College Road Primary School

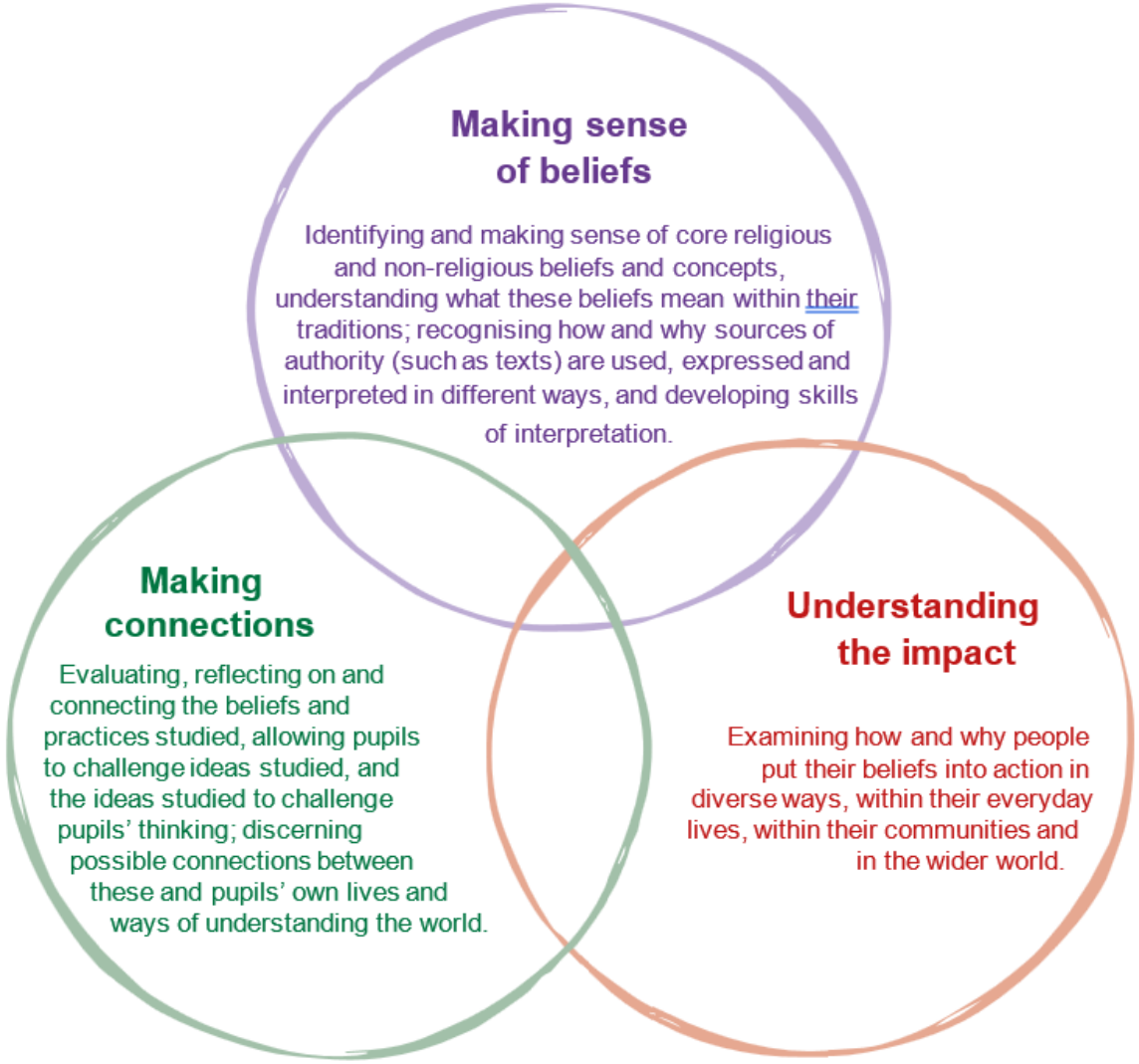
College Road Primary RE coverage - use in conjunction with more detail within Plymouth Agreed Syllabus 2019

