



Bethersden Primary School

Dedicated to Excellence

RE CURRICULUM

2020-2021

Key Stage 1

Year 1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<p>Believing - 1.1 - Who is a Christian and what do they believe?</p> <p>Ch will be able to recognise Christian symbols and images. A1 (KPI)</p> <p>Ch will be able to talk about the fact that Christians believe in God. A1 (KPI)</p> <p>Ch will be able to discuss simple ideas about Christian beliefs including God and Jesus. A1 (KPI)</p> <p>Ch are to retell a story that shows what Christians think about God. A2 (KPI)</p> <p>Ch are to discuss the issues of right and wrong, good and bad raised in the story.</p>	<p>Expressing - 1.6 - Why do we celebrate special and sacred times - This term ch will base their learning on Christian celebration of Harvest to understand why that is a reason for celebration. Ch will learn about the Christian celebration of advent from the perspective of Mary. Ch will learn about 2 different Buddhist celebrations Loy Kratong (1st November) and Bodhi Day (8th December)</p> <p>Ch will be able to identify which times are special and explain what celebration means. A1 (KPI)</p> <p>Ch will be able to talk about why Jesus was a special person. A2 (KPI)</p> <p>Ch will be able to identify ways Christians celebrate Christmas / Harvest. A1 (KPI)</p> <p>Ch will be able to retell stories connected with Christmas / Harvest. Ch will be able to ask questions and suggest</p>	<p>Expressing - 1.5 - What makes some places scared? In this section ch will look at Christian, Buddhist</p> <p>Ch will recognise there are special places where people go to worship and talk about what people do there. A1 (KPI)</p> <p>Ch will identify at least 3 objects used in worship in 2 religions A3 (KPI)</p> <p>Ch will identify special objects and symbols found in a place of worship and be able to say what they mean and how they are used. A3 (KPI)</p> <p>Ch will talk about ways in which stories, objects, symbols and actions used in churches, mosques, synagogues show what people believe. B2 (KPI)</p>	<p>Expressing - 1.6 - Why do we celebrate special and sacred times.</p> <p>In this term Ch will study the Christian festivals of Lent and Easter, from the point of view of Jesus. Ch will study the National Patron Saints Day St Davids Day 1st March St Patricks Day 17th March</p> <p>Ch will be able to identify which times are special and explain what celebration means. A1 (KPI)</p> <p>Ch will be able to talk about why Jesus was a special person. A2 (KPI)</p> <p>Ch will be able to identify ways Christians celebrate Lent / Easter. A1 (KPI)</p> <p>Ch will be able to retell stories connected with Lent / Easter</p> <p>Ch will be able to ask questions and suggest answers about stories to do with Christian festivals and stories from the national Saints Days studied St Patrick's and St David's day. B1 (KPI)</p>	<p>Living - 1.7 - What does it mean to be part of a faith community?</p> <p>Ch will talk about what is special and of value about belonging to a group that is important to them. B2 (KPI)</p> <p>Ch will show an awareness that some people belong to different religions. B1 (KPI)</p> <p>Ch will identify some symbols of belonging from their own experience, from Christians and at least 1 other religion, suggesting what these might mean and why they matter to believers. A3 (KPI)</p> <p>CH will give an account of a Christian baptism and suggest what the</p>	<p>Living - 1.8 - How should we care for others and the world, and why does it matter?</p> <p>Ch will talk about how religions teach that people are valuable. B1 (KPI)</p> <p>Ch will recognise that some people believe God created the world and so we should look after it. A2 (KPI)</p> <p>Ch will retell bible stories and stories from another faith about caring for others and the world. A2 (KPI)</p> <p>Ch will talk about issues of good and bad, right and wrong arising from the stories. C3 (KPI)</p> <p>Ch will talk about some texts from different religions that promote</p>

