



**Horsington Church School**  
A Bath and Wells Academy



'That they may have life, life in all its fullness' John 10:10

## Religious Education

At Horsington Church school, pupils will access a high quality RE curriculum that engenders an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity. This will enable them to develop a knowledge and acceptance of religions and worldviews, with the skill to “disagree agreeably. The curriculum will two thirds based on Christianity and one third on other world faiths. There will be links to the British Values.

Children and young people will be able have the skills to:

- **As theologians:** analyse a range of primary and secondary sources; understand symbolic language; use technical terminology effectively.
- **As philosophers:** interpret meaning and significance; evaluate and reflect upon beliefs and ethics and how they impact upon the lives of others and themselves; refine the way they think about the world and their place in it; consider moral principles, including the nature of good and evil.
- **As social scientists:** respectfully critique and value the wide range of beliefs and cultural influences that have shaped their own heritage and that of others, considering both differences and commonalities; recognise bias and stereotype; represent a range of views, other than one's own, with accuracy.

**The curriculum may also develop the following:**

- a moral compass - recognise the difference between right and wrong and readily apply this
- reflection upon their own beliefs and cultural practices
- make informed personal choices
- empathy with and an understanding of others

## Religious Education Progression

### Years 1 and 2

#### **Unit: Christianity**

Children should develop an understanding of God means to Christians, the beliefs and practices of Christian and the Bible.

#### **Year 1**

##### **Salvation**

- Begin to remember that the Christian Holy book is called the Bible, and that it is divided into two parts – Old Testament (which Christians share with Judaism – Jesus was a Jew) and New Testament.
- Recall some of stories from the Bible associated with the last eight days of Jesus’ life, including (a) his entry into Jerusalem, (b) the Last Supper, (c) his arrest, (d) crucifixion and (e) resurrection
- Begin to remember the order of the key events in the Biblical narrative.
- Identify some stories with the religion of Christianity, who are collectively called Christians and know that they are from the Bible.
- Have some understanding that Christians believe that Jesus died so that people can be forgiven by God.
- Begin to understand that Christians believe that Jesus rose from the dead, giving hope of a new life.
- Begin to raise and suggest answers to relevant questions in response to their enquiry into the Easter story.

#### **Year 2**

##### **Salvation**

- Know that the Christian Holy book is called the Bible, and that it is divided into two parts – Old Testament (which Christians share with Judaism – Jesus was a Jew) and New Testament.
- Recall stories from the Bible associated with the last eight days of Jesus’ life, including (a) his entry into Jerusalem, (b) the Last Supper, (c) his arrest, (d) crucifixion and (e) resurrection
- Recognise the order of the key events in the Biblical narrative.
- Identify these stories with the religion of Christianity, who are collectively called Christians and know that they are from the Bible.
- Understand that Christians believe that Jesus died so that people can be forgiven by God.
- Understand that Christians believe that Jesus rose from the dead, giving hope of a new life.
- Raise and suggest answers to relevant questions in response to their enquiry into the Easter story.

##### **Belief –God (\*God + Creation)**

- Begin to understand that Christians find out about what God is like and how he wants people to live from the Bible.
- Start to understand there is a story in the Bible which Christians believe expresses their key beliefs about creation. – God created the universe. – The story is called the six

##### **Belief –God (\*God + Creation)**

- Christians find out about what God is like and how he wants people to live from the Bible.
- There is a story in the Bible which Christians believe expresses their key beliefs about creation. – God created the universe. – The story is called the six days of creation and describes

<p>days of creation and describes what God did as the world was created. – The last thing that God created was humans.</p> <ul style="list-style-type: none"> <li>• Begin to understand that Christians believe that God expects humans to care for His world because it belongs to God</li> <li>• Start to raise and suggest answers to relevant questions in response to their enquiry into what Christians believe about God.</li> </ul>	<p>what God did as the world was created. – The last thing that God created was humans.</p> <ul style="list-style-type: none"> <li>• Christians believe that God expects humans to care for His world because it belongs to God</li> <li>• Raise and suggest answers to relevant questions in response to their enquiry into what Christians believe about God.</li> </ul>
<p><b>Belief – Incarnation</b></p> <ul style="list-style-type: none"> <li>• Begin to understand that Christians find out about what Jesus is like and how he wants people to live from the Bible.</li> <li>• Start to understand that Advent is the time before Christmas when Christians get ready for Jesus coming.</li> <li>• Start to recall Bible stories associated with the birth of Jesus. Including (a) the meaning of his names Immanuel (God is with us) and Jesus (he saves), (b), the angel Gabriel’s message to Mary – that her baby is God’s son, (c) his humble birth, (d) visited by shepherds - ordinary people – and the Magi.</li> <li>• Begin to identify these stories with the religion of Christianity, whose members are collectively called Christians and know that these stories are from the Bible.</li> <li>• Start to recognise the order of the key events in the Biblical narrative.</li> <li>• Begin to raise and suggest answers to relevant questions in response to their enquiry into the Christmas story.</li> </ul>	<p><b>Belief – Incarnation</b></p> <ul style="list-style-type: none"> <li>• Christians find out about what Jesus is like and how he wants people to live from the Bible.</li> <li>• Understand that Advent is the time before Christmas when Christians get ready for Jesus coming.</li> <li>• Recall Bible stories associated with the birth of Jesus. Including (a) the meaning of his names Immanuel (God is with us) and Jesus (he saves), (b), the angel Gabriel’s message to Mary – that her baby is God’s son, (c) his humble birth, (d) visited by shepherds -ordinary people – and the Magi.</li> <li>• Identify these stories with the religion of Christianity, whose members are collectively called Christians and know that these stories are from the Bible.</li> <li>• Recognise the order of the key events in the Biblical narrative.</li> <li>• Raise and suggest answers to relevant questions in response to their enquiry into the Christmas story.</li> </ul>
<p><b>Belief – Agape (selfless, sacrificial, unconditional love) (*Gospel)</b></p> <ul style="list-style-type: none"> <li>• Begin to have an understanding that Jesus taught that people should be loving, kind and forgiving to everyone because this is what God is like.</li> <li>• Begin to remember the story of the Unmerciful Servant Matthew</li> </ul>	<p><b>Belief – Agape (selfless, sacrificial, unconditional love) (*Gospel)</b></p> <ul style="list-style-type: none"> <li>• Jesus taught that people should be loving, kind and forgiving to everyone because this is what God is like.</li> <li>• Recall the story of the Unmerciful Servant Matthew 18:23-34, linking it to forgiveness in the</li> </ul>

<p>18:23-34, linking it to forgiveness in the Lord's Prayer Matthew 6:5-15 including (a) Peter's question, "How many times should I forgive?" (b) the events of the parable, (c) understand that, just as Christians believe that God forgives them, Jesus wants them to forgive everyone (d) that Christians are reminded about these things every time they pray the Lord's prayer.</p> <ul style="list-style-type: none"> <li>• Try to reflect on the implications of this story for Christians and for themselves today.</li> <li>• Begin to raise and suggest answers to relevant questions in response to their enquiry into this story, e.g. 'Why did Jesus tell this story and other parables?'</li> </ul>	<p>Lord's Prayer Matthew 6:5-15 including (a) Peter's question, "How many times should I forgive?" (b) the events of the parable, (c) understand that, just as Christians believe that God forgives them, Jesus wants them to forgive everyone (d) that Christians are reminded about these things every time they pray the Lord's prayer.</p> <ul style="list-style-type: none"> <li>• Reflect on the implications of this story for Christians and for themselves today.</li> <li>• Raise and suggest answers to relevant questions in response to their enquiry into this story, e.g. 'Why did Jesus tell this story and other parables?'</li> </ul>
--	---