Thematic OR Non-religious world views	Christianity	Judaism	Islam	Hinduism

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R	F4 Being special: where do we belong?	F2 Why is Christmas special for Christians?	F6 What times/stories are special and why?	F3 Why is Easter special to Christians?	F5 What places are special and why?	F1 Why is the word 'God' so important to Christians?
Year 1	1.2 Who do Christians say made the world?	1.10 What does it mean to belong to a faith community?	1.7 Who is Jewish and how do they live?	1.1 What do Christians believe God is like?	1.7 Who is Jewish and how do they live?	1.9 How should we care for the world and for others, and why does it matter? (C, J, NR)
Year 2	1.6 Who is a Muslim and how do they live? Part 1	1.3 Why does Christmas matter to Christians?	1.6 Who is a Muslim and how do they live? Part 2.	1.5 Why does Easter matter to Christians?	1.4 What is the 'good news' Christians believe Jesus brings?	1.8 What makes some places sacred to believers? (C,M)
Year 3	L2.1 What do Christians learn from the Creation story?	L2.2 What is it like for someone to follow God?	L2.9 How do festivals and worship show what matters to a Muslim?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.4 What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place? (C, M/J, NR)
Year 4	L2.3 What is the 'Trinity' and why is it important for Christians?	L2.7 What do Hindus believe God is like?	L2.8 What does it mean to be Hindu in Britain today?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	L2.11 How and why do people mark the significant events of life? (C, H, NR)
Year 5	U2.9 Why is the Torah so important to Jewish people?	U2.3 Why do Christians believe Jesus was the Messiah?	U2.4 Christians and how to live: 'What would Jesus do?'	U2.10 What matters most to Humanists and Christians? (C, M/J, NR)	U2.8 What does it mean to be a Muslim in Britain today?	U2.1 What does it mean if Christians believe God is holy and loving?
Year 6	U2.2 Creation and science: conflicting or complementary?	U2.11 Why do some people believe in God and some people not? (C, NR)	U2.7 Why do Hindus want to be good?	U2.5 What do Christians believe Jesus did to 'save' people?	U2.6 For Christians, what kind of king is Jesus?	U2.12 How does faith help people when life gets hard?

Principal Aim

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.



	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	F4 Being special: where do we belong?	1.2 Who do Christians say made the world?	1.6 Who is a Muslim and how do they live? Part 1	L2.1 What do Christians learn from the Creation story?	L2.3 What is the 'Trinity' and why is it important for Christians?	U2.9 Why is the Torah so important to Jewish people?	U2.2 Creation and science: conflicting or complementary?
Term 1	**Make sense of belief:** MSB1 Retell religious stories **Understand the impact:** UI1 Recall simply what happens at a traditional Christian infant baptism and dedication UI2 Recall simply what happens when a baby is welcomed into a religion other than Christianity. **Make connections:** MC1 making connections with personal experiences when retelling religious stories. MC2 Share and record occasions when things have happened in their lives that made them feel special	**Make sense of belief:** MCB1 Retell the story of creation from Genesis 1:1–2:3 simply MSB2 Recognise that 'Creation' is the beginning of the 'big story' of the Bible MSB3 Say what the story tells Christians about God, Creation and the world **Understand the impact:** UI1 Give at least one example of what Christians do to say 'thank you' to God for Creation **Make connections:** MC1 Think, talk and ask questions about living in an amazing world MC2 Give a reason for the ideas they have and the connections they make between the Jewish/ Christian Creation story and the world they live in.	**Make sense of belief:** MSB1 Recognise the words of the *Shahadah* and that it is very important for Muslims MSB2 Identify some of the key Muslim beliefs about God found in the *Shahadah* and the 99 names of Allah, and give a simple description of what some of them mean MSB3 Give examples of how stories about the Prophet show what Muslims believe about Muhammad **Understand the impact:** UI1 Give examples of how Muslims use the *Shahadah* to show what matters to them UI2 Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) UI3 Give examples of how Muslims put their beliefs about prayer into action **Make connections:** MC1 Think, talk and ask questions about Muslim beliefs and ways of living MC2 Talk about what they think is good for Muslims in prayer, respect, celebration and self-control, giving a good reason for their ideas MC3 Give reasons for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.	**Make sense of belief:** MSB1 Place the concepts of God and Creation on a timeline of the Bible's 'big story' MSB2 Make clear links between Genesis 1 and what Christians believe about God and Creation MSB3 Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world **Understand the impact:** UI1 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) UI2 Describe how and why Christians might pray to God, say sorry and ask for forgiveness **Make connections:** MC1 Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.	**Make sense of belief:** MSB1 Recognise what a 'Gospel' is and give an example of the kinds of stories it contains MSB2 Offer suggestions about what texts about baptism and Trinity mean MSB3 Give examples of what these texts mean to some Christians today **Understand the impact:** UI1 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 **Make connections:** MC1 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.	**Make sense of belief:** MSB3Identify and explain Jewish beliefs about God MSB4 Give examples of some texts that say what God is like and explain how Jewish people interpret them **Understand the impact:** UI3 Make clear connections between Jewish beliefs about the Torah and how they use and treat it UI4 Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) UI5 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) **Make connections:** MC4 Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today MC5 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.	**Make sense of belief:** MSB1 Identify what type of text some Christians say Genesis 1 is, and its purpose MSB2 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 **Understand the impact:** UI1 Make clear connections between Genesis 1 and Christian belief about God as Creator UI2 Show understanding of why many Christians find science and faith go together **Make connections:** MC1 Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses MC2 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.

