



Marlborough Primary Academy
Long Term Planning 2021 – 2022

Subject – Religious Education LEARNING SEQUENCE					
<ul style="list-style-type: none"> EHCP & SEND Support refer to IEPs for the individual children. Minimum assessment for learning strategies to be used during every lesson: target questioning, peer talk, modelling, mini-plenaries, self-assessment, referral to success criteria. Long term memory development strategies to be used in every lesson through assessing prior knowledge at beginning of the unit and in the lesson. 					
EYFS	Rationale	Key content from Plymouth Agreed Syllabus 2019-24	Skills/Processes:	Essential Knowledge/Key questions	Vocabulary
Autumn - Being Special (F4) Where do we belong?	Links to topic theme for this term as the children start in the Reception Class integrating them into the school environment and where they belong.	Link to Early Learning Goals – CL, PSED, UW, EAD, L, M.	<ul style="list-style-type: none"> Make sense of belief Understand the Impact Make Connections 	How do we show respect for one another? How do we show love/how do I know I am loved? Who do you care about? How do we show care/how do I know I am cared for? How do you know what people are feeling? How do we show people they are welcome? What things can we do better together rather than on our own? Where do you belong? How do you know you belong?	Birth Love Care special Welcome Belong baptism

				What makes us feel special about being welcomed into a group of people?	
Spring 1 - Why is the word of God so important to Christians? (F1)	Make links with Harvest celebrated in Autumn 1. Being thankful for the things we have in the world. How we can take care of the world around us.	Link to Early Learning Goals – CL, PSED, UW, EAD, L, M.	<ul style="list-style-type: none"> • Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world • Retell stories, talking about what they say about the world, God, human beings • Think about the wonders of the natural world, expressing ideas and feelings • Say how and when Christians like to thank their Creator • Talk about what people do to mess up the world and what they do to look after it. 	<p>What does the word 'God' mean? Which people believe in God? Which people believe God is the Creator of everything? What is amazing about the world? What do Christians say about God as Creator? What is the story that Christians and Jews use to think about the Creator? What do Christians and other people (including non-religious) think about the world and how we should treat it?</p>	Creation World Christians belief
Spring 2 - Why is Easter special to Christians? (F3)	Make links with their understanding of Easter, Spring time and signs of new life in nature.	Link to Early Learning Goals – CL, PSED, UW, EAD, L, M.	<ul style="list-style-type: none"> • Recognise and retell stories connected with celebration of Easter • Say why Easter is a special time for Christians • Talk about ideas of new life in nature • Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature • Talk about some ways Christians remember these stories at Easter. 	<p>What happens at the end of winter and the beginning of spring? How do 'dead' plants and trees come alive again? What do Christians believe happened to Jesus? Why do Christians think this is such an important story? What do Christians do at Easter? Why do we have Easter eggs?</p>	Easter Celebrate New life – plants/animals Resurrection Palm Sunday Palm leaves Crosses Eggs
Summer - What places are special and why? (F5)	Make connections and links with things that are special to them.	Link to Early Learning Goals – CL, PSED, UW, EAD, L, M.	<ul style="list-style-type: none"> • Talk about somewhere that is special to themselves, saying why • Recognise that some religious people have places which have special meaning for them • Talk about the things that are special and valued in a place of worship • Begin to recognise that for Christians, Muslims or Jews, these special things 	<p>Where do you feel safe? Why? Where do you feel happy? Why? Where is special to me? Where is a special place for believers to go? What makes this place special?</p>	Special Happy Fun Safe Memories Church/Christians Mosque/Muslims Place of worship Cross