**Unit: Judaism**

<b>Year 1</b>	<b>Year 2</b>
---------------	---------------

<p><b>Key belief: God and the Covenant</b></p> <ul style="list-style-type: none"> <li>• Begin to understand that Jews believe in one God who created the universe.</li> <li>• Start to remember the basic elements of the story found in Genesis: <ul style="list-style-type: none"> <li>* God made the world from nothing</li> <li>*God Makes everything in the world, including plants and animals</li> <li>*Man is the last to be made</li> <li>*Man is made last and is given responsibility to care for the world</li> </ul> </li> </ul> <p>God has created</p> <ul style="list-style-type: none"> <li>• Begin to remember that the Jewish name for God is Adonai which mean 'Lord'. Jews use the name with great respect, never carelessly. Sometimes Jews write the words as God because of its sacredness.</li> <li>• Begin to recognise the Star of David as a symbol of Judaism, which represents the 6 days of creation found in Genesis.</li> <li>• Have an awareness that Jews live all over the world, but Israel is considered very special as it was</li> </ul>	<p><b>Key belief: God and the Covenant</b></p> <ul style="list-style-type: none"> <li>• Know that Jews believe in one God who created the universe.</li> <li>• Know basic elements of the story found in Genesis: <ul style="list-style-type: none"> <li>* God made the world from nothing</li> <li>*God Makes everything in the world, including plants and animals</li> <li>*Man is the last to be made</li> <li>*Man is made last and is given responsibility to care for the world</li> </ul> </li> </ul> <p>God has created</p> <ul style="list-style-type: none"> <li>• Know that the Jewish name for God is Adonai which mean 'Lord'. Jews use the name with great respect, never carelessly. Sometimes Jews write the words as God because of its sacredness.</li> <li>• Be able to recognise the Star of David as a symbol of Judaism, which represents the 6 days of creation found in Genesis.</li> <li>• Know that Jews live all over the world, but Israel is considered very special as it was promised to Abraham and his descendants by God.</li> </ul>
---	---

<p>promised to Abraham and his descendants by God.</p> <ul style="list-style-type: none"> <li>• Start to raise and suggest answers to relevant questions in response to the story of creation.</li> <li>• Begin to attempt to support their answers using reasons and/or information.</li> </ul>	<ul style="list-style-type: none"> <li>• Raise and suggest answers to relevant questions in response to the story of creation.</li> <li>• Attempt to support their answers using reasons and/or information.</li> </ul>
<p><b>Belief: Torah</b></p> <ul style="list-style-type: none"> <li>• Begin to understand that the Torah means ‘teaching’ is the most important part of Jewish scriptures.</li> <li>• Start to understand that it contains the first 5 books of the Hebrew Bible.</li> <li>• Begin to remember that it teaches Jews what God is like and how they should live their lives.</li> <li>• Start to know that one day a week Jews observe the Sabbath: they rest, have a meal on Friday evening with their family. Jews believe that bringing the family together once a week when no one works is important.</li> <li>• Begin to understand how special the Torah is for Jews: the Torah is read every week in the synagogue, the end of one cycle is celebrated in Simchat Torah.</li> <li>• Start to raise and suggest answers to relevant questions in response to the Jewish teachings on the Torah. Attempt to support their answers using reasons and/or information</li> </ul>	<p><b>Belief: Torah</b></p> <ul style="list-style-type: none"> <li>• Know that the Torah means ‘teaching’ is the most important part of Jewish scriptures.</li> <li>• Know that it contains the first 5 books of the Hebrew Bible.</li> <li>• It teaches Jews what God is like and how they should live their lives.</li> <li>• One day a week Jews observe the Sabbath: they rest, have a meal on Friday evening with their family. Jews believe that bringing the family together once a week when no one works is important.</li> <li>• Understand how special the Torah is for Jews: the Torah is read every week in the synagogue, the end of one cycle is celebrated in Simchat Torah.</li> <li>• Raise and suggest answers to relevant questions in response to the Jewish teachings on the Torah. Attempt to support their answers using reasons and/or information</li> </ul>
<p><b>Unit: Humanism</b></p>	
<p><b>Year 1</b></p>	<p><b>Year 2</b></p>
<ul style="list-style-type: none"> <li>• Start to be familiar with the terms ‘Humanist’ and ‘atheist’.</li> <li>• Begin to know that of utmost importance for a Humanist is what human beings have achieved and can achieve as individuals and together to improve life for everyone and look after the world.</li> <li>• Start to know that many Humanists are ‘atheists’; they do not believe in a deity or deities.</li> </ul>	<ul style="list-style-type: none"> <li>• Be familiar with the terms ‘Humanist’ and ‘atheist’.</li> <li>• Know that of utmost importance for a Humanist is what human beings have achieved and can achieve as individuals and together to improve life for everyone and look after the world.</li> <li>• Know that many Humanists are ‘atheists’; they do not believe in a deity or deities.</li> </ul>

<ul style="list-style-type: none"> <li>• Begin to know how a Humanist family might celebrate the birth of a child and/or the naming of a baby.</li> <li>• Start to recognise the 'happy human' as a symbol of Humanism (showing that the human being and the potential of human activity to shape our world are at the centre of what Humanists believe).</li> </ul>	<ul style="list-style-type: none"> <li>• Know how a Humanist family might celebrate the birth of a child and/or the naming of a baby.</li> <li>• Be able to recognise the 'happy human' as a symbol of Humanism (showing that the human being and the potential of human activity to shape our world are at the centre of what Humanists believe).</li> </ul>
--	---

## Unit: Islam and Hinduism

Year 1	Year 2
<p><b>Islam</b></p> <ul style="list-style-type: none"> <li>• Begin to use the word 'Muslim' correctly to refer to a follower of the religion of Islam.</li> <li>• Begin to identify Muhammad as a man who is deeply respected in in Islam as the Messenger of God.</li> <li>• Begin to know that Muslims call God 'Allah' which means "The – God" (Al-Lah)</li> </ul> <p><b>Hinduism</b></p> <ul style="list-style-type: none"> <li>• Start to know the term Hinduism and know followers are called Hindus.</li> <li>• Begin to understand that Hinduism started in India, Hindus now live all over the world.</li> </ul>	<p><b>Islam</b></p> <ul style="list-style-type: none"> <li>• Use the word 'Muslim' correctly to refer to a follower of the religion of Islam.</li> <li>• Identify Muhammad as a man who is deeply respected in in Islam as the Messenger of God.</li> <li>• Know that Muslims call God 'Allah' which means "The –God" (Al-Lah)</li> </ul> <p><b>Hinduism</b></p> <ul style="list-style-type: none"> <li>• Know the term Hinduism and know followers are called Hindus.</li> <li>• Whilst H Hinduism started in India, Hindus now live all over the world.</li> </ul>

**Understanding Christianity will be the planning resource for Christianity and AMV is mainly resource for other word religions.**