	<p>C3</p> <p>Ch are to ask some questions about believing in God. C1 (KPI)</p> <p>Ch are to make links between what Jesus taught and what Christians think and do?</p>	<p>answers about stories to do with Christian festivals and a stories from Buddhist festivals B1 (KPI)</p> <p>Ch will collect examples of what people do at the religious celebrations studied and say why it matters to believers. C1 (KPI)</p> <p>Ch will suggest meanings for some actions and symbols used in religious celebrations. A3 (KPI)</p> <p>Identify some similarities and differences between the celebrations studied. (KPI)</p>	<p>Ch will describe some of the ways in which people use music in worship and talk about how different pieces of music make them feel. C1 (KPI)</p> <p>Ch will ask questions during a school visit to a church, synagogue or mosque. B1 (KPI)</p> <p>Ch will suggest meanings to religious songs. A2 (KPI)</p> <p>Ch show an awareness that people worship God in a variety of ways in different places. B3 (KPI)</p>	<p>Ch will collect examples of what people do at the religious celebrations studied and say why it matters to believers. C1 (KPI)</p> <p>Ch will suggest meanings for some actions and symbols used in religious celebrations. A3 (KPI)</p> <p>Identify some similarities and differences between the celebrations studied. (KPI)</p>	<p>actions and symbols might mean. A3 (KPI)</p> <p>Ch will identify 2 ways people show they are connected to each when they get married. A1 (KPI)</p> <p>Ch will respond to example of co-operation between people. C2 (KPI)</p> <p>Ch will give examples of ways in which believers express their identity and belonging with a faith community.</p> <p>Ch will identify similarities and differences between the ceremonies studied.</p>	<p>the “Golden Rule” and think about what would happen if people followed this idea more. C2 (KPI)</p> <p>Ch will use creative ways to express their own ideas about the creation story and what it says about what God is like. C1 (KPI)</p> <p>Ch will give examples of ways believers put their beliefs about others and the world into action, making links with religious stories. B1 (KPI)</p>
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Year 2	<p>Believing - 1.2 Who is a Muslim and what do they believe?</p> <p>Ch will talk about the fact that Muslims believe in God (Allah) and follow examples of the Prophet Muhammad and identify some ways Muslims mark Ramadan and Eid-UI-Fitr. A1 (KPI)</p> <p>Ch will recognise that Muslims do not draw Allah or the Prophet but use calligraphy to say what God is like. A3 (KPI)</p> <p>Ch will talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 names of Allah. A1 (KPI)</p>	<p>Expressing - 1.6 - Why do we celebrate special and sacred times -</p> <p>Harvest - Ch will look at how other cultures celebrate their harvests - Harvest Festivals around the world - https://www.nationalgeographic.com/travel/top-10/harvest-festivals/ Christmas - Explore Christmas from the wise men's perspective</p> <p>Ch will be able to identify which times are special and explain what celebration means. A1 (KPI)</p> <p>Ch will be able to talk about why Jesus was a special person. A2 (KPI)</p> <p>Ch will be able to identify ways Christians celebrate Lent / Easter. A1 (KPI)</p> <p>Ch will be able to retell stories connected with Lent / Easter</p> <p>Ch will be able to ask questions and suggest answers about stories to do with Christian festivals and stories from Harvest festivals around the</p>	<p>Believing - 1.3 - Who is Jewish and what do they believe?</p> <p>Ch will discuss the fact that Jewish people believe in God (A1) (KPI)</p> <p>Ch will recognise that Jewish people remember God in different ways. (Mezuzah on Shabbat) A3 (KPI)</p> <p>Ch will talk about the how the Mezuzah in the home reminds Jewish people of God.A3 (KPI)</p> <p>Ch will talk about how Shabbat is a special day of the week for Jewish people and give examples of how they celebrate Shabbat. B1 (KPI)</p> <p>Ch will retell a story that shows what Jewish people at the festival of Sukkot, Chanukah or Pesach might think about God, suggesting what it means. A2 (KPI)</p> <p>Ch will ask some questions about believing in God and offer some ideas of their own. C1 (KPI)</p> <p>Ch will make links between some Jewish</p>	<p>Expressing - 1.6 - Why do we celebrate special and sacred times. Term</p> <p>Ch will look at Muslim and Jewish festivals to link with units 1.2 and 1.3 which they complete in year 2. Below is a list of potential Muslim and Jewish Festivals that can be focused on.</p> <p>Shavout / The Feast of Weeks / Pentacost - Jewish festival 29th May</p> <p>Ramadam - Islamic festival 24th April</p> <p>Lailat-UI-Qadr-The Night of Power Islamic Festival 15th May</p> <p>Eid-UI-Fitr - Feast of Fast Breaking - 24th May Islamic Festival</p> <p>Rosh Hashanah (Head of the Year - Jewish festival 19th September</p> <p>Yom Kippur - Jewish</p>	<p>Believing - 1.4 - What can we learn from sacred books?</p> <p>Ch will talk about some of the stories that are used in religion and why people still read them. A2 (KPI)</p> <p>Ch will recognise some ways in which Christians, Muslims and Jewish people treat their sacred books. B3 (KPI)</p> <p>Ch will recognise that sacred texts contain stories that are special to many people and should be treated with respect. B3 (KPI)</p> <p>Ch will retell stories from the Christian Bible and stories from another faith and suggest the meaning of these stories. A2 (KPI)</p> <p>Ch will ask and suggest answers to questions</p>	<p>Living - 1.8 - How should we care for others and the world, and why does it matter?</p> <p>Ch will talk about how religions teach that people are valuable. B1 (KPI)</p> <p>Ch will recognise that some people believe God created the world and so we should look after it. A2 (KPI)</p> <p>Ch will retell bible stories and stories from another faith about caring for others and the world. A2 (KPI)</p> <p>Ch will talk about issues of good and bad, right and wrong arising from the stories.C3 (KPI)</p> <p>Ch will talk about some texts from different religions that promote the "Golden</p>

