

2024-2025

# A Guide to Religious Education at Carlinghow Academy

This document outlines the expectations of how we teach and monitor RE at Carlinghow Academy: progression across year groups and consistency across school.

## **Kirklees RE framework**

- Assemblies
- Planning
- Content

## **Floor books**

- Record
- Share
- Evaluate

## **Assessment**

- Arbor
- Retrieval Quizzes / Flashbacks
- Monitoring
- Differentiation and SEND
- Knowledge Organisers

## **Units and programme of study**

### Intent

Carlinghow Academy's curriculum is driven by the academy's vision that all children 'can and will succeed'. We provide an ambitious knowledge engaged curriculum that offers exciting and meaningful learning opportunities that motivate and inspire. The curriculum is underpinned by the National Curriculum and ensures that, at each stage of their learning journey, each child acquires a rich bank of knowledge and skills. This knowledge and these skills in all curriculum subjects are learned, practised, retrieved and remembered at every stage of their journey through school.

Our curriculum is not narrowed, we have designed an ambitious curriculum based on the knowledge of our learners that includes a high proportion of disadvantaged and SEND pupils to ensure that they are equipped with the knowledge and cultural capital they need to succeed in life. Where appropriate a bespoke and highly personalised curriculum offer is made to individual pupils.

Our subject-specific approach is designed so that subject specific skills are taught within an exciting enquiry question or 'big question' and enables our children to make meaningful links and become passionate about their own learning and wellbeing. Hooks, enrichment activities and extra-curricular opportunities supplement each 'big question' to enable our children to make connections in their learning and acquire a deep understanding. We ensure that the links we make are real, not contrived and choose areas where genuine connections between subjects occur naturally. We ensure that the connections make sense to the children.

We are determined that every child, will have a lifelong love of reading, and will be able to comprehend and read fluently by the end of Year 6. Our curriculum is led by the high quality and diverse texts that we choose to support learning.

We have created an environment where children are motivated to learn together in a respectful, safe and trusted learning environment where individual success are celebrated.

It is our intent that when our pupils leave school, they will articulate tier 3 vocabulary of the RE curriculum. They will know and remember key learning of RE from their primary years.

