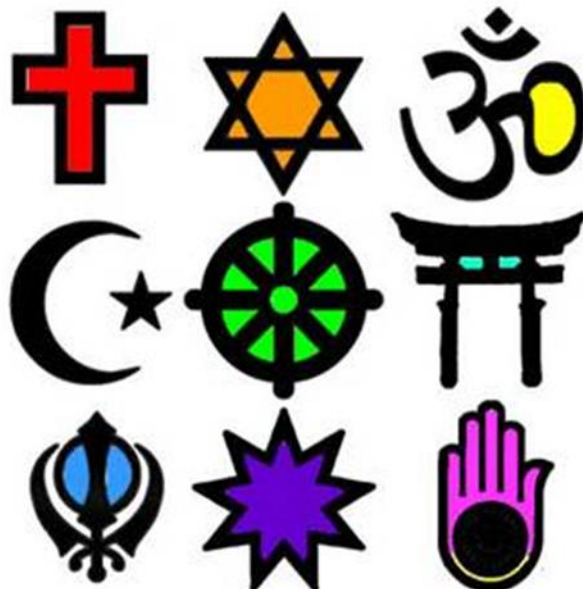














































# *Gretton Primary School*

*R.E. Curriculum:*

*Gloucestershire Agreed Syllabus.*



# Gretton 'Faiths' Calendar.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	Christianity 	Christianity 	Values & Philosophy 	Christianity 	Values & Philosophy 	Values & Philosophy 
Kingfishers Year A	Christianity 	Christianity 	Islam 	Christianity 	Islam 	Multi Faith 
Kingfishers Year B	Christianity 	Christianity 	Judaism 	Judaism 	Christianity 	Values & Philosophy 
Owls Year A	Hinduism 	Hinduism 	Christianity 	Christianity 	Judaism 	Christianity 
Owls Year B	Christianity 	Christianity 	Christianity 	Islam 	Multi Faith 	Values & Philosophy 
Eagles Year A	Multi Faith 	Christianity 	Hinduism 	Christianity 	Christianity 	Christianity 
Eagles Year B	Judaism 	Multi Faith 	Islam 	Christianity 	Christianity 	Multi Faith 

# Reception

Autumn 1	Autumn 2
<p><b>Why is 'God' so important to Christians?</b></p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> <li>Retell stories, talking about what they say about the world, God, human beings.</li> </ul> <p>Understand the impact:</p> <ul style="list-style-type: none"> <li>Say how and when Christians like to thank their Creator.</li> </ul> <p>Make connections:</p> <ul style="list-style-type: none"> <li>Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world.</li> <li>Think about the wonders of the natural world, expressing ideas and feelings.</li> <li>Talk about what people do to mess up the world and what they do to look after it.</li> </ul>	<p><b>Why is Christmas special to Christians?</b></p> <p>Make sense of belief:</p> <p>Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus.</p> <p>Understand the impact:</p> <p>Recall simply what happens at a traditional Christian festival (Christmas).</p> <p>Make connections:</p> <ul style="list-style-type: none"> <li>Retell religious stories, making connections with personal experiences.</li> <li>Talk about people who are special to them</li> <li>Say what makes their family and friends special to them.</li> </ul>
Spring 1	Spring 2
<p><b>Being special: where we belong</b></p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> <li>Retell religious stories.</li> </ul> <p>Understand the impact:</p> <ul style="list-style-type: none"> <li>Recall simply what happens at a traditional Christian infant baptism and dedication.</li> <li>Recall simply what happens when a baby is welcomed into a religion other than Christianity</li> </ul> <p>Make connections:</p> <ul style="list-style-type: none"> <li>Retell religious stories making connections with personal experiences.</li> <li>Share and record occasions when things have happened in their lives that made them feel special.</li> </ul>	<p><b>Why is Easter special to Christians?</b></p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> <li>Recognise and retell stories connected with celebration of Easter.</li> <li>Say why Easter is a special time for Christians.</li> </ul> <p>Understand the impact:</p> <p>Talk about some ways Christians remember these stories at Easter.</p> <ul style="list-style-type: none"> <li>Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs.</li> </ul> <p>Make connections:</p> <ul style="list-style-type: none"> <li>Talk about ideas of new life in nature</li> </ul>
Summer 1	Summer 2
<p><b>What places are special and why?</b></p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> <li>Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God.</li> </ul> <p>Understand the impact:</p> <ul style="list-style-type: none"> <li>Recognise that some religious people have places which have special meaning for them.</li> <li>Talk about the things that are special and valued in a place of worship.</li> </ul> <p>Make connections:</p> <ul style="list-style-type: none"> <li>Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</li> <li>Express a personal response to the natural world.</li> <li>Talk about somewhere that is special to themselves, saying why.</li> </ul>	<p><b>What times/stories are special and why?</b></p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> <li>Talk about some religious stories.</li> <li>Recognise some religious words, e.g. about God.</li> <li>Identify a sacred text e.g. Bible, Torah.</li> </ul> <p>Understand the impact:</p> <ul style="list-style-type: none"> <li>Talk 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 Chanukah story teaches Jews about standing up for what is right), etc.</li> </ul> <p>Make connections:</p> <ul style="list-style-type: none"> <li>Identify some of their own feelings in the stories they hear.</li> </ul>

