

Whole School RE Progression

Intent	RE explores big questions about life, in order to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion and worldviews, and reflect on their own ideas and ways of living.		
The Chorlton C of E curriculum for RE aims to ensure that all pupils:	1. Know about and understand a range of religious and non-religious worldviews, so that they can: • describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals • identify, investigate and respond to questions posed, and responses offered, by some of the sources of wisdom found in religious and non-religious worldviews • appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.	2. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews, so that they can: • explain, using reasoned arguments, their ideas about how beliefs, practices and forms of expression influence individuals and communities • express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues • appreciate and appraise varied dimensions of religion.	3. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews, so that they can: • investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively • enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all • articulate clearly beliefs, values and commitments in order to explain why they may be important in their own and other people's lives.

Early Years Foundation Stage

Early Learning Goals from the DfE 2020 Guidance applied to RE	Prime area: Communication and Language. RE enables children to: • Develop their spoken language through quality conversation in a language-rich environment, gaining new vocabulary about religion and worldviews • Engage actively with stories, non-fiction, rhymes and poems from the RE field, taking opportunities to use and embed new words in a range of contexts • Share their ideas via conversation, storytelling and role play, responding to support and modelling from their teacher, and sensitive questioning that invites them to elaborate their thoughts in the RE field • Become comfortable using a rich range of vocabulary and language structures in relation to RE content. • Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs and poems.		Prime area: Physical Development. RE enables children to: • Use and develop their motor skills through RE based arts and craft activities and, for example, small world play, visual representations of their ideas and thoughts, role play	Specific area: Understanding the World. RE enables children to: • Make sense of their physical world and their community, e.g. on visits to places of worship, or by meeting members of religious communities • Listen to a broad selection of stories, non-fiction, rhymes and poems to foster understanding of our culturally, socially and ecologically diverse world. • Extend their knowledge and familiarity with words that support understanding of religion and belief • Talk about the lives of people around them, understanding characters and events from stories. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read and experienced in class. • Explore the natural world around them making observations of animals and plants, environments and seasons, making space for responses of joy, wonder, awe and questioning.
	Prime area: Personal, Social and Emotional Development. RE enables children to: • Observe and join in warm and supportive relationships with adults and learn how to understand their own feelings and those of others • Manage emotions and develop a positive sense of self, understanding their own feelings and those of others e.g. through religious story • Talk and think about simple values as they learn how to make good friendships, co-operate and resolve conflicts peaceably • Notice and respond to ideas about caring, sharing and kindness from RE content including stories, sayings and songs	Specific area: Literacy. RE enables children to: • Build their abilities in language comprehension through talking with adults about the world around them, including the world of religion and belief • Engage with stories and non-fiction in RE settings and enjoy rhymes, poems and songs together. • Build their skills in RE-related word reading, recognizing religious words and discovering new vocabulary in relation to religions and worldviews • Articulate ideas and use RE examples to write simple phrases or sentences that can be read by others.	Specific area: Mathematics. RE enables children to: • Develop their spatial reasoning skills, noticing shape, space and measures in relation to RE content • Look for patterns and relationships and spot connections, sorting and ordering objects simply	Specific area: Expressive Arts and Design. RE enables children to: • Develop artistic and cultural awareness in relation to RE materials in relation to art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings. • Build their imagination and creativity by exploring and playing with a wide range of media and materials using RE content, responding in a variety of ways to what they see, hear, smell, touch and taste. • See, hear and participate in a wide range of examples of religious and spiritual expression, developing their understanding, self-expression, vocabulary and ability to communicate through the arts. • Create work drawing from religions and beliefs with a variety of materials and tools, sharing their creations and explaining the meaning of their work. • Adapt and recount religious stories inventively, imaginatively and expressively, and sing, perform and learn from well-known songs in RE imaginatively and expressively.

