



Ashbrook Junior School

Curriculum Subject Progression Overview- Religious Education



Religious Education

	Whole School Concept					
	Identity & Diversity	Community	Sustainable Development	Perseverance	Equality & Fairness	Creativity
Year 3	<p>L2.8 What does it mean to be a Hindu in Britain today?</p> <p>Skills: Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1). • Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). • Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). • Discuss links between the actions of Hindus</p>	<p>L2.5 Why are festivals important to religious communities?</p> <p>Skills: Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). • Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). • Identify similarities and differences in the way festivals are celebrated within and between religions (A3). • Explore and suggest ideas about what is worth celebrating and remembering in</p>	<p>L2.9 What can we learn from religions about deciding what is right and wrong?</p> <p>Skills: • Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). • Make connections between stories of temptation and why people can find it difficult to be good (A2). • Give examples of ways in which some inspirational people have been guided by their religion (B1). • Discuss their own and others' ideas about</p>	<p>L2.9 What can we learn from religions about deciding what is right and wrong?</p> <p>Skills: • Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). • Make connections between stories of temptation and why people can find it difficult to be good (A2). • Give examples of ways in which some inspirational people have been guided by their religion (B1). • Discuss their own and others' ideas about</p>	<p>World religions</p> <p>Coverage of world religions: Christianity What do different people believe about God? (How and) why do people pray? Why is the Bible important for Christians today? What can we learn from other religions? What does it mean to be a Hindu today? Why are festivals so important? (How and) why is Jesus inspiring to some people? Why do some people think life is like a journey? Islam</p>	<p>L2.3 Why is Jesus inspiring to some people?</p> <p>Skills: Make connections between some of Jesus' teachings and the way Christians live today (A1). • Describe how Christians celebrate Holy Week and Easter Sunday (A1). • Identify the most important parts of Easter for Christians and say why they are important (B1). • Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy</p>



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	<p>in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p> <p>WALT: Be able to understand what is important to Hindus.</p> <p>WALT: Be able to Understand how Hindus express their faith through Puja.</p> <p>WALT: Be able to understand the Hindu deities.</p> <p>WALT: Be able to Explore Hindu ideas about the four aims of life.</p> <p>WALT: Be able to explore Hindu ideas about the four aims of life.</p> <p>WALT: Be able to understand moral aims for others and moral aims for self; karma and dharma.</p>	<p>religious communities and in their own lives (C1).</p> <p>WALT: Be able to understand what a celebration is.</p> <p>WALT: Be able to understand why Diwali is significant to Hindus</p> <p>WALT: Be able to understand why Muslims celebrate the end of Ramadan</p> <p>WALT: Be able to understand what Christians celebrate at Easter</p> <p>WALT: Be able to understand what we can learn from celebrations and festivals</p> <p>WALT: Be able to understand the similarities of celebrations in the local community</p>	<p>how people decide right and wrong (C3).</p> <p>WALT: Be able to know the difference between rules and laws.</p> <p>WALT: Be able to know the importance of the ten commandments in Christianity and Judaism.</p> <p>WALT: Be able to know how the ten commandments help people.</p> <p>WALT: Be able to know what the golden rule means to humanists.</p> <p>WALT: To know how religious beliefs affect how people live their lives.</p> <p>WALT: Be able to understand how religious beliefs had an impact on Martin Luther King.</p>	<p>how people decide right and wrong (C3).</p> <p>WALT: know how the Five Pillars help muslims decide between right and wrong</p> <p>WALT: Be able understand how Buddhists decide between right and wrong</p> <p>WALT understand how Hindu's decide between right and wrong</p> <p>Knowledge:</p> <ul style="list-style-type: none"> •Religions have teachings which act as guides for living •The 10 Commandments (Exodus 20:1-21) guide the lives of Jews •The 2 Commandments of Jesus to love God and to love others (Mark 12:28-34) guide the lives of Christians 	<p>What do different people believe about God? (How and) why do people pray? Why are festivals so important?</p> <p>Hinduism What do different people believe about God? (How and) why do people pray? What does it mean to be a Hindu in Britain today? Why do some people think that life is like a journey?</p> <p>Judaism What do different people believe about God? (How and) why do people pray? What can we learn from religions about deciding what is right and wrong? Why are festivals so important? Why do some people think life is like a</p>	<p>Week and Easter (A2).</p> <p>Knowledge:</p> <ul style="list-style-type: none"> •The first 4 books of the New Testament part of the Bible are called the Gospels •The Gospels tell the story of the life of Jesus and were written by 4 different people •Jesus is portrayed in different ways by different cultures/people groups – he would not have had blonde hair and blue eyes •Jesus described himself using metaphors (imagery) e.g. I am the good shepherd (John 10:11); I am the light of the world (John 8:12) •Jesus performed miracles which inspired people to follow him, e.g. feeding the 5 thousand (Matthew 14:13-21); healing