# Kingfisher.

# Year A.

## Autumn 1.

## Autumn 2.

How do Christians believe the world was made?

What do Christians believe God is like?

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 Jewish/Christian Creation story and the world they live in.

Make sense of belief:

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

Understand the impact:

- Give 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).
- Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God).

Make connections:

- Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas
- Give a reason for the ideas they have and the connections they make.

## Spring 1.

## Spring 2.

What is important to Muslims? Part 1.

Why is Easter important to Christians?

Make sense of belief:

- Recognise the words of the Shahadah and that it is very important for Muslims.
- Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean

Understand the impact:

- Give examples of how Muslims use the Shahadah to show what matters to them.
- Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan).

Make connections:

- Think, talk about and ask questions about Muslim beliefs and ways of living.
- Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas

Make sense of belief:

- Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.
- Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).
  - Recognise that Jesus gives instructions about how to behave.

Understand the impact:

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

Make connections

- 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, exploring different ideas and giving a good reason for their ideas.

## Summer 1.

## Summer 2.

What is important to Muslims? Part 2.

Why are some places sacred to believers?

Make sense of belief:

- Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean.

Make sense of belief:

- Recognise that there are special places where people go to worship, and talk about what people do there.

<ul style="list-style-type: none"> <li>• Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</li> </ul> <p>Understand the impact:</p> <p>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan).</p> <ul style="list-style-type: none"> <li>• Give examples of how Muslims put their beliefs about prayer into action.</li> </ul> <p>Make connections</p> <p>Talk about what they think is good for Muslims about prayer, respect, celebration and self- control, giving a good reason for their ideas.</p> <ul style="list-style-type: none"> <li>• Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too</li> </ul>	<ul style="list-style-type: none"> <li>• Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean.</li> <li>• Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.</li> </ul> <p>Understand the impact:</p> <ul style="list-style-type: none"> <li>• Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe.</li> <li>• Give simple examples of how people worship at a church, mosque or synagogue.</li> <li>• Talk about why some people like to belong to a sacred building or a community.</li> </ul> <p>Make connections:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</li> </ul>
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<h1>Kingfisher <span style="float: right;">Year B</span></h1>	
<h2>Autumn 1</h2>	<h2>Autumn 2</h2>
<h3>What is it like to belong to a faith community?</h3>	<h3>Why is Christmas important to Christians?</h3>
<p>Make sense of beliefs:</p> <ul style="list-style-type: none"> <li>• Recognise that loving others is important in lots of communities.</li> <li>• Say simply what Jesus and one other religious leader taught about loving other people.</li> </ul> <p>Understand the impact:</p> <ul style="list-style-type: none"> <li>• Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony and suggest what the actions and symbols mean.</li> <li>• Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious).</li> </ul> <p>Make connections:</p> <ul style="list-style-type: none"> <li>• Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences.</li> <li>• Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.</li> </ul>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> <li>• Recognise that stories of Jesus' life come from the Gospels</li> <li>• Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians</li> </ul> <p>Understand the impact:</p> <ul style="list-style-type: none"> <li>• Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas.</li> </ul> <p>Make connections:</p> <ul style="list-style-type: none"> <li>• Think, talk and ask questions about Christmas for people who are Christians and for people who are not.</li> <li>• Decide what they personally have to be thankful for, giving a reason for their ideas.</li> </ul>