In Nursery pupils will study the following units, which will allow them to achieve the following outcomes:

F5 Where do we belong?	F4 Which times are special and why?	F2 Which people are special and why?
• re-tell religious stories making connections with personal experiences of belonging • share and record occasions when things have happened in their lives that made them feel special • recall simply what happens at a traditional Christian infant baptism and dedication • recall simply what happens when a baby is welcomed into Islam • hold conversations about special religious signs of belonging, using new vocabulary • talk about the lives of other people using simple ideas about the experiences of belonging and community	• give examples of special occasions and suggest features of a good celebration • recall simple stories connected with Christmas / Easter and a festival from another faith • say why Christmas / Easter and a festival from another faith are special times for believers • hold conversations about special religious times using new vocabulary • talk about the lives of other people using simple ideas about how celebrations are valued • talk about information on the festivals of different religious communities of the UK	• talk about people who are special to them • say what makes their family and friends special to them • identify some of the qualities of a good friend • recall and talk about stories of Jesus as a friend to others • recall a story about a special person in Sikhism and talk about what can be learnt from it • use new vocabulary as they hold conversations about religious materials

In Reception pupils will study the following units, which will allow them to achieve the following outcomes:

F3 Which places are special and why?	F1 Which stories are special and why?	F6 What is special about our world?
• talk about somewhere that is special to themselves, saying why • be aware that some religious people have places which have special meaning for them • talk about the things that are special and valued in a place of worship • identify some significant features of sacred places • recognise a place of worship • know a similarity and a difference between two different places of worship • get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.	• talk about some religious stories • recognise and use new vocabulary, especially some religious words, e.g. God, Jesus, Bible, Christian, Prophet. Muhammad, Muslim • identify some of their own feelings in the stories they hear • identify and name a sacred text and religion • use recently acquired vocabulary to talk about what simple teachings from the religious stories • use talk expressively to share ideas about the experiences of thanking and being thanked, praising and being praised	• talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world • re-tell stories, talking about what they say about the world, God, human beings • think about the wonders of the natural world, expressing ideas and feelings • express ideas about how to look after animals and plants • explore the natural world, making space for responses of joy, wonder and curiosity • talk about what people do to mess up the world and what they do to look after it • hold conversations using new vocabulary about caring for the world • talk about the lives of other people using simple ideas about care for nature and animals • talk about information on the ways different religious communities care for our world

Key Stage 1			
RE teaching and learning should enable children to...	A. Know about and understand a range of religious and non-religious worldviews.	B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.	C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.
End of Key Stage 1 expectations	A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. B3. Notice and respond sensitively to some similarities between different religious and non-religious worldviews.	C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. C2. Find out about and respond with ideas to examples of co-operation between people who are different. C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.
In Year 1 pupils will study the following units, which will allow them to achieve the following outcomes			
1.1: Who is a <u>Christian</u> and what do they believe?	1.5: What makes some places sacred?	1.6: How and why do we celebrate special and sacred times?	1.7: What does it mean to belong to a <u>faith</u> community?
- Talk about some simple ideas about Christian beliefs about God and Jesus (A1). - Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). - Recognise some Christian symbols and images used to express ideas about God (A3). - Ask some questions about believing in God and offer some ideas of their own (C1). - Talk about issues of good and bad, right and wrong arising from the stories (C3).	- Recognise that there are special places where people go to worship, and talk about what people do there (A1). - Identify special objects and symbols found in a place of worship, say something about what they mean and how they are used (A3). - Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). - Describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel (C1). - Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1) - Suggest meanings to religious songs, responding sensitively to ideas about thanking/ praising (A2). - Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3).	- Identify a special time they celebrate and explain simply what celebration means (A1). - Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2). - Identify some ways Christians celebrate Easter and some ways a festival is celebrated in another religion (A1). - Re-tell stories connected with Easter and a festival in another religion and say why these are important to believers (A2). - Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). - Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). - Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr (A3). - Identify some similarities and differences between the celebrations studied (B3).	- Talk about what is special and of value about belonging to a group that is important to them (B2). - Show an awareness that some people belong to different religions (B1). - Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3). - Give an account of what happens at a traditional Christian infant baptism/dedication and suggest what the actions and symbols mean (A1). - Identify two ways people show they belong to each other when they get married (A1). - Respond to examples of co-operation between different people (C2) - Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2). - Identify some similarities and differences between the ceremonies studied (B3).
In Year 2 pupils will study the following units, which will allow them to achieve the following outcomes:			
1.3: Who is <u>Jewish</u> and what do they believe?	1.4: What can we learn from sacred books?	1.2: Who is a <u>Muslim</u> and what do they believe?	1.8: How should we care for others and the world, and why does it matter? (Christian Aid)
- Talk about the fact that Jewish people believe in God (A1). - Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3). - Talk about how the mezuzah in the home reminds Jewish people about God (A3). - Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1). - Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means (A2). - Ask some questions about believing in God and offer some ideas of their own (C1). - Make links between some Jewish teachings and how Jewish people live (A2). - Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1).	- Talk about some of the stories that are used in religion and why people still read them (A2). - Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3). - Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). - Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2). - Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). - Talk about issues of good and bad, right and wrong arising from the stories (C3). - Suggest their own ideas about stories from sacred texts and give reasons for their significance (C1). - Make links between the messages within sacred texts and the way people live (A2).	- Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). - Re-tell a story about the life of the Prophet Muhammad (A2). - Recognise some objects used by Muslims and suggest why they are important (A2). - Recognise that Muslims do not draw Allah or the Prophet but use calligraphy, for example, to say what God is like (A3). - Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). - Ask some questions about God that are hard to answer and offer some ideas of their own (C1).	- Talk about how religions teach that people are valuable, giving simple examples (B1). - Recognise that some people believe God created the world and so we should look after it (A2). - Re-tell Bible stories and stories from another faith about caring for others and the world (A2). - Identify ways that some people make a response to God by caring for others and the world (B1). - Talk about issues of good and bad, right and wrong arising from the stories (C3). - Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2) - Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1). - Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1). - Answer the title question thoughtfully, in the light of their learning in this unit (C1).