**Subject Specific Progression**  
**Religious Education**  
**Year 3 and 4**

<b>Unit: Christianity</b>	
<b>Year 3</b>	<b>Year 4</b>
<p><b>Key belief – Salvation</b></p> <ul style="list-style-type: none"> <li>• Start to recognise that Christians refer to Jesus as ‘the Saviour’ or as ‘my Saviour’.</li> <li>• Begin to explain the Christian Salvation story and that it makes four main claims: – God created a perfect the world – Humanity went wrong – To save humanity, God had a salvation plan – God enters into the world as Jesus Christ who saves humanity Recall the key features of the story of Zacchaeus: – Understand the context of the story; Zacchaeus is an outcast because he is seen as a greedy, corrupt traitor. Now he is sorry. He wants to make up for his bad deeds and live a better life. – Understand the message of this and other stories from the Bible – that Christians believe Jesus came to forgive and rescue everyone. No one is too bad – or too good.</li> <li>• Begin to recall the story of Jesus’ death on the cross. Understand that Christians believe that because Jesus died, they can be forgiven by God</li> </ul>	<p><b>Key belief – Salvation</b></p> <ul style="list-style-type: none"> <li>• Recognise that Christians refer to Jesus as ‘the Saviour’ or as ‘my Saviour’.</li> <li>• Explain the Christian Salvation story and that it makes four main claims: – God created a perfect the world – Humanity went wrong – To save humanity, God had a salvation plan – God enters into the world as Jesus Christ who saves humanity Recall the key features of the story of Zacchaeus: – Understand the context of the story; Zacchaeus is an outcast because he is seen as a greedy, corrupt traitor. Now he is sorry. He wants to make up for his bad deeds and live a better life. – Understand the message of this and other stories from the Bible – that Christians believe Jesus came to forgive and rescue everyone. No one is too bad – or too good.</li> <li>• Recall the story of Jesus’ death on the cross. Understand that Christians believe that because Jesus died, they can be forgiven by God</li> </ul>
<p><b>Belief – God</b></p> <ul style="list-style-type: none"> <li>• Begin to understand that Christians believe the Bible talks about what God is like and his relationship with people who believe in Him.</li> <li>• Begin to understand Christians will describe one God as Father (parent), Son and Holy Spirit. The Trinity.</li> <li>• Begin to recall what happens in both Infant Baptism and Believers’ Baptism. Water is used. The person baptising usually says “I baptise you in the name of the Father, and the son, and the Holy spirit.” The person is welcomed into the Christian Church.</li> <li>• Start to raise and suggest answers to relevant questions in response to</li> </ul>	<p><b>Belief – God</b></p> <ul style="list-style-type: none"> <li>• Christians believe the Bible talks about what God is like and his relationship with people who believe in Him.</li> <li>• Christians will describe one God as Father (parent), Son and Holy Spirit. The Trinity.</li> <li>• Recall what happens in both Infant Baptism and Believers’ Baptism. Water is used. The person baptising usually says “I baptise you in the name of the Father, and the son, and the Holy spirit.” The person is welcomed into the Christian Church.</li> </ul>

<p>their enquiry into what Christians believe about God.</p>	<ul style="list-style-type: none"> <li>• Raise and suggest answers to relevant questions in response to their enquiry into what Christians believe about God.</li> </ul>
<p><b>Belief – Incarnation</b></p> <ul style="list-style-type: none"> <li>• Recall some stories from the Bible of Jesus miracles – what do they say about Jesus? e.g. that Jesus calmed a storm – he had power over the forces of nature Mark 4.35-41, healing Jairus’ daughter – that he had power over death (Luke 8. 40-56).</li> <li>• Begin to understand what Christians believe this and other stories from the Bible say about who Jesus is – that only God can do things like this. Christians believe that Jesus is the Son of God.</li> <li>• Start to raise and suggest answers to relevant questions in response to their enquiry into the accounts of these miracles and what Christians say about who Jesus is.</li> </ul>	<p><b>Belief – Incarnation</b></p> <ul style="list-style-type: none"> <li>• Recall stories from the Bible of Jesus miracles – what do they say about Jesus? e.g. that Jesus calmed a storm – he had power over the forces of nature Mark 4.35-41, healing Jairus’ daughter – that he had power over death (Luke 8. 40-56).</li> <li>• Understand what Christians believe this and other stories from the Bible say about who Jesus is – that only God can do things like this. Christians believe that Jesus is the Son of God.</li> <li>• Raise and suggest answers to relevant questions in response to their enquiry into the accounts of these miracles and what Christians say about who Jesus is.</li> </ul>
<p><b>Belief – Agape (selfless, sacrificial, unconditional love) (*Gospel)</b></p> <ul style="list-style-type: none"> <li>• Start to understand that Christians try to be like Jesus and obey his teachings in the things that they think and do.</li> <li>• Simply recall the story of the Good Samaritan Luke 10.25-37. Man attacked on dangerous road; left without anything – even clothes; he is seen by a Priest and Levite (respected members of community); Samaritan stops and helps Jew; uses expensive oils; places man on donkey while he walks; taken to inn and pays for stay.</li> <li>• Begin to understand the context for the story: how the story came to be told – Jesus is asked how to inherit eternal life? Love God and your neighbour as yourself; Jesus is asked who is my neighbour?</li> <li>• Start to understand background to the story; Samaritans and Jews are enemies (at the end of the story the person asking the question cannot even say the word ‘Samaritan’, the people who walked by had good</li> </ul>	<p><b>Belief – Agape (selfless, sacrificial, unconditional love) (*Gospel)</b></p> <ul style="list-style-type: none"> <li>• Christians try to be like Jesus and obey his teachings in the things that they think and do.</li> <li>• Recall the story of the Good Samaritan Luke 10.25-37. Man attacked on dangerous road; left without anything – even clothes; he is seen by a Priest and Levite (respected members of community); Samaritan stops and helps Jew; uses expensive oils; places man on donkey while he walks; taken to inn and pays for stay.</li> <li>• Know the context for the story: how the story came to be told – Jesus is asked how to inherit eternal life? Love God and your neighbour as yourself; Jesus is asked who is my neighbour?</li> <li>• Understand background to the story; Samaritans and Jews are enemies (at the end of the story the person asking the question cannot even say the word ‘Samaritan’, the</li> </ul>



<p>reason (muggers still around; might be a trap; he might be dead anyway (cleansing process); road called 'red road' for good reason.</p> <ul style="list-style-type: none"> <li>• Start to answer the idea that the teachings of Jesus display disinterested love (agape) being shown to all: freely given; generous; selfless; self-sacrificing?</li> <li>• Start to support their attempt to answer the relevant questions they raise in response to their enquiry into the Good Samaritan parable using reasons and information to support their views.</li> </ul>	<p>people who walked by had good reason (muggers still around; might be a trap; he might be dead anyway (cleansing process); road called 'red road' for good reason.</p> <ul style="list-style-type: none"> <li>• How does this and other teachings of Jesus display disinterested love (agape) being shown to all: freely given; generous; selfless; self-sacrificing?</li> <li>• Support their attempt to answer the relevant questions they raise in response to their enquiry into the Good Samaritan parable using reasons and information to support their views.</li> </ul>
---	--

**Unit: Judaism**

<b>Year 3</b>	<b>Year 4</b>
---------------	---------------

<p><b>Key belief: God and the Covenant</b></p> <ul style="list-style-type: none"> <li>• Start to understand that God first made his covenant agreement with Abraham. God promises he would be the father of a great nation, the Jewish people, who will live in the land of Canaan.</li> <li>• Begin to recall the story of the giving of the 10 commandments to Moses: The people of Israel are enslaved in Egypt; God sends 10 plagues; the Pharaoh releases the Jews; this hasty departure is known as the exodus; the Jews spent 40 years as nomads; Moses went up Mt Sinai to receive from God the 10 commandments and other commandments which were the rules Jews had to live by.</li> <li>• Have an understanding of the Jews made an agreement or covenant with God: If Jews agree to obey His commandments; the Jews would be His Chosen people.</li> <li>• Begin to know that Jews celebrate the exodus at the week-long Passover festival; at the Seder meal Jews re-tell the story of the Exodus using symbolic food. The festival recalls this as a key event in their history because it shows: (a) God was at work in the events of</li> </ul>	<p><b>Key belief: God and the Covenant</b></p> <ul style="list-style-type: none"> <li>• God first made his covenant agreement with Abraham. God promises he would be the father of a great nation, the Jewish people, who will live in the land of Canaan.</li> <li>• Recall the story of the giving of the 10 commandments to Moses: The people of Israel are enslaved in Egypt; God sends 10 plagues; the Pharaoh releases the Jews; this hasty departure is known as the exodus; the Jews spent 40 years as nomads; Moses went up Mt Sinai to receive from God the 10 commandments and other commandments which were the rules Jews had to live by.</li> <li>• Understand that the Jews made an agreement or covenant with God: If Jews agree to obey His commandments; the Jews would be His Chosen people.</li> <li>• Know that Jews celebrate the exodus at the week-long Passover festival; at the Seder meal Jews re-tell the story of the Exodus using symbolic food. The festival recalls this as a key event in their history because it shows: (a) God was at work in the events of history (b) they have been chosen to have a special relationship with God.</li> </ul>
--	---