Kingfisher Year B continued.	
Spring 1	Spring 2
What is important to Jewish people?	
<p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Recognise the words of the Shema as a Jewish prayer.</li> <li>Retell simply some stories used in Jewish celebrations (e.g. Chanukah).</li> <li>Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah).</li> <li>Make links between Jewish ideas of God found in the stories and how people live.</li> <li>Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat).</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas.</li> <li>Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</li> </ul>	
Summer 1	Summer 2
What is the 'good news' Christians believe Jesus brings?	How and why should we care for the world and the people in it?
<p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'.</li> <li>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians</li> <li>Recognise that Jesus gives instructions to people about how to behave.</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.</li> <li>Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>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, giving a good reason for their ideas.</li> </ul>	<p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Identify a story or text that says something about each person being unique and valuable.</li> <li>Give an example of a key belief some people find in one of these stories (e.g. that God loves all people).</li> <li>Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world.</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories.</li> <li>Give examples of how Christians and Jews can show care for the natural earth</li> <li>Say why Christians and Jews might look after the natural world.</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world.</li> <li>Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</li> </ul>

OWLS	YEAR A.
Autumn 1.	Autumn 2.
<p data-bbox="201 199 692 232">What do Hindus believe God is like?</p> <p data-bbox="126 244 395 277">Make sense of belief:</p> <ul data-bbox="126 282 718 533" style="list-style-type: none"> <li>Identify some Hindu deities and say how they help Hindus describe God.</li> <li>Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God.</li> <li>Offer informed suggestions about what Hindu murtis express about God.</li> </ul> <p data-bbox="134 539 432 573">Understand the impact:</p> <ul data-bbox="126 577 778 757" style="list-style-type: none"> <li>Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali).</li> <li>Identify some different ways in which Hindus worship.</li> </ul> <p data-bbox="110 763 339 797">Make connections:</p> <ul data-bbox="126 801 759 1093" style="list-style-type: none"> <li>Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today.</li> <li>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.</li> </ul>	<p data-bbox="847 199 1449 232">What is it like to be Hindu in Britain today?</p> <p data-bbox="810 244 1080 277">Make sense of belief:</p> <ul data-bbox="810 282 1469 427" style="list-style-type: none"> <li>Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean • Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma).</li> </ul> <p data-bbox="810 432 1107 465">Understand the impact:</p> <ul data-bbox="810 470 1457 857" style="list-style-type: none"> <li>Describe how Hindus show their faith within their families in Britain today (e.g. home puja).</li> <li>Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)</li> <li>Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India).</li> </ul> <p data-bbox="810 862 1038 896">Make connections:</p> <ul data-bbox="810 900 1457 1093" style="list-style-type: none"> <li>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 their ideas.</li> </ul>
<p data-bbox="387 1124 507 1158">Spring 1.</p>	<p data-bbox="1086 1124 1206 1158">Spring 2.</p>
<p data-bbox="161 1169 735 1247">Why do Christians call the day Jesus died 'Good Friday'?</p> <p data-bbox="110 1254 379 1288">Make sense of belief:</p> <ul data-bbox="110 1292 775 1547" style="list-style-type: none"> <li>Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live Offer informed suggestions about what the events of Holy Week mean to Christians • Give examples of what Christians say about the importance of the events of Holy Week</li> </ul> <p data-bbox="110 1552 408 1585">Understand the impact:</p> <ul data-bbox="110 1590 778 1769" style="list-style-type: none"> <li>Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities • Describe how Christians show their beliefs about Jesus in worship in different ways</li> </ul> <p data-bbox="110 1774 339 1807">Make connections:</p> <ul data-bbox="110 1812 759 1957" style="list-style-type: none"> <li>Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.</li> </ul>	<p data-bbox="855 1169 1437 1202">Why is Pentecost important to Christians?</p> <p data-bbox="831 1254 1101 1288">Make sense of belief:</p> <ul data-bbox="831 1292 1425 1547" style="list-style-type: none"> <li>Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth.</li> <li>Offer informed suggestions about what the events of Pentecost in Acts 2 might mean.</li> <li>Give examples of what Pentecost means to some Christians now.</li> </ul> <p data-bbox="831 1552 1128 1585">Understand the impact:</p> <ul data-bbox="831 1590 1441 1769" style="list-style-type: none"> <li>Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now.</li> <li>Describe how Christians show their beliefs about the Holy Spirit in worship.</li> </ul> <p data-bbox="810 1774 1038 1807">Make connections:</p> <ul data-bbox="831 1812 1457 1957" style="list-style-type: none"> <li>Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas</li> </ul>

## OWLS

## YEAR A continued.

### Summer 1.

### Summer 2.

Why are festivals and worship important to Jewish people?

