St Paul’s CE Primary Term-by-term Subject Overview for: RE

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 1** | ***Who is a Christian?***Strand: BelievingReligions: Christians | ***What makes some places sacred?***Strand: ExpressingReligion: Christians, Muslims, Jewish | ***How and why do we celebrate special and sacred times?***Strand: ExpressingReligions: Christians, Jewish, Muslims | ***What does it mean to belong to a faith community?***Strand: LivingReligions: Christians, Muslims, Jewish |
| **Key skills** | * 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).
* Talk about issues of good and bad, right and wrong arising from the stories (C3).
* Ask some questions about believing in God and offer some ideas of their own (C1).

Make links between what Jesus taught and what Christians believe and do (A2). | * Identify special objects and symbols found in a place where people worship and be able to 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).
* Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).
* Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3).
 | * Identify some ways Christians celebrate  Christmas/Easter/Harvest/Pentecost and some  ways a festival is celebrated in another religion (A1).
* Retell stories connected with Christmas/  Easter/Harvest/Pentecost 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‐ulFitr (A3).
* Identify some similarities  and differences between  the celebrations studied  (B3).
 | * 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).
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| **Vocabulary** | **Christian,Muslim,Jewish,believe,** **God,exists,Jesus, parable, miracle,birth,** **death,resurrection,worship,praise,prayer****,bible,cross,crucifix,priest,vicar,****Father,creator,old Testament,New Testament****,influence,shepherd,neighbours,****Lord’s Prayer,Heaven,forgive,temptation** | **Places,special,religious,pray,God,Christains,Muslims,Jewish people,symbols,worship,religion,sacred,holy,church,altar,cross,crusifix,font,lectrn,candles,baptismal pool,pulpit,synagogue,ark,Ner Tamind,Torah scroll,tzitzit,tefillin,tallit,kippah,hanukkiah,bimah,mosque,wudu,prayer mat,beads,minbar,mihrab,muezzin,believers,community,similarities,differences,reflection,call to prayer,** | **Celebrate,special,sacred,festival, religions names,Jesus,Son of God,Christmas,Easter,Harvest,Pentecost,meanings,symbols,Chanukah,Eid-ul-Fitr,remembrance,Shabbat,Pesach,Chanukah,Sukkot,Ramadan,Jerusalem,temple, Last Supper,Judas,tomb,Palm Sunday,Gethsemane,praising,rejoicing,Passover,** | **Faith,community,traditional,CHristian, Muslim,Jewish person,Sikhetc.,infant baptism,dedication,married,marriage,welcoming ceremonies,Judaism Brit Milah,Islam Aqiqah,promises,Jewish Ketubah,Allah.Mohammad,Ka’aba,mementoes,ceremonies,call to prayer, weight of hair,** |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 2** | ***Who is a Muslim and what do they believe?***Strand: BelievingReligions: Muslims | ***Who is Jewish and what do they believe?***Strand: BelievingReligions: Jewish | ***What can we learn from sacred books?***Strand: BelievingReligions: Christians, Muslims, Jewish | ***How should we care for others and the world?***Strand: LivingReligions: Christians, Jewish |
| **Key skills** | * 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).
* Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).
* Find out about and respond with ideas to examples of cooperation between people who are different (C2).
* Make links between what the Holy Qur’an says and how Muslims behave (A2).
* Ask some questions about God that are hard to answer and offer some ideas of their own (C1).
 | * 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).
* 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).
 | * 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)
 | * Retell 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).