<p>Ch will retell a story about the life of the Prophet Muhammad. A2 (KPI)</p> <p>Ch will recognise some objects used by Muslims and suggest why they are important. A2 (KPI)</p> <p>Ch will identify some ways Muslims mark Ramadan and Eid-UI-Fitr and how this might make them feel. B1 (KPI)</p> <p>Ch will make links between what the Holy Qur'an says and how Muslims behave. A2 (KPI)</p> <p>Ch will ask some questions about God that are hard to answer and suggest some answers for themselves. C1 (KPI)</p>	<p>globe. B1 (KPI)</p> <p>Ch will collect examples of what people do at the religious celebrations studied and say why it matters to believers. C1 (KPI)</p> <p>Ch will suggest meanings for some actions and symbols used in religious celebrations. A3 (KPI)</p> <p>Identify some similarities and differences between the celebrations studied. (KPI)</p>	<p>teachings and how Jewish people live. A2 (KPI)</p> <p>Ch to express their own ideas about the value of times of reflection, thanks giving, praise, remembrance, in the light of why Jewish people choose to celebrate in these ways. C1 (KPI)</p>	<p>festival - 28th September</p> <p>Ch will be able to identify which times are special and explain what celebration means. A1 (KPI)</p> <p>Ch will be able to identify ways Muslims and Jews celebrate (See festivals above). A1 (KPI)</p> <p>Ch will be able to retell stories connected with The Key Muslim and Jewish Festivals</p> <p>Ch will be able to ask questions and suggest answers about stories to do with Muslim and Jewish . B1 (KPI)</p> <p>Ch will collect examples of what people do at the religious celebrations studied and say why it matters to believers. C1 (KPI)</p> <p>Ch will suggest meanings for some actions and symbols used in religious celebrations. A3 (KPI)</p> <p>Identify some similarities and differences between the celebrations studied. (KPI)</p>	<p>arising from these stories. C3 (KPI)</p> <p>Ch will suggest their own ideas about stories from sacred text and give reasons for their significance. C1 (KPI)</p> <p>Ch will make links between the messages within the sacred texts and the way people live. A2 (KPI)</p>	<p>Rule” and think about what would happen if people followed this idea more. C2 (KPI)</p> <p>Ch will use creative ways to express their own ideas about the creation story and what it says about what God is like. C1 (KPI)</p> <p>Ch will give examples of ways believers put their beliefs about others and the world into action, making links with religious stories. B1 (KPI)</p>
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Key Stage 2

