



BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY

BECOMING INDEPENDENT SUCCESSFUL HONEST OPEN-MINDED PEOPLE

RE Overview

Muslims, Sikhs and Jewish people

KS2

Year 3	Year 4	Year 5	Year 6
<p>What do different people believe about God?</p> <p>Teachers will enable pupils to be able to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Identify beliefs about God that are held by Christians, Sikhs and Muslims (B1). • Retell and suggest the meanings of stories from sacred texts about people who encountered God (A1). <p>Expected:</p> <ul style="list-style-type: none"> • Describe some of the ways in which Christians Sikhs and/or Muslims describe God (A1). • Ask questions and suggest some of their own responses to ideas about God (C1). • Suggest why having a faith or belief in something can be hard (B2). • Identify how and say why it makes a difference in people’s lives to believe in God (B1). <p>Exceeding:</p> <ul style="list-style-type: none"> • Identify some similarities and differences between ideas about what God is like in different religions (B3). • Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through 	<p>What can we learn from religions about deciding what is right and wrong?</p> <p>Teachers will enable pupils to be able to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Recall and talk about some rules for living in religious traditions (B2). • Find out at least two teachings from religions about how to live a good life (C3). <p>Expected:</p> <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). <p>Exceeding:</p> <ul style="list-style-type: none"> • Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system (B3). 	<p>What does it mean to be a Muslim in Britain today?</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1). • Identify three reasons why the Holy Qur’an is important to Muslims, and how it makes a difference to how they live (B1). <p>Expected:</p> <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>Exceeding:</p> <ul style="list-style-type: none"> • Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim’s daily life (B1). • Answer the title key question from different perspectives, including their own (C1). 	<p>Is it better to express your religion in arts and architecture or in charity and generosity?</p> <p>Teachers will enable pupils to be able to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Respond with ideas of their own to the title question (B2). • Find out about religious teachings, charities and ways of expressing generosity (C3). <p>Expected:</p> <ul style="list-style-type: none"> • Describe and make connections between of religious creativity (buildings and art) (A1). • Show understanding of the value of sacred buildings and art (B3). • Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). • Apply ideas about values and from scriptures to the title question (C2). <p>Exceeding:</p> <ul style="list-style-type: none"> • Outline how and why some Humanists criticise spending on religious buildings or art (A3). • Examine the title question from different perspectives, including their



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<p>words, symbols and the arts (C1).</p> <p>Why do people pray? Emerging: • Describe what some believers say and do when they pray (A1). • Respond thoughtfully to examples of how praying helps religious believers (B2). Expected: • Describe the practice of prayer in the religions studied (A2). • Make connections between what people believe about prayer and what they do when they pray (A3). • Describe ways in which prayer can comfort and challenge believers (B2). • Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3). Exceeding: • Explain similarities and differences between how people pray (B3). • Consider and evaluate the significance of prayer in the lives of people today (A1).</p>	<ul style="list-style-type: none">• Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity (C3). <p>Why do some people think that life is a journey? Emerging: • Recall and name some of the ways religions mark milestones of commitment (including marriage) (A1). • Identify at least two promises made by believers at these ceremonies and say why they are important (B1). Expected: • Suggest why some people see life as a journey and identify some of the key milestones on this (A2). • Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3). • Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). • Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1). Exceeding: • Explain similarities and differences</p>	<p>If God is everywhere, why go to a place of worship? Emerging: • Recall and name some key features of places of worship studied (A1). • Find out about what believers say about their places of worship (C2). Expected: • Make connections between how believers feel about places of worship in different traditions (A3). • Select and describe the most important functions of a place of worship for the community (B3). • Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). • Present ideas about the importance of <i>people</i> in a place of worship, rather than the <i>place</i> itself (C1). Exceeding: • Outline how and why places of worship fulfil special functions in the lives of believers (A3). • Comment thoughtfully on the value and purpose of places of worship in religious communities (B1).</p>	<p>own (C1).</p> <p>What do religions say to us when life gets hard? Emerging: • Raise thoughtful questions and suggest some answers about life, death, suffering, what matters most in life (B1). • Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3). Expected: • 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). Exceeding: • Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples (B1). • Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B3).</p>
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	<p>between ceremonies of commitment (B3).</p> <ul style="list-style-type: none"> • Discuss and present their own ideas about the value and challenge of religious commitment in Britain today (C2). 		
<p><i>Muslims, Islam, God, Allah, Prophet, Muhammed, celebrate, Mosque, worship, prayer, religion, faith, believe, Ramadan, Eid Ul Fitr, sacred, festival, Holy Qur'an, create, creation, world</i></p> <p><i>Sikh, Sikhism, Guru, Gura Nanak, enlightenment, Guru Granth Sahib, scriptures, Punjabi, Gurdwara, five Ks, onkar</i></p>	<p><i>Muslims, Islam, God, Allah, Prophet, Muhammed, celebrate, Mosque, worship, prayer, religion, faith, believe, Ramadan, Eid Ul Fitr, sacred, festival, Holy Qur'an, create, creation, world, milestone, ceremony, ritual, metaphor, tradition, spiritual, dilemma, inspire, inspirational</i></p> <p><i>Sikh, Sikhism, Guru, Gura Nanak, enlightenment, Guru Granth Sahib, scriptures, Punjabi, Gurdwara, five Ks, onkar, Sikh texts – Mool Mantar (basic teaching, like a creed)</i></p> <p><i>Wedding – Anand Karaj, baptism, initiation, baby naming, Sanskar, turban,</i></p>	<p><i>Muslims, Islam, God, Allah, Prophet, Muhammed, celebrate, Mosque, worship, prayer, religion, faith, believe, Ramadan, Eid Ul Fitr, sacred, festival, Holy Qur'an, create, creation, world, milestone, ceremony, ritual, metaphor, tradition, spiritual, dilemma, inspire, inspirational, five pillars of Islam, inspirational, Hajj, Hadith, Salat, Zakat, Sawm, ibadah, shahadah, pilgrimage, Hajj</i></p> <p><i>Sikh, Sikhism, Guru, Gura Nanak, enlightenment, Guru Granth Sahib, scriptures, Punjabi, Gurdwara, five Ks, onkar, Sikh texts – Mool Mantar (basic teaching, like a creed)</i></p> <p><i>Divan hall, common meal - langar, sewa, manji sahib, congregation, equality, sharing. Service, Diwali, initiation ceremonies – turban tying and Amrit</i></p> <p><i>Wedding – Anand Karaj, baptism, initiation, baby naming, Sanskar, turban</i></p>	<p><i>Muslims, Islam, God, Allah, Prophet, Muhammed, celebrate, Mosque, worship, prayer, religion, faith, believe, Ramadan, Eid Ul Fitr, sacred, festival, Holy Qur'an, create, creation, world, milestone, ceremony, ritual, metaphor, tradition, spiritual, dilemma, inspire, inspirational, five pillars of Islam, inspirational, Hadith, Salat, Zakat, Sawm, ibadah, shahadah, pilgrimage, Hajj, death, bereaved, suffering, purpose, life after death, afterlife, generous, charitable, scriptures</i></p> <p><i>Sikh, Sikhism, Guru, Gura Nanak, enlightenment, Guru Granth Sahib, scriptures, Punjabi, Gurdwara, five Ks, onkar, Sikh texts – Mool Mantar (basic teaching, like a creed)</i></p> <p><i>common meal - langar, 'serving others without distinction,' congregation, equality, sharing / giving, 'mediating by God', 'earning by one's own effort'</i></p>