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| **Vocabulary** | **Jewish,Christian, God, Muslim,existence,****Allah,Phrophet Mohammad,any related celebrations,****some of 99 names of Allah,Ramadan,Eid ulFitr,nasheeds,Shahadah,** **call to prayer,Holy Qur’an,precious,** **believer,prayer beads,prayer mat,Qur’an and stand,compass,headscsrf****,importance,leader,crescent** **moon,mosque,Makkah,dress,** | **Christian,Muslim,Jewish person,exists,existence,Mezuzah Shabbat,Chanukah,reflection,thanksgiving,praise,remembrance,celebrate,precious,candles,blessing,wine,seventh day,festival,Star of David,challah,,kosher,seder plate,matzah cover,kippah,chanukiah,Shema,Havdalah candle,synagogue,spicebox,ten commandments,dreidel,** | **Christians,Muslims,Jewish people,any other groups relevant,sacred,books,texts,ChristianBible,Muslim Qur’an,Jewish T,faitenakh,Torah,h,translated,Hebrew,Prophet Mohammad,Ka’abah,Story of Noah,holy,commandments,significance,shepherd,teachings,follower,rules,Arabic,Sefer Torah,scroll,Moses,Egypt,AlAmin,Jonah,Yom Kippur,tashlich,** | **Special,religions,names of the religions,believe,power,difference,similarity,faith,God,caring,good,bad,right,wrong,Golden Rule,believers,unique,important,benefits,responsibilities,inspire,Genesis 1,2,connections,tikkun olam,Tu B’shevat,Tzedekah,Torah,Good Samaritan,beliefs into action,Sukkot,Etrog,Lulav,Mother Theresa,Dr Barnardo,bible,rabbi, Adam and Eve,creation** |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 3** | ***What do people believe about God?***Strand: BelievingReligions: Christians, Hindus, Muslims | ***Why is the Bible so important for Christians today?***Strand: BelievingReligions: Christians | ***Why do people pray?***Strand: ExpressingReligions: Hindus, Christians, Muslims | ***What does it mean to be a Christian?***Strand: livingReligions: Christians |
| **Key skills** | * 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)
 | * 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).
 | * Describe the practice of prayer in the religions studied (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).
 | * 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).
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| **Vocabulary** | **Believing,Christian,Muslims,Jewish,Hindu,existence,name of religions,God,faith,symbols,trust,faith,Allah,** **revelation,Qu’ran,Phrophet Mohammad,gods, dodesses,Trimurti-Brahma,Vishnu,Shiva,similarities,differences****,influence,believers,reflect,in light of learning****,Angel Jibril,Father,Son,Holy Spirit,Shahadah,statement of faith,similarities,differences,murtis of gods and goddesses,atheists,love,Father,light,****creator,prayer,heaven,reflect,express,Trinity,prayer mat,identify,describe,suggest,Saint Paul****,Pillar of faith,Tasbih,99 beautiful names,humanity,sacred,encounters****,Durga,prism,reality,Humanism,Humanist,codes for living,non-religious,theological agreements,disagreements,** | **Believing,Bible,names of religions,names of faiths, sacred,connections,inspire,creation,fall,salvation,expression,rescue,save,guidance,wisdom,Genesis 1,tempting,Adam and Eve, Genesis 3, forgiveness,temptation,testaments,Jesus,Prodigal Son,holy book,Torah,Qu’ran,scroll,sermon,humanity,biblical,dishonesty,selfishness,big headed,unkindness,bullying,cheating,unhelpful,fighting,theft,resist,Matthew 4,forgiveness,reconciliation,** | **Sacred,God,worship,names of religions, religious groups and faiths,religious believers,pray,prayer,connections,challenge,similarities,differences,significance,key prayers- The Lord’s Prayer,the Muslim First Surah of the Qur’an,the Hindu Gayatri Mantra,spiritual,athiests,symbols,impact,comfort,Makkah,Allah,intercession,confession, Mandir, shrines,music for worship,Puja,reflection,meditation,Islam,Sawm,Rakah,Dua,Al fatihah,Christianity,Easter,Resurrection,Light of the World, Bible, Church, Hinduism,Mandir,Rangoli,Lakshmi,Rama,Sita** | **Belong,faith,community,beliefs,hymns,modern worship songs,links,similarities,differences,Christians,cross,crucifix,palm cross,grace,rituals,Messy church,Girl’s Brigade,Sunday service,foodbanks,creches,toddler groups,similarities,differences,church notice board,Hebrews 13.6,Corinthians 11.26,Psalm 104.33,Psalm 119.105,connections,God,praise him,worshipping,Holy communion,Anglican,Methodist,Baptist,Catholic,Rosa Parks,Galatians 3.28,Matthew 7.12,Matthew 19.19,Genesis 1.27,contemporary,reflective** |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 4** | ***Why is Jesus inspiring to some people?***Strand: BelievingReligions: Christians | ***Why do some people think life is a journey?***Strand: ExpressingReligions: Christians, Hindus, Jewish | ***What does it mean to be a Hindu in Britain today?***Strand: LivingReligions: Hindus | ***What can we learn from religions about deciding right and wrong?***Strand: LivingReligions: Christians, Jewish, Humanists/Atheists |
| **Key skills** | * 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).