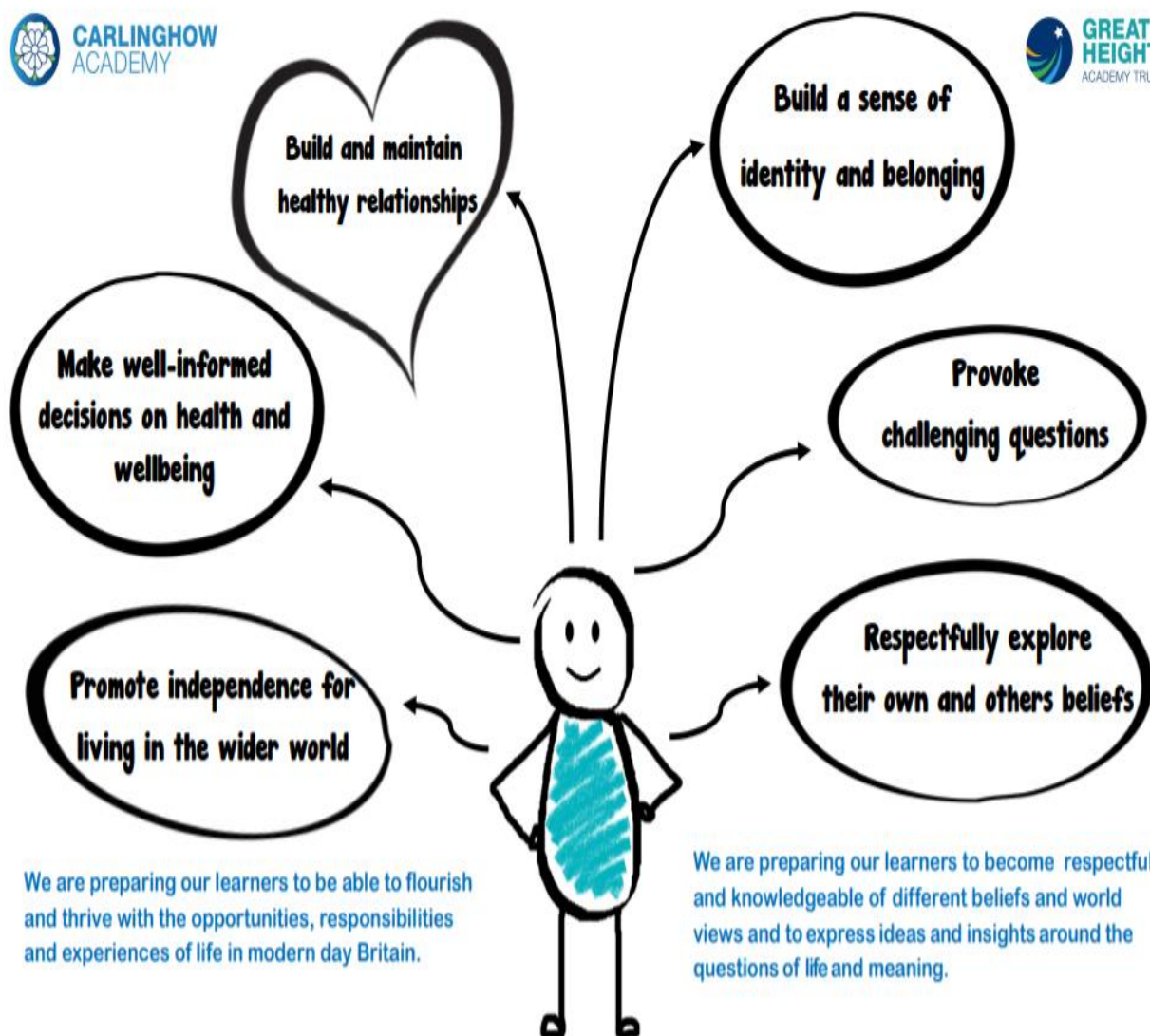
### Implementation

The curriculum is a knowledge engaged curriculum based on good quality resources.

This R.E guide explains how the Religious Education curriculum is implemented at Carlinghow Academy. The school has adapted the curriculum to help reflect and represent the diversity of our pupils. Creativity and teacher expertise, underpinned by high quality research informed CPD, is woven into the curriculum with specialist teachers and outside agencies working with pupils and teachers, sharing good practice and ensuring that learners learn from the best.

### Impact

The impact of providing such an ambitious curriculum driven by the academy's vision and values and taught by skilled teachers ensures that the children of Carlinghow Academy leave prepared for the next stage of their education and able to succeed in life. Knowledge, understanding and skills are secured and embedded so that children attain highly. They take pride in all that they do, always striving to do their best. They demonstrate emotional resilience and the ability to persevere when they encounter challenge. They develop a sense of self-awareness and become confident in their own abilities. They are kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society. They have strong communication skills, both written and verbal, and listen respectfully and with tolerance to the views of others. They take risks and are emotionally resilient recognising that we make mistakes and learn from them. They dream big and have high aspirations fostered by the belief that with determination and hard work anything is possible.



We are preparing our learners to be able to flourish and thrive with the opportunities, responsibilities and experiences of life in modern day Britain.

We are preparing our learners to become respectful and knowledgeable of different beliefs and world views and to express ideas and insights around the questions of life and meaning.

**PSHCE**

**RE**

# Kirklees RE Framework

At Carlinghow Academy we teach RE from the Kirklees RE Framework, both alongside and through, weekly themed assemblies.

RE is designed as a whole-school approach, the Kirklees framework is broken down in to half-terms for each year group. This is then broken down further in to lesson learning objectives for each topic.

The units of work can be found on staff share in the curriculum area. These resources may be adapted by teachers where necessary. Teachers use the framework to build their own engaging RE lessons for the children. The learning objectives from the Kirklees framework also marry up with the learning objectives on the RE knowledge organisers which are stuck in the RE floor books before a new unit of work has been taught.

## Content

- Detailed units of work.
- Thorough planning dovetailed to the agreed syllabus which schools can use or adapt freely.
- Plenty of learning activities and linked assessment.
- Units covering all world faiths supporting understanding and tolerance of diversity.
- Accompanying teaching and learning resources.
- Anthology of stories from all religious traditions.
- Guidance and policy frameworks.