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	<p>WALT: Be able to explore what Hindus do to show their tradition within their faith</p> <p>Knowledge:</p> <ul style="list-style-type: none"> •Objects that might be found in a Hindu's home include: <i>murtis</i>, family shrine, statues and pictures of deities, puja tray, sacred texts •The <i>puja</i> tray usually includes incense, fruit, bells, flowers, candles •During the week, a Hindu family might do daily puja, visit the temple, sing hymns, read holy texts, bless their food •The 4 aims of life are: <i>dharma</i> (religious or moral duty); <i>artha</i> (economic development – providing for family and society by honest means); <i>karma</i> (regulated enjoyment 	<p>Knowledge:</p> <ul style="list-style-type: none"> •Many religious festivals are based on the lunar calendar rather than fixed dates each year •Jews celebrate Pesach (Passover) every year •Pesach remembers the time when the Jews were freed from slavery in Egypt •Pesach is celebrated using the Seder plate which contains symbolic elements •Eid-ul-Fitr is the celebration at the end of Ramadan where Muslims thank Allah for giving them strength in the previous month •Ramadan is a time of daylight fasting for Muslims •Ramadan remembers the time that the Qur'an was given to the Prophet Muhammed •Eid-ul-Fitr is celebrated with 	<p>Knowledge:</p> <ul style="list-style-type: none"> •Religions have teachings which act as guides for living •The 10 Commandments (Exodus 20:1-21) guide the lives of Jews •The 2 Commandments of Jesus to love God and to love others (Mark 12:28-34) guide the lives of Christians •Humanists follow the 'golden rule': treat others how you would like to be treated yourself. •There are also religious teachings that give examples of how to live 'a good life'. •There are Jewish teachings about being thankful. The Talmud – ancient Jewish teachings – says that Jews should say 'thank you' 100 times a day. 	<ul style="list-style-type: none"> •Humanists follow the 'golden rule': treat others how you would like to be treated yourself. •There are also religious teachings that give examples of how to live 'a good life'. •There are Jewish teachings about being thankful. The Talmud – ancient Jewish teachings – says that Jews should say 'thank you' 100 times a day. •Christian teachings include the story of Jesus resisting temptation (Matthew 4:1-11); and living a new life (Ephesians 2:22-32). 	<p>journey?</p> <p>Sikhism What makes a leader worth following?</p> <p>Humanism: What do different people believe about God? What can we learn from religions about deciding what is right and wrong?</p> <p>Knowledge:</p> <p>Islam: Allah is the one and only god. Prophets-special messages. Muhammed was the final prophet. The day of judgement- When all people will be judged by their beliefs and deeds. Predestination- The belief that whatever God wills to happen, happens. The Quran- God's revealed book</p>	<p>the sick (Mark 2:1-12); calming the storm (Luke 8: 22-25)</p> <ul style="list-style-type: none"> •Jesus told his followers that the 2 most important rules in life are these: 'Love the LORD your God with all your heart, all your soul, all your strength, and all your mind.' And, 'Love your neighbour as yourself' (Matthew 22: 37-39) – this still inspires people today •Mother Teresa was inspired by this to help poor people in India •People in all walks of life are Christians and live their lives inspired by Jesus, e,g, Allisson Becker (Liverpool and Brazil goalkeeper); Stormzy (musician); Angela Bassett (actor – Black Panther); Dan Walker (sports and TV presenter)
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	<p>of the pleasures and beauty of life; <i>moksha</i> (liberation from the cycle of birth and rebirth – reincarnation)</p> <ul style="list-style-type: none"> •Karma = actions bring good or bad karma (good actions bring good karma; bad actions bring bad karma) •At the temple, a Hindu worshipper will perform rituals, pray, sing praise hymns/songs (<i>bhajans</i>), make offerings, share and receive <i>prashad</i> (an apple or sweet) which represents the grace of God •Hindus represent deities to show their character and attributes 	<p>feasting, presents and new clothes</p> <ul style="list-style-type: none"> •Christians celebrate Easter as a remembrance of the death and resurrection of Jesus •At Easter, Christians remember Jesus dying on the cross on Good Friday and being raised from the dead on Easter Sunday. •Eggs are given at Easter as a symbol of new life as reflected in the resurrection of Jesus •Lent is the 40 days leading up to Easter; many Christians give up a luxury in preparation for Easter 	<ul style="list-style-type: none"> •Christian teachings include the story of Jesus resisting temptation (Matthew 4:1-11); and living a new life (Ephesians 2:22-32). 		<p>containing the five pillars of Islam.</p> <p>Christianity: The Holy Trinity- There is only one God, but that God is God the Father, God the son and The Holy Spirit. God Created the world. God sent his son Jesus Christ to save humanity from their sins. Jesus was tortured, died, then rose from the dead after his crucifixion. The Ten Commandments- given by god to Moses and written in the bible.</p> <p>Judaism: There is only one God. Special agreement with God to uphold his laws. Faith of action- Jews are judged by how they live rather than</p>	
