

Summer Strand: Living

<p style="text-align: center;">Reception</p>	<p style="text-align: center;"><i>Key Question F5: Where do we belong?</i></p>	<p style="text-align: center;"><i>Key Question F6: What is special about our world?</i></p>
	<p>Re-tell religious stories making connections with personal experiences. Share and record occasions when things have happened in their lives that made them feel special. Recall simply what happens at a traditional Christian infant baptism and dedication. Additional opportunity if you have children from religions other than Christianity in your setting. Recall simply what happens when a baby is welcomed into a religion other than Christianity.</p>	<p>Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world Re-tell stories, talking about what they say about the world, God, human beings Think about the wonders of the natural world, expressing ideas and feelings Express ideas about how to look after animals and plants Talk about what people do to mess up the world and what they do to look after it.</p>
<p style="text-align: center;">Year 1</p> <p>Religions and worldviews: Christians and Muslims</p>	<p style="text-align: center;"><i>Key Question: 1.7 What does it mean to belong to a faith community?</i></p> <ul style="list-style-type: none"> ➤ 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) 	
<p style="text-align: center;">Year 2</p> <p>Religions and worldviews: Christians, Muslims, and Sikhism</p>	<p style="text-align: center;"><i>Key Question: 1.8 How should we care for others and the world, and why does it matter?</i></p> <ul style="list-style-type: none"> ➤ Re-tell 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). 	

<p style="text-align: center;">Year 3</p> <p style="text-align: center;">Religions and worldviews: Christians, Hindus or Muslims</p>	<p style="text-align: center;">Key Question L2.7 What does it mean to be a Christian in Britain today?</p>	<p style="text-align: center;">Key Question L2.8 What does it mean to be a Hindu in Britain today?</p>
<p style="text-align: center;">Year 4</p> <p style="text-align: center;">Religions and worldviews Christians and Hinduism/ Jewish People</p>	<p style="text-align: center;">Key Question L2.9 What can we learn from religions about deciding what is right and wrong?</p>	
<p style="text-align: center;">Year 5</p> <p style="text-align: center;">Religions and worldviews: Christians, non-religious e.g. Humanist, Sikhism</p>	<p style="text-align: center;">Key Question U2.6 What does it mean to be a Muslim in Britain today?</p>	
	<ul style="list-style-type: none"> ➤ 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). 	<ul style="list-style-type: none"> ➤ 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).
	<ul style="list-style-type: none"> ➤ 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). 	
	<ul style="list-style-type: none"> ➤ 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). 	

<p>Year 6</p> <p>Religions and worldviews Christians, Hindus and non-religious responses (e.g Humanists), Islam</p>	<p>Key Question U2.3 What do religions say to us when life gets hard?</p>
	<ul style="list-style-type: none"> ➤ 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).

Key Skills:

Knowing about and understanding religions and worldviews

Expressing and communicating ideas related to religions and worldviews

Gaining and deploying the skills for studying religions and worldviews