 | * 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).
 | * 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 the 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).
 | * 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.
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| **Vocabulary** | **Inspiring,inspiration,followers,make connections,celebrate,gospel,incarnation,salvation,values,inspirational,role model,parable,Palm Sonday,Holy week,Maundy Thursday,Good Friday,death, resurrection,Galations 5.22-23,values,attitudes,love,fairness,service,sacrifice,joy,gospel,unforgiving servant,feeding of the 5000,heroes,Saint Paul,Fruits of the spitit,Matthew,Mark,Luke,John,Bible,Holy week,Easter,miracle,truthfulness,kindness,tolerance,teacher,Matthew 7.24,Luke6.46,Matthew 18.21,Beattitudes,symbolic,metaphors,Fruit of the spirit,joy,peace,patience,kindness,goodness,faithfulness,gentleness,self control** | **names,commitment,milestones,promises,believers,ceremonies,ritual,similarities,differences,value and challenge of religions,metaphor,names of ceremonies,non-religious,humanists,symbolism,belonging,initiation,Bar and Bat Mitzvah,wedding,dharma,karma,moksha,significance,baptismal,born again,membership,allegiance,mitzvot,commandments,Holy scriptures,signposts,reincarnation,Ashramas,Sannyasa,upanayana,prophet,Corinthians,Church of England,** | **Faith,community,names of religions and faiths,duties,puja,aarti,bhajans,worship,diverse,sacred text,mandir,murtis,shrine,statues,deities,puja tray,incense,fruit,bells,flowers,cancan,Bhagavad Gita,OM,blessing food,punusharthas,dharma,moral duty,artha,kama,moksha,reincarnation,karma,Mahatma Gandhi,Pandurang Shastri Athavale,connections,vegetarian,health and not wealth** | **Living,care,religions and non-religions names,traditions,good life,believers,decisions,connection,temptations,inspirational,right and wrong,codes for living,forgivesness,honesty,kindness,generosity,commandments,golden rule,Deuteronomy,Genesis 3,Beatitudes,Desmond Tutu,Martin Luther King Jnr,neighbour,pay it forward,kindness,Torah,Humanists,conscience,temptation,Trevor Huddleston** |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 5** | ***Why do some people believe God exists?***Strand: BelievingReligions: Christians, humanists/ Atheists | ***What would Jesus do? Can we live by the values of Jesus in the twenty-first century?***Strand: BelievingReligions: Christians | ***If God is everywhere why go to a place of worship?***Strand: ExpressingReligions: Christians, Hindus, Jewish | ***What does it mean to be a Muslim?***Strand: LivingReligions: Muslims |
| **Key skills** | * 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)
 | * Outline 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
* Outline 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
 | * 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
* 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 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).
* Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim’s daily life (B1).
* Answer the title key question from different perspectives, including their own (C1).