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					<p>what they believe. Shabbat (the seventh day of creation) is the most important day of the week- stop working and make time for God and family.</p> <p>Buddhism: The three jewels- Buddha, Dharma, The Sangha. Buddha was a human not a god. The four noble truths. Dukkha- life is suffering Suffering is caused by craving and trying to control things. Suffering can end if buddhists learn to live a day at a time and let go of these cravings. The Noble 8-fold path is the path that Buddhists must follow, leading to the end of suffering.</p> <p>Hindu: Hindus believe in a</p>	
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					<p>universal soul or god called Brahma.</p> <p>Trimurti- the three aspects of the universe supreme god, known as Vishnu, Brahma and Shiva.</p> <p>Tridevi- goddesses who are equally as important as the Trimurti- Saraswati, Lakshmi and Shakt.</p> <p>Truth is eternal- pursue knowledge and understanding of the truth.</p> <p>Reincarnation- Hindus believe that this is governed by karma.</p> <p>Dharma- Hindus believe it is necessary to always do the right thing.</p> <p>Moksha- the ultimate goal for all Hindus meaning liberation from the cycle of birth and rebirth.</p> <p>Sikhi: There is only one God All humans are children of God.</p>	
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					<p>Everyone is equal and should be treated the same.</p> <p>Reincarnation</p> <p>Always keep God in mind.</p> <p>Live honestly.</p> <p>Share with others.</p> <p>The Five Ks (Kesh, Kangha, Kara, Kachero, Kirpan)</p>	
Year 4	<p>L2.1: What do different people believe about God?</p> <p>Skills: Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). • Ask questions and suggest some of their own responses to ideas about God (C1). • Suggest why having a faith or belief in something can be hard (B2). • Identify how and say why it makes a difference in people's lives to believe in God (B1).</p>	<p>L2.2: Why is the Bible important for Christians today?</p> <p>Skills: Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2). • Give examples of how and suggest reasons why Christians use the Bible today (B1). • Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1). •</p>	<p>Religious festivals</p> <p>Skills: Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). • Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). • Identify similarities and differences in the way festivals are celebrated within and between religions (A3). • Explore and suggest ideas about what is worth celebrating</p>	<p>L2.4: Why do people pray?</p> <p>Skills: Describe the practice of prayer in the religions studied (A2). • Make connections between what people believe about prayer and what they do when they pray (A3). • Describe ways in which prayer can comfort and challenge believers (B2). • Describe and comment on similarities and differences between how Christians, Muslims and Hindus</p>	<p>L2.6: Why do some people think that life is a journey? What significant experiences mark this?</p> <p>Skills: Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). • Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3). • Suggest reasons why marking</p>	<p>L2.7: What does it mean to be a Christian in Britain today?</p> <p>Skills: Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). • Describe some ways in which Christian express their faith through hymns and modern worship songs (A2). • Suggest at least two reasons why being a Christian is a good</p>



	<p>WALT: Know what Christians believe about God.</p> <p>WALT: Know what Hindus believe about God</p> <p>WALT: Know what Hindus believe about God</p> <p>WALT: Know what Muslims believe about God</p> <p>WALT: Be able to explore how Gods are represented in religious stories</p> <p>WALT: Be able to write questions about God and explore the possible answers</p> <p>WALT: Be able to share our own beliefs about God respectfully</p> <p>Knowledge:</p>	<p>Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> •Christians believe that the Bible is inspired by God and contains God's teachings •The Bible teaches Christians about God and the world •The Bible is made up of 2 main sections the Old and New Testaments •These are divided into different books then chapters and verses •The Old Testament is an important part of Jewish scripture too •There is range of different kinds of writing in the Bible: history, poetry, prayer, stories •The Bible begins with the story of 	<p>and remembering in religious communities and in their own lives (C1).</p> <p>WALT: know and understand the importance of Hanukkah as a religious festival for Jewish people.</p> <p>WALT: know and understand the importance of Ramadan and Eid al-Fitr as a religious festival for muslims</p> <p>WALT: know and understand the importance of Holi as a religious festival for Hindus.</p> <p>WALT: know and understand the importance of Lent as a religious festival for Christians.</p> <p>WALT: know and understand the importance of Easter</p>	<p>pray (B3).