

## Perryfields Primary PRU Curriculum Overview

### Religious Education

Due to us having mixed age classes we operate a two year cycle with our curriculum. This ensures that over time all the pupils get a full entitlement. We use the Worcestershire Agreed Syllabus for our RE curriculum.

The following key drivers underpin our learning and are developed through the school. Our three key drivers for our school curriculum are:

1. **Aspirations** - we want our pupils to **aspire** to be the best version of themselves. We have incredibly **high expectations** and are passionate about ensuring that every pupil is exposed to a range of possibilities to broaden their **aspirations, build their confidence** and deepen their **knowledge** of the world around them.
2. **Communication** - to help our pupils to develop the knowledge and skills necessary to communicate their thoughts, ideas and feelings successfully across the curriculum through a variety of outlets – this includes through the Arts, Sports and Science, Technology, Engineering and Mechanics (STEM).
3. **Learning Powers** - we aim to develop our pupils' learning habits in order to prepare them for a lifetime of learning. Developing our pupils' learning powers is central to everything we do; it is not an addition to our curriculum but underpins the whole learning process.



## Years 1 and 2: Cycle 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Theme</b>	<b>What does it mean to belong to a faith community?</b>	<b>What do Christians believe God is like?</b>	<b>Who is Jewish and how do they live? (Part 1)</b>	<b>Who is Jewish and how do they live? (Part 2)</b>	<b>Who do Christians say made the world?</b>	<b>How should we care for the world and for others, and why does it matter?</b>
<b>Objectives</b>	<p><b>Make sense of belief:</b> Recognise that loving others is important in lots of communities.</p> <p>Say simply what Jesus and one other religious leader taught about loving other people.</p> <p><b>Understand the impact:</b> Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean</p>	<p><b>Make sense of belief:</b> Identify what a parable is.</p> <p>Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father.</p> <p>Give clear, simple accounts of what the story means to Christians.</p> <p><b>Understand the impact:</b> Give at least two examples of a way in which Christians show their belief in God</p>	<p><b>Make sense of belief:</b> Recognise the words of the Shema as a Jewish prayer.</p> <p>Retell simply some stories used in Jewish celebrations (e.g. Chanukah).</p> <p>Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.</p>	<p><b>Make sense of belief:</b> Recognise the words of the Shema as a Jewish prayer.</p> <p>Retell simply some stories used in Jewish celebrations (e.g. Chanukah).</p> <p>Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.</p>	<p><b>Make sense of belief:</b> Retell the story of creation from Genesis 1:1-2:3.</p> <p>Recognise that Creation is the beginning of the big story of the Bible.</p> <p>Say what the story tells Christians about God, Creation and the world.</p> <p><b>Understand the impact:</b> Give at least one example of what Christians do to say thank you to God.</p>	<p><b>Make sense of belief:</b> Identify a story or text that says something about each person being unique and valuable.</p> <p>Give an example of a key belief some people find in one of these stories (e.g. that God loves all people).</p> <p>Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world.</p>

	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).	as loving and forgiving.  Give an example of how Christians put their beliefs into practice in worship.	<b>Understand the impact:</b> Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah).  Make links between Jewish ideas of God found in the stories and how people live.  Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat).	<b>Understand the impact:</b> Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah).  Make links between Jewish ideas of God found in the stories and how people live.  Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat).		<b>Understand the impact:</b> 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.  Give examples of how Christians and Jews can show care for the natural earth.  Say why Christians and Jews might look after the natural world.
<b>Ongoing Objectives</b>	<b>Make connections:</b> Give examples and ways in which people express their identity and belonging within faith communities	<b>Make connections:</b> Think, talk and ask questions about whether they can learn anything from the story for	<b>Make connections:</b> Talk about what they think is good about reflecting, thanking, praising and remembering for	<b>Make connections:</b> Talk about what they think is good about reflecting, thanking, praising and remembering for	<b>Make connections:</b> Think, talk and ask questions about living in an amazing world.	<b>Make connections:</b> Think, talk and ask questions about what difference believing