Key Questions	Learning Objectives Pupils should:	Teaching and Learning Opportunities	Learning Outcomes Pupils:	Wider Learning Opportunities / Points To Note
What makes a happy classroom?	Consider what makes a happy classroom	What makes a happy classroom? What do we say to each other to make us happy? Give the person sitting next to you a compliment. How do you feel giving the compliment, how does it feel receiving the compliment. Ask pupils to collect three compliments about themselves and design a symbol of these to describe themselves.	Say which school rules are important	<u>Outdoor learning:</u>
How can I help to make it a happy place?	Share ways they can help to do this	How do you work together as a class? Write down three good choices you aim to make in class this week. Could it be a choice you can make with someone else? How will your choice affect other people in class? Write these on a paper chain. Discuss school/class rules. What are they? List them. Why do we have them?	Say why we have rules in school	<i>What rules do we have outside to keep everybody safe? What rules should we follow to keep the outdoors looking beautiful?</i>
How do our school rules make our school a happy place?	Talk about rules and why these matter	<b>Activity idea:</b> Can we think of a new rule for an area of the classroom / a new activity / a playtime game? How do we make it fair? How do we make it about what you should do instead of what you shouldn't do? Is it easy to make a rule that is fair and useable? Is it easy to keep to this rule? Why is it better to have a rule expressed as a positive statement? <b>Activity idea:</b> Write a school / class rule on a sticky note and add to a working display. Talking partners / small groups discuss collected rules. <ul style="list-style-type: none"> <li>• Which is / are most important in your opinion? Why?</li> <li>• How many do we need?</li> <li>• Can we put them in order of importance?</li> </ul> Can we reduce them to a few simple ones? (eg be kind to everyone)		<i>Play a game outdoors – what rules do we need? Make up a game to play.</i>

## Floor books for RE: record, share, evaluate.

A3 portrait floor books are used in RE to present samples of pupil work and responses in lessons. The work is chosen to illustrate achievement and progress in the class. Floor book in RE should give the teacher and class a way of recording snapshots of learning and achievement from a whole class in a highly visual and accessible format. The floor book can take many forms as seen below.

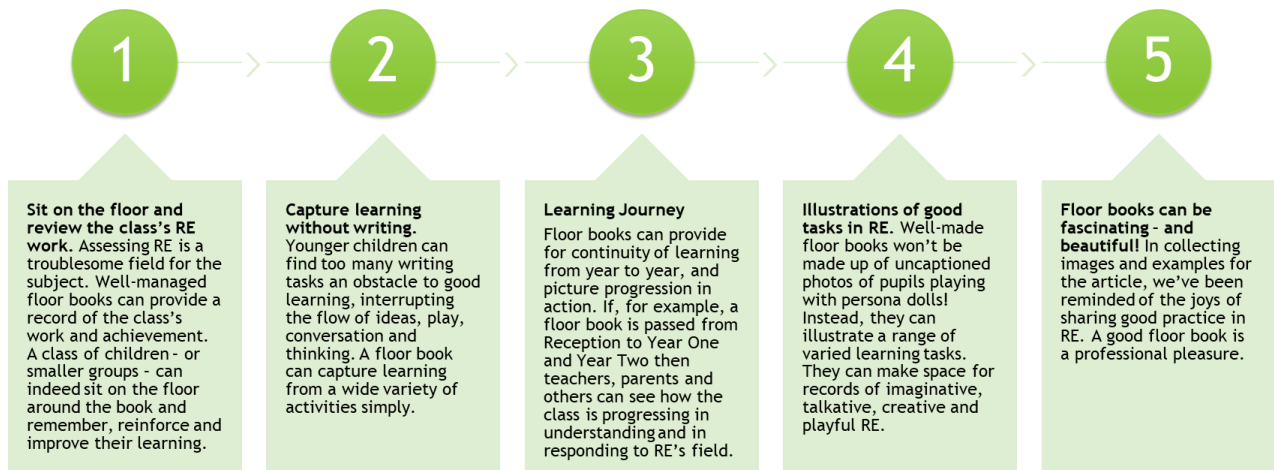


Floor books are the scrapbooks that organise and collate children's thinking, focusing on what children find valuable, meaningful and interesting. Floor books are used for any age group to showcase children's conceptual understanding, their questions and comments to inform their learning journey.

