

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>What do Hindus believe God is like?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some Hindu deities and say how they help Hindus describe God Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God Offer informed suggestions about what Hindu <i>murdis</i> express about God <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali) Identify some different ways in which Hindus worship <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today 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. 	<p>2a.3 INCARNATION/ GOD: What is the Trinity?</p> <p>Christmas</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise what a 'Gospel' is and give an example of the kinds of stories it contains Offer suggestions about what texts about baptism and Trinity mean Give examples of what these texts mean to some Christians today <p>Understand the impact:</p> <ul style="list-style-type: none"> 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 <p>Make connections:</p> <ul style="list-style-type: none"> 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. 	<p>What does it mean to be a Hindu in Britain today?</p> <p>Understand the impact:</p> <ul style="list-style-type: none"> Describe how Hindus show their faith within their families in Britain today (e.g. home <i>puja</i>) Describe how Hindus show their faith within their faith communities in Britain today (e.g. <i>arti</i> and <i>bhajans</i> at the <i>mandir</i>; in festivals such as Diwali) Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify the terms <i>dharma</i>, <i>Sanatan Dharma</i> and <i>Hinduism</i> and say what they mean Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (<i>dharma</i>) <p>Make connections:</p> <ul style="list-style-type: none"> 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. 	<p>2a.5 SALVATION: Why do Christians call the day Jesus died 'Good Friday'?</p> <p>Easter</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> 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 <p>Understand the impact:</p> <ul style="list-style-type: none"> 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 <p>Make connections:</p> <ul style="list-style-type: none"> Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions. 	<p>2a.6 KINGDOM OF GOD: When Jesus left what was the impact of Pentecost?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth Offer informed suggestions about what the events of Pentecost in Acts 2 might mean Give examples of what Pentecost means to some Christians now <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now Describe how Christians show their beliefs about the Holy Spirit in worship <p>Make connections:</p> <ul style="list-style-type: none"> 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. 	<p>Why do some people think that life is like a journey and what significant events mark this?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> 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 <p>Understand the impact:</p> <ul style="list-style-type: none"> 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) <p>Make connections:</p> <ul style="list-style-type: none"> 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 today.

Key Disciplinary Skills

Empathising – in RE this includes abilities such as:

- considering the thoughts, feelings, experiences, attitudes, beliefs and values of others
- developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow
- seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices.

Applying – in RE this includes abilities such as:

- using RE learning in new situations
- making the association between religions and individual community, national and international life
- identifying key religious values and their connections with secular values.

Skills

<p>identify and describe the core beliefs and concepts studied (INVESTIGATING & EXPRESSING)</p> <p>make clear links between texts/sources of authority and the core concepts studied (APPLYING)</p> <p>offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers (INTERPRETING)</p>	<p>make simple links between stories, teachings and concepts studied and how people live, individually and in communities (APPLYING)</p> <p>describe how people show their beliefs in how they worship and in the way they live (REFLECTING)</p> <p>identify some differences in how people put their beliefs into practice (ANALYSING & DISCERNING)</p>	<p>make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly (APPLYING & EXPRESSING)</p> <p>raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live (INVESTIGATING & EMPATHISING)</p> <p>give good reasons for the views they have and the connections they make (APPLYING & ANALYSING)</p>
--	--	--