	<p>and other communities, responding sensitively to differences.</p> <p>Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.</p>	<p>themselves, exploring different ideas.</p> <p>Give a reason for the ideas they have and the connections they make.</p>	<p>Jewish people, giving a good reason for their ideas.</p> <p>Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</p>	<p>Jewish people, giving a good reason for their ideas.</p> <p>Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</p>	<p>Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.</p>	<p>in God makes to how people treat each other and the natural world.</p> <p>Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</p>
<b>Enrichment</b>		<p>Christingle Service Remembrance Church and Cathedral Visits</p>	<p>Visit to a Synagogue – Cheltenham.</p>			

## Years 1 and 2: Cycle 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Theme</b>	What is the 'good news' Christians believe Jesus brings?	Why does Christmas matter to Christians?	What makes some places sacred to believers?	Why does Easter matter to Christians?	Who is a Muslim and how do they live? (Part 1)	Who is a Muslim and how do they live? (Part 2)
<b>Objectives</b>	<p><b>Make sense of belief:</b> Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news.'</p> <p>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</p> <p>Recognise that Jesus gives instructions to people about how to behave.</p>	<p><b>Make sense of belief:</b> Recognise that stories of Jesus' life come from the Gospels.</p> <p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</p> <p><b>Understand the impact:</b> Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas.</p>	<p><b>Make sense of belief:</b> Recognise that there are special places where people go to worship, and talk about what people do there.</p> <p>Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean.</p> <p>Identify a belief about worship and a belief about God, connecting these beliefs</p>	<p><b>Make sense of belief:</b> Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.</p> <p>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</p> <p><b>Understand the impact:</b> Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in</p>	<p><b>Make sense of belief:</b> Recognise the words of the Shahadah and that it is very important for Muslims.</p> <p>Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean.</p> <p>Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</p>	<p><b>Make sense of belief:</b> Recognise the words of the Shahadah and that it is very important for Muslims.</p> <p>Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean.</p> <p>Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</p>

	<p><b>Understand the impact:</b> Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.</p> <p>Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).</p>		<p>simply to a place of worship.</p> <p><b>Understand the impact:</b> Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe.</p> <p>Give simple examples of how people worship at a church, temple, mosque or synagogue.</p> <p>Talk about why some people like to belong to a sacred building or a community.</p>	church worship at Easter.	<p><b>Understand the impact:</b> Give examples of how Muslims use the Shahadah to show what matters to them.</p> <p>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan).</p> <p>Give examples of how Muslims put their beliefs about prayer into action.</p>	<p><b>Understand the impact:</b> Give examples of how Muslims use the Shahadah to show what matters to them.</p> <p>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan).</p> <p>Give examples of how Muslims put their beliefs about prayer into action.</p>
<b>Ongoing Objectives</b>	<p><b>Make connections:</b> Think, talk and ask questions about whether Jesus' 'good news' is only good news for</p>	<p><b>Make connections:</b> Think, talk and ask questions about Christmas for people who are Christians and</p>	<p><b>Make connections:</b> Think, talk and ask good questions about what happens in a church, synagogue or</p>	<p><b>Make connections:</b> Think, talk and ask questions about whether the story of Easter only has something to say</p>	<p><b>Make connections:</b> Think, talk about and ask questions about Muslim beliefs and ways of living.</p>	<p><b>Make connections:</b> Think, talk about and ask questions about Muslim beliefs and ways of living.</p>

	Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.	for people who are not.  Decide what they personally have to be thankful for, giving a reason for their ideas.	Sikh temple, saying what they think about these questions, giving good reasons for their ideas.  Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.	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.	Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas.  Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.	Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas.  Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.
<b>Enrichment</b>		Christingle Service.	Sikh Temple in Smethwick Visit. Visit to a Synagogue – Cheltenham.	Church Easter Service visit	Visit to a Mosque.	

