| **Subject area** | **Aspect** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
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| Religious education | Human/Social  Sciences: Asking  questions  human and  social scientists  ask | **How do people express commitment to a religion/worldview in different ways?**  The importance of rites of passage in terms of religious identity.  The role of baptism (infant and adult) in shaping religious identity in the Christian community.  The importance of Bar and Bat Mitzvah in shaping religious identity in the Jewish community.  The Amrit ceremony as a milestone in shaping religious identity in the  Khalsa.  Identify a range of ways in which religious belief can impact daily life.  Show awareness of the similarities and differences between the commitment ceremonies or rites of  passage within Christianity, and between Christianity, Judaism and Sikhism.  Identify some similarities and differences in how people practise and express beliefs about commitment. | **How do religious groups contribute to society and culture in the local area and beyond? (Christianity and Hinduism)**  Describe ways in which the Christian beliefs in God’s compassion for the poor and the value of all  people as equal in God’s sight impact on and influence individual lives, communities and society.  • Describe ways in which dharma impacts on and influences Hindu life and society.  • Describe some of the varying ways in which religious beliefs are practised both locally and globally  with reference to Christianity and Hinduism.  • Identify ways in which beliefs might make a Christian or Hindu think about how they live their life.  Christian teachings about compassion and care for the most vulnerable in society, eg, Agape, “Love your neighbour …”  • Hindu teachings about compassion and care for the most vulnerable in society, eg, seva (to serve selflessly), following dharma (duty).  • The life and work of a Christian individual whose faith impacts (or impacted) on their actions e.g. Martin Luther King, Mother Teresa, Edith Cavell.  • The role of the Hindu community in charity work as an expression of dharma. E.g. Sewa UK, Bochasanwasi Shri Akshar Purushtottam Swaminarayan Sanstha.  • The life and work of a Hindu whose faith impacts (or impacted on) their actions  e.g. Mahatma Gandhi, Sannyasins. | **How has belief in Christianity/Islam impacted on music and art throughout history? (Christian/Muslim)**  Show awareness that talking about religion and belief can be complex.   Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.   Describe ways in which beliefs shape the way Christians/Muslims view the world in which they live and how they view others.  Explain divergent role of music in worship and festivals in the life of the Christian Church.   Explain how art has been used in Christianity to reflect key events and facilitate worship.   Explain key teachings from the Quran, the Hadith and important Muslim teachers (Al-Ghazali) in regard to the use of music and art.   Explain, using a range of reasons, responses to instances of Aniconism and Iconoclasm in Muslims and Christian history. | **Does religion bring peace, conflict or both?**  Recognise the controversial nature of this topic, explaining divergent views relating to it.  • Explain what at least two religions believe about peace and conflict.  • Analyse the relationship between peace and pacifism.  • Begin to analyse and evaluate the role of religion in peace and conflict in real life situations, i.e.,  Northern Ireland, South Africa, India, Syria, Jerusalem, Palestine.  Moral philosophy: investigation of moral issues such as peace and conflict.  • Christianity, Hinduism, Islam: individual, community and society: the life and  work of a Christian/Muslim/Hindu individual whose faith impacted on their  actions.  • The impact of Christian/Muslim/Hindu teachings on daily life.  • Hinduism: ahimsa: non-violence springs naturally from the Hindu belief of unity in  diversity.  • The impact of ahimsa on daily life, including many Hindus being vegetarian.  • The role of the Muslim community in charity work as an expression of their  faith. |
|  | **What difference does being a Muslim make to everyday life?**  Identify how a person’s beliefs and actions align them with the religion if Islam.  • Identify a range of ways in which Muslim beliefs impact on a believer’s daily life, their family,  community and society.  • Identify some similarities and differences in how Muslims around the world practise and express their  beliefs about Allah.  Awareness of the diverse nature of Islam locally, nationally and globally.  • Masjid or mosque as a place of prayer. Facilities for ritual washing and communal prayer. Variety of styles and architecture reflecting beliefs.  Varying use of a minaret for the call to prayer, and alternatives to this.  • Awareness of the two main Muslims traditions- Sunni and Shia. Sufism is a tradition that runs through both of these.  • Awareness of diversity of expression, particularly in relation to the pictorial presentations.  • Knowledge of The Five Pillars of Islam - Shahadah, Salah, Sawm, Zakah and Hajj. | **Why is there so much diversity of belief within Christianity?**  Describe the difference between the terms ‘religion’ and ‘belief’.  • Describe some of the varying ways in which Christianity is practised locally, nationally and globally.  • Identify events in history which have influenced Christianity, especially the East-West Schism and the  Reformation.  