</p> <p>Knowledge:</p> <ul style="list-style-type: none"> •Prayer is talking to God •For Muslims, prayer is one of the pillars of Islam: Salat; they should pray 5 times a day •Muslims pray facing Makkah using set prayers and movements •Muslims prepare themselves for prayer: Wudu •Muslims may use Subha beads in prayer •Christians pray in a range of ways and places •The Lord's Prayer was taught by Jesus as a template for Christian prayers (Matthew 6:5-13) •Christians believe that God answers prayers in different ways 	<p>the milestones of life are important to Christians, Hindus and/or Jewish people (B2). • Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).</p> <p>Knowledge:</p> <ul style="list-style-type: none"> •Ceremonies are used in different religions to mark milestones in life •In Christianity, these are: baptism and confirmation (Roman Catholics also have first holy communion and first confession); marriage; and death •Christians believe that when they die they will go to heaven and live forever in God's presence •In Hinduism, these are: naming a child; 	<p>thing in Britain today, and two reasons why it might be hard sometimes (B2). • Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> •Things you might find in a Christian's home include; Bible; cross/crucifix; Christian books or magazines; Christian music; Bible verses on display •During the week, a Christian family might: say grace (thank you to God) before meals; have family prayers and Bible readings; private prayers and Bible readings; give to charity; meet in a small group for
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	<ul style="list-style-type: none"> •Christians believe in one God (Father, Son and Holy Spirit) •Christians believe that Jesus is the Son of God (fully human and fully man) •Christians learn about God from the Bible •Muslims believe in one God; the Arabic word for God is Allah •Muslims learn about God (Allah) from the Qur'an •The Qur'an contains 99 Beautiful Names of Allah •Hindus believe that different qualities are represented by different gods; they believe that Brahman is the Supreme Being (God) •Jews believe in one God; they never write full name it would be written as G_d •Jews learn about God from the Torah and other writings which form the Old 	<p>creation NB. most Christians today think the 7 day account is story to explain a longer process of time not a literal 7 days.</p> <ul style="list-style-type: none"> •The Bible uses images to describe what God is like: shepherd (Psalm 23:1); potter (Isaiah 64:8); light (John 8:12) •Jesus told stories called parables to give his followers guidance for how to live their lives •Some examples of the parables are: The Prodigal Son (Luke 15:11-32), The Good Samaritan (studied in Y5/6), The Lost Sheep (Luke 15:3-7) •Christians use the Bible in different ways: for everyday prayer and Bible reading; in Bible study groups; read aloud in church. 	<p>as a religious festival for Christians.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> •Many religious festivals are based on the lunar calendar rather than fixed dates each year •Jews celebrate Pesach (Passover) every year •Pesach remembers the time when the Jews were freed from slavery in Egypt •Pesach is celebrated using the Seder plate which contains symbolic elements •Eid-ul-Fitr is the celebration at the end of Ramadan where Muslims thank Allah for giving them strength in the previous month •Ramadan is a time of daylight fasting for Muslims •Ramadan remembers the time that the Qur'an was given to the Prophet Muhammed •Eid-ul-Fitr is 	<ul style="list-style-type: none"> •Many Hindu homes have a shrine where they worship •Puja tray is used by Hindus as a part of their prayers •Jews are supposed to pray 3 times •The Jewish prayer book (Siddur) has special services for these prayers •Many Jews pray with their heads covered: men wear a kippur and women may use a scarf 	<p>child's first outing; first solid food; thread initiation; marriage; and death</p> <ul style="list-style-type: none"> •Hindus believe that when they die their soul will be reborn in a different form depending on how they have lived this life (reincarnation) •In Judaism, these are: <i>Brit Milah</i> (boys); <i>Simchat Bat</i> (girls); <i>Bar</i> or <i>Bat Mitzvah</i>; marriage; and death •Jews believe that when they die righteous souls will go to live in <i>Gan Eden</i> (a place of paradise) and impure souls will go to <i>Gehenna</i>. Note: beliefs around death and afterlife will be explored further in Y5/6 so this unit only introduces some key ideas •Commitment ceremonies such as marriage look different in different religions (and 	<p>prayer and Bible study; attend Church on a Sunday</p> <ul style="list-style-type: none"> •Christians express their faith through singing hymns (e.g. The Lord's my Shepherd; Abide with Me) and songs (e.g. My lighthouse; My God is so big) •Different Christian Churches have different traditions and different ways of showing their faith (LEADS INTO YEAR 5/6 WORSHIP UNIT) – Roman Catholic (St Hugh's) and Methodist (Borrowash Methodist Church)