The book is named a 'floor book' because it is kept on the floor so that the children can easily access it. The first page for every half term will be the Knowledge Organiser. The date and learning objective for every lesson will be (printed) along with a written Big Question from RE syllabus. Each class should include a range of evidence from different abilities for each lesson. Teachers and children can choose to write directly into floor books or use sheets to stick in. Pink post it notes to evidence think pink opportunities to extend learning. Yellow post it notes to evidence misconceptions addressed (stuck over/ on



misconception addressed. Marking codes should still be used on pieces of work and marking pyramid codes filled in.



## **Assessment:**

### **Arbor**

The expectation is that all RE will be assessed using Arbor after each lesson to record individual children's progress towards an objective. These must be filled in at the end of each term but it is encouraged that assessments for all statements are updated more frequently at regular intervals. At the end of the lesson, teachers should look through the children's comments to check conceptual understanding. Make a note of any children who have any misconceptions and address this in the next lesson.

Formative and summative assessments are recorded on Arbor. Formative assessments are completed using learning objectives and knowledge organisers in books. Summative assessments are completed termly and is a best-fit snapshot of a child's development and progress in RE at a particular point in. Assessments will be completed by the class teachers

<b>Cycle A and B</b>			
<b>Subject Assessments</b>	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
<b>Aut 1</b>	<p>Arbor Formative Statements- Cycle A – What does it mean to belong to a community of belief?</p> <p>Arbor Formative Statements- Cycle B - How do Hindu Stories help believers live their lives?</p>	<p>Arbor Formative Statements- Cycle A- What faiths and beliefs can be found in our country and community?</p> <p>Arbor Formative Statements- Cycle B - How do creation stories help people understand the world?</p>	<p>Arbor Formative Statements- Cycle A – What do different Hindu people believe about God?</p> <p>Arbor Formative Statements- Cycle B - What is the significance of Easter, Ascension and Pentecost?</p>
<b>Aut 2</b>	<p>Arbor Formative Statements- Cycle A – How are symbols used to welcome new life?</p> <p>Arbor Formative Statements- Cycle B – How and why do we care for others?</p>	<p>Arbor Formative Statements- Cycle A - How do different people express their spirituality?</p> <p>Arbor Formative Statements- Cycle B – The nativity story: Who is Jesus and why was he born?</p> <p>Summative Assessments on Arbor</p>	<p>Arbor Formative Statements- Cycle A - How do Sikhs symbolise their commitment?</p> <p>Arbor Formative Statements- Cycle B - Should we forgive others?</p> <p>Summative Assessments on Arbor</p>

	Summative Assessments on Arbor		
Spr 1	<p>Arbor Formative Statements- Cycle A - How can we make good choices?</p> <p>Arbor Formative Statements- Cycle B - What do religions worldviews say about our wonderful world?</p>	<p>Arbor Formative Statements- Cycle A - How do the 5 pillars help Muslims to live a good life?</p> <p>Arbor Formative Statements- Cycle B - How does the Bible help Christians to live a good life?</p>	<p>Arbor Formative Statements- Cycle A What values do people live by?</p> <p>Arbor Formative Statements- Cycle B - Why are rites of passage important?</p>
Spr 2	<p>Arbor Formative Statements- Cycle A – How and why do people pray?</p> <p>Arbor Formative Statements- Cycle B - Why do people celebrate?</p> <p>Summative Assessments on Arbor</p>	<p>Arbor Formative Statements- Cycle A - How do the lives of the Gurus inspire Sikh believers?</p> <p>Arbor Formative Statements- Cycle B - Why do people follow inspirational leaders?</p> <p>Summative Assessments on Arbor</p>	<p>Arbor Formative Statements- Cycle A Why do some people go on pilgrimage?</p> <p>Arbor Formative Statements- Cycle B - Why are rites of passage important? Continued.</p> <p>Summative Assessments on Arbor</p>
Sum 1	<p>Arbor Formative Statements- Cycle A - Why are festivals important?</p> <p>Arbor Formative Statements- Cycle B How do Bible stories show that God keeps promises?</p>	<p>Arbor Formative Statements- Cycle A - How do ancient stories influence modern celebrations?</p> <p>Arbor Formative Statements- Cycle B - How are the stories of Holy Week important to Christians?</p>	<p>Consolidation Teacher Assessments Cycle A</p> <p>Consolidation Teacher Assessments Cycle B</p>
Sum 2	<p>Arbor Formative Statements- Cycle A - Which books and stories are important?</p>	<p>Arbor Formative Statements- Cycle A - How do Jews use stories to remember God's covenant?</p>	<p>Arbor Formative Statements- Cycle A - What do Christians believe about the old and new covenants?</p>