<p>history (b) they have been chosen to have a special relationship with God.</p> <ul style="list-style-type: none"> <li>• Start to understand that Jews believe there is one God who should be placed above all else.</li> <li>• Have some understanding of the Shema, which expresses these key beliefs, is placed on the doorpost of Jewish houses in a Mezezah.</li> <li>• Begin to raise and suggest answers to relevant questions in response to the story of Moses and the giving of the 10 commandments.</li> <li>• Attempt to support their answers using reasons and/or information.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that Jews believe there is one God who should be placed above all else.</li> <li>• The Shema, which expresses these key beliefs, is placed on the doorpost of Jewish houses in a Mezezah.</li> <li>• Raise and suggest answers to relevant questions in response to the story of Moses and the giving of the 10 commandments.</li> <li>• Attempt to support their answers using reasons and/or information.</li> </ul>
<p><b>Belief: Torah</b></p> <ul style="list-style-type: none"> <li>• Start to understand the Shabbat Jews attend the synagogue, where they worship God. Doing this develops a sense of community.</li> <li>• Begin to understand that the reading of the Torah is central to the service: during the service there will be readings from the Torah.</li> <li>• In the synagogue the Torah (Sefer Torah) is written on parchment, which are written by hand with a special ink. The importance of the scrolls is shown by the way they are: * Never touched by human hands- a special pointer is used * Each scroll has a mantle (cover) *Once they have been used, they are returned to the Ark * There is an ever-burning lamp outside the Ark to show God is always present</li> <li>• Begin to know that some Jews wear Tephilin (or Tefillin), which are two straps with boxes on and contain small pieces of parchment from Torah, on the forehead to remind Jews they must love God with their mind and on their arm facing the heart to remind Jews they must love God with all their heart.</li> <li>• Begin to understand that the Torah is written in Hebrew.</li> <li>• Try to raise and suggest answers to relevant questions in response to the importance and respect Jews give to the Torah.</li> </ul>	<p><b>Belief: Torah</b></p> <ul style="list-style-type: none"> <li>• On the Shabbat Jews attend the synagogue, where they worship God. Doing this develops a sense of community.</li> <li>• The reading of the Torah is central to the service: during the service there will be readings from the Torah.</li> <li>• In the synagogue the Torah (Sefer Torah) is written on parchment, which are written by hand with a special ink. The importance of the scrolls is shown by the way they are: * Never touched by human hands- a special pointer is used * Each scroll has a mantle (cover) *Once they have been used, they are returned to the Ark * There is an ever-burning lamp outside the Ark to show God is always present</li> <li>• Know that some Jews wear Tephilin (or Tefillin), which are two straps with boxes on and contain small pieces of parchment from Torah, on the forehead to remind Jews they must love God with their mind and on their arm facing the heart to remind Jews they must love God with all their heart.</li> <li>• Know the Torah is written in Hebrew.</li> <li>• Raise and suggest answers to relevant questions in response to</li> </ul>

<ul style="list-style-type: none"> <li>• Begin to attempt to support their answers using reasons and/or information.</li> </ul>	<p>the importance and respect Jews give to the Torah.</p> <ul style="list-style-type: none"> <li>• Attempt to support their answers using reasons and/or information.</li> </ul>
<b>Unit: Islam</b>	
<b>Year 3</b>	<b>Year 4</b>
<p><b>Key belief – Islam (Submission to the will of Allah)</b>  <b>Know Muslims believe that Allah created all things which exist.</b></p> <ul style="list-style-type: none"> <li>• Understand that although Allah created everything, humans have been given the responsibility to look after that creation (Khalifah).</li> <li>• Know that Muhammad taught Muslims that there are 99 names for Allah which describe what He is like.</li> <li>• Raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in Allah and Khalifah.</li> <li>• Attempt to support their answers using reasons and/or information</li> </ul>	<p><b>Key belief – Islam (Submission to the will of Allah)</b></p> <ul style="list-style-type: none"> <li>• Know that Islam means “Submission (to the will of Allah)” and the word Muslims means someone who has willingly submitted themselves to Allah.</li> <li>• Identify the two main beliefs of Islam as: * the belief in only one God, and * the belief that Muhammad is the Messenger of God</li> <li>• Understand that praying 5 times a day, which is prescribed in the Qur’an, is one way Muslims submit to the will of Allah.</li> <li>• They do this by: * Being constantly reminded of Allah throughout the day, reminds them for what is important in their life and helps them straying from the path * The sujud position (prostration) reflects Muslim submission as a physical act.*Salah can take place anywhere, as God created everything</li> <li>• Raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in submitting to the will of Allah and the practice of Salah.</li> <li>• Attempt to support their answers using reasons and/or information</li> </ul>
<p><b>Belief – Iman (faith) Messengers of Allah</b></p> <ul style="list-style-type: none"> <li>• Associate artefacts like prayer mats, mosques and the Qur’an with Islam.</li> <li>• Use the word ‘Muslim’ correctly to refer to a follower of the religion of Islam.</li> </ul>	<p><b>Belief – Iman (faith) Messengers of Allah</b></p> <ul style="list-style-type: none"> <li>• Know that Muslims believe that Muhammad had many revelations over 22 years.</li> <li>• Understand that Islam teaches that Muhammad told many others what the revelations were. They wrote down the Words that had</li> </ul>

<ul style="list-style-type: none"> <li>• Identify Muhammad as a man who is deeply respected in Islam as the Messenger of God.</li> <li>• Recall the story of the first revelation Muhammad received – the Night of Power: *Muhammad is in a cave on Mt Hira * He sees the Angel Gabriel *He is told to recite (Iqra) a book being held in front of him. * Muhammad replies he cannot read * On the third instruction he can read the message</li> <li>• Identify the two main beliefs of Islam as: *the belief in only one God, and * the belief that Muhammad is the Messenger of God</li> <li>• Raise and suggest answers to relevant questions in response to the story of Muhammad’s first revelation.</li> <li>• Attempt to support their answers using reasons and/or information.</li> </ul>	<p>been revealed to Muhammad. What they wrote formed a book – the holy Qur’an.</p> <ul style="list-style-type: none"> <li>• Know that Muslims believe that the angel Gabriel was ‘sent down’ with God’s holy book – the Mother of the Book. This was the book that was shown to Muhammad. So the Qur’an is a copy of God’s holy book.</li> <li>• Understand that the Qur’an is treated with great respect by Muslims, including that it is often kept in a stand, kept above all other books, is sometimes wrapped in a cloth, a Muslim will wash their hands before touching the book.</li> <li>• Know that God’s message is known as the ‘Straight Path’ or the Shariah • Raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in submitting to the will of Allah.</li> <li>• Attempt to support their answers using reasons and/or information</li> </ul>
---	---

**Unit: Hinduism**

<b>Year 3</b>	<b>Year 4</b>
<p><b>Key Belief – Dharma (Right-living, respecting life, honouring Natural world)</b></p> <ul style="list-style-type: none"> <li>• Recall stories from The Ramayana, of the exile and return of Rama including: Rama is named the successor to his father the king, but because of the jealousy and plotting of his stepmother, Rama is sent away from the palace for 14 years</li> <li>* Rama’s choice to honour his father’s promise and enter into a 14 year exile, despite the people not wanting him to leave.</li> <li>*Sita is kidnapped by the evil king Ravanna, but Rama and Lakshmana, with the monkey king Hanuman defeat Ravanna</li> <li>*After the 14 years the joyous return of Rama, Sita and Lakshmana is marked as the first Diwali.</li> </ul>	<p><b>Key Belief – Dharma. (Right-living, respecting life, honouring Natural world)</b></p> <ul style="list-style-type: none"> <li>• Recall stories of the exile, return and reign of Rama from the Hindu book: The Ramayana and understand how they teach a) respect for Parents, b) keeping promises, c) doing the right thing even when it’s hard, and from his reign d) using power with care and responsibility towards those with less power, know that Hindus think these are important guidelines for right-living.</li> <li>• Understand when Hindus light lamps to celebrate Divali they remember that God guides us in life the way lamps light up darkness, to help us see our way.</li> <li>• Know Dharma means ‘right-living’ and that the Hindu faith is called the ‘Hindu Dharma’</li> </ul>