Years 3 and 4: Cycle 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Theme</b>	<b>What do Christians learn from the Creation story?</b>	<b>What is it like for someone to follow God?</b>	<b>How do festivals and worship show what matters to a Muslim?</b>	<b>How do festivals and family life show what matters to Jewish people?</b>	<b>What kind of world did Jesus want?</b>	<b>How and why do people try to make the world a better place?</b>
<b>Objectives</b>	<p><b>Make sense of belief:</b> Place the concepts of God and Creation on a timeline of the Bible's 'big story.'</p> <p>Make clear links between Genesis 1 and what Christians believe about God and Creation.</p> <p>Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world.</p>	<p><b>Make sense of belief:</b> Make clear links between the story of Noah and the idea of covenant.</p> <p><b>Understand the impact:</b> Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</p>	<p><b>Make sense of belief:</b> Identify some beliefs about God in Islam, expressed in Surah 1.</p> <p>Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God).</p> <p><b>Understand the impact:</b> Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</p>	<p><b>Make sense of belief:</b> Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean.</p> <p>Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people.</p> <p>Offer informed suggestions about the meaning of the Exodus story for Jews today.</p>	<p><b>Make sense of belief:</b> Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus.</p> <p>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people.'</p> <p>Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian.</p>	<p><b>Make sense of belief:</b> Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin).</p> <p>Make links between religious beliefs and teachings and why people try to live and make the world a better place.</p> <p><b>Understand the impact:</b> Make simple links between teachings about how to live and ways in which</p>



	<p><b>Understand the impact:</b> 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).</p> <p>Describe how and why Christians might pray to God, say sorry and ask for forgiveness.</p>		<p>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).</p>	<p><b>Understand the impact:</b> 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).</p> <p>Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities.</p>	<p><b>Understand the impact:</b> Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.</p>	<p>people try to make the world a better place (e.g. tikkun olam and the charity Tzedek).</p> <p>Describe some examples of how people try to live (e.g. individuals and organisations).</p> <p>Identify some differences in how people put their beliefs into action.</p>
<b>Ongoing Objectives</b>	<p><b>Make connections:</b> Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.</p>	<p><b>Make connections:</b> Make links between the story of Noah and how we live in school and the wider world.</p>	<p><b>Make connections:</b> 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.</p>	<p><b>Make connections:</b> 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.</p>	<p><b>Make connections:</b> Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.</p>	<p><b>Make connections:</b> 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.</p> <p>Make links between some</p>

			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 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.		commands for living from religious traditions, non-religious worldviews and pupils' own ideas.  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.
<b>Enrichment</b>		Christingle Service Remembrance Church and Cathedral Visits	Visit to a Mosque.	Visit to a Synagogue – Birmingham.		

## Years 3 and 4: Cycle 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Theme</b>	What is the 'Trinity' and why is it important for Christians?	What do Hindus believe God is like?	What does it mean to be Hindu in Britain today?	Why do Christians call the day Jesus died 'Good Friday'?	For Christians, when Jesus left, what was the impact of Pentecost?	How and why do people mark the significant events of life?
<b>Objectives</b>	<p><b>Make sense of belief:</b> Recognise what a 'Gospel' is and give an example of the kinds of stories it contains.</p> <p>Offer suggestions about what texts about baptism and Trinity mean. Give examples of what these texts mean to some Christians today.</p> <p><b>Understand the impact:</b> Describe how Christians show their beliefs about God the Trinity in worship</p>	<p><b>Make sense of belief:</b> Identify some Hindu deities and say how they help Hindus describe God.</p> <p>Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God.</p> <p>Offer informed suggestions about what Hindu murtis express about God.</p> <p><b>Understand the impact:</b> Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at</p>	<p><b>Make sense of belief:</b> Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean.</p> <p>Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma).</p> <p><b>Understand the impact:</b> Describe how Hindus show their faith within their families in Britain today (e.g. home puja).</p>	<p><b>Make sense of belief:</b> Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live.</p> <p>Offer informed suggestions about what the events of Holy Week mean to Christians.</p> <p>Give examples of what Christians say about the importance of the events of Holy Week.</p>	<p><b>Make sense of belief:</b> Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth.</p> <p>Offer informed suggestions about what the events of Pentecost in Acts 2 might mean.</p> <p>Give examples of what Pentecost means to some Christians now.</p>	<p><b>Make sense of belief:</b> Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean.</p> <p>Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today.</p> <p><b>Understand the impact:</b> Identify some beliefs about</p>