	Arbor Formative Statements- Cycle B – What did Jesus teach us and how did he live?	Arbor Formative Statements- Cycle B - How do Buddhists live a meaningful life?	Arbor Formative Statements- Cycle B - World faiths. What matters the most?
	Summative Assessments on Arbor	Summative Assessments on Arbor	Summative Assessments on Arbor
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**Retrieval Quizzes / Flashbacks:** Retrieval quizzes and flashbacks should be used at the start of each lesson to assess children's prior knowledge against the previous learning, including previous years. The retrieval grid should be used as an assessment tool at the end of the unit to assess against the sticky knowledge taught in the unit that half-term.

### Flashback 4 - Lesson 6

1. Who were Mary and Joseph?

2. How should the Quran be treated?

3. Can you retell the story of Hanukkah?

4. How do Jewish people celebrate Pesach?

Reception

Year 1/2

Last Topic

Last Lesson

**Monitoring:** The subject leader will monitor RE through use of Arbor data, lesson observations, floor book scrutinies, working walls, pupil voice and through discussions with teachers. This will be completed as per the monitoring schedule and teachers will be advised in advance of these actions. Working walls should be evidenced in classroom showing the current teaching of RE, displays will include elements of discussions and activities relating to the current theme and religion being studied.

**Differentiation and SEND:** When planning, care should be taken to ensure the content of each session is suitable for all children including those with SEND. If a child's social and emotional or cognitive ability indicates that a lesson may not be suitable for them, alternative arrangements/ lessons planned at their ability will be planned.

# Knowledge Organisers:

## KS1

**I already know:**

That following rules helps to keep us happy and safe.

**Topic: How can we make good choices?**

What I will know:	
Notice characteristics in the lives of people who are held as examples by religions / worldviews.	
Talk about and suggest meanings for teachings about right and wrong from different religions / worldviews.	

**I will be learning:**

Lesson 1: I can talk about what makes a happy classroom
Lesson 2: I can express ideas about how you would behave without positive guidance in your life.
Lesson 3: I can recognise the Ten Commandments and talk about their importance for Jews, Christians and Muslims
Lesson 4: I can express ideas about what 'holds up' their life.
Lesson 5: I can suggest why Langar is an important duty for Sikhs.
Lesson 6: I can notice how Buddhists show compassion to themselves and the world.

Vocabulary	
Influences	the capacity to have an effect on the character, development, or
Consequences	a result or effect, typically one that is unwelcome or unpleasant:
Guidelines	a general rule, principle, or piece of advice.
Karma	viewed as deciding their fate in future existences
The Ten Com- mandments	A list of rules given by God.

**I will be learning next:**

How and why do people pray?

## KS2

**I already know:**

Some of the teachings of Islam.

**Topic: How do the 5 pillars help Muslims to live a good life?**

What I will know:	
Give examples of key teachings of Islam and recognise the different ways these are interpreted by believers.	
Express ideas about how Muslim beliefs have an impact on the life of believers;	
Explain how a Muslim might follow the example of the Prophet Mohammed.	

**I will be learning:**

Lesson 1: I can recall some important features of Islam and recall information about the geographical origins of Islam.
Lesson 2: I can recall the correct names and some features of the five pillars of Islam.
Lesson 3: I can describe the first and pillar of Islam (the Shahadah - testimony of faith/belief statement) using correct vocabulary
Lesson 4: I can describe the second pillar of Islam (Salaah - praying 5 times a day) and express ideas about how it affects a Muslim's life.
Lesson 5: I can describe the third pillar of Islam (Sawm - fasting in the month of Ramadhan) and express ideas about how it affects a Muslim's life.
Lesson 6: I can describe the fourth pillar of Islam (Zakaah - almsgiving) and express ideas about how it affects a Muslim's life.