Key Stage 2				
RE teaching and learning should enable children to...	A. Know about and understand a range of religious and non-religious worldviews.	B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.	C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.	
End of Key Stage expectations	A1. Describe and make connections between different features of the religious and non-religious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	B1. Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews.	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry. C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.	
In Year 3 pupils will study the following units, which will allow them to achieve the following outcomes				
L2.1: What do different people believe about God?	L2.7: What does it mean to be a <u>Christian</u> in Britain today?	L2.4: Why do people pray?	L2.10: How do family life and festivals show what matters to <u>Jewish</u> people?	L2.2: Why is the Bible important to <u>Christians</u> today?
- Identify beliefs about God that are held by Christians, Hindus and/or Muslims (B1). - Retell and suggest the meanings of stories from sacred texts about people who encountered God (A1) - Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). - Ask questions and suggest some of their own responses to ideas about God (C1). - Suggest why having a faith or belief in something can be hard (B2). - Identify how and say why it makes a difference in people's lives to believe in God (B1). - Identify some similarities and differences between ideas about what God is like in different religions (B3). - Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1).	- Identify and name examples of what Christians have and do in their families and at church to show their faith (A3). - Ask good questions about what Christians do to show their faith (B1). - Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). - Describe some ways in which Christian express their faith through hymns and modern worship songs (A2). - Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). - Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). - Explain similarities and differences between at least two different ways of worshipping in two different Christian churches (A3). - Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1).	- Describe what some believers say and do when they pray (A1) - Respond thoughtfully to examples of how praying helps religious believers (B2) - Describe the practice of prayer in the religions studies (A2) - Make connections between what people believe about prayer and what they do when they pray (A3) - Describe ways in which prayer can comfort and challenge believers (B2) - Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3) - Explain similarities and differences between how people pray (B3) - Consider and evaluate the significance of prayer in the lives of people today (A1)	- Identify and name examples of what Jewish people have and do in their families to show their faith (A3). - Retell some stories behind festivals e.g. Yom Kippur, Pesach (A2). - Make links between the Exodus story and Jewish beliefs about God and his relationship with the Jewish people (A3). - Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities (B1). - Explore and suggest ideas about what is worth celebrating and remembering for Jewish people, and in pupils' own lives (C1). - Suggest how and why family life and festivals are valuable to Jewish people (B2). - Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including in pupils' own lives, and giving good reasons for their ideas (C2).	- Recall and name some Bible stories that inspire Christians (A2). - Identify at least two ways Christians use the Bible in everyday life (B1). - Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2). - Give examples of how and suggest reasons why Christians use the Bible today (B1). - Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1). - Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3). - Explain how the Bible uses different kinds of stories to tell a big story (A2). - Suggest why Christians believe that God needs to rescue/save human beings (B2).

