ways</p>	<p>Make clear connections between Jewish beliefs about the Torah and how they use and treat it</p> <p>Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)</p> <p>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)</p>	<p>Make clear connections between what people believe about God and the impact of this belief on how they live</p> <p>Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis).</p>
<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 the connections they make.</i></p>	<p>Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Peterborough today</p> <p>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</p> <p>Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views</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>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, expressing insights of their own about why people believe in God or not</p> <p>Make connections between belief and behaviour in their own lives, talking about what they have learned and how and why their thinking may or may not have changed in the light of their learning.</p>



End UKS2 <i>Pupils can...</i>	U2.12 Respect	U2.13 Pilgrimage	U2.14 Good and bad times
<p><i>Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions</i></p> <p><i>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</i></p> <p><i>Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority</i></p>	<p>Identify the religions and beliefs represented locally and regionally, and explain some of their key beliefs</p> <p>Describe examples of how different communities deal with diversity and interfaith issues.</p>	<p>Identify some of the beliefs that lie behind places and times of pilgrimage in at least two religions (e.g. ummah in Islam; Mary in Roman Catholic Christianity)</p> <p>Explain ways in which stories that lie behind sites of pilgrimage connect with beliefs (e.g. Shiva and the Ganges in Hinduism; Israel as G-d's Chosen or Favoured people in Judaism).</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life</p> <p>Identify beliefs about life after death in at least two religious traditions, comparing and explaining for similarities and differences.</p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><i>Make clear connections between what people believe and how they live, individually and in communities</i></p> <p><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></p>	<p>Make clear connections between what different people believe and the way they live (e.g. involvement in community, in interfaith projects etc.)</p> <p>Explain how and why people respond differently to diversity and interfaith issues (e.g. inclusivism, exclusivism etc).</p>	<p>Explain the spiritual significance and impact of pilgrimage on pilgrims in at least two religions</p> <p>Compare the similarities and differences between ways in which people undertake pilgrimage and how they affect the way they live.</p>	<p>Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)</p> <p>Use evidence and examples to show how beliefs about resurrection/judgement/heaven/ karma/ reincarnation make a difference to how someone lives.</p> <ul style="list-style-type: none"> <li>•</li> </ul>
<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 the connections they make.</i></p>	<p>Make connections between religious and non-religious beliefs and practices related to living with difference in community</p> <p>Reflect on and articulate lessons people might gain from the experience of living in communities of diverse beliefs and practices, including their own responses</p> <p>Talk about how and why people think differently about diversity and interfaith, giving good reasons for their own views</p> <p>Consider and weigh up the ways in which the ideas studied relate to their own experiences and views of the world today</p>	<p>Evaluate and explain the importance of pilgrimage in the world today, giving good reasons for their views</p> <p>Reflect on and articulate lessons that people might gain from the idea and practice of pilgrimage, including their own responses</p> <p>Consider and weigh up the value of e.g. reflection, repentance and remembrance, in the world today, including in their own lives</p> <p>Talk about how and why their thinking has developed through this unit.</p>	<p>Reflect on a range of artistic expressions of afterlife, articulating and explaining different ways of understanding these</p> <p>Consider and weigh up how religion might help people in good and bad times, giving good reasons for their ideas and insights</p> <p>Talk about what they have learned, how their thinking may have changed and why.</p> <ul style="list-style-type: none"> <li>•</li> </ul>