			<p>link to beliefs about God</p> <ul style="list-style-type: none"> • Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church • Express a personal response to the natural world. 		<p>Font Prayer mat Candle Bible Qu'ran</p>
YEAR 1/2 (Cycle A)	Rationale	Key content from Plymouth Agreed Syllabus 2019-24	<p>Skills/Processes:</p> <ul style="list-style-type: none"> • Make sense of belief • Understand the Impact • Make Connections 	Essential Knowledge	Vocabulary
<p>Autumn – What is the good news Christians believe Jesus brings? 1:4</p>	<p>This unit explores Christian beliefs about acceptance and forgiveness and the sharing of the ‘good news’ following Jesus brings .</p>	Gospel	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or ‘good news’ • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians • Recognise that Jesus gives instructions to people about how to behave <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless • Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) <p>Make connections:</p> <ul style="list-style-type: none"> • Think, talk and ask questions about whether Jesus’ ‘good news’ is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas. 	<p>Christians follow the example Jesus set them and try to share the ‘good news’ in their actions e.g. helping others through charity work.</p>	<p>Behaviour Good news Church Community Charity Confession Forgiveness Peace Fear Conflict Illness Food banks homeless</p>
<p>Spring – Who is a Muslim and how do they live? 1:6</p>	<p>The children in this class have not experienced previous RE learning about the beliefs of Muslims</p>	God/Tawhid/ibadah/iman	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Recognise the words of the <i>Shahadah</i> and that it is very important for Muslims • Identify some of the key Muslim beliefs about God found in 	<p>The Shahadah is the declaration of faith by Muslims.</p> <p>Recall some of the 99 names of Allah.</p>	<p>Islam Muslim Shahadah Muhammad Allah Ramadan</p>

	due to missed units during 2021 lockdown. It is important that they have some understanding of this religion and the impact Islam has on the lives of Muslims.		<p>the <i>Shahadah</i> and the 99 names of Allah, and give a simple description of what some of them mean</p> <ul style="list-style-type: none"> • Give examples of how stories about the Prophet show what Muslims believe about Muhammad <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of how Muslims use the <i>Shahadah</i> to show what matters to them • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • Give examples of how Muslims put their beliefs about prayer into action <p>Make connections:</p> <ul style="list-style-type: none"> • Think, talk about and ask questions about Muslim beliefs and ways of living • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. 	Recall some of the stories told by Muhammad and discuss the impact they have on how Muslims live.	
Summer 1 - Who do Christians say made the world? 1:2	Link to previous learning in the outdoors – what do they see/experience. How does it make them feel?	Creation	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Retell the story of creation from Genesis 1:1–2:3 simply • Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible • Say what the story tells Christians about God, Creation and the world <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give at least one example of what Christians do to say ‘thank you’ to God for Creation <p>Make connections:</p> <ul style="list-style-type: none"> • Think, talk and ask questions about living in an amazing world • Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the 	<p>Christians believe that there is a Creator of the world/God.</p> <p>Recall the creation story from the Bible.</p> <p>Christians show they are thankful to God for creation e.g. Harvest, saying grace before eating.</p>	<p>Created Creation Believe Christians God Thankful</p>

<p>Summer 2 - Who is Jewish and how do they live? 1:7</p>	<p>This unit starts by children exploring what precious things they have in their homes. Things that are meaningful to them and then links to Jews and the precious things they have in their homes.</p>	<p>God/Torah/The People</p>	<p>world they live in.</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Recognise the words of the Shema as a Jewish prayer • Retell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. <i>mezuzah</i>, on Shabbat) <p>Make connections:</p> <ul style="list-style-type: none"> • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. 	<p>To know some of the Jewish stories and celebrations and why these are so important to Jews and how this impacts on how they live.</p>	<p>Chanukah Menorah Shabbat Shema mezuzah Sukkot Remembrance Thanksgivings Festivals</p>
<p>YEAR 3</p>	<p>Rationale</p>	<p>Key content from Plymouth Agreed Syllabus 2019-24</p>	<p>Skills/Processes</p> <ul style="list-style-type: none"> • Make sense of belief • Understand the Impact • Make Connections 	<p>Essential Knowledge</p>	<p>Vocabulary</p>
<p>Autumn 1 – Unit L2.2 What is it like for someone to follow God?</p>	<p>Link KS1 1.10 – make links with prior learning about belonging to a community</p>	<p>People of God</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Make links between the story of Noah and the idea of covenant <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony <p>Make connections:</p>	<p>Noah had to follow rules but God made promises. Noah and the Flood – story showing God’s promise to followers.</p>	<p>Promises pact Covenant Obedience 10 commandments Rules Rainbow Trust Obey</p>