Understand the Church as a global community of Christian believers.  • Awareness of the concept of denominations within Christianity, along with  examples e.g. Anglican, Roman Catholic, Baptist, Methodist, Free Church,  Salvation Army.  • Describe different expressions of Christian worship including for example the  Eucharist and pilgrimage.  • The diverse ways in which people celebrate festivals such as Christmas, Easter  and Pentecost; in particular contrasting two different contexts such as  local/global or rural/urban.  • Give of at least two key teachings from religious teachers such as Martin Luther,  and how the Great Schism and the Reformation impacted Christianity. |  | **How do beliefs shape identity for Muslims?**  Explain different sources of authority and the connections with beliefs.  • Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.  • Explain connections different beliefs being studied and link them to sources of authority using  theological terms.  • Explain and discuss how beliefs shape the way \_\_\_\_\_\_ view the world in which they live and how  they view others.  • Begin to analyse and evaluate how beliefs impact on, influence and change individual lives,  communities and society, and how individuals, communities and society can also shape beliefs.  The ways in which the Qur’an and Hadith form a  source of authority.  • Key distinctions between the three main Muslim  traditions (Sunni, Shia and Sufi).  • Muslim perspectives on moral issues including the  idea of ‘intention’.  • The role of the Masjid (mosque).  • The significance and impact of Five Pillars of Islam.  • The importance of Ramadan, the two Eid festivals  and Jummah Prayers. |
|  | Philosophy:  Asking  questions  philosophers  ask | **What is philosophy? How do people make moral decisions? (Christian/Humanist)**  Difference between knowledge, belief and opinion.  The complex nature of concepts such as truth, reality, happiness, identity, hope, justice.  The nature of a philosophical question.  Awareness of variant perspectives about whether some things can be proven.  The influence on moral decision making of factors such as experience, family, history, culture or community (including religious communities).  Utilitarianism or Hedonism as a way of making moral decisions.  Talk about the difference between knowing and believing.  Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly, analyse arguments and how they work.  Recognise that it is difficult to define ‘right’, ‘wrong’, ‘good’ and ‘bad’. | **What do we mean by truth? Is seeing believing? (Multi, including Sikh views on God as truth)**   * Describe different philosophical answers to questions relating to meaning and existence including God as truth and the concept of pantheism. * • Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge such as axiom and proof. * • Give reasons for more than one point of view, providing pieces of evidence to support these views using the work of philosophers and truth claims from sacred texts. * At least three the views about the nature and existence of God. * • The difference between knowledge, belief and opinion. * • The complex nature of concepts such as truth and reality. * • Debates about whether something can be proven. * • Sikh beliefs about God as Supreme Truth, Ultimate reality and Sustainer of all things. Use of the term Waheguru and other titles used for God. | **Is believing in God reasonable? (Multi/Humanist)**  Explain the different philosophical answers to questions relating to meaning and existence.  • Explain some of the different ways in which philosophers understand abstract concepts such as arguments for the existence of God: Ontological, Cosmological or Teleological arguments as found in the work of St. Thomas Aquinas, for example.  • Explain, using a range of reasons, whether a position or argument is coherent and logical.  • Link a range of different pieces of evidence together to form a coherent argument to support or oppose the existence of God.  Varying views about the existence of God: Ontological and Cosmological arguments as found in the work of St. Thomas Aquinas’s *Summa Theologiae*.  ● Difference between knowledge, belief and opinions about God’s existence. | **What does it mean to be human? Is being happy the greatest purpose in life? (Humanist/Christian)**   * Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence: looking at St. Augustine as an example of a Christian Philosopher. * • Begin to analyse and evaluate different ways in which philosophers understand human*ness* incorporating what it means to live a ‘good’ life. * • Use well-chosen pieces of evidence to support and counter a particular argument. * St. Augustine’s ideas on sin as a defect rather than an effect - referring to Socrates and Plato’s work stating that ignorance is the cause of sin. * • Theological understandings of right and wrong - viewing St. Augustine’s ideas about ‘bodily desires’ overthrowing the soul’s desire to be virtuous. * • Moral issues such as poverty and wealth, peace and conflict or justice and injustice - looking at Christian attitudes to suffering after St. Augustine’s *City of God* in which he argues that suffering in this life is of little consequence when considering the Last Judgement. * • Humanist use of empathy and reason when making moral decisions rather than thinking about sin and the afterlife. * • The work of Jeremy Bentham and John Stuart Mill on Utilitarianism. |