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	<p>Testament of the Christian Bible</p> <ul style="list-style-type: none"> • Faith is believing in something that we cannot see • Humanists and others of non-religious beliefs do not believe in God • Humanists believe that they should be a good human because it is morally the right thing to do 	<p>WALT: know what the Bible is.</p> <p>WALT: understand the Christian creation story.</p> <p>WALT: know and understand the significance of the Christian creation story</p> <p>WALT: be able to explain the guidance the Bible gives Christians</p> <p>WALT: know and understand how Christians use the Bible today</p> <p>WALT: know and understand how Christians use the Bible today</p> <p>WALT: be able to describe how the Christmas story gives Christians hope</p>	<p>celebrated with feasting, presents and new clothes</p> <ul style="list-style-type: none"> • Christians celebrate Easter as a remembrance of the death and resurrection of Jesus • At Easter, Christians remember Jesus dying on the cross on Good Friday and being raised from the dead on Easter Sunday. • Eggs are given at Easter as a symbol of new life as reflected in the resurrection of Jesus • Lent is the 40 days leading up to Easter; many Christians give up a luxury in preparation for Easter 		<p>between people with no religion) but they all involve making promises</p>	
Year 5	Why do some people believe god exists?	Why do some people believe god exists?	If god is everywhere, why go to a place of worship?	If god is everywhere, why go to a place of worship?	What does it mean to be a Muslim in Britain today?	What would Jesus do?



	<p>Skills:</p> <ul style="list-style-type: none"> • Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). • 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). • Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1). • Present different views on why people believe in God or not, including their own ideas (C1). <p>Knowledge:</p> <ul style="list-style-type: none"> •A theist is someone who believes that God exists •An atheist does not believe that God exists •An agnostic is not sure if God exists or not 	<p>Skills:</p> <ul style="list-style-type: none"> • Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). • 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). • Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1). • Present different views on why people believe in God or not, including their own ideas (C1). <p>Knowledge:</p> <ul style="list-style-type: none"> •Atheist is someone who believes that God exists •An atheist does not believe that God exists •An agnostic is not sure if God exists or not 	<p>Skills:</p> <ul style="list-style-type: none"> • Make connections between how believers feel about places of worship in different traditions (A3). • Select and describe the most important functions of a place of worship for the community (B3). • Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). • Present ideas about the importance of people in a place of worship, rather than the place itself (C1) <p>Knowledge:</p> <ul style="list-style-type: none"> •Worship means to give honour and respect to God •Worship can be expressed in many ways, e.g. praying, singing •Not all places of worship look the 	<p>Skills:</p> <ul style="list-style-type: none"> • Make connections between how believers feel about places of worship in different traditions (A3). • Select and describe the most important functions of a place of worship for the community (B3). • Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). • Present ideas about the importance of people in a place of worship, rather than the place itself (C1). <p>Knowledge:</p> <ul style="list-style-type: none"> •Worship means to give honour and respect to God •Worship can be expressed in many ways, e.g. praying, singing •Not all places of worship look the 	<p>Skills:</p> <ul style="list-style-type: none"> • Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). • Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). • Make connections between the key functions of the mosque and the beliefs of Muslims (A1). <p>Knowledge:</p> <ul style="list-style-type: none"> •The 5 pillars of Islam are: <i>ibadah</i> (worship and belief in action); <i>shahadah</i> (belief in one God and his Prophet); <i>salat</i> (daily prayer); <i>sawm</i> (fasting); <i>zakat</i> (alms 	<p>Skills:</p> <ul style="list-style-type: none"> • Outline Jesus' teaching on how his followers should live (A2). • Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3). • Explain the impact Jesus' example and teachings might have on Christians today (B1). • Express their own understanding of what Jesus would do in relation to a moral <p>Knowledge:</p> <ul style="list-style-type: none"> •Jesus declared his mission in Luke 4: 18-19: '<i>to proclaim good news to the poor; freedom for prisoners; healing the bling; and setting oppressed people free</i>' •Examples of Jesus fulfilling his mission can be found in the
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	<ul style="list-style-type: none"> •Christians believe that the Bible explains what God is like through the use of metaphors and stories, e.g. Alpha and Omega (Revelation 22:13); Eagle (Deuteronomy 32:11); fortress (2 Samuel 22:2) •Different people have different reasons for believing (or not believing) in God •Some reasons people believe in God include: family background; religious experience; extraordinary intricacies of the natural world can only point to a creator/designer •Some reasons people do not believe in God include: existence of suffering; scientific explanations for creation •Some Christians take a literal 	<ul style="list-style-type: none"> •Christians believe that the Bible explains what God is like through the use of metaphors and stories, e.g. Alpha and Omega (Revelation 22:13); Eagle (Deuteronomy 32:11); fortress (2 Samuel 22:2) •Different people have different reasons for believing (or not