What is it like for Christians to follow God?

**Make sense of belief:**

- Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean.
- Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people.
- Offer informed suggestions about the meaning of the Exodus story for Jews today.

**Understand the impact:**

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

**Make connections:**

- Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future.
- Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.

**Make sense of belief:**

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

**Understand the impact:**

- Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony

**Make connections:**

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



OWLS	YEAR B.
Autumn 1.	Autumn 2.
<p data-bbox="199 203 695 237">What kind of world did Jesus want?</p> <p data-bbox="124 282 424 315">Make sense of belief:</p> <ul data-bbox="124 322 772 680" style="list-style-type: none"> <li>• Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus.</li> <li>• Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</li> <li>• Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian.</li> </ul> <p data-bbox="111 689 437 723">Understand the impact:</p> <ul data-bbox="124 730 730 887" style="list-style-type: none"> <li>• Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.</li> </ul> <p data-bbox="124 893 376 927">Make connections:</p> <ul data-bbox="124 934 783 1041" style="list-style-type: none"> <li>• Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.</li> </ul>	<p data-bbox="815 203 1477 275">What is the 'Trinity' and why is it important for Christians?</p> <p data-bbox="807 282 1107 315">Make sense of belief:</p> <ul data-bbox="807 322 1455 560" style="list-style-type: none"> <li>• Recognise what a 'Gospel' is and give an example of the kinds of stories it contains</li> <li>• Offer suggestions about what texts about baptism and Trinity mean.</li> <li>• Give examples of what these texts mean to some Christians today.</li> </ul> <p data-bbox="807 566 1136 600">Understand the impact:</p> <ul data-bbox="807 607 1449 806" style="list-style-type: none"> <li>• Describe 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.</li> </ul> <p data-bbox="807 813 1062 846">Make connections:</p> <ul data-bbox="807 853 1477 1010" style="list-style-type: none"> <li>• 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.</li> </ul>
Spring 1.	Spring 2.
<p data-bbox="145 1099 748 1171">What do Christians learn from the Creation story?</p> <p data-bbox="124 1178 395 1211">Make sense of belief:</p> <ul data-bbox="124 1218 772 1473" style="list-style-type: none"> <li>• Place the concepts of God and Creation on a timeline of the Bible's 'big story'.</li> <li>• Make clear links between Genesis 1 and what Christians believe about God and Creation</li> <li>• Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world.</li> </ul> <p data-bbox="111 1480 405 1514">Understand the impact:</p> <ul data-bbox="124 1520 743 1736" style="list-style-type: none"> <li>• Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth - some specific ways).</li> <li>• Describe how and why Christians might pray to God, say sorry and ask for forgiveness.</li> </ul> <p data-bbox="111 1742 338 1776">Make connections:</p> <ul data-bbox="111 1783 732 1890" style="list-style-type: none"> <li>• Ask questions and suggest answers about what might be important in the Creation story for Christians and for non - Christians living today.</li> </ul>	<p data-bbox="847 1099 1449 1171">Why are festivals and worship important to Muslims?</p> <p data-bbox="823 1178 1094 1211">Make sense of belief:</p> <ul data-bbox="823 1218 1465 1397" style="list-style-type: none"> <li>• Identify some beliefs about God in Islam, expressed in Surah 1.</li> <li>• Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God).</li> </ul> <p data-bbox="823 1404 1120 1438">Understand the impact:</p> <ul data-bbox="823 1444 1442 1697" style="list-style-type: none"> <li>• Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</li> <li>• Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque).</li> </ul> <p data-bbox="807 1704 1040 1738">Make connections:</p> <ul data-bbox="823 1744 1477 2029" style="list-style-type: none"> <li>• 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</li> <li>• Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.</li> </ul>

## OWLS

## YEAR B continued.

Summer 1.

Summer 2.

