

RE Knowledge Map

EYFS

Autumn Term 1

Unit F4 Being special - where do we belong?

Make sense of belief:

- I know some religious stories

Understand the impact:

- I know what happens at a traditional Christian infant baptism and dedication
- I know what happens when a baby is welcomed into a religion other than Christianity

Make connections:

- I know about my own personal experiences
- I know about events in my life that have made me feel special

Key vocabulary: religion, Christian, baptism, personal, special, belong

Autumn Term 2

Unit F2 UC Why is Christmas special for Christians?

Make sense of belief:

- I know the word 'incarnation' as describing the belief that God came to earth as Jesus

Understand the impact:

- I know what happens at a traditional Christian festival (Christmas)

Make connections:

- I know people who are special to me
- I know what makes my family and friends special to me
- I know about my personal experiences of Christmas

Key vocabulary: Christmas, festival, incarnation, God, Jesus

Spring Term 1

Unit F6 Which stories are special and why?

Make sense of belief:

- I know about some religious stories
- I know some religious words, e.g. about God
- I know the names of sacred text e.g. Bible, Torah

Understand the impact:

- I know about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Hanukkah story teaches Jews about standing up for what is right)

Make connections:

- I know about my own feelings in the stories I hear

Key vocabulary: God, sacred, bible, Torah, believe

Spring Term 2

Unit F3 UC Why is Easter special for Christians?

Make sense of belief:

- I know stories connected with celebration of Easter
- I know Easter is a special time for Christians

Understand the impact:

- I know some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs etc
- I know some ways Christians remember these stories at Easter

Make connections:

- I know about new life in nature.

Key vocabulary: Easter, celebration, symbols, Holy Week, palm leaves, cross, eggs, new life

Summer Term 1

Unit F1 UC Why is the word God so important so special to Christians?

Make sense of belief:

- I know some stories that talk about the world, God and human beings.

Understand the impact:

- I know how and when Christians like to thank their creator

Make connections:

- I know about things I find interesting, puzzling or wonderful and also about my own experiences and feelings about the world
- I know about the wonders of the natural world, expressing my ideas and feelings
- I know what people do to destroy the world and what they do to look after the world

Key vocabulary: creation, God, important, world, human beings, look after, destroy

Summer Term 2

Unit F5 Which places are special and why?

Make sense of belief:

- I know that for Christians, Muslims or Jews, these special things link to beliefs about God

Understand the impact:

- I know religious people have places which have special meaning for them
- I know about the things that are special and valued in a place of worship

Make connections:

- I know somewhere that is special to me and say why it is a special place
- I know and use appropriate words to talk about my thoughts and feelings when visiting a church

Key vocabulary: Muslims, Jews, worship, special, church

Year 1

Autumn Term 1

Unit 1.2 UC Who do Christians say made the World?

Make sense of belief:

- Retell the story of creation from Genesis 1:1–2.3 simply.
- Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible.
- Say what the story tells Christians about God, Creation and the world.

Understand the impact:

- Give at least one example of what Christians do to say thank you to God for Creation.

Make connections:

- Think, talk and ask questions about living in an amazing world
- Give a reason for the ideas they have and the connections they make between the Christian/Jewish Creation story and the world they live in.

Key vocabulary: Creation, World, Bible, Christians, God, beginning, rest, thankful, prayer, festival, harvest, Jewish, Sukkot, Sukkah

Autumn Term 2

Unit 1.10 What does it mean to belong to a faith community?

Make sense of belief:

- I know that loving others is important in lots of communities.
- I know and can say simply what Jesus and one other religious leader taught about loving other people.

Understand the impact:

- I know what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean.
- I know at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious).

Make connections:

- I know examples of ways in which people express their identity and belonging within faith communities and other communities, and I responding sensitively to differences.
- I can talk about what I think is good about being in a community, for myself and others, giving a good reason for my ideas.

Key vocabulary: Christian, church, christening, welcome, group, baptism, aqiqah, Muslim, Islam, compare, similar, different, belong, ceremony, special, community, wedding, vows, rings

Spring Term 1

Unit 1.1

What do Christians believe God is like?

Make sense of belief:

- I know what a parable is.
- I know the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father.
- I know a clear, simple account of what the story means to Christians.

Understand the impact:

- I know at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others).
- I know an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God).

Make connections:

- I can think, talk and ask questions about whether I can learn anything from the story for myself, exploring different ideas and reasons.
- I can give a reason for my ideas the connections I make.