In Year 4 pupils will study the following units, which will allow them to achieve the following outcomes

L2.8: What does it mean to be a <u>Hindu</u> in Britain today?	L2.6: Why do some people think life is a journey? What significant experiences mark this?	L2.9: What can we learn from religions about deciding what is right and wrong?	L2.5: Why are festivals important to religious communities?	L2.3 : Why is Jesus inspiring to some people?
- Identify and name examples of what Hindus have and do in their families and at mandir to show their faith (A3). - Ask good questions about what Hindus do to show their faith (B1). - Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1). - Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). - Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). - Discuss links between actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). - Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3). - Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences (C1).	- Recall and name some of the ways religions mark milestones of commitment (including marriage) (A1). - Identify at least two promises made by believers at these ceremonies and say why they are important (B1). - Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). - Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3). - Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). - Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1). - Explain similarities and differences between ceremonies of commitment (B3). - Discuss and present their own ideas about the value and challenge of religious commitment in Britain today (C2).	- Recall and talk about some rules for living in religious traditions (B2). - Find out at least two teachings from religions about how to live a good life (C3). - Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). - Make connections between stories of temptation and why people can find it difficult to be good (A2). - Give examples of ways in which some inspirational people have been guided by their religion (B1). - Discuss their own and others' ideas about how people decide right and wrong (C3). - Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system (B3). - Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity (C3).	- Recognise and identify some differences between religious festivals and other types of celebrations (B2). - Retell some stories behind festivals (e.g. Christmas, Divali, Pesach) (A2). - Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). - Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). - Identify similarities and differences in the way festivals are celebrated within and between religions (A3). - Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1). - Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2). - Suggest how and why religious festivals are valuable to many people (B2).	- Ask questions raised by the stories and life of Jesus and followers today; give examples of how Christians are inspired by Jesus (B1). - Suggest some ideas about good ways to treat others, arising from their learning (C3). - Make connections between some of Jesus' teachings and the way Christians live today (A1). - Describe how Christians celebrate Holy Week and Easter Sunday (A1). - Identify the most important parts of Easter for Christians and say why they are important (B1). - Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2). - Make connections between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, incarnation, salvation – see unit L2.2), reflecting on why this inspires Christians (A1). - Present their own ideas about the most important attitudes and values to have today, making links with Christian values (C2).

In Year 5 pupils will study the following units, which will allow them to achieve the following outcomes

U2.6 What does it mean to be a <u>Muslim</u> in Britain today?	U2.9: What can be done to reduce racism? Can religion help?	U2.1 : Why do some people believe God exists?	U2.4 : If God is everywhere, why go to a place of worship?	U2.2 : What would Jesus do? Can we live by the values of Jesus in the 21st century?
- Describe the Five Pillars of Islam and give detailed examples of how these affect the everyday lives of Muslims (A1). - Identify 3 reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live (B1). - Deploy a rich knowledge of the 5 Pillars to make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). - Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). - Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). - Make connections between the key functions of the mosque and the beliefs of Muslims (A1). - Deploy a rich knowledge of the 5 Pillars to explain connections between Muslim practice and their beliefs about God and the Prophet Muhammad (A2). - Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1).	- Describe examples of what is unjust about racism, referring to teaching from different religions and worldviews (A1). - Respond sensitively to religious engagements with racism with ideas of their own (B2). - Find out about at least two examples of anti-racism that have been effective (C3). - Describe examples of connections between anti-racism and religion (A1). - Understand the challenges racism presents to human communities and consider different religious responses (B2). - Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies (C3). - Explain how different religious leaders have responded to the challenges of racism in and beyond their own communities (A1). - Consider and evaluate the significance of at least three key ideas about racism they have studied, in relation to their own ideas (B3). - Express ideas about a religious question to do with reducing prejudice and racism, e.g. through the creative arts or in reasoned argument (C3).	- Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs (B1). - Give two reasons why a Christian believes in God and one why an atheist does not (A3). - Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). - Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2). - Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1). - Present different views on why people believe in God or not, including their own ideas (C1). - Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently (B3). - Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples (C1).	- Recall and name some key features of places of worship studied (A1). - Find out about what believers say about their places of worship (C2). - Make connections between how believers feel about places of worship in different traditions (A3). - Select and describe the most important functions of a place of worship for the community (B3). - Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). - Present ideas about the importance of people in a place of worship, rather than the place itself (C1). - Outline how and why places of worship fulfil special functions in the lives of believers (A3). - Comment thoughtfully on the value and purpose of places of worship in religious communities (B1).	- Make connections between some of Jesus' teachings and the way Christians live today (A1). - Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas (C3). - Outline 3 or more examples of Jesus' teaching on how his followers should live (A2). - Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3). - Explain the impact Jesus' example and teachings might have on Christians today (B1). - Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3). - Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus (A2). - Investigate and explain the challenges of following Jesus' teaching about love, forgiveness justice and / or generosity, expressing their own ideas (C3).