Vocabulary	
Shari'ah	Islamic law
Akhirah	The Afterlife
Shahadah	Testimony of faith and
Sawm	Fasting
Qiblah	Direction of prayer

**I will be learning next:**

How do the lives of the Gurus inspire Sikh believers?

## Units of study of Religious Education at Carlinghow:

	<b>Aut 1</b>	<b>Aut 2</b>	<b>Spr 1</b>	<b>Spr 2</b>	<b>Sum 1</b>	<b>Sum 2</b>
Year 1/2 Cycle A	C1:1 What does it mean to belong to a community of belief?	C1.2_ How are symbols used to welcome new life?	C1.3_ How can we make good choices?	C1.4_ How and why do people pray?	C1.5_ Why are festivals important?	C1.6_ Which books and stories are important?
Year 1/2 Cycle B	F1.11 How do Hindu Stories help believers live their lives?	F1.12 How and why do we care for others?	F1.13 What do religions worldviews say about our wonderful world?	Easter and Surprises: Why do people celebrate?	F1.14 How do Bible stories show that God keeps promises?	F1.15_ What did Jesus teach and how did he live?
Year 3/4 Cycle A	CL:1 What faiths and beliefs can be found in our country and community?	CL2.2 How do different people express their spirituality?	CL2.3 How do the 5 pillars help Muslims to live a good life?	CL2.4 How do the lives of the Gurus inspire Sikh believers?	CL2.5 How do ancient stories influence modern celebrations?	CL2.6 How do Jews use stories to remember God's covenant?
Year 3/4 Cycle B	FL2.11 How do creation stories help people understand the world?	The nativity story: Who is Jesus and why was he born?	FL2.12 How does the Bible help Christians to live a good life?	FL2.13 Why do people follow inspirational leaders?	FL2.14 How are the stories of Holy Week important to Christians?	FU2.14 How do Buddhists live a meaningful life?
Year 5/6 Cycle A	CU2.1 What do different Hindu people believe about God?	CU2.2 How do Sikhs symbolise their commitment?	CU2.3 What values do people live by?	CU2.4 Why do some people go on pilgrimage?	Consolidation	CU2.6 What do Christians believe about the old and new covenants?
Year 5/6 Cycle B	FU2.11 What is the significance of Easter, Ascension and Pentecost?	FU2.12 Should we forgive others?	FU2.13 Why are rites of passage important?	FU2.13 Why are rites of passage important? Continued.	Consolidation	World faiths. What matters the most?

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	<ul style="list-style-type: none"><li>• Re-tell some Jewish stories and consider their importance.</li><li>• Discover how Jews express their faith through rituals and actions.</li><li>• Express ideas about the rituals and practices which demonstrate belonging to a community.</li><li>• Describe and explain the meaning of some key beliefs of Judaism using religious vocabulary.</li><li>• Observe and respond thoughtfully to the ways beliefs and spirituality are expressed through various art forms</li><li>• Express their beliefs and values through creating a piece of expressive art</li></ul>	<ul style="list-style-type: none"><li>• Re-tell some Jewish stories and consider their importance.</li><li>• Discover how Jews express their faith through rituals and actions.</li><li>• Express ideas about the rituals and practices which demonstrate belonging to a community.</li><li>• Describe and explain the meaning of some key beliefs of Judaism using religious vocabulary.</li><li>• Observe and respond thoughtfully to the ways beliefs and spirituality are expressed through various art forms</li><li>• Express their beliefs and values through creating a piece of expressive art</li></ul>	<ul style="list-style-type: none"><li>• Re-tell some Jewish stories and consider their importance.</li><li>• Discover how Jews express their faith through rituals and actions.</li><li>• Express ideas about the rituals and practices which demonstrate belonging to a community.</li><li>• Describe and explain the meaning of some key beliefs of Judaism using religious vocabulary.</li><li>• Observe and respond thoughtfully to the ways beliefs and spirituality are expressed through various art forms</li><li>• Express their beliefs and values through creating a piece of expressive art</li></ul>	<ul style="list-style-type: none"><li>• Re-tell some Jewish stories and consider their importance.</li><li>• Discover how Jews express their faith through rituals and actions.</li><li>• Express ideas about the rituals and practices which demonstrate belonging to a community.</li><li>• Describe and explain the meaning of some key beliefs of Judaism using religious vocabulary.</li><li>• Observe and respond thoughtfully to the ways beliefs and spirituality are expressed through various art forms</li><li>• Express their beliefs and values through creating a piece of expressive art</li></ul>	<ul style="list-style-type: none"><li>• Re-tell some Jewish stories and consider their importance.</li><li>• Discover how Jews express their faith through rituals and actions.</li><li>• Express ideas about the rituals and practices which demonstrate belonging to a community.</li><li>• Describe and explain the meaning of some key beliefs of Judaism using religious vocabulary.</li><li>• Observe and respond thoughtfully to the ways beliefs and spirituality are expressed through various art forms</li><li>• Express their beliefs and values through creating a piece of expressive art</li></ul>	Y 3