Key vocabulary: Believe, God, Jesus, parable, Christians, Christ, father, son, loving, forgiving, miracle, disciple

Spring Term 2

Who is Jewish and how do they live (part 1)

Make sense of belief:

- I can recognise the words of the Shema as a Jewish prayer.
- I can re-tell simply some stories used in Jewish celebrations (e.g. Chanukah).
- I know some examples of how the stories are used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.

Understand the impact:

- I know some examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah).
- I know and can make links between Jewish ideas of God found in the stories and how people live.
- I know an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat).

Make connections:

- I understand what is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for my ideas.

- I can give some ideas about whether reflecting, thanking, praising and remembering have something to say to me too.

Vocabulary: Jewish, Judaism, God (same as Christian God), Shema, prayer, festival, Chanukah, Sukkot, Sukkah, mezuzah

Unit 1.7 Who is Jewish and how do they live? Part 2

Summer Term 1

Make sense of belief:

- Recognise the words of the Shema as a Jewish prayer
- Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah)
- Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.

Understand the impact:

- Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)
- Make links between Jewish ideas of God found in the stories and how people live
- Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)

Make connections:

- Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas
- Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too

Key vocabulary: Jewish, Judaism, God (same as Christian God), Shema, prayer, festival, Chanukah, Sukkot, Sukkah, mezuzah

Summer Term 2

1.9 How should we care for others and the world and why does it matter?

Make sense of belief:

- I know a story or text that says something about each person being unique and valuable.
- I know an example of a key belief some people find in one of these stories (e.g. that God loves all people).
- I know a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world.

Understand the impact:

- I know an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories.
- I know some examples of how Christians and Jews can show care for the natural earth.
- I know why Christians and Jews might look after the natural world.

Make connections:

- I can think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world.
- I can give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.

Key vocabulary: Christian, Jewish, valuable, special, care, look after, believe, World, natural, Earth, help, encourage, story, golden rule, Genesis, creation, charity, thanks

Year 2

Autumn Term 1

Unit 1.6 Who is Muslim and how do they live?(Part 1)

Make sense of belief:

- I recognise the words of the Shahadah and that it is very important for Muslims.
- I know some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean.
- I know some examples of how stories about the Prophet show what Muslims believe about Muhammad.

Understand the impact:

- I know some examples of how Muslims use the Shahadah to show what matters to them.
- I know some examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan).
- I can give some examples of how Muslims put their beliefs about prayer into action.

Make connections:

- I can think, talk about and ask questions about Muslim beliefs and ways of living.
- I can give reasons why Muslims pray, such as respect, celebration and self-control, giving a good reason for my ideas.
- I can share my ideas about whether prayer, respect, celebration and self-control have something to say to me too.

Key vocabulary:

Autumn Term 2

Unit 1.3 UC Why does Christmas matter to Christians?

Make sense of belief:

- I know a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.
- I know that stories of Jesus' life come from the Gospels.

Understand the impact:

- I know some examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.
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Make connections:

- I can decide what I personally have to be thankful for, giving a reason for my ideas
- I can think, talk and ask questions about Christmas for people who are Christians and for people who are not.

Key vocabulary:

Spring Term 1

Unit 1.6 Who is Muslim and how do they live? (Part 2)

Make sense of belief:

- I recognise the words of the Shahadah and that it is very important for Muslims.
- I know some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean.
- I know some examples of how stories about the Prophet show what Muslims believe about Muhammad.

Understand the impact:

- I know some examples of how Muslims use the Shahadah to show what matters to them.
- I know some examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan).
- I can give some examples of how Muslims put their beliefs about prayer into action.

Make connections:

- I can think, talk about and ask questions about Muslim beliefs and ways of living.
- I can give reasons why Muslims pray, such as respect, celebration and self-control, giving a good reason for my ideas.
- I can share my ideas about whether prayer, respect, celebration and self-control have something to say to me too.

Key vocabulary:

Spring Term 2

Unit 1.5 UC Why does Easter matter to Christians?

Make sense of belief:

- I know that Incarnation and Salvation are part of a 'big story' of the Bible.
- I know the stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).
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Understand the impact:

- I know at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.

Make connections:

- I can think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven.
- I can explore different ideas about Easter and give good reasons for my ideas.

Key vocabulary:

Summer Term 1

Unit 1.4 UC What is the 'good news' Christians say Jesus brings?

Make sense of belief:

- I know some stories from the Bible and recognise a link with the concept of 'Gospel' or good news.
- I know clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.
- I know that Jesus gives instructions to people about how to behave.

Understand the impact:

- I know at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.
- I know at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).

Make connections:

- I can think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live,
- I can give good reasons for their ideas about 'good news'.

Key vocabulary:

Summer Term 2

Unit 1.8 What makes some places sacred to believers?

