



SCOPE AND SEQUENCE (WHAT is taught, and WHEN)

– RELIGIOUS EDUCATION



EYFS & KEY STAGE ONE

Religious Education (Understanding Christianity)	<p>RE~1 Identify what a parable is</p> <p>RE~2 Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father.</p> <p>RE~3 Give clear, simple accounts of what the story means to Christians</p> <p>RE~4 Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)</p> <p>RE~5 Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)</p> <p>RE~6 Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas</p> <p>RE~7 Give a reason for the ideas they have and the connections they make.</p>	CYCLE B CLASSES 1 & 2 Spring Term	<p>What do Christians believe God is like?</p> <p>UNIT: 1.1</p>
Religious Education (Understanding Christianity)	<p>RE~8 Retell the story of creation from Genesis 1:1–2.3 simply.</p> <p>RE~9 Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible.</p> <p>RE~10 Say what the story tells Christians about God, Creation and the world.</p> <p>RE~11 Give at least one example of what Christians do to say thank you to God for Creation.</p> <p>RE~12 Think, talk and ask questions about living in an amazing world</p> <p>RE~13 Give a reason for the ideas they have and the connections they make between the Christian/Jewish Creation story and the world they live in.</p>	CYCLE B CLASSES 1 & 2 Autumn Term	<p>Who do Christians say made the World?</p> <p>UNIT: 1.2</p>
Religious Education (Understanding Christianity)	<p>RE~14 Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians.</p> <p>RE~15 Recognise that stories of Jesus’ life come from the Gospels.</p> <p>RE~16 Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</p> <p>RE~17 Decide what they personally have to be thankful for, giving a reason for their ideas</p> <p>RE~18 Think, talk and ask questions about Christmas for people who are Christians and for people who are not.</p>	CYCLE A CLASSES 1 & 2 AUTUMN TERM (2nd HALF)	<p>Why does Christmas matter to Christians?</p> <p>UNIT: 1.3</p>
Religious Education (Understanding Christianity)	<p>RE~19 Tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or good news.</p> <p>RE~20 Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</p> <p>RE~21 Recognise that Jesus gives instructions to people about how to behave.</p> <p>RE~22 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.</p> <p>RE~23 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> <p>RE~24 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>	CYCLE A CLASSES 1 & 2 Summer Term	<p>What is the ‘good news’ Christians believe Jesus brings?</p> <p>UNIT: 1.4</p>
Religious Education (Understanding Christianity)	<p>RE~25 Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible.</p> <p>RE~26 Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</p> <p>RE~27 Recognise that Jesus gives instructions about how to behave.</p> <p>RE~28 Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter.</p> <p>RE~29 Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.</p>	CYCLE A CLASSES 1 & 2 Spring Term	<p>Why does Easter matter to Christians?</p> <p>UNIT: 1.5</p>
Religious Education (Glos. Agreed Syllabus)	<p>RE~30 Recognise the words of the Shema as a Jewish prayer</p> <p>RE~31 Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah)</p> <p>RE~32 Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.</p> <p>RE~33 Give examples of how Jewish people celebrate (e.g. Shabbat, Sukkot, Chanukah)</p> <p>RE~34 Make links between Jewish ideas of God found in the stories and how people live</p> <p>RE~35 Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)</p> <p>RE~36 Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas</p> <p>RE~37 Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</p>	CYCLE B CLASSES 1 & 2 Spring Term	<p>Who is Jewish and how do they live (Part 1)</p> <p>UNIT: 1.6</p>
Religious Education (Glos. Agreed Syllabus)	<p>RE~30 Recognise the words of the Shema as a Jewish prayer</p> <p>RE~31 Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah)</p> <p>RE~32 Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.</p> <p>RE~33 Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</p>	CYCLE B CLASSES 1 & 2 Summer Term	<p>Who is Jewish and how do they live (Part 2)</p> <p>UNIT: 1.6</p>