|  |  | **What does sacrifice mean? (Multi/Humanist)**  Describe different philosophical and theological answers to questions about sacrifice  • Identify ways in which beliefs about sacrifice influence the ways Christians and Muslims see the world.  • Identify ways in which beliefs about sacrifice impact the actions of Christians and Muslims  • Give reasons for more than one point of view on the importance of sacrifice, providing pieces of the evidence to support these views in both philosophy and sacred texts.  At least one interpretation of the term ‘sacrifice’  • The story of Abraham/Ibrahim and Isaac/Ismail and the place of sacrifice in Judaism/Islam  • Christians believe Jesus was the ‘ultimate’ sacrifice for the forgiveness of sins.  • Religious teachings about self-sacrifice.  • Humanist views on altruism and charity, considering the reasoned approach to these. | **What can we learn about the world/knowledge/meaning of life from the great philosophers?**   * Explain some of the ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy. * • Explain different philosophical and religious answers to questions about the world around them and the existence of the ‘self’ and or soul. * • Have an understanding of the Analogy of the Cave and what it says about existence and knowledge. * • Understand the relationship between the concept of a corporeal and incorporeal world. * The ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy. * • The complex nature of concepts such as truth, reality and identity found in Buddhism, Christianity and Plato. * • The work of one or two key philosophers such as Socrates/Plato and Descartes. * • Consideration of consequences of action in relation to karma. |  |
|  | Theology:  Asking  questions  theologians ask | **What is the Trinity?**  Show awareness of the Biblical origins of Christian teachings of the Trinity.  • Identify different types/genres of writing within the Bible.  • Give examples of how Christians might express their beliefs about the Trinity (e.g. in art or literature).  • Identify how Christian baptism uses and expresses the doctrine of Trinity.  • Recognise ways in which belief in the Trinity might make a difference to the way a Christian thinks  about their life and how they see the world.  God: Christian belief in one God, who is described as Trinity (Father, Son, Holy  Spirit).  • Jesus: As God incarnate, also known as the Son of God.  • Incarnation: Jesus as one of the three persons of the Trinity.  • Holy Spirit: God as spiritually active in the world. | **Where do Christian religious beliefs come from?**  Identify the Bible as a source of authority for Christians.  • Identify the Laws of Moses and the teachings of the New Testament as sources of authority, and how  these link with Christian beliefs.  • Identify the crucifixion of Jesus as an event which has shaped Christian belief.  • Describe how individuals, communities, society and experiences can shape beliefs.  God: Christian belief in one God.  • Sources of authority which explain to Christians the nature of God, e.g. Bible, experience, creeds.  • Compare and contrast the Laws of Moses and New Testament teachings as sources of authority for Christians – that while Christianity draws on teachings  of the OT Law, it is ultimately formed by a NT understanding of the sacrifice of  Jesus as the fulfilment of the Law.  • Jesus: As God incarnate, also known as the Son of God. Christian belief that  Jesus fulfilled prophecies about the Messiah.  • Christian belief that humans are made in God’s image but became sinful and need  saving.  • Textual theology: consideration of genre, author, context and audience in  relation to the Bible. | **What difference does the resurrection make to Christians?**  Describe the similarities and differences between the Gospel accounts of Jesus’ death and  resurrection.  • Describe the divergent Christian interpretations of the resurrection.  • Describe the significance of resurrection and how it shapes how Christians see the world and others.  • Describe how the resurrection effects how Christians might live their lives.  Jesus: As God incarnate, also known as the Son of God. Christian belief that  Jesus fulfilled prophecies about the Messiah.  • Salvation: Gospel accounts of Jesus’ death and resurrection and the various  interpretations of these accounts in terms of the meaning of salvation (e.g.  forgiveness, sacrifice, redemption).  • Textual theology: consideration of genre, author, content, reliability and  audience in relation to the Gospels and resurrection of Jesus .  • Practices and expression: worship: different expressions of Christian worship.  • Festivals: the diverse ways in which people celebrate festivals such as Easter. | **Creation and science: conflicting or complementary?**  Begin to analyse and evaluate different ideas of how the universe came to be, including The Big Bang  and Biblical accounts of creation.  • Explain the connections and divergence between different theories, and how they may fit together or  disagree entirely.  • Begin to analyse the reliability of the sources of the different ideas of how the universe came to be.  Creation: Christian belief that humans are made in God’s image, by God.  • Theistic Evolution: Awareness of the relationship between the Genesis narratives  and scientific explanations.  • Scientific Theory: The Big Bang Theory.  • Textual theology: consideration of the genre of Genesis.  • Logic: debates about whether some things can be proven. |
