

Cheetwood Community Primary School



RE Skills, Knowledge and Knowledge Categories

	Autumn	Spring	Summer
Y1	<p>Who is a Christian and what do they believe?</p> <p>KC: Believing</p>	<p>What makes some places sacred?</p> <p>KC: Expressing</p>	<p>What does it mean to belong to a faith community?</p> <p>KC: Living</p>
Y2	<p>Who is a Muslim and what do they believe?</p> <p>KC: Believing</p>	<p>How and why do we celebrate special and sacred times?</p> <p>KC: Expressing</p>	<p>How should we care for others and the world, and why does it matter?</p> <p>KC: Living</p>
Y3	<p>What does it mean to be a Christian in Britain today?</p> <p>KC: Living</p>	<p>Why do people pray?</p> <p>KC: Expressing</p>	<p>What do different people believe about God?</p> <p>KC: Believing</p>
Y4	<p>What does it mean to be a Hindu in Britain Today?</p> <p>KC: Living</p>	<p>Why are festivals important to religious communities?</p> <p>KC: Expressing</p>	<p>Why is Jesus inspiring to some people?</p> <p>KC: Believing</p>
Y5	<p>What does it mean to be a Muslim in Britain today?</p> <p>KC: Living</p>	<p>If God is everywhere, why go to a place of worship?</p> <p>KC: Expressing</p>	<p>Why do some people believe God exists?</p> <p>KC: Believing</p>
Y6	<p>What do religions say to us when life gets hard?</p> <p>KC: Believing</p>	<p>Is it better to express your religion in arts and architecture or in charity and generosity?</p> <p>KC: Expressing</p>	<p>What difference does it make to believe in Ahimsa and Ummah?</p> <p>KC: Living</p>

Year group	Term	Scheme of Work	Key skills in unit	Key knowledge in unit	Knowledge Categories
Nursery	Autumn	<p>My family and community</p> <p>Occupations</p> <p>Local Environment</p> <p>Comparing the UK with other countries</p>	<p>Become aware of self, others, and relationships (friendships, similarities and differences)</p> <p>Recognise people who are special and exploring how to care for them</p> <p>Participate in and explore family life, routines, and belonging</p> <p>Explore and talk about special times, celebrations and events in children's lives</p> <p>Respond to stories, objects, songs, and experiences associated with celebrations or beliefs</p> <p>Use senses, role-play, and stories to explore meanings, belonging, signs and symbols</p> <p>Listen to some stories set in different places in the world and begin to talk about contrasting environments.</p>	<p>Awareness of own likes and dislikes and emerging awareness of those of familiar others.</p> <p>Families can be different in structure and composition.</p> <p>Understand that different areas of the school have specific purposes.</p> <p>Awareness of family events and special times, and ability to share these with others.</p> <p>Identify of some body parts and ability to label them.</p> <p>Familiarity with key settings and spaces in school.</p> <p>Understand the purposes of different spaces in school, such as the toilet, dining hall, classroom, and outdoor area.</p>	Living

	Spring	<p>My family and community</p> <p>Occupations</p> <p>Local Environment</p> <p>Comparing the UK with other countries</p>	<p>Develop friendships and play cooperatively with others.</p> <p>Show positive attitudes towards differences between people.</p> <p>Continue to explore awareness of self and others.</p> <p>Participate in family customs and routines, including role-play of everyday events. Dressing up events.</p> <p>Explore special times and celebrations through stories, songs, rhymes, and first-hand experiences (e.g., birthdays, Chinese New Year, Pancake Tuesday, Easter, Holi, Mother's Day).</p> <p>Observe and talk about different parts of the school grounds and contrasting environments, using senses, photographs, and stories.</p>	<p>Awareness of own likes and dislikes and recognition of those of familiar others.</p> <p>Understanding and sharing of family events and special times with others.</p> <p>The world has different countries and recognition of differences seen in illustrations or photographs.</p> <p>Recognition of contrasting environments, for example, Arctic and Savanna, through stories or topics.</p>	Living
	Summer	<p>My family and community</p> <p>Occupations</p> <p>Local Environment</p>	<p>Develop friendships and playing cooperatively with others.</p> <p>Explore authentic religious artefacts</p> <p>Explore special times, celebrations, and family events through stories, songs, rhymes, and first-hand experiences.</p> <p>Talk about and exploring special places in school and the wider world.</p>	<p>Awareness of own likes and dislikes and recognition of those of familiar others.</p> <p>Understanding and sharing of family events and special times with others.</p> <p>Awareness of and ability to visit different parts of the school grounds through observations and photographs ('summer walk').</p>	Expressing

		Comparing the UK with other countries	Show curiosity about different occupations and roles in the community.	Recognition of contrasting environments, for example, seaside, through stories or topics.	
Reception	Autumn	Which times are special and why? Which stories are special and why? Which places are special and why?	<p>Talk about members of immediate family and community.</p> <p>Share information about family members and pets.</p> <p>Listen to others talk about their families and asking questions or making comments.</p> <p>Listen to and exploring stories about different families, noticing similarities and differences.</p> <p>Listen to and talk about stories from different cultures and faiths.</p> <p>Name and describe familiar people.</p> <p>Talk about familiar people and occupations (e.g., police, dentist, doctor, hairdresser, teacher, nurse) with support.</p> <p>Begin to understand that some places are special to members of their community.</p> <p>Name places of worship in the community (e.g., Church, Gurdwara, Mosque).</p>	<p>Christians celebrate the birth of Jesus at Christmas.</p> <p>Awareness of the meaning of 'harvest' and identification of at least one type of harvested food.</p> <p>People hold different beliefs and celebrate special times in different ways.</p> <p>People celebrate events in a variety of ways (e.g., Bonfire Night, Diwali, Christmas).</p> <p>Recognition and name some landmarks passed on familiar journeys.</p> <p>Recognise similarities and differences between life in this country and other countries.</p> <p>Christmas is celebrated around the world differently through stories, pictures and videos.</p>	Living
	Spring	Where do we belong?	<p>Talk about members of immediate family and community.</p> <p>Talk about special women in their lives (e.g., mothers and other inspirational women).</p>	<p>People have different beliefs and celebrate special times in different ways.</p>	Living

		<p>What places are special and why?</p>	<p>Discuss what a good friend is and demonstrating ways to be a good friend (linked to the Easter story of Jesus and his 12 special friends).</p> <p>Discuss, with support, experiences from visits to places of worship e.g church/mosque/synagogue</p> <p>Explore how Shrove Tuesday and Mother's Day are celebrated around the world through stories, pictures, and videos.</p> <p>Name some different countries.</p> <p>Discuss, with support, how living in Kenya is similar or different to living in the UK.</p> <p>Draw simple information from a map or globe, such as the location of land and sea.</p>	<p>Some places are special to members of their community.</p> <p>Understand and explain some similarities and differences between life in this country and other countries.</p> <p>The country they live in is England.</p>	
	Summer	<p>What is special about our world and why?</p> <p>Which people are special and why?</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Name and describe familiar people.</p> <p>Talk about familiar people and occupations.</p> <p>Plan and create a special place for celebration with friends (e.g., end-of-year picnic).</p> <p>Draw simple information from a map or globe, such as the location of land and sea.</p> <p>Discuss how the coastal area is similar or different to the local area, using maps for support.</p>	<p>Awareness of a variety of people with different religious faiths.</p> <p>Recognition of three similarities and one difference in how people celebrate festivals.</p> <p>Some places are special to members of their community.</p> <p>Recognition of one similarity or difference between a church, mosque, or Gurdwara.</p>	Expressing

				Understand that the world belongs to everybody.	
Year 1	Autumn	Who is a Christian and what do they believe?	<p>Retell Bible stories that show what Christians believe about God and Jesus through words, drama, art, or pictures.</p> <p>Suggest what these stories might mean for Christians.</p> <p>Talk about issues of good and bad, right and wrong arising from the stories.</p> <p>Recognise and describe some Christian symbols and images used to express ideas about God.</p> <p>Ask thoughtful questions about believing in God.</p> <p>Share and explain some of their own ideas about God.</p> <p>Make simple links between what Jesus taught and what Christians believe and do (e.g. prayer, kindness, forgiveness).</p>	<p>Christians believe in one God who is loving, powerful, and forgiving.</p> <p>Christians believe Jesus is God's Son and an example to follow.</p> <p>Knowledge of key Bible stories that show Christian beliefs about God (e.g. Jonah, the Lost Son).</p> <p>Stories about Jesus (e.g. parables, miracles, Easter) show Christians what is good, bad, right and wrong.</p> <p>The Bible is a special book for Christians and is used in prayer and worship.</p> <p>Christians use prayer (including the Lord's Prayer) and singing as ways of worship.</p> <p>Christians try to follow Jesus' teaching in how they live.</p>	Believing
	Spring	What makes some places sacred?	<p>Identify and naming special objects and features in places of worship.</p> <p>Talk about how stories, symbols, special objects and actions show what people believe.</p>	<p>Some places are considered sacred or holy because they are connected to God.</p> <p>Churches, mosques, and synagogues are places of worship for different faiths.</p>	Expressing

			<p>Notice similarities and differences between churches, mosques, and synagogues.</p> <p>Describe how music and songs are used in worship and reflecting on their impact.</p> <p>Ask respectful questions about what happens in a place of worship.</p> <p>Reflect on their own special places and comparing them to sacred places of faith communities.</p>	<p>Recognition of some key features and objects found in a church, mosque and synagogue.</p> <p>Symbols, artefacts and actions in worship express beliefs.</p> <p>Places of worship are important gathering spaces for communities.</p>	
Summer	What does it mean to belong to a faith community?	<p>Be able to talk about what is special and of value about belonging to a group.</p> <p>Identify and name symbols of belonging in Christianity and at least one other faith, suggesting why they matter to believers.</p> <p>Give a simple account of what happens at a Christian baptism/dedication and suggesting meanings of the actions or symbols.</p> <p>Notice similarities and differences between belonging ceremonies across different religions.</p> <p>Describe two ways people show they belong to each other in weddings.</p>	<p>People belong to different religions and communities.</p> <p>Recognise some symbols of belonging in Christianity, Islam and Judaism (e.g. baptismal candle, cross, calligraphy, challah bread).</p> <p>Understand what happens at a Christian baptism and what the actions and symbols mean.</p> <p>Babies are welcomed differently in other religions, such as Islam (Aqiqah) or Judaism (Brit Milah).</p>	Living	

			Respond sensitively to examples of co-operation, care, and belonging in their own lives and in faith communities.	Weddings use promises and symbols (e.g. rings, vows, chuppah) to show belonging. Belonging involves co-operation, care, and commitment within families and communities.	
Year 2	Autumn	Who is a Muslim and what do they believe?	<p>Identify some ways a Muslim might describe God</p> <p>Respond sensitively to what matters to Muslims and what matters to me</p> <p>Retell a story about the Prophet Muhammad</p> <p>Recognise and describe the significance of particular objects and places to Muslims</p> <p>Recognise how important the Qur'an is to Muslims and give an example of a way Muslims treat the Qur'an.</p> <p>Identify ways that Ramadan and Eid are celebrated and can ask relevant questions about it.</p> <p>Compare similarities and differences between Islam and other religions</p>	<p>Islam is a religion followed by Muslims</p> <p>The Qur'an is the holy book in Islam</p> <p>Muslims believe in one God (Allah) and follow The Prophet Muhammad (PBUH)</p> <p>Muslims follow a washing process called WUDU before prayer.</p> <p>Muslim people worship in a Mosque</p> <p>Ramadan is celebrated by fasting and Eid al Fitr is a celebration after Ramadan</p>	Believing
	Spring	How and why do we celebrate special and sacred times?	Explain why special items, such as the Seder plate or a special outfit worn for Eid, are used by believers during a celebration.	<p>There are a sequence of key events during Holy Week, from Palm Sunday to Easter Sunday.</p> <p>Describe the meaning of specific Christian symbols associated with</p>	Expressing

			<p>Compare the similarities and differences between different religions (e.g., giving gifts, sharing food, feeling joyful).</p> <p>Talk about why having special times and celebrations matters to people and families.</p> <p>Use correct religious vocabulary, such as Pesach, Eid-ul-Fitr, Resurrection, and Holy Week, when discussing the festivals.</p> <p>Ask questions what is meant by 'sacred' time versus 'special' time.</p>	<p>Easter, such as the cross, a candle, and new life (e.g. eggs).</p> <p>Understand the purpose of a specific non-Christian festival, such as fasting during Ramadan or eating matzah at Pesach.</p> <p>Special people, such as the Prophet Muhammad (in Islam) or Moses (in Judaism), are connected to the history of their religion.</p> <p>Religious stories provide the reason for why special times are celebrated.</p> <p>Recognise the emotional impact of celebrations on believers, including feelings of joy, hope, or relief.</p>	
	Summer	How should we care for others and the world, and why does it matter?	<p>Use creative ways to express personal ideas about the creation story and what it says about what God is like.</p> <p>Re-tell a Bible story about caring for others and say why the story is important to believers.</p> <p>Explain why Jesus told the story of The Good Samaritan and what he wanted people to learn about who their neighbour is.</p> <p>Give examples of how believers put their beliefs about charity (Tzedakah) into action to help others.</p>	<p>Jesus taught about the importance and value of every person, such as the children or the "least of these".</p> <p>Acknowledge the Golden Rule from religious texts (e.g., treat others as you would like to be treated).</p> <p>Jewish people have a specific practice for giving charity called Tzedakah.</p> <p>The Creation story in Genesis teaches believers that God is a great creator and that humans have</p>	Living

			<p>Discuss issues of right and wrong that come from the religious stories heard</p> <p>Think about what would happen if everyone consistently followed the Golden Rule.</p>	<p>a responsibility to care for the world.</p> <p>Religious believers (e.g. Mother Teresa or Dr Barnardo) were inspired by their faith to care for people.</p>	
Year 3	Autumn	What does it mean to be a Christian in Britain today?	<p>Describe how Christian beliefs are shown through worship, symbols, hymns and community action.</p> <p>Identify and compare different ways Christian's worship in church.</p> <p>Explain connections between Christian beliefs and the ways Christians live their daily lives.</p> <p>Ask and respond to questions about Christian practices and beliefs.</p> <p>Discuss reasons why being a Christian can be both positive and challenging in Britain today.</p> <p>Compare how Christians and people of other faiths or worldviews help others in their communities.</p>	<p>Christians express their faith in different ways at home, in church, and in their community.</p> <p>The Bible, the cross, and prayer are central parts of Christian life and worship.</p> <p>Holy Communion helps Christians remember Jesus' last meal with his disciples and his sacrifice.</p> <p>Christians believe it is important to help others because of Jesus' teachings about love and service.</p> <p>Christian values such as kindness, equality, and forgiveness inspire people to act for justice and fairness.</p> <p>Being a Christian can bring both joy and challenges in modern Britain.</p>	Living
	Spring	Why do people pray?	Describe and compare how Christians, Muslims, and Hindus pray and worship.	Prayer is an important part of life for many people across different religions and worldviews.	Expressing

			<p>Identify links between beliefs about God and the ways people pray or reflect.</p> <p>Explain similarities and differences between prayer practices across religions.</p> <p>Discuss how prayer can comfort, inspire, or challenge believers.</p> <p>Ask and respond to thoughtful questions about the purpose and meaning of prayer.</p> <p>Reflect on personal and others' experiences of stillness, meditation, or prayer.</p>	<p>Muslims pray five times a day as part of their faith, showing submission and devotion to Allah.</p> <p>Christians use prayer to communicate with God, including prayers such as the Lord's Prayer.</p> <p>Hindus pray and worship at home and in the Mandir, often using a shrine and Puja tray.</p> <p>The words and meanings of key prayers, such as the Lord's Prayer, the First Surah, and the Gayatri Mantra, reveal beliefs about God and humanity.</p> <p>Prayer can bring comfort, peace, and guidance, and can help believers feel closer to God.</p>	
Summer	What do different people believe about God?	<p>Describe how different religions and worldviews understand and speak about God.</p> <p>Identify similarities and differences in beliefs about God across Christianity, Islam, Hinduism, and Humanism.</p> <p>Explain how stories, sacred texts, symbols, and practices express ideas about God in different faiths.</p>	<p>Different religions and worldviews have varied beliefs about God, and some people do not believe in God at all.</p> <p>Christians believe in one God who is Father, Son, and Holy Spirit</p> <p>Muslims believe in one God, Allah</p> <p>Hindus believe in one ultimate reality, Brahman, which is</p>	Believing	

			<p>Ask and explore thoughtful questions about the nature and existence of God.</p> <p>Discuss reasons why people may believe or not believe in God.</p> <p>Make connections between beliefs about God and how these affect people's choices and behaviour.</p> <p>Express personal reflections and ideas about different beliefs using words, art, or symbols.</p>	<p>expressed through many gods and goddesses such as Brahma, Vishnu, and Shiva.</p> <p>Humanists do not believe in God but believe people can live good and moral lives through reason and kindness.</p> <p>Beliefs about God influence how people live, act, and make decisions in their daily lives.</p>	
Year 4	Autumn	What does it mean to be a Hindu in Britain Today?	<p>Describe how Hindus show their faith in everyday life, at home, and in the mandir.</p> <p>Explain how Hindu beliefs are expressed through puja, symbols, and music.</p> <p>Make connections between Hindu beliefs and the actions of Hindus in Britain today.</p> <p>Compare Hindu worship and practices such as helping others with those of other religions.</p> <p>Discuss reasons why being a Hindu in Britain can be both rewarding and challenging.</p> <p>Explore how Hindu teachings about duty, karma, and peace influence moral choices.</p>	<p>Hindus express their faith through worship (puja), including rituals such as aarti and singing bhajans.</p> <p>Hindu worship can take place at home using their shrine or in the mandir, using items such as the puja tray, murti, diva lamp, and flowers.</p> <p>Hindus believe in key life aims — dharma (duty), artha (earning), kama (enjoyment), and moksha (liberation).</p> <p>Beliefs about karma and reincarnation influence how Hindus act and make moral choices.</p> <p>Important Hindu figures, such as Mahatma Gandhi, show how beliefs about duty, peace, and justice can be lived out in practice.</p>	Living

				British Hindus celebrate festivals, worship in temples, and contribute to their communities	
Spring	Why are festivals important to religious communities?	<p>Describe and compare how festivals are celebrated in different religions and cultures.</p> <p>Make links between stories, symbols, and beliefs shown in at least two festivals.</p> <p>Identify similarities and differences in how communities celebrate and express their faith.</p> <p>Explain why certain values and beliefs are remembered through religious celebrations.</p> <p>Ask and explore questions about what makes something worth celebrating.</p> <p>Discuss how festivals help people express their beliefs, build community, and share joy using personal reflections.</p>	<p>Festivals are times when religious communities remember important stories, people, and events in their faith.</p> <p>Easter, Diwali, Pesach, and Eid all celebrate key beliefs such as love, light, freedom, and gratitude.</p> <p>The symbols, foods, and rituals used in festivals are an important aspect.</p> <p>Festivals remind believers of values such as hope, forgiveness, generosity, and courage.</p> <p>Religious and non-religious festivals both help communities celebrate, reflect, and belong.</p> <p>Festivals can change over time and are celebrated in different ways in Britain and around the world today.</p>	Expressing	
Summer	Why is Jesus inspiring to some people?	Describe stories/ parables that show why Jesus is an important figure for Christians.	Christians believe Jesus is a very special person who shows them how God wants people to live.	Believing	

			<p>Explain what Jesus taught about kindness, forgiveness, and love.</p> <p>Make links between Jesus' teachings and how Christians try to live today.</p> <p>Explore how Jesus' life and message inspire people to make good choices.</p> <p>Compare different ways Jesus is represented in art, story, and worship.</p> <p>Ask and respond to questions about why Jesus still matters to Christians.</p> <p>Share personal ideas/ beliefs about what makes someone inspirational, linking to Jesus' example.</p>	<p>Stories from Jesus' life help Christians understand ideas such as love, kindness, and forgiveness.</p> <p>Jesus taught people through parables and miracles that show care, fairness, and faith.</p> <p>The Easter story is important because Christians believe Jesus gave his life to help others.</p> <p>Jesus' words and actions continue to guide how Christians pray, worship and help people today.</p> <p>Many Christians see Jesus as an example of how to live a good and loving life.</p>	
Year 5	Autumn	What does it mean to be a Muslim in Britain today?	<p>Describe the Five Pillars of Islam and explain how they guide Muslim life.</p> <p>Retell stories about the Prophet Muhammad and explain what they teach Muslims.</p> <p>Identify and describe key features of a mosque and explain how they are used in worship.</p> <p>Explain how the Qur'an and Hadith guide Muslims and compare this to sources of guidance in their own lives.</p> <p>Make links between Muslim practices (prayer, fasting, charity, pilgrimage) and the beliefs they express.</p>	<p>Muslims follow the Five Pillars of Islam: shahadah (belief in one God), salah (daily prayer), zakah (charity), sawm (fasting during Ramadan), and hajj (pilgrimage to Makkah).</p> <p>A mosque is a place of worship and community gathering for Muslims</p> <p>Ramadan is a month of fasting, prayer, and reflection, ending with the festival of Eid-ul-Fitr.</p> <p>Muslims give to charity through zakah (obligatory giving) and</p>	Living

			<p>Express thoughtful views on the challenges and rewards of living as a Muslim in Britain, making connections with own experiences</p>	<p>sadaqah (voluntary giving) to support those in need.</p> <p>The Qur'an is the holy book of Islam, believed by Muslims to be the word of God revealed to Prophet Muhammad.</p> <p>The Hajj pilgrimage to Makkah is a once-in-a-lifetime duty for Muslims who are able</p>	
Spring	If God is everywhere, why go to a place of worship?	<p>Identify and describe key features of churches, mandirs, and synagogues, linking them to beliefs.</p> <p>Compare similarities and differences between worship in Christianity, Hinduism, and Judaism.</p> <p>Explain how and why places of worship are important for religious communities.</p> <p>Give examples of how places of worship support believers in times of need.</p> <p>Reflect on whether people or places matter most in worship.</p> <p>Ask and respond to questions about why believers might still go to a place of worship if God is everywhere.</p> <p>Express my own views about the value and purpose of places of worship today.</p>	<p>Christians worship in different types of churches (e.g., Anglican, Baptist) which reflect different beliefs and traditions.</p> <p>Hindu's worship both at home and in mandirs.</p> <p>Jewish people worship in synagogues, which vary between Orthodox and Reform traditions</p> <p>Places of worship serve different functions: prayer, learning, celebration, community, and support in difficult times.</p> <p>Hindus go on pilgrimages (e.g. to the River Ganges, temples, or festivals like Kumbh Mela) as an expression of worship.</p> <p>Christians and Jews understand their places of worship as</p>	Expressing	

				<p>communities of people as well as physical buildings.</p> <p>Some believers experience God's presence in other ways (silence, nature, community), not only in religious buildings.</p>	
	Summer	Why do some people believe God exists?	<p>Define and use the terms theist, atheist, and agnostic accurately.</p> <p>Describe a Christian understanding of what God is like, using examples and evidence.</p> <p>Present different views about why people believe or do not believe in God.</p> <p>Give examples of how believing in God can affect people's lives.</p> <p>Reflect on the differences between facts, beliefs, and opinions when discussing God.</p> <p>Ask and respond thoughtfully to the question, "Is God real?", using reasons and evidence.</p> <p>Express and justify own ideas about belief and non-belief.</p>	<p>The words theist, atheist, and agnostic describe different positions about belief in God.</p> <p>Christians describe God using metaphors such as Father, Creator, Shepherd, Rock, Light, Almighty.</p> <p>Some people believe in God because of family influence, religious experiences, or the design and beauty of the natural world.</p> <p>Some people reject belief in God because of suffering, lack of evidence, or scientific explanations of the universe.</p> <p>Believing in God can be both valuable and challenging in people's lives.</p> <p>There are differences of opinion among Christians, atheists, agnostics, and scientists about the existence of God.</p>	Believing

<p>Year 6</p>	<p>Autumn</p>	<p>What do religions say to us when life gets hard?</p>	<p>Describe and compare how Christians, Hindus, Muslims, and Humanists respond to questions about death and suffering.</p> <p>Explain how beliefs about the soul, heaven, judgement, karma, or reincarnation affect how people live their lives.</p> <p>Identify similarities and differences between religious and non-religious views on life after death.</p> <p>Interpret symbols, prayers, and texts that express hope or comfort in times of loss.</p> <p>Discuss why beliefs about death can bring comfort or purpose during hard times.</p> <p>Reflect on how learning about beliefs and rituals helps people understand and cope with grief.</p> <p>Express personal ideas and questions about life, death, and what matters most, linking to different beliefs studied.</p>	<p>Most religious traditions teach about some form of life after death, which can bring comfort to people as they face suffering, or if they are bereaved.</p> <p>Some people believe that death is the end of life and that there is no afterlife.</p> <p>Christians believe in life after death and ideas such as heaven, judgement and salvation.</p> <p>Hindus believe in reincarnation — that the soul is reborn in a new life — and that karma affects what happens next.</p> <p>Muslims believe that life on earth is a test and that people are judged by Allah after death.</p> <p>Humanists believe this life is the only one we have, so people should live it well and care for others.</p> <p>Beliefs about life, death, and what happens after we die can influence how people live and make choices.</p>	<p>Believing</p>
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	Spring	Is it better to express your religion in arts and architecture or charity and generosity?	<p>Describe and compare how Christians and Muslims express their beliefs through art, architecture, and charitable action.</p> <p>Identify similarities and differences between Christian and Muslim sacred buildings and what they represent.</p> <p>Explain reasons, using religious teachings, why charity and generosity are important in both religions.</p> <p>Discuss different views about the value of religious art and architecture, giving reasons for and against.</p> <p>Make links between beliefs about God and how these are expressed through creative and charitable acts.</p> <p>Reflect on the impact of generosity and community action for both the giver and the receiver.</p> <p>Weigh up different ways of expressing faith and form personal conclusions about which might be most meaningful or important.</p>	<p>Sacred buildings such as churches and mosques are important places for worship, community, and expressing faith.</p> <p>Christian churches and cathedrals are often designed to reflect the greatness and glory of God.</p> <p>Mosques are designed to help Muslims worship Allah and show unity, equality, and devotion.</p> <p>Religious art and architecture can express beliefs about God's power, beauty, and perfection.</p> <p>Some people value religious art and buildings as ways to inspire faith, while others see generosity and action as more important.</p> <p>Christians and Muslims believe giving money, time, and care to others is a key part of living out faith.</p> <p>Both traditions teach that faith should be shown through both worship and good deeds, not one alone.</p>	Expressing
	Summer	What difference does it make to believe in	Describe and compare how beliefs in ahimsa, grace and ummah influence the lives of believers.	Ahimsa in Hinduism teaches living without harm and showing kindness to all living things.	Living

		<p>Ahimsa, Grace and Ummah?</p>	<p>Make connections between religious teachings and real-life behaviour in Hinduism, Christianity and Islam.</p> <p>Explain how Gandhi's actions reflected Hindu ideas of ahimsa and sewa (selfless service).</p> <p>Identify how Christian and Muslim charities express beliefs about generosity and community.</p> <p>Discuss challenges and rewards of living out faith commitments in Britain today.</p> <p>Analyse examples of forgiveness, kindness and service in religious stories and practices.</p> <p>Evaluate how ideas of ahimsa, grace and ummah can inspire harmony and compassion in the wider world.</p>	<p>Hindus link ahimsa with karma and believe actions have consequences for future lives. Being harmless means no violence, no meat, no leather.</p> <p>Gandhi's example shows how ahimsa can inspire peaceful change and justice.</p> <p>Grace in Christianity means God loves and forgives people freely, even when they make mistakes.</p> <p>Stories such as the Lost Son help Christians understand God's grace and generosity.</p> <p>The Ummah in Islam means the worldwide Muslim community, united through faith and shared responsibility.</p> <p>Practices such as zakat and hajj show Muslims' commitment to caring for others and belonging to the Ummah.</p>	
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