	<p>RE~34 Make links between Jewish ideas of God found in the stories and how people live</p> <p>RE~35 Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)</p> <p>RE~36 Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas</p> <p>RE~37 Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</p>		
<p>Religious Education (Glos. Agreed Syllabus)</p>	<p>R~38 Recognise the words of the Shahadah and that it is very important for Muslims</p> <p>RE~39 Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean</p> <p>RE~40 Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</p> <p>RE~41 Give examples of how Muslims use the Shahadah to show what matters to them</p> <p>RE~42 Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</p> <p>RE~43 Give examples of how Muslims put their beliefs about prayer into action.</p> <p>RE~44 Think, talk about and ask questions about Muslim beliefs and ways of living</p> <p>RE~45 Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</p> <p>RE~46 Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p>	<p>CYCLE A CLASSES 1 & 2 AUTUMN TERM (1st HALF)</p>	<p>Who are Muslims and how do they live? (Part 1)</p> <p>UNIT: 1.7</p>
<p>Religious Education (Glos. Agreed Syllabus)</p>	<p>RE~38 Recognise the words of the Shahadah and that it is very important for Muslims</p> <p>RE~39 Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean</p> <p>RE~40 Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</p> <p>RE~41 Give examples of how Muslims use the Shahadah to show what matters to them</p> <p>RE~42 Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</p> <p>RE~43 Give examples of how Muslims put their beliefs about prayer into action.</p> <p>RE~44 Think, talk about and ask questions about Muslim beliefs and ways of living</p> <p>RE~45 Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</p> <p>RE~46 Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p>	<p>CYCLE A CLASSES 1 & 2 Spring Term</p>	<p>Who is Muslim and how do they live? (Part 2)</p> <p>UNIT: 1.7</p>
<p>Religious Education (Glos. Agreed Syllabus)</p>	<p>RE~47 Recognise that there are special places where people go to worship, and talk about what people do there</p> <p>RE~48 Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean</p> <p>RE~49 Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</p> <p>RE~50 Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe</p> <p>RE~51 Give simple examples of how people worship at a church, mosque or synagogue</p> <p>RE~52 Talk about why some people like to belong to a sacred building or a community.</p> <p>RE~53 Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas</p> <p>RE~54 Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</p>	<p>CYCLE A CLASSES 1 & 2 Summer Term</p>	<p>What makes some places sacred to believers?</p> <p>UNIT: 1.8</p>
<p>Religious Education (Glos. Agreed Syllabus)</p>	<p>RE~55 Identify a story or text that says something about each person being unique & valuable</p> <p>RE~56 Give an example of a key belief some people find in one story (e.g. that God loves all people)</p> <p>RE~57 Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world</p> <p>RE~58 Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories</p> <p>RE~59 Give examples of how Christians and Jews can show care for the natural earth</p> <p>RE~60 Say why Christians and Jews might look after the natural world.</p> <p>RE~61 Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world</p> <p>RE~62 Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</p>	<p>CYCLE B CLASSES 1 & 2 Summer Term</p>	<p>How should we care for the world and for others, and why does it matter?</p> <p>UNIT: 1.9</p>
<p>Religious Education (Glos. Agreed Syllabus)</p>	<p>RE~63 Recognise that loving others is important in lots of communities.</p> <p>RE~64 Say simply what Jesus and one other religious leader taught about loving other people.</p> <p>RE~65 Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean.</p> <p>RE~66 Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious).</p> <p>RE~67 Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences.</p> <p>RE~68 Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.</p>	<p>CYCLE B CLASSES 1 & 2 Autumn Term</p>	<p>What does it mean to belong to a faith community?</p> <p>UNIT 1.10</p>

LOWER KEY STAGE TWO

Religious Education (Understanding Christianity)	RE~69 Place the concepts of God and Creation on a timeline of the Bible's 'Big Story' RE~70 Make clear links between Genesis 1 and what Christians believe about God and Creation RE~71 Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world RE~72 Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the earth – some specific ways) RE~73 Describe how and why Christians might pray to God, say sorry and ask for forgiveness. RE~74 Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today	CYCLE A CLASS 3 Autumn Term	What do Christians learn from the Creation story? UNIT: L2.1
Religious Education (Understanding Christianity)	RE~75 Make clear links between the story of Noah and the idea of covenant RE~76 Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony RE~77 Make links between the story of Noah and how we live in school and the wider world.	CYCLE A CLASS 3 Autumn Term	What is it like for someone to follow God? UNIT: L2.2
Religious Education (Understanding Christianity)	RE~78 Recognise what a 'Gospel' is and give an example of the kinds of stories it contains RE~79 Offer suggestions about what texts about baptism and Trinity mean. RE~80 Give examples of what these texts mean to some Christians today RE~81 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 RE~82 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	CYCLE B CLASS 3 Autumn Term	What is the 'Trinity' and why is it important for Christians? UNIT: L2.3
Religious Education (Understanding Christianity)	RE~83 Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. RE~84 Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. RE~85 Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian RE~86 Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways RE~87 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.	CYCLE B CLASS 3 Spring Term	What kind of world did Jesus want? UNIT: L2.4
Religious Education (Understanding Christianity)	RE~88 Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live. RE~89 Offer informed suggestions about what the events of Holy Week mean to Christians. RE~90 Give examples of what Christians say about the importance of the events of Holy Week RE~91 Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities RE~92 Describe how Christians show their beliefs about Jesus in worship in different ways RE~93 Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.	CYCLE A CLASS 3 Spring Term (2 nd half)	Why do Christians call the day Jesus died 'Good Friday'? UNIT: L2.5
Religious Education (Understanding Christianity)	RE~94 Make clear links between Pentecost and Christian beliefs about the 'Kingdom of God' on earth. RE~95 Offer informed suggestions about what the events of Pentecost in Acts 2 might mean RE~96 Give examples of what Pentecost means to some Christians now RE~97 Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God, and how Christians live now. RE~98 Describe how Christians show their beliefs about the Holy Spirit in worship. RE~99 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	CYCLE B CLASS 3 Summer Term	For Christians, what was the impact of Pentecost? UNIT: L2.6
Religious Education (Glos. Agreed Syllabus)	RE~100 Identify some Hindu deities and say how they help Hindus describe God RE~101 Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God RE~102 Offer informed suggestions about what Hindu murtis express about God RE~103 Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali) RE~104 Identify some different ways in which Hindus worship RE~105 Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today RE~106 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	CYCLE B CLASS 3 Autumn Term	What do Hindus believe God is like? UNIT: L2.7
Religious Education (Glos. Agreed Syllabus)	RE~107 Identify the terms dharma, Sanatana Dharma and Hinduism and say what they mean RE~108 Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) RE~109 Describe how Hindus show their faith within their families in Britain today (e.g. home puja). RE~110 Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) RE~111 Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India	CYCLE B CLASS 3 Spring Term	What does it mean to be Hindu in Britain today? UNIT: L2.8