	in different ways (in baptism and prayer, for example) and in the way they live.	a home shrine; celebrating Diwali).  Identify some different ways in which Hindus worship	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).  Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India).	<b>Understand the impact:</b> Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities  Describe how Christians show their beliefs about Jesus in worship in different ways.	<b>Understand the impact:</b> Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now.  Describe how Christians show their beliefs about the Holy Spirit in worship.	love, commitment and promises in two religious traditions and describe what they mean.  Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today.
<b>Ongoing Objectives</b>	<b>Make connections:</b> Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what	<b>Make connections:</b> Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today.  Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas	<b>Make connections:</b> Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community	<b>Make connections:</b> Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good	<b>Make connections:</b> Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving	<b>Make connections:</b> Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones.

	Christians believe God is like.	about the value of people in the world today, giving good reasons for their ideas.	rituals is a good thing for individuals and society, giving good reasons for their ideas.	reasons for their suggestions.	good reasons for their ideas.	<p>Make links between ideas of love, commitment and promises in religious and non-religious ceremonies.</p> <p>Give good reasons why they think ceremonies of commitment are or are not valuable today.</p>
<b>Enrichment</b>			Deliver an assembly on Diwali to other pupils.			

## Years 5 and 6: Cycle 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Theme</b>	<b>What does it mean if Christians believe God is holy and loving?</b>	<b>What does it mean to be a Muslim in Britain today?</b>	<b>Why do Christians believe Jesus was the Messiah?</b>	<b>Why is the Torah so important to Jewish people?</b>	<b>Christians and how to live: 'What would Jesus do?'</b>	<b>What matters most to Humanists and Christians?</b>
<b>Objectives</b>	<p><b>Make sense of belief:</b> Identify some different types of biblical texts, using technical terms accurately.</p> <p>Explain connections between biblical texts and Christian ideas of God, using theological terms.</p> <p><b>Understand the impact:</b> Make clear connections between Bible texts studied and what Christians believe about God; for example, through how</p>	<p><b>Make sense of belief:</b> Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message).</p> <p>Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet).</p>	<p><b>Make sense of belief:</b> Explain the place of Incarnation and Messiah within the 'big story' of the Bible.</p> <p>Identify Gospel and prophecy texts, using technical terms.</p> <p>Explain connections between biblical texts, Incarnation and Messiah, using theological terms.</p> <p><b>Understand the impact:</b> Show how Christians put their beliefs about</p>	<p><b>Make sense of belief:</b> Identify and explain Jewish beliefs about God.</p> <p>Give examples of some texts that say what God is like and explain how Jewish people interpret them.</p> <p><b>Understand the impact:</b> Make clear connections between Jewish beliefs about the Torah and how they use and treat it.</p>	<p><b>Make sense of belief:</b> Identify features of Gospel texts (for example, teachings, parable, narrative).</p> <p>Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts.</p> <p><b>Understand the impact:</b> Make clear connections between Gospel texts, Jesus' 'good</p>	<p><b>Make sense of belief:</b> Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist).</p> <p>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').</p>

	<p>cathedrals are designed.</p> <p>Show how Christians put their beliefs into practice in worship.</p>	<p><b>Understand the impact:</b> Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art).</p> <p>Give evidence and examples to show how Muslims put their beliefs into practice in different ways.</p>	<p>Jesus' Incarnation into practice in different ways in celebrating Christmas.</p> <p>Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</p>	<p>Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws).</p> <p>Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice).</p>	<p>news', and how Christians live in the Christian community and in their individual lives.</p>	<p><b>Understand the impact:</b> Make clear connections between Christian and Humanist ideas about being good and how people live.</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</p>
<b>Ongoing Objectives</b>	<p><b>Make connections:</b> Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p>	<p><b>Make connections:</b> Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Worcestershire today.</p> <p>Consider and weigh up the value of e.g.</p>	<p><b>Make connections:</b> 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,</p>	<p><b>Make connections:</b> Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today.</p> <p>Consider and weigh up the</p>	<p><b>Make connections:</b> Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives.</p>	<p><b>Make connections:</b> Raise important questions and suggest answers about how and why people should be good.</p> <p>Make connections between the values studied and their own</p>