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	F2 Why is Christmas special for Christians?	1.10 What does it mean to belong to a faith community?	1.3 Why does Christmas matter to Christians?	L2.2 What is it like for someone to follow God?	L2.7 What do Hindus believe God is like?	U2.3 Why do Christians believe Jesus was the Messiah?	U2.11 Why do some people believe in God and some people not? (C, NR)
Term 2	**Make sense of belief:** MSB1 Retell religious stories MSB2 Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus **Understand the impact:** UI3 Recall simply what happens at a traditional Christian festival (Christmas) **Make connections:** MC3 Talk about people who are special to them MC4 Say what makes their family and friends special to them MC5 Retell religious stories, making connections with personal experiences.	**Make sense of belief:** MSB4 Recognise that loving others is important in lots of communities MSB5 Say simply what Jesus and one other religious leader taught about loving other people **Understand the impact:** UI2 Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean UI3 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) **Make connections:** MC3 Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences MC4 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.	**Make sense of belief:** MSB4 Recognise that stories of Jesus' life come from the Gospels MSB5 Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians **Understand the impact:** UI4 Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas **Make connections:** MC4 Think, talk and ask questions about Christmas for people who are Christians and for people who are not MC5 Decide what they personally have to be thankful for, giving a reason for their ideas.	**Make sense of belief:** MSB4 Make clear links between the story of Noah and the idea of covenant **Understand the impact:** UI3 Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony **Make connections:** MC2 Make links between the story of Noah and how we live in school and the wider world.	**Make sense of belief:** MSB4 Identify some Hindu deities and say how they help Hindus describe God MSB5 Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God MSB6 Offer informed suggestions about what Hindu *murtis* express about God **Understand the impact:** UI2 Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) UI3 Identify some different ways in which Hindus worship **Make connections:** MC2 Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today MC3 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.	**Make sense of belief:** MSB7 Explain the place of Incarnation and Messiah within the 'big story' of the Bible MSB8 Identify Gospel and prophecy texts, using technical terms MSB9 Explain connections between biblical texts, Incarnation and Messiah, using theological terms **Understand th impact:** UI7 Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas UI8 Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible **Make connections:** MC8 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.	**Make sense of belief:** MSB3 Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs MSB4 Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from MSB5 Give examples of reasons why people do or do not believe in God **Understand the impact:** UI3 Make clear connections between what people believe about God and the impact of this belief on how they live UI4 Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) **Make connections:** MC3 Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging MC4 Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not MC5 Make connections between belief and behaviour in their own lives, in the light of their learning.