<ul style="list-style-type: none"> <li>• Identify these stories with the Hindu faith and know that its followers are called Hindus.</li> <li>• Recognise the symbol for Aum (Om) and know how it is correctly pronounced. Know that Aum is often used as the symbol for Hinduism.</li> <li>• Raise and suggest answers to relevant questions in response to the belief in Dharma.</li> <li>• Attempt to support their answers using reasons and/or information.</li> </ul>	
<p><b>Belief – Deity (Brahman, Deva, Devi, Avatar)</b></p> <ul style="list-style-type: none"> <li>• Recall the story of ‘young Krishna opens his mouth’, including a) his playmates tell Krishna’s mother that he has been eating dirt b) he denies it, but his friends insist he is lying d) his mother asks him to open his mouth, as she looks into his mouth she sees the whole of creation, including planets, sun, stars f) for a moment she realises her young son is no ordinary boy, but God in a special human form</li> <li>• Understand that for Hindus this story means the whole world is special to ‘God’ so everything in it is to be treated with love and respect.</li> <li>• Hindus believe that God is one and they call God Brahman.</li> <li>• Raise and suggest answers to relevant questions in response to the Hindu belief in Deity.</li> <li>• Attempt to support their answers using reasons and/or information.</li> </ul>	<p><b>Belief – Atman (The Divine within)</b></p> <ul style="list-style-type: none"> <li>• Recognise a form of Hindu worship (called puja) using a special tray called ‘a puja thali’ with a small sacred flame, bell, flower petals, incense and water to help them not be distracted by anything else they may see, hear, smell or touch around them, to make it a special time. Know and be able to use the following terms accurately and confidently: Mandir, shrine, puja, murti, prasad and arti.</li> <li>• Know that Hindus have a special place at home for performing puja once a day.</li> <li>• Understand that Puja helps Hindus be quiet enough to ‘hear’ God guiding them from within and to know Hindus can perform Puja at home or in a place of worship called a Mandir.</li> <li>• Raise and suggest answers to relevant questions in response to the Hindu belief in Dharma, deity and Atman.</li> <li>• Attempt to support their answers using reasons and/or information.</li> </ul>
<p><b>Unit: Humanism</b></p>	
<p><b>Year 3</b></p>	<p><b>Year 4</b></p>
<ul style="list-style-type: none"> <li>• Begin to become familiar with the concepts ‘material world’ and ‘secular’.</li> <li>• Start to understand that ‘secular’ means ‘concerned with the material world’ and ‘not concerned with religion’.</li> </ul>	<ul style="list-style-type: none"> <li>• Be familiar with the concepts ‘material world’ and ‘secular’.</li> <li>• Know that ‘secular’ means ‘concerned with the material world’ and ‘not concerned with religion’.</li> </ul>

<ul style="list-style-type: none"> <li>• Begin to tell another person what is meant by 'Humanist' and 'atheist'.</li> <li>• Have had the opportunity to talk with members of a Humanist family.</li> <li>• Start to understand that Humanists look for truth as it is known and accessible through science, reason and the experience of human beings of the ever-changing material world.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to tell another person what is meant by 'Humanist' and 'atheist'.</li> <li>• Have had the opportunity to talk with members of a Humanist family.</li> <li>• Know that Humanists look for truth as it is known and accessible through science, reason and the experience of human beings of the ever-changing material world.</li> </ul>
---	--

**Understanding Christianity will be the planning resource for Christianity and AMV is mainly resource for other word religions.**

**Subject Specific Progression**  
**Religious Education**  
**Year 5 and 6**

<b>Unit: Christianity</b>	
<b>Year 5</b>	<b>Year 6</b>
<p><b>Key belief – Salvation</b></p> <ul style="list-style-type: none"> <li>• Begin to identify the use of the word ‘atonement’ in Christianity as referring to the forgiving or pardoning of sin through the death and resurrection of Jesus.</li> <li>• Start to understand that ‘atonement’ originally meant “at-one-ment”, which means being “at one” or harmony, with someone.</li> <li>• Begin to know that Christians emphasize that Jesus is the Saviour of the world and through his death the sins of humanity have been forgiven.</li> <li>• Christians use a range of theories and metaphors to explain how this reconciliation works. A common approach in Western Christianity is that: – Humans have not lived in the way God intended – they have sinned – Having broken God’s Law, humans should have been punished. (Romans 6:23 – Jesus is without sin – He sacrifices himself in the place of humanity – Because Jesus is without sin, he ‘pays the price’ which should have been paid by humanity’. (Galatians 3.13)</li> <li>• Start to reflect on and appraise the view that Easter celebrates Jesus dying to take the punishment (atonement)/ pay the debt of sin (redemption) so that people can be forgiven by God and live in relationship with Him.</li> <li>• Begin to know that Christians believe that Jesus rose again and that faith in him will give eternal life to the believe</li> </ul>	<p><b>Key belief – Salvation</b></p> <ul style="list-style-type: none"> <li>• Identify the use of the word ‘atonement’ in Christianity as referring to the forgiving or pardoning of sin through the death and resurrection of Jesus.</li> <li>• Know that ‘atonement’ originally meant “at-one-ment”, which means being “at one” or harmony, with someone.</li> <li>• Know that Christians emphasize that Jesus is the Saviour of the world and through his death the sins of humanity have been forgiven.</li> <li>• Christians use a range of theories and metaphors to explain how this reconciliation works. A common approach in Western Christianity is that: – Humans have not lived in the way God intended – they have sinned – Having broken God’s Law, humans should have been punished. (Romans 6:23 – Jesus is without sin – He sacrifices himself in the place of humanity – Because Jesus is without sin, he ‘pays the price’ which should have been paid by humanity’. (Galatians 3.13)</li> <li>• Reflect on and appraise the view that Easter celebrates Jesus dying to take the punishment (atonement)/ pay the debt of sin (redemption) so that</li> </ul>

	<p>people can be forgiven by God and live in relationship with Him.</p> <ul style="list-style-type: none"> <li>• Know that Christians believe that Jesus rose again and that faith in him will give eternal life to the believe</li> </ul>
<p><b>Belief – God</b></p> <ul style="list-style-type: none"> <li>• Have an understanding that Christians believe that “God is love” (1 John 4.8) – compassionate, all knowing (omniscient), everywhere at once (omnipresent), all powerful (almighty), pure, set apart (holy).</li> <li>• Start to have an understanding that Christians believe that it matters what people do. When people treat others badly (sin) it makes God upset and angry.</li> <li>• Christians believe the Bible talks about what God is like and his relationship with people who believe in him.</li> <li>• Start to raise and suggest answers to relevant questions in response to their enquiry into what Christians believe about God.</li> <li>• Begin to recognize that Christians use evidence to support their belief in God.</li> <li>• Start to understand God loves His creation, and everything is created in harmony.</li> <li>• Have a simple understanding that humans have a duty to care for God’s creation. They are the stewards of creation.</li> <li>• Begin to raise and suggest answers to relevant questions in response to their enquiry into the evidence Christians use to support their belief in God and the concept of stewardship.</li> </ul>	<p><b>Belief – God</b></p> <ul style="list-style-type: none"> <li>• Christians believe that “God is love” (1 John 4.8) – compassionate, all knowing (omniscient), everywhere at once (omnipresent), all powerful (almighty), pure, set apart (holy).</li> <li>• Christians believe that it matters what people do. When people treat others badly (sin) it makes God upset and angry.</li> <li>• Christians believe the Bible talks about what God is like and his relationship with people who believe in him.</li> <li>• Raise and suggest answers to relevant questions in response to their enquiry into what Christians believe about God.</li> <li>• Recognize that Christians use evidence to support their belief in God.</li> <li>• Understand God loves His creation, and everything is created in harmony.</li> <li>• Humans have a duty to care for God’s creation. They are the stewards of creation.</li> <li>• Raise and suggest answers to relevant questions in response to their enquiry into the evidence Christians use to support their belief in God and the concept of stewardship.</li> </ul>
<p><b>Belief – Incarnation</b></p>	<p><b>Belief – Incarnation</b></p> <ul style="list-style-type: none"> <li>• Know that the nativity is found in two gospels:</li> </ul>