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| **Vocabulary** | **Christians, non-religious,Humanist,theist,atheist,believe,God,agnostic,global,theism,athieism,agnosticism,belief,opinion,all-powerful,Biblical metaphors,Father,Psalm,Creator,Genesis,Rock,Deuteronomy,Shepher,Fortress,Light,Jesus,Spirit,Eternal,Almighty,facts,belief,opinions, all religions names,existence,** | **Connections,values,interpretations,followers,parables,moral dilemma,love,forgiveness,justice,generosity,agape love,self-sacrificial,fairness,widows offering,good,evil,mission,Lord,Blessed,persecute,heaven,Mother Teresa,charity,** | **Presence,believers,significant human questions,religion and faith names,worship,traditions,functions,fulfil,names of churchs e.g. Anglican,Baptist,Reform synagogue etc, house of assembly,prayer,encouragement,meditation,music,community,Mandir,pilgrimage,pastors,priest,congregation,bimah,Orthodox,Ner Tamid,Quaker worship,Ignatius Loyola,Fresh Expressions,refugees,asylum seekers,holy communion,baptistery,puja,Torah scrolls,believers,names of religions and faiths,Kumbh Mela,Mezuzah,Kiddush Cup,Kosher,** | **Faith,community,Five Pillars,Holy Qur’an,Muslims,God,Prophet Muhammad,rituals,religious practices,ibadah,Shadah,salat,sawm,zakat,hajj,Ummah,Mosque,Hadith,Pillar of Zakah,Islam,Islamic,fasting,Eid ul Fitr,festivals,Allah,Ramadan,Mecca,Eid ul Adha,Surah 17,Call to Prayer,process of prayer,** |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 6** | ***Is it better to express beliefs in art of charity?***Strand: ExpressingReligions: Christians, Muslims, Humanists | ***What matters most to Christians and to Humanists?***Strand: LivingReligions: Christians, humanists | ***What difference does it make?***Strand: LivingReligions: Christians, Muslims, Hindus | ***What do religions say to us when life gets hard?***Strand: BelievingReligions: Christians, Hindus, Humanists, Muslims |
| **Key skills** | * 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 criticise spending on religious buildings or art (A3).
* Examine the title question from different perspectives, including their own (C1).
 | * Describe what Christians mean about humans being made in the image of God and being ‘fallen’, giving examples (A2).
* 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).
* 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 what Christians mean about humans being made in the image of God and being ‘fallen’, giving examples (A2).
* 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).
* Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (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).
 | * Express ideas about how and why religion can help believers when times are hard, giving examples (B2).
* Outline Christian, Hindu and/or nonreligious 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).
 |
| **Vocabulary** | **Express,spiritual,names of religions and faiths,non-religions,charities,generosity,religious creativity,sacred buildings,art,values,scriptures,architecture,calligraphy,geometrical,representational art,holy buidings,beuty,Mosques,churches,Prophet Muhammad, Paradise,allah,Al Ghazali,worship,loving God,generosity,Cathedrals,ummah,Zakat,charity,Christian Aid,Islamic Relief,** | **Moral code,names of religions,faiths,non-religions,fairness,honesty,freedom,truth,peace,love God,love your neighbour,fallen,naughty,good,villains,truth,free choice,consequences,values,forgiveness,valuable,charity names that apply,fairness,ten Commandments,** | **Names of religions,faiths,non-religions,Ahimsa,Grace,Ummah,practice,similarities,differences,significance,God’s love,Gandhi,big ideas,connections,wisdom,sewa,ahimsa,sources of wisdom,commitment,generosity,forgiveness,God’s teachings,Prophet Mohammad,Allah,Ummah,Zakat,Qurbani,Hajj,Makkah,Gandhi,non-violence,Last Supper,Holy Communion,disciples,His Holiness Pope,paintings,media comparison,Eucharist,name of people inspired by Jesus,prayer,meditation,impact,** | **Religions,names of faiths,life after death,salvation,heaven,non-religions,life,death,suffering,judgement,karma,soul,reincarnation,moksha,funeral,artistic and poetic expression,scoring your life,judgement,** |