	<ul style="list-style-type: none"> <li>Consider how and why people express their spiritual side through the arts</li> <li>Re-tell some well-known parables and teachings of Jesus and consider their meaning</li> <li>Observe and consider how the Bible influences Christians in the way they live</li> <li>Respond thoughtfully and express ideas about right and wrong.</li> <li>Begin to compare their own decisions and choices with the Christian view.</li> <li>Re-tell a range of creation stories, making links between them.</li> <li>Express ideas about creation and suggest meanings for the stories</li> <li>Express different views and ideas about helping to look after the world around them.</li> <li>Reflect and make connections between different ideas in the creation stories</li> <li>Compare some different creation stories.</li> <li>Describe and make links between different leaders (religious and non-religious), exploring similarities and differences.</li> <li>Explain how leaders teach through their personal qualities, actions and stories.</li> <li>Give examples of the ways in which communities follow their leaders</li> </ul>	<ul style="list-style-type: none"> <li>Consider how and why people express their spiritual side through the arts</li> <li>Re-tell some well-known parables and teachings of Jesus and consider their meaning</li> <li>Observe and consider how the Bible influences Christians in the way they live</li> <li>Respond thoughtfully and express ideas about right and wrong.</li> <li>Begin to compare their own decisions and choices with the Christian view.</li> <li>Re-tell a range of creation stories, making links between them.</li> <li>Express ideas about creation and suggest meanings for the stories</li> <li>Express different views and ideas about helping to look after the world around them.</li> <li>Reflect and make connections between different ideas in the creation stories</li> <li>Compare some different creation stories.</li> <li>Describe and make links between different leaders (religious and non-religious), exploring similarities and differences.</li> <li>Explain how leaders teach through their personal qualities, actions and stories.</li> <li>Give examples of the ways in which communities follow their leaders</li> </ul>	<ul style="list-style-type: none"> <li>Consider how and why people express their spiritual side through the arts</li> <li>Re-tell some well-known parables and teachings of Jesus and consider their meaning</li> <li>Observe and consider how the Bible influences Christians in the way they live</li> <li>Respond thoughtfully and express ideas about right and wrong.</li> <li>Begin to compare their own decisions and choices with the Christian view.</li> <li>Re-tell a range of creation stories, making links between them.</li> <li>Express ideas about creation and suggest meanings for the stories</li> <li>Express different views and ideas about helping to look after the world around them.</li> <li>Reflect and make connections between different ideas in the creation stories</li> <li>Compare some different creation stories.</li> <li>Describe and make links between different leaders (religious and non-religious), exploring similarities and differences.</li> <li>Explain how leaders teach through their personal qualities, actions and stories.</li> <li>Give examples of the ways in which communities follow their leaders</li> </ul>	<ul style="list-style-type: none"> <li>Consider how and why people express their spiritual side through the arts</li> <li>Re-tell some well-known parables and teachings of Jesus and consider their meaning</li> <li>Observe and consider how the Bible influences Christians in the way they live</li> <li>Respond thoughtfully and express ideas about right and wrong.</li> <li>Begin to compare their own decisions and choices with the Christian view.</li> <li>Re-tell a range of creation stories, making links between them.</li> <li>Express ideas about creation and suggest meanings for the stories</li> <li>Express different views and ideas about helping to look after the world around them.</li> <li>Reflect and make connections between different ideas in the creation stories</li> <li>Compare some different creation stories.</li> <li>Describe and make links between different leaders (religious and non-religious), exploring similarities and differences.</li> <li>Explain how leaders teach through their personal qualities, actions and stories.</li> <li>Give examples of the ways in which communities follow their leaders</li> </ul>		
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	<p>religious teachings and everyday life.</p> <ul style="list-style-type: none"> <li>• Identify and explain similarities and differences between Humanist, Muslim and Christian values</li> <li>• Investigate and apply ideas about values and how people choose to live their lives.</li> <li>• Discuss and give examples of right and wrong, love, forgiveness, truth, consequences and honesty</li> <li>• Discuss the importance of having a worked through set of ethical values to help live life well.</li> <li>• Show understanding of some reasons people might feel sorry.</li> <li>• Show understanding of some reasons why it is hard to 'make up' or apologise in a conflict.</li> <li>• Respond clearly with their own ideas about importance of confession to Christians.</li> <li>• Describe how some modern individuals have faced the challenge of forgiveness.</li> <li>• Explore and express their views about the consequences of forgiveness for themselves</li> <li>• Understand how Christianity is one of the Abrahamic faiths along with Judaism and Islam, considering some similarities and differences between these world faiths.</li> <li>• Explore the narratives about Moses, the Ten Commandments, the Kingdom, including David, and Jesus making connections between stories and the idea of a covenant between God and the people.</li> <li>• Find meanings in different titles used by and of Jesus, such as Son of Man, incarnate, Servant, Rabbi, Messiah, Christ, 'I am' statements.</li> <li>• Begin to make connections between the different narratives and the continued</li> </ul>	<p>religious teachings and everyday life.</p> <ul style="list-style-type: none"> <li>• Identify and explain similarities and differences between Humanist, Muslim and Christian values</li> <li>• Investigate and apply ideas about values and how people choose to live their lives.</li> <li>• Discuss and give examples of right and wrong, love, forgiveness, truth, consequences and honesty</li> <li>• Discuss the importance of having a worked through set of ethical values to help live life well.</li> <li>• Show understanding of some reasons people might feel sorry.</li> <li>• Show understanding of some reasons why it is hard to 'make up' or apologise in a conflict.</li> <li>• Respond clearly with their own ideas about importance of confession to Christians.</li> <li>• Describe how some modern individuals have faced the challenge of forgiveness.</li> <li>• Explore and express their views about the consequences of forgiveness for themselves</li> <li>• Understand how Christianity is one of the Abrahamic faiths along with Judaism and Islam, considering some similarities and differences between these world faiths.</li> <li>• Explore the narratives about Moses, the Ten Commandments, the Kingdom, including David, and Jesus making connections between stories and the idea of a covenant between God and the people.</li> <li>• Find meanings in different titles used by and of Jesus, such as Son of Man, incarnate, Servant, Rabbi, Messiah, Christ, 'I am' statements.</li> <li>• Begin to make connections between the different narratives and the continued</li> </ul>