Year 3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	<p>Believing - L2.1 - What do different people believe about God? Ch will identify beliefs about God that are held by Christians, Muslims / Hindu's B1 (KPI) Ch will retell and suggest the meaning of stories from sacred texts about people who encountered God A1 (KPI) Ch will describe some of the ways in which Christians, Hindus / Muslims describe God. A1 (KPI) Ch will ask questions and suggest some responses to ideas about God. C1 (KPI) Ch will suggest why having a faith or belief in something can be hard. B2 (KPI) Ch will identify how and say why it makes a difference in people's lives to believe in God. B1 (KPI)</p>	<p>Believing - L2.2 - Why is the Bible so important for Christians today? Ch will recall and name some Bible stories that inspire Christians. A2 (KPI) Ch will identify at least 2 ways Christians use the Bible. B1 (KPI) Ch will make connections between stories in the Bible and what Christians believe about creation, the fall and salvation. A2 (KPI) Ch will examples how and suggest reasons why Christians use the Bible today. B1 (KPI) Ch will describe some ways Christians say God is like, with examples from the Bible, using different forms of expression. A1 (KPI) Ch will discuss their own and others ideas about why humans do bad</p>	<p>Living - L2.7 - What does it mean to be a Christian in Britain today? Ch to identify and name examples of what Christians have and do in their families and at church to show their faith. A3 (KPI) Ch to ask good questions about how Christians show their faith. B1 (KPI) Ch to describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings. A1 (KPI) Ch will describe some ways Christians express their faith through hymns and modern worship songs. A2 (KPI) Ch will suggest at least 2 reasons why being a Christian is a good thing in Britain today and</p>	<p>Expressing - L2.5 - Why are festivals important to religious communities? In this term ch will learn about Easter from the point of view of Judas and Peter. Ch's Easter studies will include the following events. - Lent Mothering Sunday Lady Day Passion Sunday Holy Week Palm Sunday Good Friday Easter Sunday - Year 3/4 Easter Performance Ch will recognise and identify some difference between religious festivals and other celebrations. B2 (KPI) Ch will retell some stories behind festivals A2 (KPI) Ch will make connections between stories, symbols and beliefs with what happens in at least 2 festivals. A2 (KPI) Ch will ask questions and give ideas about what matters most to believers in festivals eg (Easter Eid) B2 (KPI) Ch will identify similarities and differences in the way festivals are celebrated within and between religions. A3 (KPI) Ch will explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. C1 (KPI) Ch will discuss and present their own responses about 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, using a variety of media. C2 (KPI)</p>	<p>Expressing - L2.4 - Why do people pray? Ch will describe what people say and do when they pray. A1 (KPI) Ch will respond thoughtfully to examples of how praying helps religious believers. B2 (KPI) Ch to describe the practice of prayer in the religions studied. A2 (KPI) Ch to make connections between what people believe about prayer and what they do when they pray. A3 (KPI) Ch to describe ways in which prayer can comfort and challenge believers. B2 (KPI) Ch to describe and comment on similarities and differences between how Christians, Hindus and Muslims pray. B3 (KPI) Ch to explain the similarities and differences between how people pray. B3 (KPI) Ch to evaluate the significance of prayer in the lives of people today. A1 (KPI)</p>	