			<ul style="list-style-type: none"> • Make links between the story of Noah and how we live in school and the wider world. 		hope
Autumn 2 – Unit L2.9 How do festival and worship show what matters to Muslims? (M)	Link to KS1 1.6 & 1.7	ibadah (worship)	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify some beliefs about God in Islam, expressed in Surah 1 • Make clear links between beliefs about God and <i>ibadah</i> (e.g. how God is worth worshiping; how Muslims submit to God) <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of <i>ibadah</i> (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. • Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) <p>Make connections:</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims • Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas. 	The 5 Pillars of Islam show how Muslims worship Allah and how this impacts on how they live their lives.	Shahadah Salah Zakat Sawm Hajj Beliefs Worship Islam Muslim Community Responsibility Ramadan Eid-UI-Fitr
Spring 1 – Unit L2.4 What kind of world did Jesus want?	Link to KS1 1.9 & 1.10	Gospel	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus • Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’ • Suggest ideas and then find out about what Jesus’ actions towards outcasts mean for a Christian 	Know some of the stories told by Jesus and how these illustrated how he wants people to behave in their own lives.	Bible Gospels Disciples Outcasts vulnerable responsibility care/love

			<p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways <p>Make connections:</p> <ul style="list-style-type: none"> • Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. 		
<p>Spring 2 - Unit L2.10 How do festivals and family life show what matters to Jewish people?</p>	<p>Link to KS1 1.7 & 1.9</p>	<p>God/Torah/The People</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean • Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people • Offer informed suggestions about the meaning of the Exodus story for Jews today <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities <p>Make connections:</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future • Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas. 	<p>Know some of the Jewish festivals and how Jewish practices are an expression of beliefs.</p>	<p>Shabbat Rosh Hashanah Yom Kippur Pesach/Passover Exodus 10 commandments Forgiveness Talmud</p>

<p>Summer 1 - Unit L2.6 For Christians, what was the impact of Pentecost?</p>	<p>Link to KS1 1.4</p>	<p>Kingdom of God</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>To know Christians believe that after Jesus resurrection and ascension to heaven his holy spirit was sent by God to guide/support Christians on Earth.</p>	<p>Pentecost Heaven Ascension Guide Kingdom of God Earth</p>
<p>Summer 2 - Unit U2.9 Why is the Torah so important to Jewish people? (J)</p>	<p>Link to KS1 1.7 & L KS2 2.10</p>	<p>God/Torah</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify and explain Jewish beliefs about God • Give examples of some texts that say what God is like and explain how Jewish people interpret them <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between Jewish beliefs about the Torah and how they use and treat it • Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) • Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) <p>Make connections:</p> <ul style="list-style-type: none"> • Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today 	<p>That the Torah guides Jews about how they should live their lives.</p>	

			<ul style="list-style-type: none"> Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish. 		
YEAR 4/5	Rationale	Key content from Plymouth Agreed Syllabus 2019-24	Skills/Processes <ul style="list-style-type: none"> Make sense of belief Understand the Impact Make Connections 	Essential Knowledge	Vocabulary
Autumn 1 – Unit L2.2 What is it like for someone to follow God?	Link KS1 1.10 – make links with prior learning about belonging to a community	People of God	Make sense of belief: <ul style="list-style-type: none"> Make clear links between the story of Noah and the idea of covenant Understand the impact: <ul style="list-style-type: none"> Make links between promises in the story of Noah and promises that Christians make at a wedding ceremony Make connections: <ul style="list-style-type: none"> Make links between the story of Noah and how we live in school and the wider world. 	Noah had to follow rules but God made promises. Noah and the Flood – story showing God’s promise to followers.	Promises pact Covenant Obedience 10 commandments Rules Rainbow Trust Obey hope
Autumn 2 – Unit L2.9 How do festival and worship show what matters to Muslims? (M)	Link to KS1 1.6 & 1.7	Ibadah (worship)	Make sense of belief: <ul style="list-style-type: none"> Identify some beliefs about God in Islam, expressed in Surah 1 Make clear links between beliefs about God and <i>ibadah</i> (e.g. how God is worth worshiping; how Muslims submit to God) Understand the impact: <ul style="list-style-type: none"> Give examples of <i>ibadah</i> (worship) in Islam (e.g. prayer, fasting, celebrating) and describe and explain what they involve. Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) Make connections: <ul style="list-style-type: none"> Raise questions and suggest answers about the value of 	The 5 Pillars of Islam show how Muslims worship Allah and how this impacts on how they live their lives.	Shahadah Salah Zakat Sawm Hajj Beliefs Worship Islam Muslim Community Responsibility Ramadan Eid-UI-Fitr