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		<ul style="list-style-type: none"><li>• Summarise some features of Sikh practice (e.g. sewa, prayer) in the home and in the community</li><li>• Using a developing religious vocabulary, explain and give reasons for some Sikh beliefs and symbols (e.g. Khanda, SKs) considering the meanings behind them</li><li>• Discuss and apply ideas about Sikh practices and beliefs, recognising the challenges and value of belonging to the Sikh community</li><li>• Compare and contrast Sikh beliefs and ways of life with those of other faiths</li><li>• Explore and summarise how Christians understand the significance of Jesus' death and resurrection, considering narratives from the Gospels.</li><li>• Express understanding and ask questions about how Jesus' death is seen as a sacrifice, as a way of forgiveness and salvation. Show understanding of these terms and weigh up what they mean for Christians today.</li><li>• Explain how festivals and seasons are celebrated, including Ascension and Pentecost.</li><li>• Describe and understand the rights and responsibilities that come with growing up</li><li>• Explore and describe rites of passage, comparing a range of religious and secular approaches, responding with insights about the importance of these ceremonies</li><li>• Reflect on their own beliefs, principles and values reasonably</li><li>• Begin to evaluate different arguments about the rights and responsibilities of</li></ul>	Y 6

teenagers and the ages  
these should be applied

- Describe and express ideas about festivals and how and why they are commemorated.
- Give a considered response to how Jewish people follow the commandments set out in the Torah
- Summarise key beliefs for Jews including Shema and Tikkun Olam and describe how these affect lives today.