|  | **What do Muslims believe about God?**  Show awareness of the Qur’an as the supreme source of authority for Muslims and begin to explore  its authorship and organisation.  • Identify ways in which the Muslim view of Allah is similar to and different from the Christian view of  God. Begin to understand this in the context of the three Abrahamic religions.  • Recognise ways in which the Muslim view of Allah influences the way Muslims live their lives and  view other people.  • Recognise that there are many different answers to the question, ‘What is God like?’  The concept of Tawhid.  • The impact of Tawhid on Muslims.  • The impact of The Qur’an containing the actual words of God.  • How the existence of God is explained in Muslim teachings.  • How the Muslim view of deity differs from that of other religions. |  | **How do Hindus make sense of the world?**  Describe different sources of authority and how they link with beliefs.  • Describe a range of different interpretations of sources of authority and consider the reliability of  these sources for a group of believers.  • Describe ways in which beliefs shape the way Hindus view the world in which they live and how they  view others.  • Explain a range of answers to ethical and moral questions and issues, drawing conclusions and  showing awareness of diversity of opinion and why there are differences.  • Explain how beliefs impact on and influence individual lives, communities and society, and how  individuals, communities and society can also shape beliefs.  The concepts of Brahman, Atman, Avatars, Ahimsa, Samsara and Karma.  • The different genres and interpretations of oral traditions and the Vedas.  • The impact of events and experiences on Hindu beliefs.  • Different views about the nature of knowledge, meaning and existence.  Introducing ethical theory.  • The impact of Ahimsa, Dharma and Karma on daily life and beyond. | **How do Buddhists explain suffering in the world?**  Explain and discuss how beliefs shape the way Buddhists view the world in which they live and how  they view others.  • Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues,  showing an understanding of the connections between beliefs, practices and behaviour.  • Begin to analyse and evaluate a range of philosophical answers to questions about the world around  them, including questions relating to meaning and existence.  • Begin to analyse and evaluate how beliefs impact on, influence and change individual lives,  communities and society, and how individuals, communities and society can also shape beliefs.  The varying beliefs about God, the Buddha, the Four Noble Truths,  the cycle of birth, death and rebirth and the Five Precepts.  • The use of Jakata Tales as a source of moral guidance.  • The different views about the nature of knowledge, meaning and  existence.  • Buddhist perspectives on moral issues and consideration of the  consequences of action in relation to Karma. |
|  | Knowledge and understanding  Theology  Philosophy  Human/Social sciences | Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.  Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.  Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities | Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.  Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.  Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities | Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.  Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.  Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities | Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.  Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.  Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities |
|  | Expressing ideas and insights | Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.  Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.  Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views. | Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.  Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.  Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views. | Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.  Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.  Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views. | Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.  Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.  Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views. |
|  | Gaining and deploying skills | Discuss and present thoughtfully their own and others’ views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.  Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.  Discuss and apply their own and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response. | Discuss and present thoughtfully their own and others’ views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.  Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.  Discuss and apply their own and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response | Discuss and present thoughtfully their own and others’ views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.  Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.  Discuss and apply their own and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response | Discuss and present thoughtfully their own and others’ views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.  Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.  Discuss and apply their own and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response |