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 3	**F6 What times/stories are special and why?**	**1.7 Who is Jewish and how do they live?**	**1.6 Who is a Muslim and how do they live? Part 2.**	**L2.9 How do festivals and worship show what matters to a Muslim?**	**L2.8 What does it mean to be Hindu in Britain today?**	**U2.4 Christians and how to live: 'What would Jesus do?**	**U2.7 Why do Hindus want to be good?**
Make sense of belief: MSB5 Talk about some religious stories MSB6 Recognise some religious words, e.g. about God MSB7 Identify a sacred text e.g. Bible, Torah **Understand the impact:** UI6 Talk about some of the things these stories teach believers *(for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right),* etc. **Make connections:** MC8 Identify some of their own feelings in the stories they hear	**Make sense of belief:** MSB6 Recognise the words of the Shema as a Jewish prayer MSB7 Retell simply some stories used in Jewish celebrations (e.g. Chanukah) MSB8 Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like **Understand the impact:** UI4 Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) UI5 Make links between Jewish ideas of God found in the stories and how people live UI6 Give an example of how some Jewish people might remember God in different ways (e.g. *mezuzah*, on Shabbat) **Make connections:** MC5 Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas MC6 Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.	**Make sense of belief:** MSB1 Recognise the words of the *Shahadah* and that it is very important for Muslims MSB2 Identify some of the key Muslim beliefs about God found in the *Shahadah* and the 99 names of Allah, and give a simple description of what some of them mean MSB3 Give examples of how stories about the Prophet show what Muslims believe about Muhammad **Understand the impact:** UI1 Give examples of how Muslims use the *Shahadah* to show what matters to them UI2 Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) UI3 Give examples of how Muslims put their beliefs about prayer into action **Make connections:** MC1 Think, talk about and ask questions about Muslim beliefs and ways of living MC2 Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas MC3 Give reasons for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.	**Make sense of belief:** MSB5 Identify some beliefs about God in Islam, expressed in Surah 1 MSB6 Make clear links between beliefs about God and *ibadah* (e.g. how God is worth worshiping; how Muslims submit to God) **Understand the impact:** UI4 Give examples of *ibadah* (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. UI5 Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) **Make connections:** MC3 Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims MC4 Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.	**Make sense of belief:** MSB7 Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean MSB8 Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (*dharma*) **Understand the impact:** UI4 Describe how Hindus show their faith within their families in Britain today (e.g. home *puja*) UI5 Describe how Hindus show their faith within their faith communities in Britain today (e.g. *arti* and *bhajans* at the *mandir*; in festivals such as Diwali) UI6 Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) **Make connections:** MC4 Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.	**Make sense of belief:** MSB5 Identify features of Gospel texts (for example, teachings, parable, narrative) MSB6 Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts **Understand the impact:** UI6 Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives **Make connections:** MC6 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 MC7 Articulate their own responses to the issues studied, recognising different points of view.	**Make sense of belief:** MSB6 Identify and explain Hindu beliefs, e.g. *dharma*, *karma*, *samsara*, *moksha*, using technical terms accurately MSB7 Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about *samsara*, *moksha*, etc. **Understand the impact:** UI5 Make clear connections between Hindu beliefs about *dharma*, *karma*, *samsara* and *moksha* and ways in which Hindus live UI6 Connect the four Hindu aims of life and the four stages of life with beliefs about *dharma*, *karma*, *moksha*, etc. UI7 Give evidence and examples to show how Hindus put their beliefs into practice in different ways **Make connections:** MC6 Make connections between Hindu beliefs studied (e.g. *karma* and *dharma*), and explain how and why they are important to Hindus MC7 Reflect on and articulate what impact belief in *karma* and *dharma* might have on individuals and the world, recognising different points of view.