believing) in God •Some reasons people believe in God include: family background; religious experience; extraordinary intricacies of the natural world can only point to a creator/designer •Some reasons people do not believe in God include: existence of suffering; scientific explanations for creation •Some Christians take a literal 	<p>same even within the same religion</p> <ul style="list-style-type: none"> •Hindu’s believe they have a duty of pilgrimage; this concerns the need to be seen by the deity worshipping at a particular shrine. •The Western Wall in Jerusalem is a very special places for Jews. It is the last remaining wall from the ancient Jewish temple which was destroyed by the Romans in AD70. •The Jewish temple was called the ‘house of God’ •Modern Jews worship at a synagogue (house of assembly) also called a schul (school – a place to learn) •Reformed and Orthodox synagogues look different and how they are used differs •In Reformed synagogues, men and women worship 	<p>same even within the same religion</p> <ul style="list-style-type: none"> •Hindu’s believe they have a duty of pilgrimage; this concerns the need to be seen by the deity worshipping at a particular shrine. •The Western Wall in Jerusalem is a very special places for Jews. It is the last remaining wall from the ancient Jewish temple which was destroyed by the Romans in AD70. •The Jewish temple was called the ‘house of God’ •Modern Jews worship at a synagogue (house of assembly) also called a schul (school – a place to learn) •Reformed and Orthodox synagogues look different and how they are used differs •In Reformed synagogues, men and women worship 	<p>giving); <i>hajj</i> (pilgrimage)</p> <ul style="list-style-type: none"> •Muslims believe that the Qur’an is the direct word of Allah (Allah is the Arabic word for God) •The Holy Qu’ran was revealed to the Prophet Muhammed through the angel Jibril; it teaches Muslims how to worship God and how to live good lives. •The Qu’ran contains 2 main forms of guidance for Muslims: hadith (these is the historical narrative of the life of the Prophet); sunnah (this is the action a Muslim with make to follow the example of the Prophet) •The design and features of a Mosque vary accordingly to regional traditions •The common use for the Mosque is for congregational 	<p>gospels</p> <ul style="list-style-type: none"> •Jesus taught about love (Matthew 22:37-40); forgiveness (Luke 7:36-50); justice and fairness (Mark 9:35-37; Luke 11:39-42); generosity and not being greedy (Mark 12:41-44); Mark 10: 17-27) •Jesus taught about the ‘kingdom of God’ where people live the way God wants them to live (Mark 12: 30-32; Matthew 13:44-46) •Christians believe that they should live the way that Jesus lived. •Christians believe that Jesus’ death on the cross (and his resurrection) bought forgiveness from God so they should live in a way which honours God.
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	<p>understanding of the creation story in Genesis. Others read it as expressing truths about God alongside our growing scientific understanding.</p> <ul style="list-style-type: none"> •Being a scientist does not stop people believing in God, e.g. Jennifer Wiseman, Stuart Burgess •Believing in God (or not) impacts the way people live in different ways •People with a religious belief believe that their holy books show them how to live a good life •Humanists do not believe in God; they believe that they should live happy, good lives and have a duty to support other people <p>WALT be able to define the terms theist, atheist and agnostic and give</p>	<p>understanding of the creation story in Genesis. Others read it as expressing truths about God alongside our growing scientific understanding.</p> <ul style="list-style-type: none"> •Being a scientist does not stop people believing in God, e.g. Jennifer Wiseman, Stuart Burgess •Believing in God (or not) impacts the way people live in different ways •People with a religious belief believe that their holy books show them how to live a good life •Humanists do not believe in God; they believe that they should live happy, good lives and have a duty to support other people <p>WALT be able to understand the difference between fact, opinion & belief</p>	<p>together. In Orthodox synagogues, men and women worship separately.</p> <ul style="list-style-type: none"> •The word 'church' can mean a physical church building or a group of people coming together to worship God •Some Christian churches look different to each other, e.g. Anglican and Baptist churches •Some Christians do not worship in traditional buildings, e.g. Fresh Expressions movement which seeks to encourage people to come together to worship God in non-traditional settings <p>WALT be able to explain how Christians worship in a church</p> <p>WALT be able to explain how Hindu's worship at the</p>	<p>together. In Orthodox synagogues, men and women worship separately.</p> <ul style="list-style-type: none"> •The word 'church' can mean a physical church building or a group of people coming together to worship God •Some Christian churches look different to each other, e.g. Anglican and Baptist churches •Some Christians do not worship in traditional buildings, e.g. Fresh Expressions movement which seeks to encourage people to come together to worship God in non-traditional settings 	<p>prayer so all Mosques have a large prayer hall. There is also water for ritual cleansing (done before prayer).</p> <ul style="list-style-type: none"> •Many mosques have a minaret (a tower from where the call to prayer is announced) and a dome (symbolising the vault of heaven) •In the prayer hall, the Imam stands in a minbar (pulpit) to deliver sermons •When Muslims pray (not at the mosque) they use a prayer mat facing towards Makkah 	