	RE~112 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		
Religious Education (Glos. Agreed Syllabus)	RE~113 Identify some beliefs about God in Islam, expressed in Surah 1. RE~114 Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God) RE~115 Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. RE~116 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) RE~117 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 RE~118 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	CYCLE A CLASS 3 Spring Term (1 st half)	How do festivals and worship show what matters to a Muslim? UNIT: L2.9
Religious Education (Glos. Agreed Syllabus)	RE~119 Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. RE~120 Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people RE~121 Offer informed suggestions about the meaning of the Exodus story for Jews today RE~122 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) RE~123 Describe how Jews show beliefs through worship in festivals, at home and in wider communities RE~124 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. RE~125 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.	CYCLE A CLASS 3 Summer Term	How do festivals and family life show what matters to Jewish people? UNIT: L2.10
Religious Education (Glos. Agreed Syllabus)	RE~126 Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean. RE~127 Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today RE~128 Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean. RE~129 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) RE~130 Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) RE~131 Raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones. RE~132 Make links between ideas of love, commitment & promises in religious and non-religious ceremonies. RE~133 Give good reasons why they think ceremonies of commitment are or are not valuable today	CYCLE B CLASS 3 Summer Term	How and why do people mark the significant events of life? UNIT: L2.11
Religious Education (Glos. Agreed Syllabus)	RE~134 Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin). RE~135 Make links between religious beliefs/teachings and why people try to make the world a better place RE~136 Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) RE~137 Describe some examples of how people try to live (e.g. individuals and organisations) RE~138 Identify some differences in how people put their beliefs into action RE~139 Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better RE~140 Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas RE~141 Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views	CYCLE A CLASS 3 Summer Term	How and why do people try to make the world a better place? UNIT: L2.12