<ul style="list-style-type: none"> <li>• Start to recall that the nativity is found in two gospels: Matthew (ch 1-2) and Luke (ch 1-2)</li> <li>• Begin to understand that the two accounts are told from different viewpoints (Mary and Joseph's)</li> <li>• Start to reflect on why there may be different accounts.</li> <li>• The Bible account of the virgin birth supports the Christian belief that Jesus is both human and divine.</li> <li>• Start to understand that some Christians understand this symbolically and others literally.</li> <li>• Begin to understand that the nativity of Jesus concerns the incarnation of Jesus: literally "become flesh". Incarnation is the belief that Jesus Christ is fully human and fully God.</li> <li>• Begin to identify how the belief that Jesus is "God is with us" helps a Christian in daily life. Christians pray because they believe that Jesus is with them to listen and to help.</li> </ul>	<p>Matthew (ch 1-2) and Luke (ch 1-2)</p> <ul style="list-style-type: none"> <li>• Understand that the two accounts are told from different viewpoints (Mary and Joseph's)</li> <li>• Reflect on why there may be different accounts.</li> <li>• The Bible account of the virgin birth supports the Christian belief that Jesus is both human and divine.</li> <li>• Some Christians understand this symbolically and others literally.</li> <li>• The nativity of Jesus concerns the incarnation of Jesus: literally "become flesh". Incarnation is the belief that Jesus Christ is fully human and fully God.</li> <li>• Identify how the belief that Jesus is "God is with us" helps a Christian in daily life. Christians pray because they believe that Jesus is with them to listen and to help.</li> </ul>
<p><b>Belief – Agape (selfless, sacrificial, unconditional love) (*Gospel)</b></p> <ul style="list-style-type: none"> <li>• Have simple understanding of what Jesus said about selfless, unconditional love in the Beatitudes (part of the Sermon on the Mount, Matthew 5.1-12 &amp; 43-46). Give examples of what Christians are doing today to live out these beliefs.</li> <li>• Jesus told his followers, "As I have loved you, so you must love one another." John 13.35. Give some examples of the ways that the Christian Church shows the love of God both to its members and across society, in the UK and wider world today. E.g. visiting the sick, chaplains, hospices, food banks, rehabilitation of prisoners and addicts, helping the homeless, street pastors, promoting fair trade, aid work, education and working with youth.</li> <li>• Begin to raise and suggest answers to relevant questions in response to their enquiry into how Christians put the commandment to love into practice. How do</li> </ul>	<p><b>Belief – Agape (selfless, sacrificial, unconditional love) (*Gospel)</b></p> <ul style="list-style-type: none"> <li>• Recall what Jesus said about selfless, unconditional love in the Beatitudes (part of the Sermon on the Mount, Matthew 5.1-12 &amp; 43-46). Give examples of what Christians are doing today to live out these beliefs.</li> <li>• Jesus told his followers, "As I have loved you, so you must love one another." John 13.35. Give examples of the ways that the Christian Church shows the love of God both to its members and across society, in the UK and wider world today. E.g. visiting the sick, chaplains, hospices, food banks, rehabilitation of prisoners and addicts, helping the homeless, street</li> </ul>

<p>these things set an example and cut across expectations?</p>	<p>pastors, promoting fair trade, aid work, education and working with youth.</p> <ul style="list-style-type: none"> <li>• Raise and suggest answers to relevant questions in response to their enquiry into how Christians put the commandment to love into practice. How do these things set an example and cut across expectations?</li> </ul>
---	---

**Unit: Judaism**

<b>Year 5</b>	<b>Year 6</b>
---------------	---------------

<p><b>Key belief: G-d and the Covenant</b></p> <ul style="list-style-type: none"> <li>• Begin to understand that Jews have coming of age ceremonies: Bar and Bat Mitzvah (for boys and girls, respectively). These are important because it marks the time when people become responsible for following the Torah.</li> <li>• Start to recall that Abraham is called one of the fathers of Judaism</li> <li>• Begin to understand the story of Abraham who Jews believe was the first person to believe in one God: * Abraham was rich and lived in Ur; the people worshipped many gods</li> <li>• God speaks to Abraham and tells him to leave his home with 3 promises: a relationship with God, numerous descendants and land *but Sara is barren *with no scriptures or traditions, he puts his faith in God –Recall part of this story</li> <li>• Begin to understand that, for Jews, the covenant that began with Abraham is an important belief of a two-way relationship. Jews put their faith in God (not blind faith – Abraham often questions God) and God gives his blessings to Abraham and his descendants.</li> <li>• Begin to understand that Yom Kippur is the holiest day in the Jewish calendar. * This period starts with Rosh Hashannah and ends ten days later with Yom Kippur. It is during this time of fasting that Jews show how sorry they are, and attend the synagogue as often as they can, listening to the Torah; for asking for forgiveness from those who they have wronged, forgive those who have wronged</li> </ul>	<p><b>Key belief: G-d and the Covenant</b></p> <ul style="list-style-type: none"> <li>• Know that Jews have coming of age ceremonies: Bar and Bat Mitzvah (for boys and girls, respectively). These are important because it marks the time when people become responsible for following the Torah.</li> <li>• Know that Abraham is called one of the fathers of Judaism</li> <li>• Know the story of Abraham who Jews believe was the first person to believe in one God: * Abraham was rich and lived in Ur; the people worshipped many gods</li> <li>• God speaks to Abraham and tells him to leave his home with 3 promises: a relationship with God, numerous descendants and land *but Sara is barren *with no scriptures or traditions, he puts his faith in God</li> <li>• Understand that, for Jews, the covenant that began with Abraham is an important belief of a two-way relationship. Jews put their faith in God (not blind faith – Abraham often questions God) and God</li> </ul>
--	---

<p>them and ask G-d to forgive them; saying, “And for all these, God of forgiveness, forgive us, pardon us, and grant us atonement”. Understand how Jews celebrate the Shabbat and why it is considered the most important festival: * Timing of Shabbat, no work, but study, rest and leisure *Time to celebrate belief in one God as creator * Central rituals: Kiddush, lighting candles, wine shared, and bread cut * Attendance at Synagogue and opening of Ark * Dietary rules including kosher and trefah and separation of meat and milk.</p> <ul style="list-style-type: none"> <li>• Start to raise and suggest answers to relevant questions in response to the concept of a covenant with God.</li> <li>• Begin to attempt to support their answers using reasons and/or information.</li> </ul>	<p>gives his blessings to Abraham and his descendants.</p> <ul style="list-style-type: none"> <li>• Know that Yom Kippur is the holiest day in the Jewish calendar. * This period starts with Rosh Hashannah and ends ten days later with Yom Kippur. It is during this time of fasting that Jews show how sorry they are, and attend the synagogue as often as they can, listening to the Torah; for asking for forgiveness from those who they have wronged, forgive those who have wronged them and ask G-d to forgive them; saying, “And for all these, God of forgiveness, forgive us, pardon us, and grant us atonement”. Understand how Jews celebrate the Shabbat and why it is considered the most important festival: * Timing of Shabbat, no work, but study, rest and leisure *Time to celebrate belief in one God as creator * Central rituals: Kiddush, lighting candles, wine shared, and bread cut * Attendance at Synagogue and opening of Ark * Dietary rules including kosher and trefah and separation of meat and milk.</li> <li>• Raise and suggest answers to relevant questions in response to the concept of a covenant with God.</li> <li>• Attempt to support their answers using reasons and/or information.</li> </ul>
<p><b>Belief: Torah</b></p> <ul style="list-style-type: none"> <li>• Have some understanding that Jewish scriptures are called the Tenakh, which are made up of 3 sections: Torah, Nevi’ism and</li> </ul>	<p><b>Belief: Torah</b></p> <ul style="list-style-type: none"> <li>• Recall that Jewish scriptures are called the Tenakh, which are made</li> </ul>