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	F3 Why is Easter special to Christians?	1.1 What do Christians believe God is like?	1.5 Why does Easter matter to Christians?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	U2.10 What matters most to Humanists and Christians? (C, M/J, NR)	U2.5 What do Christians believe Jesus did to 'save' people?
Term 4	**Make sense of belief:** MSB3 Recognise and retell stories connected with celebration of Easter MSB4 Say why Easter is a special time for Christians **Understand the impact:** UI4 Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc. UI5 Talk about some ways Christians remember these stories at Easter. **Make connections:** MC6 make connections with signs of new life in nature MC7 Talk about ideas of new life in nature	**Make sense of belief:** MSB9 Identify what a parable is MSB10 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 MSB11 Give clear, simple accounts of what the story means to Christians **Understand the impact:** UI7 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) UI8 Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) **Make connections:** MC7 Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas MC8 Give a reason for the ideas they have and the connections they make.	**Make sense of belief:** MSB6 Recognise that Incarnation and Salvation are part of a 'big story' of the Bible MSB7 Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) MSB8 Recognise that Jesus gives instructions about how to behave **Understand the impact:** UI5 Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter **Make connections:** MC6 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.	**Make sense of belief:** MSB7 Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean MSB8 Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people MSB9 Offer informed suggestions about the meaning of the Exodus story for Jews today **Understand the impact:** UI6 Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) UI7 Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities **Make connections:** MC5 Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future MC6 Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.	**Make sense of belief:** MSB9 Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live MSB10 Offer informed suggestions about what the events of Holy Week mean to Christians MSB11 Give examples of what Christians say about the importance of the events of Holy Week **Understand the impact:** UI7 Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities UI8 Describe how Christians show their beliefs about Jesus in worship in different ways **Make connections:** MC5 Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.	**Make sense of belief:** MSB10 Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) MSB11 Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God') **Understand the impact:** UI9 Make clear connections between Christian and Humanist ideas about being good and how people live UI10 Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view **Make connections:** MC9 Raise important questions and suggest answers about how and why people should be good MC10 Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.	**Make sense of belief:** MSB8 Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it MSB9 Explain what Christians mean when they say that Jesus' death was a sacrifice **Understand the impact:** UI8 Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper UI9 Show how Christians put their beliefs into practice in different ways **Make connections:** MC8 Weigh up the value and impact of ideas of sacrifice in their own lives and the world today MC9 Articulate their own responses to the idea of sacrifice, recognising different points of view.

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 5	F5 What places are special and why?	1.7 Who is Jewish and how do they live?	1.4 What is the 'good news' Christians believe Jesus brings?	L2.4 What kind of world did Jesus want?	L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	U2.8 What does it mean to be a Muslim in Britain today?	U2.6 For Christians, what kind of king is Jesus?
	Make sense of belief: MSB8 Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God **Understand the impact:** UI7 Recognise that some religious people have places which have special meaning for them UI8 Talk about the things that are special and valued in a place of worship **Make connections:** MC9 Talk about somewhere that is special to themselves, saying why MC10 Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church MC11 Express a personal response to the natural world.	**Make sense of belief:** MSB6 Recognise the words of the Shema as a Jewish prayer MSB7 Retell simply some stories used in Jewish celebrations (e.g. Chanukah) MSB8 Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like **Understand the impact:** UI4 Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) UI5 Make links between Jewish ideas of God found in the stories and how people live UI6 Give an example of how some Jewish people might remember God in different ways (e.g. *mezuzah*, on Shabbat) **Make connections:** MC5Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas MC6 Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.	**Make sense of belief:** MSB9 Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' MSB10 Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians MSB11 Recognise that Jesus gives instructions to people about how to behave **Understand the impact:** UI6 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 UI7 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) **Make connections:** MC7 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.	**Make sense of belief:** MSB10 Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus MSB11 Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' MSB12 Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian **Understand the impact:** UI8 Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways **Make connections:** MC7 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.	**Make sense of belief:** MSB12 Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth MSB13 Offer informed suggestions about what the events of Pentecost in Acts 2 might mean MSB14 Give examples of what Pentecost means to some Christians now **Understand the impact:** UI9 Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now UI10 Describe how Christians show their beliefs about the Holy Spirit in worship **Make connections:** MC6 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.	**Make sense of belief:** MSB1 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) MSB2 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) **Understand the impact:** UI1 Make clear connections between Muslim beliefs and *ibadah* (e.g. Five Pillars, festivals, mosques, art) UI2 Give evidence and examples to show how Muslims put their beliefs into practice in different ways **Make connections:** MC1 Make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Plymouth today MC2 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 MC3 Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.	**Make sense of belief:** MSB10 Explain connections between biblical texts and the concept of the kingdom of God MSB11 Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations **Understand the impact:** UI10 Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice UI11 Show how Christians put their beliefs into practice in different ways **Make connections:** MC10 Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today MC11 Articulate their own responses to the idea of the importance of love and service in the world today.

