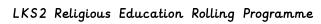


	RE – Year A Year 3: Who should we follow?						
LKS2	Autumn I	Autumn 2	Spring I	Spring 2	Summer I	Summer 2	
	Christianity- How (and why) have some people served God?	Islam- Why is the Prophet Muhammad an example for Muslims?	Christianity- What does it mean to be a disciple of Jesus?	Christianity - What do Christians mean by the 'Holy Spirit'?	Sikhism- Why are the Gurus important to Sikhs?	Hinduism- Why is family an important part of Hindu life?	
Knowle dge	<pre>* know that the Abrahamic faiths believe in prophets (and that many of these are shared across the three religions) * identify Christian beliefs and values contained within stories of the prophets (eg. Noah, Abraham, Moses, Jonah) * suggest why these prophets chose to listen to and follow God * identify Christians who might be described as people who</pre>	Develop an understanding of the importance of founders and leaders for religious communities *Identify Islamic beliefs and values contained within the story of the life of the Prophet Muhammad (pbuh) *Describe how a Muslim might try to follow the teachings and example of the Prophet Muhammad (pbuh) Describe and give reasons for the Islamic practice of Zakat * Suggest why charity might be important to a Muslim -	* know what is meant by discipleship * know about the people who became disciples of Jesus - and suggest why these people decided to follow Jesus * identify beliefs and values within religious teachings (eg. 'Follow me and I will make you fishers of men' - Matt 4:19) * describe how and why Christians might try to follow the example of Jesus through mission and charity work * describe the work of one Christian organisation that aims to help people, and how this work is an expression of their	 know what Christians mean by the Holy Spirit suggest how belief in the Holy Spirit as God's presence in the world might have an impact on individuals and communities identify Christian values exemplified in the gifts/fruits of the Spirit identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations describe how and why Pentecost is celebrated describe why some Christians might 	*Develop an understanding of the importance of founders and leaders for religious communities * Identify Sikh beliefs and values contained within the stories of the lives of the Gurus *Describe how and why the Guru Granth Sahib is treated with great respect * Suggest how and why Sikhs might show commitment to their faith * Identify people and ideas that inspire commitment	 develop an understanding of the importance of duty and commitment to many religions know that following dharma (religious duty) is an important part of Hindu life suggest the impact of belief in dharma, particularly the belief that there are three 'debts' - duty owed to God/the deities, duty owed to teachers, and duty owed to family describe how and why Hindus might celebrate Raksha Bandhan identify aspects of the celebration 	

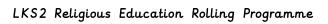




listened to and	and the different ways	* talk about what it	take part in a	*Discuss the	Hindus of their		
followed	that a	means to have	procession of witness	different ways	dharma		
God	Muslim might try to be	charisma	•describe aspects of	that people might	•identify religious		
* describe how and	charitable.	* describe what	being human that	show that they	teachings contained		
why some Christians	*Identify	makes a good leader	we should be proud	are committed	within a Hindu		
might	characteristics of a	and why people	of	Reflect on their	story – and suggest		
devote their lives to	good role model	might want to follow	•discuss what it	own commitments	how these stories		
serving	*Discuss how good role	him/her	means to be a	and the impact	might be used to		
God	models can have a	* discuss what	successful human -	that these have	teach Hindu		
* talk about what is	positive	motivates people to	and the different	on their lives	children about		
meant	impact on individuals,	want to make a	measures of success	*Ask questions	dharma (eg. What		
by a sense of	communities and	difference	that might be	about the value of	teachings about		
vocation	societies.	* reflect on their own	applied	having	duty to family are		
* identify	*Reflect on their own	leadership abilities	•discuss their own	commitments	expressed in the		
inspirational	aspirations for	* discuss their own	sense of value and		story of Rama and		
people/role models for	themselves	desires to make a	what is good/unique		Sita?)		
the	and others	difference in the	about being them		•identify sources of		
world today	*Ask questions and	world/in their	•reflect on the		authority and		
* describe the	suggest	communities	people that they		inspiration		
qualities that	answers about how		value in their lives		•consider what our		
inspirational people	they can		- and how they		'duties' as human		
might	try to make the world		show their		beings are		
have	a better place.		appreciation		•reflect on their own		
* discuss who makes					duties – to		
a good					themselves, to their		
role model and why					families, to their		
* raise and discuss					communities		
questions					•discuss who or		
about following others					what they follow –		
-					and why		
including both							
positive and							
negative responses							
RE - Year B							
Year 4: How should we live our lives?							