How and why do people mark the significant events of life?

How and why do people try to make the world a better place?

Make sense of belief:

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

Understand the impact:

- Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean.
- Make 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)
- Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)

Make connections:

- Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones
- Make links between ideas of love, commitment and promises in religious and non-religious ceremonies
- Give good reasons why they think ceremonies of commitment are or are not valuable

Make sense of belief:

- Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin).
- Make links between religious beliefs and teachings and why people try to live and make the world a better place.

Understand the impact:

- Make 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).
- Describe some examples of how people try to live (e.g. individuals and organisations).
- Identify some differences in how people put their beliefs into action.

Make connections:

- 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.
- Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas.
- Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.

Eagles.	YEAR A.
Autumn 1.	Autumn 2.
<p data-bbox="199 203 694 277">Creation and Science: conflicting or complementary?</p> <p data-bbox="124 286 395 315">Make sense of belief:</p> <ul data-bbox="124 324 774 551" style="list-style-type: none"> <li data-bbox="124 324 774 392">• Identify what type of text some Christians say Genesis 1 is, and its purpose.</li> <li data-bbox="124 400 774 551">• Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</li> </ul> <p data-bbox="113 560 406 589">Understand the impact:</p> <ul data-bbox="124 598 718 743" style="list-style-type: none"> <li data-bbox="124 598 718 665">• Make clear connections between Genesis 1 and Christian belief about God as Creator</li> <li data-bbox="124 674 718 743">• Show understanding of why many Christians find science and faith go together.</li> </ul> <p data-bbox="124 752 352 781">Make connections:</p> <ul data-bbox="124 790 782 999" style="list-style-type: none"> <li data-bbox="124 790 782 891">• Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</li> <li data-bbox="124 900 782 999">• Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.</li> </ul>	<p data-bbox="853 203 1444 232">For Christians, what kind of King is Jesus?</p> <p data-bbox="810 286 1082 315">Make sense of belief:</p> <ul data-bbox="810 324 1420 506" style="list-style-type: none"> <li data-bbox="810 324 1420 392">• Explain connections between biblical texts and the concept of the kingdom of God.</li> <li data-bbox="810 400 1420 506">• Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.</li> </ul> <p data-bbox="810 515 1109 544">Understand the impact:</p> <ul data-bbox="810 553 1428 734" style="list-style-type: none"> <li data-bbox="810 553 1428 654">• Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice.</li> <li data-bbox="810 663 1428 734">• Show how Christians put their beliefs into practice in different ways.</li> </ul> <p data-bbox="810 743 1038 772">Make connections:</p> <ul data-bbox="810 781 1476 954" style="list-style-type: none"> <li data-bbox="810 781 1476 882">• Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today.</li> <li data-bbox="810 891 1476 954">• Articulate their own responses to the idea of the importance of love and service in the world today.</li> </ul>
Spring 1.	Spring 2.
<p data-bbox="220 1055 673 1084">Why do Hindus want to be good?</p> <p data-bbox="113 1137 379 1167">Make sense of belief:</p> <ul data-bbox="113 1176 742 1391" style="list-style-type: none"> <li data-bbox="113 1176 742 1276">• Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately.</li> <li data-bbox="113 1285 742 1391">• Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.</li> </ul> <p data-bbox="113 1400 406 1429">Understand the impact:</p> <ul data-bbox="113 1438 742 1765" style="list-style-type: none"> <li data-bbox="113 1438 742 1538">• Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live.</li> <li data-bbox="113 1547 742 1648">• Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.</li> <li data-bbox="113 1657 742 1765">• Give evidence and examples to show how Hindus put their beliefs into practice in different ways.</li> </ul> <p data-bbox="113 1774 336 1803">Make connections:</p> <ul data-bbox="113 1812 774 2027" style="list-style-type: none"> <li data-bbox="113 1812 774 1912">• Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus.</li> <li data-bbox="113 1921 774 2027">• Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.</li> </ul>	<p data-bbox="885 1055 1406 1128">How do Christians decide how to live? What would Jesus do?</p> <p data-bbox="810 1137 1082 1167">Make sense of belief:</p> <ul data-bbox="810 1176 1444 1391" style="list-style-type: none"> <li data-bbox="810 1176 1444 1243">• Identify features of Gospel texts (for example, teachings, parable, narrative).</li> <li data-bbox="810 1252 1444 1391">• Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts.</li> </ul> <p data-bbox="810 1400 1109 1429">Understand the impact:</p> <ul data-bbox="810 1438 1460 1541" style="list-style-type: none"> <li data-bbox="810 1438 1460 1541">• Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</li> </ul> <p data-bbox="810 1550 1038 1579">Make connections:</p> <ul data-bbox="810 1588 1420 1839" style="list-style-type: none"> <li data-bbox="810 1588 1420 1765">• Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives.</li> <li data-bbox="810 1774 1420 1839">• Articulate their own responses to the issues studied, recognising different points of view</li> </ul>