Make sense of belief:

- I know that there are special places where people go to worship, and talk about what people do there.
- I know at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean.
- I know a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.

Understand the impact:

- I know examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe.
- I know simple examples of how people worship at a church, mosque or synagogue.
- I know why some people like to belong to a sacred building or a community.

Make connections:

- I can think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas
- I can explain what makes some places special to people, and what the difference is between religious and non-religious special places.

Key vocabulary:

Year 3

Autumn Term 1

Unit L2.1 UC What do Christians learn from the Creation story?

Make sense of belief:

- I know about the concepts of God and Creation and can place them on a timeline of the Bible's 'Big Story'.
- I know clear links between Genesis 1 and what Christians believe about God and Creation.
- I know that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world.

Understand the impact:

- I know what Christians do because they believe God is Creator, e.g. they follow God, wonder at how amazing God's creation is and care for the earth.
- I know how and why Christians might pray to God, say sorry and ask for forgiveness.

Make connections:

- I can ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.

Key Vocabulary: God, Genesis, Creation, Fall, Forgiveness, stewards, caretakers, wonder

Autumn Term 2

Unit L2.10 How do festivals and family life show what matters to Jewish people?

Make sense of belief:

- I know some Jewish beliefs about God, sin and forgiveness and describe what they mean.
- I know some clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people.

- I know some informed suggestions about the meaning of the Exodus story for Jews today.

Understand the impact:

- I know some simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals.)
- I know how Jewish people show their beliefs through worship in festivals, both at home and in wider communities.

Make connections:

- I can raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and/or look forward to the future.
- I can make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today,
- I can reflect on my own life in the light of this unit, and give good reasons for my ideas.

Key Vocabulary:

Spring Term 1

Unit L2.2 UC What is it like for someone to follow God?

Make sense of belief:

- I know clear links between the story of Noah and the idea of covenant.

Understand the impact:

- I know some simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.

Make connections:

- I can make links between the story of Noah and how we live in school and the wider world.

Key Vocabulary:

Spring Term 2

Unit L2.9 How do festivals and worship show what matters to a Muslim?

Make sense of belief:

- I know some beliefs about God in Islam, expressed in Surah 1.
- I know some clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God).

Understand the impact:

- I know some examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.
- I know some links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque).

Make connections:

- I can raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims.
- I can make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for my ideas.

Key Vocabulary:

Summer Term 1

Unit L2.4 UC What kind of world did Jesus want?

Make sense of belief:

- I know answers to this question are found in a 'Gospel', which tells the story of the life and teaching of Jesus.
- I know some clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.
- I can suggest ideas about what Jesus' actions towards outcasts were.
- I can find out what Jesus' actual actions towards outcasts were and what they mean for a Christian.

Understand the impact:

- I know some examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.

Make connections:

- I can make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for my ideas.

Key Vocabulary:

Summer Term 2

Unit L2.12 How and why do people try to make the world a better place

Make sense of belief:

- I know some beliefs about why the world is not always a good place (e.g. Christian ideas of sin).

- I know links between religious beliefs and teachings and why people try to live and make the world a better place.

Understand the impact:

- I know some simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek).
- I know some examples of how people try to live (e.g. individuals and organisations).
- I know some differences in how people put their beliefs into action.

Make connections:

- I can raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better.
- I can make links between some commands for living from religious traditions, non-religious worldviews and my own ideas.
- I can express my own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for my views.
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Key Vocabulary:

Year 4

Autumn Term 1

Unit L2.7 What do Hindus believe God is like?

Make sense of belief:

- I know some Hindu deities and say how they help Hindus describe God.
- I know and make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God.
- I can offer informed suggestions about what Hindu murtis express about God.

Understand the impact:

- I know simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali).
- I know some different ways in which Hindus worship.

Make connections:

- I can raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today.
- I can make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.

Key Vocabulary: Hindus, Brahman, God, Svetaketu, Aum, spirit, murtis, Diwali, deities.

Autumn Term 2

Unit L2.3 UC What is the Trinity and why is it important for Christians?

Make sense of belief:

- I know what a 'Gospel' is and give an example of the kinds of stories it contains
- I know and can offer suggestions about what texts about baptism and Trinity mean.
- I can give some examples of what these texts mean to some Christians today

Understand the impact:

- I know how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live.

Make connections:

- I can make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.

Key Vocabulary: Gospel, Incarnation, Trinity, God, Holy Spirit, Son, Christian's, Grace, Prayer, Baptism, Jesus.

Spring Term 1

Unit L2.8 What does it mean to be a Hindu in Britain today?

Make sense of belief:

- I know the terms dharma, Sanatana Dharma and Hinduism and say what they mean.
- I know and can make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma).