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	<p>examples of statements that reflect these beliefs</p> <p>WALT: know why some people believe in God and others do not</p> <p>WALT: know a Christian vision of God (Christians believe that the Bible explains what God is like through the use of metaphors and stories, e.g. Alpha and Omega (Revelation 22:13); Eagle (Deuteronomy 32:11); fortress (2 Samuel 22:2))</p> <p>WALT know some ways in which believing in God is valuable in the lives of Christians</p> <p>WALT: know some of the impacts of believing or not believing in God on someone's life</p>	<p>WALT be able compare religious beliefs</p> <p>WALT be able compare religious and science explanations</p> <p>WALT: Be able to understand the importance of faith</p>	<p>Mandir</p> <p>WALT be able to explain how Jews worship at a synagogue</p> <p>WALT: be able to explain how Sikhs worship at a gurdwara</p> <p>WALT be able to explain how muslims worship at a mosque</p> <p>WALT be able to compare different religious places of worship.</p>			
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	<p>Believing in God (or not) impacts the way people live in different ways</p> <p>WALT know some of the challenges of believing in God</p> <p>WALT know that Humanists do not believe in God (Humanists do not believe in God; they believe that they should live happy, good lives and have a duty to support other people?)</p>					
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<p>Year 6</p>	<p>U2.3 What do religions say to use when life gets hard?</p> <p>Skills:</p> <ul style="list-style-type: none"> • Express ideas about how and why religion can help believers when times are hard, giving examples (B2). • Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1). • Explain some similarities and differences between beliefs about life after death (B2). • Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3). <p>WALT: Be able to understand that religions can help believers when times are hard, through: prayer; sense of purpose; membership of a community who care for each other.</p>	<p>U2.3 What do religions say to use when life gets hard?</p> <p>Skills:</p> <ul style="list-style-type: none"> • Express ideas about how and why religion can help believers when times are hard, giving examples (B2). • Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1). • Explain some similarities and differences between beliefs about life after death (B2). • Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3). <p>WALT: Be able to understand whether you get to heaven if you get things wrong.</p> <p>WALT: Be able to understand what people who don't believe in God think happens when we die</p>	<p>U2.7 What matters most to Christians and Humanists</p> <p>Skills:</p> <ul style="list-style-type: none"> • Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). • Describe some Christian and Humanist values simply (B3). • Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3). • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2). <p>WALT: Be able to explore the concepts of being naughty and</p>	<p>U2.5 Is it better to express your religion in arts and architecture or in charity and generosity?</p> <p>Skills:</p> <ul style="list-style-type: none"> • Describe and make connections between examples of religious creativity (buildings and art) (A1). • Show understanding of the value of sacred buildings and art (B3). • Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). • Apply ideas about values and from scriptures to the title question (C2). <p>Knowledge:</p> <ul style="list-style-type: none"> • Some religions express their beliefs and love for God through the arts and 	<p>U2.8 What difference does it make to believe in Ahimsa, Grace and Ummah</p> <p>Skills:</p> <ul style="list-style-type: none"> • Make connections between beliefs and behaviour in different religions (A1). • Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2). • Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1). <p>Knowledge:</p> <ul style="list-style-type: none"> • <i>Ahimsa</i> is the principle of not causing harm to other living things. It is a key virtues in Hinduism (and other Indian religions – Jainism and Buddhism) 	<p>U2.8 What difference does it make to believe in Ahimsa, Grace and Ummah</p> <p>Skills:</p> <ul style="list-style-type: none"> • Make connections between beliefs and behaviour in different religions (A1). • Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2). • Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1). <p>Knowledge:</p> <ul style="list-style-type: none"> • <i>Ahimsa</i> is the principle of not causing harm to other living things. It is a key virtues in Hinduism (and other Indian religions – Jainism and Buddhism)