Eagles		Year A continued.	
Summer 1.		Summer 2.	
What does it mean if Christians believe God is holy and loving?		Why do Christians believe Jesus was the Messiah?	
<p>Make sense of belief:</p> <ul style="list-style-type: none"> <li>Identify some different types of biblical texts, using technical terms accurately</li> <li>Explain connections between biblical texts and Christian ideas of God, using theological terms</li> </ul> <p>Understand the impact:</p> <ul style="list-style-type: none"> <li>Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed</li> <li>Show how Christians put their beliefs into practice in worship</li> </ul> <p>Make connections:</p> <ul style="list-style-type: none"> <li>Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</li> </ul>		<p>Make sense of belief:</p> <ul style="list-style-type: none"> <li>Explain the place of Incarnation and Messiah within the 'big story' of the Bible.</li> <li>Identify Gospel and prophecy texts, using technical terms.</li> <li>Explain connections between biblical texts, Incarnation and Messiah, using theological terms.</li> </ul> <p>Understand the impact:</p> <ul style="list-style-type: none"> <li>Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</li> <li>Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</li> </ul> <p>Make connections:</p> <ul style="list-style-type: none"> <li>Weigh up how far the idea of Jesus as the 'Messiah' - a Saviour from God - is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their reasons.</li> </ul>	
Eagles		Year B.	
Autumn 1		Autumn 2	
Why is the Torah so important to Jewish people?		What is important to Humanists and Christians?	
<p>Make sense of belief:</p> <ul style="list-style-type: none"> <li>Identify and explain Jewish beliefs about God</li> <li>Give examples of some texts that say what God is like and explain how Jewish people interpret them.</li> </ul> <p>Understand the impact:</p> <ul style="list-style-type: none"> <li>Make clear connections between Jewish beliefs about the Torah and how they use and treat it.</li> <li>Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws).</li> <li>Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice).</li> </ul> <p>Make connections:</p> <ul style="list-style-type: none"> <li>Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today.</li> <li>Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.</li> </ul>		<p>Make sense of belief:</p> <ul style="list-style-type: none"> <li>Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs.</li> <li>Identify and explain what religious and non-religious people believe about God.</li> <li>Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist).</li> <li>Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God').</li> </ul> <p>Understand the impact:</p> <ul style="list-style-type: none"> <li>Make clear connections between Christian and Humanist ideas about being good and how people live.</li> <li>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</li> </ul> <p>Make connections:</p>	

- Raise important questions and suggest answers about how and why people should be good.
- Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not.
- Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their points of view.

## Eagles YEAR B. continued.

Spring 1.

Spring 2.

What does it mean to be a Muslim in Britain today?

Why do some people believe in God and some people not?

**Make sense of belief:**

- Identify and explain Muslim beliefs about God, the Prophet\* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message).
- Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet).

**Understand the impact:**

- Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art).
- Give evidence and examples to show how Muslims put their beliefs into practice in different ways.

**Make connections:**

- Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Gloucestershire today.
- Consider and weigh up the value of e.g. 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.
- Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.

**Make sense of belief:**

- Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs

- Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from
- Give examples of reasons why people do or do not believe in God

**Understand the impact:**

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

**Make connections:**

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

Summer 1.

Summer 2.

What do Christians believe Jesus did to 'save' people?

How does faith help people when life gets hard?

**Make sense of belief:**

- Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.
- Explain what Christians mean when they say that Jesus' death was a sacrifice.

**Make sense of belief:**

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



Understand the impact:

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

Make connections:

- Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.
- Articulate their own responses to the idea of sacrifice, recognising different points of view.

Understand the impact:

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

Make connections:

- Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these.
- Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.