<p>Ketuvim. The word Tenakh, is made up of these 3 types of writing.</p> <ul style="list-style-type: none"> <li>• Begin to understand that the Torah is the most important because it tells Jews what God is like and how they should live.</li> <li>• Have some understanding that the teachings in the Torah are summed up in the Shema, which is kept on the doorpost of Jewish homes. It says “Hear O Israel, the Lord our God, the Lord is one ...”</li> <li>• Begin to understand that there is also a collection of writings called the Talmud. These contain the teaching of rabbis over many years. It gives more details about how to put the rules found in the Torah into practice.</li> <li>• Begin to understand the meaning of Simchat Torah: a ceremony at the end of Sukkot, when the final part of Deuteronomy and the first part of Genesis is read to show that the reading of the Torah never stops. It reminds Jews that it is important to study and obey the Law throughout their lives.</li> <li>• Start to raise and suggest answers to relevant questions in response to the idea of being able to put into practice the teachings of the Torah.</li> <li>• Start to attempt to support their answers using reasons and/or information</li> </ul>	<p>up of 3 sections: Torah, Nevi’ism and Ketuvim. The word Tenakh, is made up of these 3 types of writing.</p> <ul style="list-style-type: none"> <li>• Know that the Torah is the most important because it tells Jews what God is like and how they should live.</li> <li>• Know that the teachings in the Torah are summed up in the Shema, which is kept on the doorpost of Jewish homes. It says “Hear O Israel, the Lord our God, the Lord is one ...”</li> <li>• Understand that there is also a collection of writings called the Talmud. These contain the teaching of rabbis over many years. It gives more details about how to put the rules found in the Torah into practice.</li> <li>• Understand the meaning of Simchat Torah: a ceremony at the end of Sukkot, when the final part of Deuteronomy and the first part of Genesis is read to show that the reading of the Torah never stops. It reminds Jews that it is important to study and obey the Law throughout their lives.</li> <li>• Raise and suggest answers to relevant questions in response to the idea of being able to put into practice the teachings of the Torah.</li> <li>• Attempt to support their answers using reasons and/or information</li> </ul>
<b>Unit: Islam</b>	
<b>Year 5</b>	<b>Year 6</b>
<p><b>Key belief – Islam (Submission to the will of Allah)</b></p> <ul style="list-style-type: none"> <li>• Begin to understand that the Qur’an is the original and most basic source of God’s Law, but Hadith provide Muslims with the practical</li> </ul>	<p><b>Key belief – Islam (Submission to the will of Allah)</b></p> <ul style="list-style-type: none"> <li>• Understand that the Qur’an is the original and</li> </ul>

interpretations of how to apply the Qur'an to everyday life. Muslims believe Muhammad received instructions from Gabriel and so these are as valid as those in the Qur'an.

- Start to understand that humans have the role of Khalifah, trustees of Allah's creation. All things belong to Allah. Muslims have always studied nature for signs and wonders of Allah
- Begin to understand that the practices of Zakat (giving) and Saum (fasting during Ramadan) illustrate the concept of Khalifah: \*Zakat (giving) is a duty (something you must do) not charity (something you might chose to do); it should be done anonymously, receiving no praise. \* Saum (fasting during Ramadan) is an act of learning to appreciate all that God has provided.
- Remember part of the story of Bilal and understand why this story is important to Muslims: \* Bilal is a black African slave; refuses to obey his master to attack one of Muhammad's followers who claimed that all people are equal; while imprisoned, waiting to be punished, he became a Muslim; close to death he was sold to Abu Bakr one of Muhammad's closest companions; Bilal was freed; Bilal became the first Muezzin (gave the first call to prayer at the first mosque in Medina and then at the Ka'aba). \* Meaning: this story emphasises that people should be judged not by their position in society or race, but on their commitment to obey Allah's commands. \* That Allah alone is worthy of worship. \* Bilal exemplified his dedication to Allah, even risking his own life. He is a role model to Muslims.
- Begin to raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in submitting to the will of Allah.
- Start to attempt to support their answers using reasons and/or information

most basic source of God's Law, but Hadith provide Muslims with the practical interpretations of how to apply the Qur'an to everyday life. Muslims believe Muhammad received instructions from Gabriel and so these are as valid as those in the Qur'an.

- Know that humans have the role of Khalifah, trustees of Allah's creation. All things belong to Allah. Muslims have always studied nature for signs and wonders of Allah
- Understand that the practices of Zakat (giving) and Saum (fasting during Ramadan) illustrate the concept of Khalifah: \*Zakat (giving) is a duty (something you must do) not charity (something you might chose to do); it should be done anonymously, receiving no praise. \* Saum (fasting during Ramadan) is an act of learning to appreciate all that God has provided.
- Know the story of Bilal and understand why this story is important to Muslims: \* Bilal is a black African slave; refuses to obey his master to attack one of Muhammad's followers who claimed that all people are equal; while imprisoned, waiting to be punished, he became a Muslim; close to death he was sold to Abu Bakr one of Muhammad's closest companions; Bilal was freed; Bilal became the first Muezzin (gave the first call to prayer at the first mosque in Medina and then at the Ka'aba). \* Meaning: this story emphasises that

	<p>people should be judged not by their position in society or race, but on their commitment to obey Allah’s commands. * That Allah alone is worthy of worship. * Bilal exemplified his dedication to Allah, even risking his own life. He is a role model to Muslims.</p> <ul style="list-style-type: none"> <li>• Raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in submitting to the will of Allah.</li> <li>• Attempt to support their answers using reasons and/or information</li> </ul>
<p><b>Belief – Iman (faith) Messengers of Allah</b></p> <ul style="list-style-type: none"> <li>• Begin to Know the Muslim belief that Muhammad is the final Prophet.</li> <li>• Recall a few of the the names of Prophets that lived before Muhammad who are named in the Qur’an, including: Adam, Abraham, Moses and Jesus. According to the Qur’an these prophets taught essentially the same religion (din) (from Adam to Muhammad). know that all the Prophets before Muhammad were given the same message. Muslims do not criticise the prophets of other religions, because of this. Muslims show great respect to these by adding the phrase, ‘peace be upon them’. They also show great respect to the sacred texts of other religions; such as gospels and Torah.</li> <li>• Start to understand the Muslim belief that humans have a tendency to forget, ignore or tamper with, God’s clear message.</li> <li>• Start to understand that the Muslims believe the Qur’an is (a) the word of God not a human creation, (b) is the authentic version of the revelations to Muhammad in word, rhythm (it is poetic) and so must be read in Arabic, (c) the most comprehensive and final book of knowledge and instruction to believers.</li> <li>• Have a simple understanding that Islam means “Submission (to the will of Allah)” and the word Muslims means someone who has</li> </ul>	<p><b>Belief – Iman (faith) Messengers of Allah</b></p> <ul style="list-style-type: none"> <li>• Know the Muslim belief that Muhammad is the final Prophet.</li> <li>• Know the names of Prophets that lived before Muhammad who are named in the Qur’an, including: Adam, Abraham, Moses and Jesus. According to the Qur’an these prophets taught essentially the same religion (din) (from Adam to Muhammad). know that all the Prophets before Muhammad were given the same message. Muslims do not criticise the prophets of other religions, because of this. Muslims show great respect to these by adding the phrase, ‘peace be upon them’. They also show great respect to the sacred texts of other religions; such as gospels and Torah.</li> <li>• Know the Muslim belief that humans have a tendency to forget, ignore or</li> </ul>