Understand the impact:

- I know how Hindus show their faith within their families in Britain today (e.g. home puja).
- I know how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali).
- I know some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India).

Make connections:

- I can raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for my ideas.

Key Vocabulary: Dharma, Sanatana, Dharma, Hinduism, Puja, arti, bhajans, Diwali, Britain, India.

Spring Term 2

Unit L2.5 UC Why do Christians call the day Jesus died Good Friday?

Make sense of belief:

- I know the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live.
- I know and can offer informed suggestions about what the events of Holy Week mean to Christians.
- I know examples of what Christians say about the importance of the events of Holy Week.

Understand the impact:

- I know simple links between the Gospel accounts and how Christians mark the Easter events in their communities.
- I know how Christians show their beliefs about Jesus in worship in different ways.

Make connections:

- I can raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for my suggestions.

Key Vocabulary:

Summer Term 1

Unit L2.6 UC For Christians, what was the impact of Pentecost?

Make sense of belief:

- I know clear links between the story of Pentecost and Christian beliefs about the 'Kingdom of God' on earth.
- I know and can offer informed suggestions about what the events of Pentecost in Acts 2 might mean.
- I know examples of what Pentecost means to some Christians now.

Understand the impact:

- I know simple links between the description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God, and how Christians live now.
- I know how Christians show their beliefs about the Holy Spirit in worship.

Make connections:

- I can make links between ideas about the Kingdom of God in the Bible and what people believe about following God today, giving good reasons for my ideas.

Key Vocabulary:

Summer Term 2

Unit L2.11 How and why do people mark the significant events of life?

Make sense of belief:

- I know some beliefs about love, commitment and promises in two religious traditions and describe what they mean.
- I know and can offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today.

Understand the impact:

- I know what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean.
- I know simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals).
- I know some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism).

Make connections:

- I can raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones.
- I can make links between ideas of love, commitment and promises in religious and non-religious ceremonies.
- I can give good reasons why they think ceremonies of commitment are or are not valuable today.

Key Vocabulary:

Year 5

Autumn Term 1

Unit U2.8 What does it mean to be a Muslim in Britain today?

Make sense of belief:

- I know and can explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Muhammad as the Messenger, Qur'an as the message).
- I know some ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on five pillars; hajj practices follow example of the Prophet).

Understand the impact:

- I know some clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art).

- I know some evidence and examples to show how Muslims put their beliefs into practice in different ways.

Make connections:

- I know some connections between Muslim beliefs studied and Muslim ways of living in Britain/Herefordshire today.
- I can consider and weigh up the value of concepts such as submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims.
- I can reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for my views.

Key vocabulary:

Qur'an, mosque, festival, hajj, prophet, five pillars, ibadah, values, Muhammad

Autumn Term 2

Unit U2.3 UC Why do Christians believe that Jesus is the Messiah?

Make sense of belief:

- I know the place of Incarnation and Messiah within the 'big story' of the Bible.
- I know some Gospel and prophecy texts, using technical terms to name them.
- I know some connections between biblical texts, Incarnation and Messiah, and can talk about them using theological terms.

Understand the impact:

- I know how Christians put their beliefs about Jesus' Incarnation into practice in different ways when celebrating Christmas.
- I know how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.

Make connections:

- I can weigh up how far the idea of Jesus as the 'Messiah' — a Saviour from God — is important in the world today.
- I can comment on the idea that if Jesus being the Messiah is true, what difference that might make in people's lives.
- I can give good reasons for my answers when considering the questions raised in this unit.

Key vocabulary:

Incarnation, prophecy, Messiah, prophecies, Old Testament, New Testament, Saviour

Spring Term 1

Unit U2.2 UC Creation and Science_ Conflict or Complementary?

Make sense of belief:

- I know what type of text some Christians say Genesis 1 is, and its purpose.
- Taking account of the context, I can suggest what Genesis 1 might mean.

- I can compare my ideas with ways in which Christians interpret it, showing awareness of different interpretations.

Understand the impact:

- I know the clear connections between Genesis 1 and Christian belief about God as Creator.
- I know why many Christians find science and faith go together.

Make connections:

- I know key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying my responses.
- I can weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary with a scientific account, giving good reasons for my views.

Key vocabulary:

Spring Term 2

Unit U2.9 Why is the Torah important for Jewish people?

Make sense of belief:

- I know and can explain Jewish beliefs about God.
- I know some examples of texts that say what God is like and explain how Jewish people interpret them.

Understand the impact:

- I know and can make clear connections between Jewish beliefs about the Torah and how they use and treat it.
- I know some clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws).
- I know some evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between orthodox and progressive Jewish practice).