		<p>submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims.</p> <p>Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.</p>	giving good reasons for their answers.	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.	Articulate their own responses to the issues studied, recognising different points of view.	lives, and their importance in the world today, giving good reasons for their views.
<b>Enrichment</b>		Visit to a Mosque.				



## Years 5 and 6: Cycle 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Theme</b>	<b>Creation and science: conflicting or complementary?</b>	<b>Why do some people believe in God and some people not?</b>	<b>Why do Hindus want to be good?</b>	<b>What do Christians believe Jesus did to 'save' people?</b>	<b>For Christians, what kind of king is Jesus?</b>	<b>How does faith help people when life gets hard?</b>
<b>Objectives</b>	<p><b>Make sense of belief:</b> Identify what type of text some Christians say Genesis 1 is, and its purpose.</p> <p>Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</p>	<p><b>Make sense of belief:</b> Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs.</p> <p>Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from.</p> <p>Give examples of reasons why people do or do not believe in God.</p>	<p><b>Make sense of belief:</b> Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately.</p> <p>Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.</p> <p><b>Understand the impact:</b> Make clear connections between Hindu</p>	<p><b>Make sense of belief:</b> Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.</p> <p>Explain what Christians mean when they say that Jesus' death was a sacrifice.</p> <p><b>Understand the impact:</b> Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy</p>	<p><b>Make sense of belief:</b> Explain connections between biblical texts and the concept of the kingdom of God</p> <p>Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.</p> <p><b>Understand the impact:</b> Make clear connections between belief in the kingdom of God and how</p>	<p><b>Make sense of belief:</b> Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life.</p> <p>Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences.</p> <p><b>Understand the impact:</b> Make clear connections</p>

	<p><b>Understand the impact:</b> Make clear connections between Genesis 1 and Christian belief about God as Creator.</p> <p>Show understanding of why many Christians find science and faith go together.</p>	<p><b>Understand the impact:</b> Make clear connections between what people believe about God and the impact of this belief on how they live.</p> <p>Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis).</p>	<p>beliefs about dharma, karma, samsara and moksha and ways in which Hindus live.</p> <p>Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.</p> <p>Give evidence and examples to show how Hindus put their beliefs into practice in different ways</p>	<p>Communion/Lord's Supper.</p> <p>Show how Christians put their beliefs into practice in different ways.</p>	<p>Christians put their beliefs into practice.</p> <p>Show how Christians put their beliefs into practice in different ways.</p>	<p>between what people believe about God and how they respond to challenges in life such as suffering or bereavement.</p> <p>Gives examples of ways in which beliefs about resurrection, judgement, heaven, karma or reincarnation make a difference to how someone lives.</p>
<b>Ongoing Objectives</b>	<p><b>Make connections:</b> Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>Weigh up how far the Genesis 1</p>	<p><b>Make connections:</b> Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging.</p> <p>Consider and weigh up different</p>	<p><b>Make connections:</b> Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus.</p>	<p><b>Make connections:</b> Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p> <p>Articulate their own responses to the idea of sacrifice,</p>	<p><b>Make connections:</b> Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today.</p>	<p><b>Make connections:</b> Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these.</p> <p>Offer a reasoned response to the</p>

	creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.	views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not.  Make connections between belief and behaviour in their own lives, in the light of their learning.	Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.	recognising different points of view.	Articulate their own responses to the idea of the importance of love and service in the world today.	unit question, with evidence and example, expressing insights of their own.
<b>Enrichment</b>			Shree Krishna Mandir Visit – Hindu Temple in West Bromwich			