<p>willingly submitted themselves to Allah. Understand the Muslim belief that humans have not followed God’s message in the past because of over self-confidence (hubris) and so they * forgot it * ignore it * tamper with it</p>	<p>tamper with, God’s clear message.</p> <ul style="list-style-type: none"> <li>Understand that the Muslims believe the Qur’an is (a) the word of God not a human creation, (b) is the authentic version of the revelations to Muhammad in word, rhythm (it is poetic) and so must be read in Arabic, (c) the most comprehensive and final book of knowledge and instruction to believers.</li> <li>Know that Islam means “Submission (to the will of Allah)” and the word Muslims means someone who has willingly submitted themselves to Allah. Understand the Muslim belief that humans have not followed God’s message in the past because of over self-confidence (hubris) and so they * forgot it * ignore it * tamper with it</li> </ul>
--	---

**Unit: Hinduism**

<b>Year 5</b>	<b>Year 6</b>
---------------	---------------

<p><b>Belief – Deity (Brahman, Deva, Devi, Avatar)</b></p> <ul style="list-style-type: none"> <li>Begin to understand that thousands of years ago, Hindu books called the Vedas described many ways of thinking about God with special names, images and stories to help Hindus remember and understand about God. Hindus pray to God by any of these names and ways.</li> <li>Start to recall the story of Shiva and the Ganges. Understand that Hindus believe that whilst the natural world is all from within God and so is to be treated as special, the Ganges is a holy river to visit and Shiva is a special and particularly powerful form of God to worship.</li> <li>Hinduism teaches that there is one Supreme Being/Person, Brahman. Brahman is everywhere and everything that exists lives in Brahman all the time. Nothing would exist if Brahman was not in it.</li> </ul>	<p><b>Belief – Deity (Brahman, Deva, Devi, Avatar)</b></p> <ul style="list-style-type: none"> <li>Understand that thousands of years ago, Hindu books called the Vedas described many ways of thinking about God with special names, images and stories to help Hindus remember and understand about God. Hindus pray to God by any of these names and ways.</li> <li>Recall the story of Shiva and the Ganges. Understand that Hindus believe that whilst the natural world is all from within God and so is to be treated as special, the Ganges is a holy river to visit and Shiva is a special and</li> </ul>
--	---

<ul style="list-style-type: none"> <li>• Begin to recognise the symbol often associated with Hinduism: Aum. The sound is sacred and is a way of describing Brahman.</li> </ul>	<p>particularly powerful form of God to worship.</p> <ul style="list-style-type: none"> <li>• Hinduism teaches that there is one Supreme Being/Person, Brahman. Brahman is everywhere and everything that exists lives in Brahman all the time. Nothing would exist if Brahman was not in it.</li> <li>• Recognise the symbol often associated with Hinduism: Aum. The sound is sacred and is a way of describing Brahman.</li> </ul>
<p><b>Belief – Atman (The Divine within)</b></p> <ul style="list-style-type: none"> <li>• Have some recall of the Hindu greeting Namaste and its meaning: ‘I respect you’, because Hindus believe the same God is inside every heart and must be treated as one world-family.</li> <li>• Hindus believe in Reincarnation: the belief that when a body dies their atman (“soul”) may move onto another being. In the Bhagavad Gita this is likened to someone changing dirty clothes for clean ones. Similarly, the Atman casts off its worn-out body for a new one. (Bhagavad Gita 2:22).</li> <li>• Be able to have a simple understanding of the Atman persists and is reborn many times. This continual cycle is called Samsara.</li> <li>• Have an awareness to the type of life an Atman moves onto depends on its previous one. This is determined by the Law of Karma.</li> <li>• Have some recall that at the end of Samsara is called Moksha. The soul breaks out of reincarnation and joins with Brahman</li> <li>• Begin to raise and suggest answers to relevant questions in response to the Hindu belief in Dharma, deity and Atman.</li> <li>• Begin to attempt to support their answers using reasons and/or information</li> </ul>	<p><b>Belief – Atman (The Divine within)</b></p> <ul style="list-style-type: none"> <li>• Recall the Hindu greeting Namaste and its meaning: ‘I respect you’, because Hindus believe the same God is inside every heart and must be treated as one world-family.</li> <li>• Hindus believe in Reincarnation: the belief that when a body dies their atman (“soul”) may move onto another being. In the Bhagavad Gita this is likened to someone changing dirty clothes for clean ones. Similarly, the Atman casts off its worn-out body for a new one. (Bhagavad Gita 2:22).</li> <li>• The Atman persists and is reborn many times. This continual cycle is called Samsara.</li> <li>• The type of life an Atman moves onto depends on its previous one. This is determined by the Law of Karma.</li> <li>• The end of Samsara is called Moksha. The soul breaks out of reincarnation and joins with Brahman</li> <li>• Raise and suggest answers to relevant questions in response to the</li> </ul>



	<p>Hindu belief in Dharma, deity and Atman.</p> <ul style="list-style-type: none"> <li>• Attempt to support their answers using reasons and/or information.</li> </ul>
<p><b>Unit : Humanism</b></p>	
<p><b>Year 5</b></p>	<p><b>Year 6</b></p>
<ul style="list-style-type: none"> <li>• Have some understanding of the term ‘agnostic’ and its two related meanings – 1) a person who holds that nothing is known or can be known about anything beyond the material world and 2) a person who does not know whether a god, gods or anything beyond the material world exists. They should know that some Humanists are agnostic.</li> <li>• Be able to say why Humanism is a life stance but not a religion in simple terms.</li> <li>• Start to understand how secular Humanists regard life and death. They should know that the focus of their attention is on what can be achieved during this life in this world and that they hold that death is the end of life.</li> <li>• Start to understand how Humanists might celebrate marriage or conduct an event to mark the death of someone close to them. Be able to say how these differ from a religious ceremony and why.</li> <li>• Be able to name a prominent Humanist scientist of the modern period and say something about their lives and contribution to our understanding of the world, e.g. Marie Curie, Albert Einstein, Helen Caldicott.</li> <li>• Start to understand that that the Humanist perspective informs music, song, poetry, literature and the visual arts and be able to refer to at least one example, e.g. John Lennon’s Imagine.</li> <li>• Have some awareness of the work of the British Humanist Association (BHA) in promoting understanding of Humanism.</li> </ul>	<ul style="list-style-type: none"> <li>• Be familiar with the term ‘agnostic’ and its two related meanings – 1) a person who holds that nothing is known or can be known about anything beyond the material world and 2) a person who does not know whether a god, gods or anything beyond the material world exists. They should know that some Humanists are agnostic.</li> <li>• Be able to say why Humanism is a life stance but not a religion.</li> <li>• Know how secular Humanists regard life and death. They should know that the focus of their attention is on what can be achieved during this life in this world and that they hold that death is the end of life.</li> <li>• Know how Humanists might celebrate marriage or conduct an event to mark the death of someone close to them. Be able to say how these differ from a religious ceremony and why.</li> <li>• Be able to name two prominent Humanist scientists of the modern period and say something about their lives and contribution to our understanding of the world, e.g. Marie Curie, Albert Einstein, Helen Caldicott.</li> <li>• Know that the Humanist perspective informs music,</li> </ul>

	<p>song, poetry, literature and the visual arts and be able to refer to at least one example, e.g. John Lennon's Imagine.</p> <ul style="list-style-type: none"><li>• Be aware of the work of the British Humanist Association (BHA) in promoting understanding of Humanism.</li></ul>
--	--

**Understanding Christianity will be the planning resource for Christianity and AMV is mainly resource for other world religions.**