	<p>Ch will identify some similarities and differences between ideas about what God is like in different religions. B3 (KPI)</p> <p>Ch will discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts. C1 (KPI)</p>	<p>things and how people try to put things right. C3 (KPI)</p> <p>Ch will explain how the Bible uses different kinds of stories to tell a big story. (A2)</p> <p>Ch to suggest why Christians believe that God needs to rescue / save human beings. B2 (KPI)</p>	<p>two reasons why it might be hard. B2 (KPI)</p> <p>Ch will discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs help others. C2 (KPI)</p> <p>Ch will explain similarities and differences between at least 2 different ways of worshipping in two different Christian Churches. A3 (KPI)</p> <p>Ch are to discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences. C1 (KPI)</p>	<p>Ch will suggest how and why religious festivals are valuable to many people. B2 (KPI)</p>	
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<p>Year 4</p>	<p>Believing - L2.3 - Why is Jesus inspiring to some people Ch to ask questions raised by the stories and life of Jesus and followers today and give examples of how Christians are inspired by Jesus. B1 (KPI) Ch to come up with some good ways to treat others, arising from their learning. C3 (KPI) Ch to make connections between some of Jesus' teachings and the way Christians live today. A1 (KPI) Ch to describe how Christians celebrate Holy week and Easter Sunday. A1 (KPI) Ch to identify the most important parts of Easter for Christians and say why they are important. B1 (KPI) Ch to give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy</p>	<p>Expressing - L2.6 - Why do some people think that life is journey and what significant experiences mark this? Ch are to recall and name some of the ways religions mark milestones of commitment (including marriage) A1 (KPI) Ch are to identify at least 2 promises made by believers at these ceremonies and say why they are important. B1 (KPI) Ch are to suggest why some people see life as a journey and identify some of the key milestones on this journey. A2 (KPI) Ch will describe what happens in Christian, Jewish / Hindu ceremonies of commitment and say what these rituals mean. A3 (KPI) Ch to suggest reasons why marking the milestones of life are important to Christians, Hindus /</p>	<p>Living - L2.8 - What does it mean to be a Hindu in Britain today? Ch will identify and name examples of what Hindus have and do in their families and at Mandir to show their faith. A3 (KPI) Ch will ask good questions about what Hindus do to show their faith. B1 (KPI) Ch will describe some examples of what Hindus do to show their faith, and make connections with some Hindi beliefs and teachings about aims and duties in life. A1 (KPI) Ch will describe some ways in which Hindus express their faith through Puja, aarti and bharjans. A2 (KPI) Ch will suggest at least 2 reasons why being a Hindu is a good thing in Britain today and 2 reasons why it might be hard. B2 (KPI)</p>	<p>Expressing - L2.5 - Why are festivals important to religious communities? This term Ch will study the following Hindu festivals to link with unit L2.8 that they also study in year 4. In contrast Ch will study Japanese culture and festivals too. Holi - Hindu Festival 10th March Hinmatsuri - Dolls festival - Japanese culture 3rd March 18th March - Spring Equinox Higan - Japanese celebration Rama Navami - Hindu festival 2nd April Hanuman Jayanti - Hindu Festival 18th April https://www.reonline.org.uk/festival-calendar/ Why are festivals important to religious communities? Ch will recognise and identify some difference between religious festivals and other celebrations. B2 (KPI) Ch will retell some stories behind the festivals studied A2 (KPI) Ch will make connections between stories, symbols and beliefs with what happens in at least 2 festivals. A2 (KPI) Ch will ask questions and give ideas about what matters most to believers in the festivals studied. B2 (KPI) Ch will identify similarities and differences in the way festivals are celebrated within and between religions and cultures.A3 (KPI) Ch will explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. C1 (KPI) Ch will discuss and present their own responses about 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, using a variety of media. C2 (KPI) Ch will suggest how and why religious festivals are valuable to many people. B2 (KPI)</p>	<p>Living - L2.9 - What can we learn from religions about deciding what is right and wrong? Ch will discuss and recall some rules for living in religious traditions.B2 (KPI) Ch will discover at least 2 findings from religions about how to live a good life. C3 (KPI) Ch will give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. B1 (KPI) Ch will make connections between stories of temptation and why people can find it difficult to be good. A2 (KPI) Ch will find examples of ways in which some inspirational people have been guided by their religion. B1 (KPI) Ch will discuss their own and others ideas about how people decide right and wrong. C3 (KPI) Ch will explain some similarities and differences between the codes for living used by Christians and the followers of at least 1 other religion or non-religious belief system. Ch will express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity. C3 (KPI)</p>
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	<p>week and Easter. A2 (KPI) Ch to make connections between the Easter Story of Jesus and the wider “big story” of the Bible (creation, the fall, incarnation, salvation) reflecting on why this is inspirational to Christians. A1 (KPI) Ch to present their own ideas about the most important attitudes and values to have today, making links with Christian values. C2 (KPI)</p>	<p>Jewish people. B2 (KPI) Ch are to link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief. C1 (KPI) Ch will explain similarities and differences between ceremonies of commitment. B3 (KPI) Ch to discuss and present their own ideas about the value and challenge of religious commitment in Britain today. C2 (KPI)</p>	<p>Ch will discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs help others. C2 (KPI) Ch will discuss and present ideas about what it means to be a Hindu in Britain today. C1 (KPI)</p>		
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Key Stage 2
Year 5

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 5	<p>Believing - U2.1 - Why do some people believe God exists? Ch will define the terms theist, atheist, agnostic and give examples of statements that reflect these beliefs. B1 (KPI) Ch will give 2 reasons why a Christian believes in God and one why an atheist does not. A3 (KPI) Ch will outline a Christian understanding of what God is like using examples and evidence. A2 (KPI) Ch will give examples of ways in which believing in God is valuable in the lives of Christians and ways in which it can be challenging. B2 (KPI) Ch will express thoughtful ideas about the impact of believing or not believing in God on someone's life. B1 (KPI) Ch will present different views on why people believe in God or not, including their own ideas. C1 (KPI) Ch will explain how Christians sometimes disagree about what God is like, giving examples of how the interpret text differently. B3 (KPI) Ch will enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments using evidence. C1 (KPI)</p>		<p>Expressing - U2.4 - If God is everywhere, why go to a place of worship? Ch will recall and name some key features of places of worship studied. A1 (KPI) Ch will find out about what believers say about their places of worship. C2 (KPI) Ch will make connections between how believers feel about places of worship in different traditions. A3 (KPI) Ch will select and describe the most important functions of a place of worship for the community. B3 (KPI) Ch will give examples of how places of worship support believers in difficult times, explaining why this matters to believers. B2 (KPI) Ch will present ideas about the importance of people in a place of worship, rather than in a place itself. C1 (KPI) Ch will outline how and why places of worship fulfill special functions in the lives of believers. A3 (KPI) Ch will comment thoughtfully on the value and purpose of places of worship. B1 (KPI)</p>		<p>Living - U2.6 - What does it mean to be a Muslim in Britain today? Ch will describe the 5 pillars of Islam and give examples of how these affect the everyday lives of Muslims. A1 (KPI) Ch will identify 3 reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live. B1 (KPI) Ch will make connections between Muslim practice of the 5 Pillars and their belief about God and the Prophet Muhammad. A2 (KPI) Ch will describe and reflect on the significance of the Holy Qur'an to Muslims. B1 (KPI) Ch will describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by pupils. A2 (KPI) Ch will make connections between the key functions of the mosque and the</p>	<p>Believing - U2.2 - What would Jesus do? Ch will make connections between some of Jesus' teachings and the way Christians live today. A1 (KPI) Ch will discuss their own ideas about the importance of values to live by, comparing them to Christian ideas. C3 (KPI) Ch will outline Jesus' teaching on how his followers should live. A2 (KPI) Ch will offer interpretations of 2 of Jesus' parables and say what they might teach Christians about how they might live. B3 (KPI) Ch will explain the impact of Jesus' example and teachings might have on Christians today. B1 (KPI) Ch will express their own understanding of what Jesus' would do in relation to a moral dilemma from the world today. C3 (KPI) Ch will explain the links between Jesus' death on the cross and</p>

			<p>beliefs of Muslims. A1 (KPI) Ch will comment thoughtfully on the value and purpose of religious practices and rituals in Muslim daily life. B1 (KPI)</p>	<p>Christian belief in love and forgiveness, giving reasons why they want to follow Jesus' A2 (KPI) Ch will investigate and explain the challenges of following Jesus' teaching about love, forgiveness, justice, generosity giving their own ideas.C3 (KPI)</p>
Year 6	<p>Believing - U2.3 - What do religions say to us when life gets hard? Ch will raise thoughtful questions and suggest some answers about life, death, suffering and what matters most in life. B1 (KPI) Ch will give simple definitions of some key terms to do with life after death. A3 (KPI) Ch will express ideas about how and why religion can help believers when times are hard. Ch will outline Christian Hindu belief about life after death. A1 (KPI) Ch will explain some similarities and differences about beliefs about life after death. A1 (KPI) Ch will explain some reasons why Christians and Humanists have different ideas about an afterlife. B3 (KPI) Ch will explain what difference belief in judgement / heaven / Karma / reincarnation might make to how someone lives giving examples. B1 (KPI) Ch will interpret and range of artistic expressions of afterlife, offering and explaining different ways of understanding different ways of understanding. B3 (KPI)</p>	<p>Expressing - U2.5 - Is it better to express your beliefs in arts and architecture or in charity and generosity. Ch will respond with ideas of their own to title questions. B2 (KPI) Ch will find out about religious teaching, charities and way of expressing generosity. C3 (KPI) Ch will describe and make connections between examples of religious creativity (Building and art) A1 (KPI) Ch will show understanding of the value of sacred buildings and art. B3 (KPI) Ch will suggest reasons why some believers see generosity and charity as more important than buildings and art. B2 (KPI) Ch will apply ideas and value and from scriptures to the title question. C2 (KPI) Ch will outline how and why some Humanists criticize spending on some religious buildings or art. A3 (KPI)</p>	<p>Living - U2.8 - What difference does it make to believe in ahimsa (harmlessness) grace and or Ummah (community). Ch will describe what Ahimsa, Grace or Ummah mean to religious people. A1 (KPI) Ch will respond to examples of religious practice with examples of their own. B2 (KPI) Ch will make connections between beliefs and behaviour in different religions. A1 (KPI) Ch will outline the challenges of being a Hindu, Christian or Muslim in Britain today. B2 (KPI) Ch will make connections between belief in ahimsa, grace and ummah, teachings and sources of wisdom in 3 religions. A1 (KPI)</p>	<p>Living - U2.7 - What matters most to Christians and Humanists World Humanist Day 21st June Ch will identify the values found in stories and texts. A2 (KPI) Ch will suggest ideas about why human can be both good and bad, making links with Christian ideas. B3 (KPI) Ch will describe what Christians mean about human beings made in the image of God and being "fallen". A2 (KPI) Ch will describe some Christian and Humanist values. B3 (KPI) Ch will express their own ideas about some big moral concepts such as fairness, honesty, comparing them with the ideas of others they have studied. C3 (KPI)</p>

			<p>Ch will consider similarities and differences between beliefs and behaviour in different faiths. B3 (KPI)</p> <p>Ch will explain similarities in ways in which key beliefs make a difference to life in two or 3 religions. A1 (KPI)</p> <p>Ch will consider and evaluate the significance of the 3 ideas studied, in relation to their own ideas. B3 (KPI)</p>	<p>Ch will suggest reasons why it might be difficult, offering different points of view. B2 (KPI)</p> <p>Ch will give examples of similarities and differences between Christian and Humanist values. B3 (KPI)</p> <p>Ch will apply ideas about what really matters in life for themselves including ideas about fairness, freedom, truth, peace in the light of their learning. C2 (KPI)</p>
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