Answer the title key question from different perspectives, including their own (C1).				
In Year 6 pupils will study the following units, which will allow them to achieve the following outcomes				
U2.7 : What matters most to Christians and to Humanists?	U2.8: What difference does it make to believe in Ahimsa (harmlessness), Grace, and Ummah (community)?	U2.5: Is it better to express beliefs in arts and architecture or in charity and generosity?	U2.3 : What do religions say to us when life gets hard?	U2.10: Green religion? How and why should religious communities do more to care for the Earth?
- Identify the values found in stories and texts (A2). - Remember what it means to be a Humanist or to be a Christian (A2) - Suggest ideas about why humans can be both good and bad, making links with Christian and Humanist ideas (B3). - Discuss ideas of their own about values, simply (C3) - Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). - Describe what it means to be a Humanist (A2) - Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2). - Describe some Christian and Humanist values simply (B3). - Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3). - Deploy a rich knowledge of what it means to be a Humanist or a Christian to explore and explain how these two groups make decisions about values (A2). - Give examples of similarities and differences between Christian and Humanist values (B3). - Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2).	- Describe what Ahimsa, Grace or Ummah mean to religious people (A1). - Respond sensitively to examples of religious practice with ideas of their own (B2). - Make connections between beliefs and behaviour in different religions (A1). - Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1). - Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2). - Consider similarities and differences between beliefs and behaviour in different faiths (B3). - Explain similarities in ways in which key beliefs make a difference to life in two or three religions (A1). - Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas (B3).	- Respond with ideas of their own to the title question (B2). - Find out about religious teachings, charities and ways of expressing generosity (C3). - Describe and make connections between examples of religious creativity (buildings and art) (A1). - Show understanding of the value of sacred buildings and art (B3). - Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). - Apply ideas about values and from scriptures to the title question (C2). - Outline how and why some Humanists – and people within religions - criticise spending on religious buildings or art (A3). - Examine the title question from different perspectives, including their own (C1).	- Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1). - Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3). - Express ideas about how and why religion can help believers when times are hard, giving examples (B2). - Outline Christian, Hindu and / or non- religious beliefs about life after death (A1). - Explain some similarities and differences between beliefs about life after death (B2). - Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3). - Explain what difference belief in judgement/heaven/karma/ reincarnation might make to how someone lives, giving examples (B1). - Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B3).	- Describe some key environmental problems and some key religious teachings about the Earth (A1). - Respond sensitively to examples of green religious practice with ideas of their own (B2). - Find out about two examples of religious projects seeking to have an environmental impact (C3). - Make connections between beliefs about the earth and activist behaviour in different religions (A1). - Understand the challenges facing the planet and responses from different religions (B2). - Discuss and describe their own and others' ideas about the kinds of collaboration, activism and commitment needed to 'save the Earth' (C3). - Explain similarities and differences between religious beliefs about the Earth (A1). - Consider and evaluate the contributions religions can make to environmental protection (B3). - Express varied ideas about key questions to do with the need for 'greener religions' (C3).