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 6	F1 Why is the word 'God' so important to Christians?	1.9 How should we care for the world and for others, and why does it matter? (C, J, NR)	1.8 What makes some places sacred to believers? (C,M)	L2.12 How and why do people try to make the world a better place? (C, M/J, NR)	L2.11 How and why do people mark the significant events of life? (C, H, NR)	U2.1 What does it mean if Christians believe God is holy and loving?	U2.12 How does faith help people when life gets hard?
	Make sense of belief: MSB9 Retell stories, talking about what they say about the world, God, human beings **Understand the impact:** UI9 Say how and when Christians like to thank their Creator **Make connections:** MC12 Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world MC13 Think about the wonders of the natural world, expressing ideas and feelings MC14 Talk about what people do to mess up the world and what they do to look after it.	**Make sense of belief:** MSB15 Identify a story or text that says something about each person being unique and valuable MSB16 Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) MSB17 Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world **Understand the impact:** UI9 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 UI10 Give examples of how Christians and Jews can show care for the natural earth UI11 Say why Christians and Jews might look after the natural world **Make connections:** MC9 Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world MC10 Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.	**Make sense of belief:** MSB12 Recognise that there are special places where people go to worship, and talk about what people do there MSB13 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 MSB14 Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship **Understand the impact:** UI8 Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe UI9 Give simple examples of how people worship at a church, mosque or synagogue UI10 Talk about why some people like to belong to a sacred building or a community **Make connections:** MC8 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 MC9 Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.	**Make sense of belief:** MSB13 Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) MSB14 Make links between religious beliefs and teachings and why people try to live and make the world a better place **Understand the impact:** UI9 Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. *tikkun olam* and the charity Tzedek) UI10 Describe some examples of how people try to live (e.g. individuals and organisations) UI11 Identify some differences in how people put their beliefs into action **Make connections:** MC8 Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better MC9 Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas MC10 Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.	**Make sense of belief:** MSB15 Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean MSB16 Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today **Understand the impact:** UI11 Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean UI12 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) UI13 Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) **Make connections:** MC7 Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones MC8 Make links between ideas of love, commitment and promises in religious and non-religious ceremonies MC9 Give good reasons why they think ceremonies of commitment are or are not valuable today.	**Make sense of belief:** MSB12 Identify some different types of biblical texts, using technical terms accurately MSB13 Explain connections between biblical texts and Christian ideas of God, using theological terms **Understand the impact:** UI11 Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed Ui12 Show how Christians put their beliefs into practice in worship **Make connections:** MC11 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.	**Make sense of belief:** MSB12 Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life MSB13 Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences **Understand the impact:** UI12 Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) UI13 Give examples of ways in which beliefs about resurrection/ judgement/heaven/karma/re incarnation make a difference to how someone lives **Make connections:** MC12 Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these MC 13 Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.

End of Phase Outcomes

The outcomes for EYFS are the Early Learning Goals

Teaching and learning approach	End KS1 (Y2) Pupils can …	End lower KS2 (Y4) Pupils can …	End upper KS2 (Y6) Pupils can …
Element 1: **Making sense of beliefs** Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.	• identify core beliefs and concepts studied and give a simple description of what they mean • give examples of how stories show what people believe (e.g. the meaning behind a festival)	• identify and describe the core beliefs and concepts studied • make clear links between texts/ sources of authority and the core concepts studied • offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers	• identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions • describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts • give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority
Element 2: **Understanding the impact** Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.	• give clear, simple accounts of what stories and other texts mean to believers • give examples of how people use stories, texts and teachings to guide their beliefs and actions • give examples of ways in which believers put their beliefs into practice	• describe how people show their beliefs in how they worship and in the way they live • make simple links between stories, teachings and concepts studied and how people live, individually and in communities • identify some differences in how people put their beliefs into practice	• make clear connections between what people believe and how they live, individually and in communities • 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
Element 3: **Making connections** Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.	• think, talk and ask questions about whether the ideas they have been studying, have something to say to them • give a good reason for the views they have and the connections they make	• make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly • raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live • give good reasons for the views they have and the connections they make	• make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) • reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently • 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