Make connections:

- I can make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today.
- I can consider and weigh up the value of ideas such as tradition, ritual, community, study and worship in the lives of Jews today and articulate responses on how far they are valuable to people who are not Jewish.

Key vocabulary:

Summer Term 1

Unit U2.4 UC How do Christians decide how to live?

Make sense of belief:

- I know features of Gospel texts (for example, teachings, parable, narrative).
- I know and take account of the context of the Gospels, suggest meanings for the Gospels studied, and compare my own ideas with ways in which Christians interpret biblical texts.

Understand the impact:

- I know and make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.

Make connections:

- I can make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including in my own life.
- I can articulate my own responses to the issues studied, recognising different points of view.

Key vocabulary:

Summer Term 2

_Unit U2.10 What matters most to Humanists and Christians?

Make sense of belief:

- I know and can explain beliefs about why people are good and bad (e.g. from a Christian and Humanist worldview).
- I know links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God').

Understand the impact:

- I know and make clear connections between Christian and Humanist ideas about being good and how people live.
- I know reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.

Make connections:

- I can raise important questions and suggest answers about how and why people should be good.
- I can make connections between the values studied and my own life, and their importance in the world today, giving good reasons for my views.

Key vocabulary:

Summer Term 2

OR Unit U2.11 Why do some people believe in God and some people not?

Make sense of belief:

- I know and can define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs.
- I know and can explain what religious and non-religious people believe about God, saying where they get their ideas from.
- I know some examples of reasons why people do or do not believe in God.

Understand the impact:

- I know some clear connections between what people believe about God and the impact of this belief on how they live.
- I know and can give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis).
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Make connections:

- I can reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging.
- I can consider and weigh up different views on theism, agnosticism and atheism, expressing insights of my own about why people believe in God or not.
- I can make connections between belief and behaviour in my own life, in the light of my learning.

Key vocabulary:

Year 6

Autumn Term 1 and 2

Unit U2.7 Why do Hindus try to be good?

Make sense of belief:

- I know and can explain Hindu beliefs such as dharma, karma, samsara, moksha, using technical terms accurately.
- I know the meanings for the story of the man in the well and explain how it relates to Hindu beliefs such as samsara and moksha.

Understand the impact:

- I know clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live.
- I can connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma and moksha.

- I can give evidence and examples to show how Hindus put their beliefs into practice in different ways.

Make connections:

- I can make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus.
- I can reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.

Key vocabulary: dharma, karma, samsara, moksha, ashrama, reincarnation, Brahman, atman, Mahabharata, murti, puja, artha, kama, ahimsa, satya.

Spring Term 1

Unit U2.1 UC What does it mean for Christians to believe that God is Holy and Loving?

Make sense of belief:

- I know some different types of biblical texts, using technical terms accurately.
- I know some connections between biblical texts and Christian ideas of God, using theological terms to explain these.

Understand the impact:

- I know some clear connections between Bible texts studied and what Christians believe about God; e.g. through how cathedrals are designed.
- I know how Christians put their beliefs into practice in worship.

Make connections:

- I can weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of my own when considering this question.

Key vocabulary:

Spring Term 2

Unit U2.5 UC What do Christians believe Jesus did to 'save' people?

Make sense of belief:

- I know the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.
- I know what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.
- I can suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts.

Understand the impact:

- I know clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.
- I know how Christians put their beliefs into practice in different ways.

Make connections:

- I can weigh up the value and impact of ideas of sacrifice in my own life and the world today.
- I can articulate my own responses to the idea of sacrifice, recognising different points of view.

Key vocabulary:

Summer Term 1

Unit U2.6 UC For Christians, what kind of king was Jesus?

Make sense of belief:

- I know connections between biblical texts and the concept of the Kingdom of God.
- I know different possible meanings for the biblical texts studied, showing awareness of different interpretations.

Understand the impact:

- I know and can make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice.
- I know how Christians put their beliefs into practice in different ways.

Make connections:

- I can relate the Christian 'Kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today.
- I can articulate their my responses to the idea of the importance of love and service in the world today.

Key vocabulary:

Summer Term 2

Unit U2.12 How does faith help people when life gets hard?

Make sense of belief:

- I know at least three examples of ways in which religions guide people in how to respond to good and hard times in life.
- I know beliefs about life after death in at least two religious traditions, comparing and accounting for similarities and differences.

Understand the impact:

- I know and can make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement).
- I know some examples of ways in which beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives.

Make connections:

- I can interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these.
- I can offer a reasoned response to the unit question, with evidence and example, expressing insights into my own views.

Key vocabulary: