

Diocesan Syllabus Learning Outcome

<p>EYFS</p>	<p><u>F4: Being special: where do we belong?</u> -Retell 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. -Recall simply what happens when a baby is welcomed into a religion other than Christianity.</p>	<p><u>F5: Which places are special and why?</u> -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 -Identify some significant features of sacred places recognise a place of worship -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>	<p><u>F6: Which stories are special and why?</u> -Talk about some religious stories -Recognise some religious vocabulary, e.g. about God -Identify some of their own feelings in the stories they hear -Identify a sacred text e.g. Bible, Qur'an -Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do -Talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked.</p>	
<p>KS1</p>	<p><u>1.7 Who is a Muslim and what do they believe?</u> <u>Making sense of belief:</u> -Recognise the words of the Shahadah and that it is very important for Muslims -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><u>1.8 Who am I? What does it mean to belong?</u> <u>Making sense of beliefs:</u> -Recognise that loving others is important in lots of communities -Say simply what Jesus and one other religious leader taught about loving other people. <u>Understanding the impact:</u> -Give an account of what</p>	<p><u>1.9 What makes some places sacred to believers?</u> <u>Making sense of belief:</u> -Recognise that there are special places where people go to worship, and talk about what people do there 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</p>	<p><u>1.10 How should we care for the world and for others, and why does it matter?</u> <u>Making sense of belief:</u> -Identify a story or text that says something about each person being unique and valuable -Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)</p>

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	<p>-Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</p> <p><u>Understanding the impact:</u> -Give examples of how Muslims use the Shahadah 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> <p><u>Making connections:</u> -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.</p>	<p>happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean -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><u>Making connections:</u> -Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences -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 -Talk about what they have learned and how their ideas have changed.</p>	<p>mean -Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.</p> <p><u>Understanding the impact:</u> -Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe -Give simple examples of how people worship at a church, mosque or synagogue -Talk about why some people like to belong to a sacred building or a community.</p> <p><u>Making connections:</u> -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 -Talk about what makes some places special to people, and what the difference is between religious and non-religious special places -Talk about what they have learned and what has helped them to learn.</p>	<p>-Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world.</p> <p><u>Understanding the impact:</u> -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 -Give examples of how Christians and Jews can show care for the natural earth -Say why Christians and Jews might look after the natural world.</p>
<p>Elm</p>	<p><u>L2.7 What does it mean to be a Hindu in Britain today?</u> <u>Making sense of belief:</u> -Identify some Hindu deities and</p>	<p><u>L2.10 How and why do believers show their commitments during the journey of life?</u></p>	<p><u>L2.9 What are the deeper meanings of festivals?</u> <u>Making sense of belief:</u> -Identify the main beliefs at the</p>	

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	<p>describe Hindu beliefs about God (e.g. Brahman, trimurti) -Offer informed suggestions about what Hindu murtis express about God -Make links between Hindu beliefs and the aims of life (e.g. karma).</p> <p><u>Understanding the impact:</u> -Describe how Hindus show their faith within their families in Britain today (e.g. home puja) -Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; Diwali), indicating some differences in how Hindus show their faith.</p> <p><u>Making connections:</u> -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 -Consider and weigh up the value of taking part in family and community rituals in Hindu communities and express insights on whether it is a good thing for everyone, giving good reasons for their ideas and talking about whether their learning has changed their thinking.</p>	<p><u>Making sense of belief:</u> -Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean -Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today.</p> <p><u>Understanding the impact:</u> -Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean -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) -Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism).</p> <p><u>Making connections:</u> -Raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones -Make links between ideas of love, commitment and promises in religious and non-religious</p>	<p>heart of religious festivals (i.e. at least one festival in at least two religions) -Make clear links between these beliefs and the stories recalled at the festivals.</p> <p><u>Understanding the impact:</u> -Make connections between stories, teachings, symbols and beliefs and how believers celebrate these festivals -Describe how believers celebrate festivals in different ways (e.g. between celebrations at home and in community; and/or a variety of ways of celebrating within a religious tradition).</p> <p><u>Making connections:</u> -Raise questions and suggest answers about what is worth celebrating and remembering in religious communities and in their own lives -Make links between the beliefs and practices studied and the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, giving good reasons for their ideas -Talk about what they have learned, how and why their thinking has changed.</p>	
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		<p>ceremonies -Give good reasons why they think ceremonies of commitment are or are not valuable today.</p>		
<p>Beech</p>	<p><u>L2.8 What does it mean to be a Sikh in Britain today?</u> <u>Making sense of belief:</u> -Identify some of the core beliefs of Sikhism, e.g. one God, the message of Guru Nanak, equality and service -Make clear links between the Mool Mantar and Sikh beliefs and actions -Offer informed suggestions about what some of the teachings of the Gurus mean to Sikhs today.</p> <p><u>Understanding the impact:</u> -Make simple links between the life of at least one of the Gurus and some actions Sikhs take today (e.g. Guru Nanak and the langar; Guru Gobind Singh and the Khalsa) -Give some examples that demonstrate that remembering God, working hard and serving others are important to Sikhs today.</p> <p><u>Making connections:</u> -Raise questions about what matters to Sikhs (e.g. equality, service, honest work), and say why they still matter today -Make links between key Sikh</p>			<p><u>U2.14 How does religion help people live through good and bad times?</u> <u>Making sense of belief:</u> -Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life -Identify beliefs about life after death in at least two religious traditions, comparing and explaining for similarities and differences.</p> <p><u>Understanding the impact:</u> -Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) -Use evidence and examples to show how beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives.</p> <p><u>Making connections:</u> -Reflect on a range of artistic expressions of afterlife, articulating and explaining different ways of understanding these</p>

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	<p>values and life in the world today, identifying which values would make most difference in pupils' own lives and in the world today</p> <p>-Talk about what they have learned and whether they have changed their thinking.</p>			<p>-Consider and weigh up how religion might help people in good and bad times, giving good reasons for their ideas and insights</p> <p>-Talk about what they have learned, how their thinking may have changed and why.</p>
<p>Oak</p>	<p><u>U2.9 What does it mean for Muslims to follow God?</u> <u>Making sense of belief:</u> -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) -Describe and explain 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><u>Understanding the impact:</u> -Make clear connections between Muslim beliefs and worship (e.g. Five Pillars, mosques, art) -Give evidence and examples to show how Muslims put their beliefs into practice in different ways.</p> <p><u>Making connections:</u> -Make connections between Muslim beliefs studied and Muslim ways of living in</p>	<p><u>U2.11 Why do some people believe in God and some people not?</u> <u>Making sense of belief:</u> -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> <p><u>Understanding the impact:</u> -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 sometimes disagree about what God is like (e.g. some differences in interpreting Genesis).</p> <p><u>Making connections:</u></p>	<p><u>U2.12 What will make our city/town/village a more respectful place?</u> <u>Making sense of belief:</u> -Identify the religions and beliefs represented locally and regionally, and explain some of their key beliefs -Describe examples of how different communities deal with diversity and interfaith issues.</p> <p><u>Understanding the impact:</u> -Make clear connections between what different people believe and the way they live (e.g. involvement in community, in interfaith projects etc.) -Explain how and why people respond differently to diversity and interfaith issues (e.g. inclusivism, exclusivism etc).</p> <p><u>Making connections:</u> -Make connections between religious and non-religious beliefs and practices related to living with difference in community</p>	<p><u>U2.13 Why is pilgrimage important to some religious believers?</u> <u>Making sense of belief:</u> Identify some of the beliefs that lie behind places and times of pilgrimage in at least two religions (e.g. ummah in Islam; Mary in Roman Catholicism) -Explain ways in which stories that lie behind sites of pilgrimage connect with beliefs (e.g. Shiva and the Ganges; Israel's Chosen or Favoured people in Judaism).</p> <p><u>Understanding the impact:</u> -Explain the spiritual significance and impact of pilgrimage on pilgrims in at least two religions -Compare the similarities and differences between ways in which people undertake pilgrimage and how they affect the way they live.</p> <p><u>Making connections:</u> -Evaluate and explain the importance of pilgrimage in the</p>

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	<p>Britain/Yorkshire 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 -Reflect on and talk about what and how they have learned, and how and why their thinking has changed.</p>	<p>-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, talking about what they have learned and how and why their thinking may or may not have changed in the light of their learning.</p>	<p>-Reflect on and articulate lessons people might gain from the experience of living in communities of diverse beliefs and practices, including their own responses -Talk about how and why people think differently about diversity and interfaith, giving good reasons for their own views -Consider and weigh up the ways in which the ideas studied relate to their own experiences and views of the world today.</p>	<p>world today, giving good reasons for their views -Reflect on and articulate lessons that people might gain from the idea and practice of pilgrimage, including their own responses -Consider and weigh up the value of e.g. reflection, repentance and remembrance, in the world today, including in their own lives -Talk about how and why their thinking has developed through this unit.</p>
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