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	<p>WALT: Be able to understand that most religions teach about some form of life after death this can bring comfort to people if they are suffering or bereaved.</p> <p>WALT: Be able to understand that some people believe that death is the end of life and there is no afterlife.</p> <p>WALT: Be able to understand that Christians believe that they will live eternally with God in heaven because of salvation through Jesus</p> <p>WALT: Be able to understand that Hindus believe that when they die their soul will be reborn in a different form depending on how</p>	<p>WALT: Be able to show what we have learned</p> <p>Knowledge:</p> <ul style="list-style-type: none"> •Religion can help believers when times are hard, through: prayer; sense of purpose; membership of a community who care for each other. •Most religions teach about some form of life after death this can bring comfort to people if they are suffering or bereaved. •Some people believe that death is the end of life and there is no afterlife. •Christians believe that they will live eternally with God in heaven because of salvation through Jesus •Hindus believe that when they die their soul will be reborn in 	<p>being good in terms of actions, words and thoughts</p> <p>WALT: Be able to understand that not all people are religious, that non-religious people can have codes for living that don't refer to god, and that a person can be 'good without god'</p> <p>WALT: Be able to use dilemmas for learning, noticing and reacting to difficult cases of right and wrong, good and bad.</p> <p>WALT:Be able to think carefully about the Christian ideas of values such as love and forgiveness.</p> <p>WALT: Be able to use a speaking and listening strategy to clarify the values that matter most to each pupil, and explore the fact that different</p>	<p>architecture</p> <ul style="list-style-type: none"> •In traditional churches, you will find stained glass windows that may depict stories from the Bible (these were used before people could read to teach them about God). Modern churches may use banners as decorative ways of showing Biblical quotes. •Islam teaches that images should not be made of Allah (or of humans). So, Mosques will be decorated with geometric patterns and calligraphy. •In Hindu temples, statues and paintings of deities are used to show the attributes of each deity. •There are many religious charities who raise money to care for people and the environment. They are driven by their religious beliefs 	<ul style="list-style-type: none"> •<i>Grace</i> is the belief, within Christianity, that God loves people unconditionally. Because of Jesus' death and resurrection, God is willing to offer forgiveness to anyone who believes in him. The story of the forgiving father/lost son (Luke 15:11-32) is a story Jesus told to illustrate grace. •<i>Ummah</i> is the worldwide community of Muslims. Being part of the Ummah is expressed through pilgrimage (<i>hajj</i>) and shared welfare (<i>zakat</i>) 	<ul style="list-style-type: none"> •<i>Grace</i> is the belief, within Christianity, that God loves people unconditionally. Because of Jesus' death and resurrection, God is willing to offer forgiveness to anyone who believes in him. The story of the forgiving father/lost son (Luke 15:11-32) is a story Jesus told to illustrate grace. •<i>Ummah</i> is the worldwide community of Muslims. Being part of the Ummah is expressed through pilgrimage (<i>hajj</i>) and shared welfare (<i>zakat</i>)
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	<p>they have lived this life (reincarnation)</p> <p>WALT: Be able to understand that Humanists have no belief in the afterlife so they focus on seeking happiness in life.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> •Religion can help believers when times are hard, through: prayer; sense of purpose; membership of a community who care for each other. •Most religions teach about some form of life after death this can bring comfort to people if they are suffering or bereaved. •Some people believe that death is the end of life and there is no afterlife. •Christians believe that they will live eternally with God in 	<p>a different form depending on how they have lived this life (reincarnation)</p> <ul style="list-style-type: none"> •Humanists have no belief in the afterlife so they focus on seeking happiness in life. 	<p>people have different values.</p> <p>RE: Be able to: understand more deeply that peace is valued by both Humanists and Christians, but peace is not always easy to build.</p> <p>RE: draw learning about values together and express ideas of their own about how values can make a community happier</p> <p>Knowledge:</p> <ul style="list-style-type: none"> •Christians believe that humans are made in the image of God (Genesis 1:28) and are also sinful (the 'Fall' Genesis 3). This explains why humans are good and bad. •A Humanist 'code for living' includes: Be honest; Use your mind; Tell the truth; 	<p>e.g. CAFOD (Roman Catholic Christian charity); Muslims in Need (a Derby-based Islamic charity)</p>		
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	<p>heaven because of salvation through Jesus</p> <ul style="list-style-type: none">•Hindus believe that when they die their soul will be reborn in a different form depending on how they have lived this life (reincarnation)•Humanists have no belief in the afterlife so they focus on seeking happiness in life.		<p>Treat others how you would like to be treated.</p> <ul style="list-style-type: none">•The Christian 'code for living' can be summed up in Jesus' 2 rules: love God and love your neighbour.•The story of the Good Samaritan explains how to love your neighbour (Luke 10: 25-37).•When values clash, doing the 'right' thing can be difficult.			
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