			<p>submission and self-control to Muslims, and whether there are benefits for people who are not Muslims</p> <ul style="list-style-type: none"> • Make clear links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas. 		
<p>Spring 1 - Unit L2.4 What kind of world did Jesus want?</p>	<p>Link to KS1 1.9 & 1.10</p>	<p>Gospel</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus • Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' • Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways <p>Make connections:</p> <ul style="list-style-type: none"> • Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. 	<p>Know some of the stories told by Jesus and how these illustrated how he wants people to behave in their own lives.</p>	<p>Bible Gospels Disciples Outcasts vulnerable responsibility care/love</p>
<p>Spring 2 - Unit L2.10 How do festivals and family life show what matters to Jewish people?</p>	<p>Link to KS1 1.7 & 1.9</p>	<p>God/Torah/The People</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean • Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people • Offer informed suggestions about the meaning of the Exodus story for Jews today <p>Understand the impact:</p>	<p>Know some of the Jewish festivals and how Jewish practices are an expression of beliefs.</p>	<p>Shabbat Rosh Hashanah Yom Kippur Pesach/Passover Exodus 10 commandments Forgiveness Talmud</p>

			<ul style="list-style-type: none"> • Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities <p>Make connections:</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future • Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas. 		
<p>Summer 1 – Unit L2.6 For Christians, what was the impact of Pentecost?</p>	Link to KS1 1.4	Kingdom of God	<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 	To know Christians believe that after Jesus resurrection and ascension to heaven his holy spirit was sent by God to guide/support Christians on Earth.	Pentecost Heaven Ascension Guide Kingdom of God Earth

<p>Summer 2 - Unit U2.9 Why is the Torah so important to Jewish people? (J)</p>	<p>Link to KS1 1.7 & L KS2 2.10</p>	<p>God/Torah</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify and explain Jewish beliefs about God Give examples of some texts that say what God is like and explain how Jewish people interpret them <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between Jewish beliefs about the Torah and how they use and treat it Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) <p>Make connections:</p> <ul style="list-style-type: none"> Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish. 	<p>That the Torah guides Jews about how they should live their lives.</p>	
<p>YEAR 5/6</p>	<p>Rationale</p>	<p>Key content from Plymouth Agreed Syllabus 2019-24</p>	<p>Skills/Processes</p> <ul style="list-style-type: none"> Make sense of belief Understand the Impact Make Connections 	<p>Essential Knowledge</p>	<p>Vocabulary</p>
<p>Autumn 1 – Unit U 2.10 What matters most to Humanists/Christians & Jews?</p>	<p>Link KS1 1.9 How should we care for others and the world and why does it matter? Link L2.2 - What is it like for someone to follow God?</p>	<p>Non- religious perspective/compare/links</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) Make links with sources of authority that tell people how to be good (e.g. Christian ideas of ‘being made in the image of God’ but ‘fallen’, and Humanists saying people can be ‘good without God’) 	<p>Noah had to follow rules but God made promises. Noah and the Flood – story showing God’s promise to followers.</p>	<p>Promises pact Covenant Obedience 10 commandments Rules Rainbow Trust Obey</p>

