

Strand	Year 4	Year 5	Year 6
<p><b>Believing</b></p> <p>Religious beliefs</p> <p>Teachings and sources e.g. texts, teachers and truths</p> <p>Questions about meaning, purpose and truth</p>	<p><i>Children build on their learning from Key Stage One. They continue to encounter Christianity at in every year group with progressively deeper enquiries. They revisit the religions of Judaism and Islam, and are introduced to Hinduism and non-religious worldviews, such as Humanism.</i></p> <ul style="list-style-type: none"> <li>Order Creation, Incarnation, Gospel and Salvation within a timeline of the ‘big story of the Bible’.</li> <li>Describe and explain different ideas about God in Christianity and in Judaism.</li> <li>Understand that most Christians understand God as Trinity.</li> <li>Understand the term ‘Gospel’ and what it might mean for many Christians.</li> <li>Offer suggestions for what the texts about the death and resurrection of Jesus might mean to some Christians.</li> <li>Start to explain which Christmas symbols tell Christians something about the incarnation.</li> <li>Start to explain what makes many Jewish people believe they have a special relationship with God. Use the word ‘covenant’</li> <li>Begin to make links between the stories of Abraham and Moses and the Jewish peoples relationship with God.</li> <li>Explain the significance of the Torah for Jewish people.,</li> </ul>	<ul style="list-style-type: none"> <li>Outline the ‘big story of the Bible’ explaining how incarnation and salvation fit within it.</li> <li>Describe and explain different ideas about God in Christianity, and Islam—and Brahman in Hinduism.</li> <li>Explain how many Hindus believe that Brahman is everywhere and in everything.</li> <li>Identify some different types of biblical text, using technical terms e.g. prophecy text and how Christians might interpret them.</li> <li>Understand key theological words that Christians might use to describe God e.g. omnipotent, holy.</li> <li>Explain connections between biblical texts and the Christian concept of Jesus as Messiah.</li> <li>Explain what some Christians mean when they say Jesus’ death was a sacrifice, and how they might interpret this differently.</li> <li>Describe and reflect on the significance of the Qur’an for Muslims.</li> <li>Describe and reflect on the significance of the texts from the Upanishads and Bhagavad Gits for Hindus understanding of Brahman..</li> </ul>	<ul style="list-style-type: none"> <li>Outline the importance of creation, incarnation and salvation on the timeline of the ‘big story of the Bible.’</li> <li>Describe and explain different ideas about God in Christianity, and compare this to a non religious worldview.</li> <li>Identify what type of text some Christians say Genesis 1 is, and its purpose.</li> <li>Weigh up how far the Genesis 1 narrative is in conflict with, or complementary, with a scientific account.</li> <li>Compare ways in which different Christians interpret texts about the resurrection of Jesus.</li> <li>Explain what some Christians mean when they say Jesus’ death was a sacrifice.</li> <li>Make links between some texts and symbols from Christianity and non-religious worldviews and guidance on how to lead a good life.</li> <li>Compare different ideas about the meaning of life and death using key texts from Christian, other religious and non-religious worldviews.</li> </ul>
<p><b>Expressing</b></p> <p>Spiritual and religious forms of expression e.g. metaphors, stories art and music</p> <p>Identity and belonging</p> <p>Diversity within and between religions</p>	<p><i>Pupils will continue to learn a key story from either Christianity or other worldview within each unit. Pupils will use skills of interpretation and understand that stories may have different meanings for different followers. They will build on their knowledge from Key Stage One to look at how ideas are expressed in worship, buildings, music and art, and make links to texts that might inspire them.</i></p> <ul style="list-style-type: none"> <li>Make connections between Christian artwork of the Trinity and Christian teaching about God and the Baptism of Jesus.</li> <li>Understand and analyse different metaphors that Christians might use to describe the Trinity.</li> <li>Respond to ideas about the Trinity through designing their own artwork.</li> <li>Explain the importance of the Passover story to many Jewish people.</li> <li>Make links between the Exodus story and the theme of freedom in Passover.</li> <li>Explain how different Jewish people (Orthodox, Reform, Liberal) may have different understandings of the Torah</li> <li>Describe some of the ways Jewish people might choose to show commitment to God and that they might do this in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>Make clear connections between Bible texts studied and how churches are designed.</li> <li>Describe how Christians express beliefs about God as holy and loving, and Jesus as saviour in worship and art.</li> <li>Show how different Christians put their beliefs into practice in celebrating Holy Communion.</li> <li>Reflect on Sura One as a key text for many Muslims, and how it will impact on their lives.</li> <li>Examine different Hindu murtis and explain how they might enable Hindus to understand Brahman.</li> </ul>	<ul style="list-style-type: none"> <li>Compare ways in which Christians might interpret Genesis 1</li> <li>Understand how some Christians might use the language of poetry and metaphor in relation to Genesis 1.</li> <li>Make links between Christian art and concepts such as salvation, sacrifice and resurrection.</li> <li>Make links between Christian art and music and Christian ideas of creation.</li> <li>Compare different ways of marking birth or death within a similar tradition.</li> <li>Examine the role of music, poetry and art in rituals of life and death.</li> </ul>
<p><b>Living</b></p> <p>Practices and ways of life e.g. worship, prayer, meditation, celebration and pilgrimage</p> <p>Values and Commitments e.g. laws, attitudes, commitments and moral guidelines</p>	<p><i>Pupils build on their understanding of Christianity, Islam and Judaism from Key Stage One. They look in more detail at festivals, such as Christianity and Easter. Pupils They also look at Sukkot and Passover within Judaism, Diwali and Navrati in Hinduism, and explore Eid in more depth in Islam. will use skills of analysis of features of festivals and describe how they link to beliefs. They continue to look in more depth at teachings for leading a good life, and how different world views</i></p> <ul style="list-style-type: none"> <li>Describe how some Christians show their beliefs about God the Trinity in worship—baptism and prayer.</li> <li>Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</li> <li>Describe different ways in which Jewish people might show their commitment to God (e.g. eating kosher food)</li> <li>Explain how features within a synagogue might show that Jewish people have a special relationship (covenant) with God.</li> <li>Describe some similarities and differences between Orthodox and Reform synagogues.</li> </ul>	<ul style="list-style-type: none"> <li>Show how Christians put their beliefs about incarnation into practice in different ways of celebrating Christmas.</li> <li>Weigh up how the idea that Jesus is the Messiah—and what difference it might make in people’s lives in todays world.</li> <li>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</li> <li>Explain the meaning and purpose of the Five Pillars of Islam and how they connect with Muslim practice today.</li> <li>Describe and compare how different practices, such as Puja, enable many Hindus to show their commitment to God (Brahman).</li> <li>Explain how beliefs about Brahman being everywhere and in everything might affect how many Hindus live their lives.</li> </ul>	<ul style="list-style-type: none"> <li>Show understanding of why many Christians find science and faith go together.</li> <li>Make clear connections between Christian belief in the Resurrection and how Christians might worship on Good Friday and Easter Sunday.</li> <li>Make links between Jesus’ life and teaching and different forms of Christian action.</li> <li>Describe how Christians work together locally (e.g. night shelter) and the inspiration for this action.</li> <li>Compare what might happen at a Christian or non-religious funeral or birth ceremony noting similarities and differences.</li> <li>Weigh up different religious and non-religious responses to what happens after death, and provide good reasons for their own views.</li> <li>Compare ideas of the ‘golden rule’ in different religious and non-religious worldviews and reflect on how they decide what is right and wrong.</li> </ul>