LKS2	Autumn I	Autumn 2	Spring I	Spring 2	Summer I	Summer 2
	Hinduism- What might a Hindu learn through celebrating Diwali?	Christianity - How and why might Christians use the Bible?	Sikhism- How do Sikhs express their beliefs and values?	Christianity - Is sacrifice an important part of religious life?	Islam- Why do Muslims fast during Ramadan?	Christianity- What does 'love your neighbour' really mean?
Knowle	* explore teachings	* explore different	* explore teachings	•retell the story of	•explore Islamic	•retell some of the
dge	about good and evil in the story of Rama and Sita * describe what moral guidance Hindus might gain from the story of Rama and Sita * make links between the actions of Rama and the belief that he is an avatar of Vishnu, appearing on earth	Christian beliefs about the Bible as the word of God * explain why the Bible can be described as a library and give examples of the different types of writings found in the Bible * describe why some Christians might view the Bible as an important source of authority and moral guidance	and stories from Sikhism * describe what moral guidance Sikhs might gain from the stories and examples of the Gurus * make links between the beliefs, values and practices of Sikhism * use subject specific language to describe how and why Sikhs show their religious commitments and values * explain how clothing and	Jesus in the wilderness •identify Christian beliefs about Jesus reflected in this story •suggest why sacrifice might be an important Christian value (linked to beliefs and teachings about Jesus) •describe what a Christian might do during Lent and why •explain what is meant by sacrificial	teachings about Ramadan from the Qur'an •make links between Islamic values and the beliefs explored so far in their study of Islam •use subject specific language to describe how and why Muslims fast at Ramadan •explain the importance of Ramadan in the context of the Five Pillars of Islam	main parables of Jesus •explain how and why these might be an important source of guidance for Christians •suggest ways that Christians might put these teachings into action in the 21st century •describe and explain (with examples) Christian attitudes about how to treat others •explain the importance of love
	to destroy evil and uphold dharma * use subject specific language to describe how and why Hindus celebrate Diwali	<pre>* explain why Christians might have different views about how to interpret and apply the Bible * explain why Christians might also look to other sources of</pre>	behaviour might be symbolic of beliefs, values and commitments * discuss (with relevant examples) the importance of how we view and behave towards others	love - agapé - and give examples of how Christians might do this •Discuss Christians who have been examples of sacrificial love (eg. Oscar Romero) and how they were	 consider the impact that fasting might have on individuals, families and communities discuss (with relevant examples) the importance of 	for all (agape) as part of Christian life, and the ways that this might be expressed •explain (with examples) how and why people might use stories to pass





* explain the	authority when making	* talk about how our	motivated by their	showing	on wisdom and
importance of	decisions about how to	outward behaviour	faith	commitment to a	guidance
light in the Diwali	live (eg. church	reflects our inner	•consider differing	belief, value or	•discuss how and
celebrations, and how	leaders, prayer,	beliefs, values and	attitudes and	community	why fables might be
this is a symbol of	conscience)	commitments	responses to the	•consider the role	an important aspect
good	* discuss why people	* reflect on their own	concept of sacrifice	of sacrifice within	of human history
overcoming evil	might have different	concept of living a	(both positive and	religion and	and culture
* discuss (with	views about what	good life and how	negative)	communities	•discuss examples of
relevant	is right and wrong –	this influences the	•discuss why many	•reflect on their	wisdom and
examples) the	and where these views	way that they treat	people are willing to	own beliefs, values	guidance that they
importance of	might come from	others	make sacrifices for	and commitments	have learnt from
the belief that good	* describe the	* discuss own	the people they love	•consider and	stories
overcomes evil	different sources	thoughts and feelings	•discuss why some	discuss how they	•consider what
* suggest people,	of authority that	about equality and	people may be	demonstrate their	messages/words of
words or stories that	humans might	justice	willing to make a	personal	wisdom they would
might be	look to when making		sacrifice for	commitments	want to pass on to
inspiring when trying	decisions		someone they don't		future generations –
to	about how to live their		even know		and how they would
overcome difficulties	lives		•give examples of		do this
in life	* reflect on their own		acts of sacrifice		
* reflect on their own	understanding of		that have been		
concept of 'goodness'	morality and		done by or for them		
* discuss what gives	where it comes from		•discuss who or		
them hope during	* raise questions and		what they would be		
difficult times	discuss		prepared to make		
	responses to different		sacrifices for		
	ideas		•consider the value		
	about how to live well		of sacrifice – as an		
			expression of love		
			and commitment		