UPPER KEY STAGE TWO

Religious Education (Understanding Christianity)	<p>RE~142 Identify some different types of biblical texts, using technical terms accurately.</p> <p>RE~143 Explain connections between biblical texts and Christian ideas of God, using theological terms</p> <p>RE~144 Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed.</p> <p>RE~145 Show how Christians put their beliefs into practice in worship</p> <p>RE~146 Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own</p>	CYCLE A CLASS 4 Autumn Term (1 st half)	What does it mean if Christians believe God is Holy and Loving? UNIT: U2.1
Religious Education (Understanding Christianity)	<p>RE~147 Identify what type of text some Christians say Genesis 1 is, and its purpose.</p> <p>RE~148 Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations</p> <p>RE~149 Make clear connections between Genesis 1 and Christian belief about God as Creator.</p> <p>RE~150 Show understanding of why many Christians find science and faith go together</p> <p>RE~151 Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>RE~152 Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views</p>	CYCLE B CLASS 4 Autumn Term (1 st half)	Creation and science: conflicting or complementary? UNIT: U2.2
Religious Education (Understanding Christianity)	<p>RE~153 Explain the place of Incarnation and Messiah within the 'big story' of the Bible.</p> <p>RE~154 Identify Gospel and prophecy texts, using technical terms.</p> <p>RE~155 Explain connections between biblical texts, Incarnation and Messiah, using theological terms</p> <p>RE~156 Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</p> <p>RE~157 Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible</p> <p>RE~158 Weigh up how far the idea of Jesus as the 'Messiah' — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers</p>	CYCLE A CLASS 4 Spring Term	Why do Christians believe Jesus was the Messiah? UNIT: U2.3
Religious Education (Understanding Christianity)	<p>RE~159 Identify features of Gospel texts (for example, teachings, parable, narrative).</p> <p>RE~160 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> <p>RE~161 Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives</p> <p>RE~162 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.</p> <p>RE~163 Articulate their own responses to the issues studied, recognising different points of view</p>	CYCLE A CLASS 4 Autumn Term (2 nd half)	Christians and how to live: What would Jesus do? UNIT: U2.4
Religious Education (Understanding Christianity)	<p>RE~164 Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.</p> <p>RE~165 Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.</p> <p>RE~166 Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts</p> <p>RE~167 Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.</p> <p>RE~168 Show how Christians put their beliefs into practice in different ways</p> <p>RE~169 Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p> <p>RE~170 Articulate their own responses to the idea of sacrifice, recognising different points of view</p>	CYCLE B CLASS 4 Spring Term	What do Christians believe Jesus did to "save" people? UNIT: U2.5
Religious Education (Understanding Christianity)	<p>RE~171 Explain connections between biblical texts and the concept of the Kingdom of God.</p> <p>RE~172 Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations</p> <p>RE~173 Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice.</p> <p>RE~174 Show how Christians put their beliefs into practice in different ways</p> <p>RE~175 Relate the Christian 'Kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today.</p> <p>RE~176 Articulate their own responses to the idea of the importance of love and service in the world today</p>	CYCLE A CLASS 4 Summer Term	For Christians, what kind of King is Jesus? UNIT: U2.6
Religious Education (Glos. Agreed Syllabus)	<p>RE~177 Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately.</p> <p>RE~178 Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha etc</p> <p>RE~179 Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live</p> <p>RE~180 Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha etc.</p> <p>RE~181 Give evidence & examples to show how Hindus put their beliefs into practice in different ways</p> <p>RE~182 Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus.</p> <p>RE~183 Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view</p>	CYCLE B CLASS 4 Spring Term	Why do Hindus want to be good? UNIT: U2.7

Religious Education (Glos. Agreed Syllabus)	<p>RE~184 Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Muhammad as the Messenger, Qur'an as the message).</p> <p>RE~185 Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on five pillars; hajj practices follow example of the Prophet)</p> <p>RE~186 Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)</p> <p>RE~187 Give evidence and examples to show how Muslims put their beliefs into practice in different ways</p> <p>RE~188 Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Gloucestershire today</p> <p>RE~189 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</p> <p>RE~190 Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views</p>	CYCLE B CLASS 4 Summer Term (1 st half)	<p>What does it mean to be Muslim in Britain today?</p> <p>UNIT: U2.8</p>
Religious Education (Glos. Agreed Syllabus)	<p>RE~191 Identify and explain Jewish beliefs about God</p> <p>RE~192 Give examples of some texts that say what God is like and explain how Jewish people interpret them</p> <p>RE~193 Make clear connections between Jewish beliefs about the Torah and how they use and treat it</p> <p>RE~194 Make connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)</p> <p>RE~195 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> <p>RE~196 Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today</p> <p>RE~197 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>	CYCLE A CLASS 4 Spring Term	<p>Why is the Torah so important to Jewish people?</p> <p>UNIT: U2.9</p>
Religious Education (Glos. Agreed Syllabus)	<p>RE~198 Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)</p> <p>RE~199 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> <p>RE~200 Make clear connections between Christian and Humanist ideas about being good and how people live</p> <p>RE~201 Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</p> <p>RE~202 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> <p>RE~203 Raise important questions and suggest answers about how and why people should be good</p> <p>RE~204 Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views</p>	CYCLE B CLASS 4 Summer Term (2 nd half)	<p>What matters most to Humanists and Christians?</p> <p>UNIT: U2.10</p>
Religious Education (Understanding Christianity)	<p>RE~205 Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs</p> <p>RE~206 Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from</p> <p>RE~207 Give examples of reasons why people do or do not believe in God.</p> <p>RE~208 Make clear connections between what people believe about God and the impact of this belief on how they live</p> <p>RE~209 Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)</p> <p>RE~210 Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging</p> <p>RE~211 Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not</p> <p>RE~212 Make connections between belief and behaviour in their own lives, in the light of their learning</p>	CYCLE B CLASS 4 Autumn Term (2 nd half)	<p>Why do some people believe in God and some people do not?</p> <p>UNIT: U2.11</p>
Religious Education (Glos. Agreed Syllabus)	<p>RE~213 Describe at least 3 examples of ways in which religions guide people how to respond to good and hard times in life</p> <p>RE~214 Identify beliefs about life after death in at least two religious traditions, comparing & accounting for similarities & differences</p> <p>RE~215 Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)</p> <p>RE~216 Give examples of ways in which beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives</p> <p>RE~217 Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these</p> <p>RE~218 Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own</p>	CYCLE A CLASS 4 Summer Term	<p>How does faith help people when life gets hard?</p> <p>UNIT: U2.12</p>