	Link KS1 1.10 What does it mean to belong to a faith community?		<p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between Christian and Humanist ideas about being good and how people live • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view <p>Make connections:</p> <ul style="list-style-type: none"> • Raise important questions and suggest answers about how and why people should be good • Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views. 		hope
<p>Autumn 2 - Unit U2.8 What does it mean to be in Muslim in Britain today? (M)</p>	<p>Unit L2.9 How do festival and worship show what matters to Muslims? (M) Link 1.6 Who is a Muslim and how do they live?</p>	Tawhid/Iman/Ibadah	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. <i>Tawhid</i>; Muhammad as the Messenger, Qur'an as the message) • Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; <i>Hajj</i> practices follow example of the Prophet) <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between Muslim beliefs and <i>ibadah</i> (e.g. Five Pillars, festivals, mosques, art) • Give evidence and examples to show how Muslims put their beliefs into practice in different ways <p>Make connections:</p> <ul style="list-style-type: none"> • Make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Plymouth today • Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims 	The 5 Pillars of Islam show how Muslims worship Allah and how this impacts on how they live their lives.	<p>Shahadah Salah Zakat Sawm Hajj Beliefs Worship Islam Muslim Community Responsibility Ramadan Eid-UI-Fitr</p>

			<ul style="list-style-type: none"> • Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views. 		
<p>Spring 1 – U2.4 How do Christians decide to live? What would Jesus do?</p>	<p>Link Unit L2.4 What kind of world did Jesus want? Link L2.12 How do people try to make the world a better place? KS1 1.9, How should we care for others and the world and why does it matter?</p>	Gospel	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify features of Gospel texts (for example, parable, narrative) • Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives <p>Make connections:</p> <ul style="list-style-type: none"> • Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives • Articulate their own responses to the issues studied, recognising different points of view. 	<p>Know some of the stories told by Jesus and how these illustrated how he wants people to behave in their own lives.</p>	<p>Bible Gospels Disciples Outcasts vulnerable responsibility care/love</p>
<p>Spring 2 - Unit 2.11 Why do some people believe in God and some do not?</p>	<p>Link L2.2 What is it like for someone to follow God?</p>	Journey through Life - connections	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs • Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from • Give examples of reasons why people do or do not believe in God <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between what people believe about God and the impact of this belief on how they live • Give evidence and examples to show how Christians 	<p>Know some of the Jewish festivals and how Jewish practices are an expression of beliefs.</p>	<p>Shabbat Rosh Hashanah Yom Kippur Pesach/Passover Exodus 10 commandments Forgiveness Talmud</p>

			<p>sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)</p> <p>Make connections:</p> <ul style="list-style-type: none"> • Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging • Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not • Make connections between belief and behaviour in their own lives, in the light of their learning. 		
<p>Summer 1 - Unit L2.6 For Christians, what is the impact of Pentecost?</p>	<p>Link Unit L2.3 What is the Trinity and why is it important for Christians? Link Unit 2.5 Why do Christians call the day Jesus died 'Good Friday'?</p>	Kingdom of God	<p>Make sense of belief: Identify and Explain/Describe</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: Using evidence and examples</p> <ul style="list-style-type: none"> • Make 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: Make connections, reflect and articulate</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. 	To know Christians believe that after Jesus resurrection and ascension to heaven his holy spirit was sent by God to guide/support Christians on Earth.	<p>Pentecost Heaven Ascension Guide Kingdom of God Earth</p>
<p>Summer 2 - Unit U2.9 Why is the Torah so important to Jewish people? (J)</p>	<p>Link KS1 1.7 Who is Jewish and How do they Live? Link L2.10</p>	God/Torah	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify and explain Jewish beliefs about God • Give examples of some texts that say what God is like and explain how Jewish people interpret them 	That the Torah guides Jews about how they should live their lives.	

	<p>How do Festivals and Family Life show what matters to Jews?</p>		<p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between Jewish beliefs about the Torah and how they use and treat it • Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) • Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) <p>Make connections:</p> <ul style="list-style-type: none"> • Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today • Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish. 		
--	--	--	--	--	--