



Our Intent is: To support our children’s personal search for meaning by engaging enquiry into the question, “What does it mean to be human?” Exploring answers offered by world religions and world views.

Religious Education					
Pendle Year A					
Building Upon Previous Learning When A follows B:					
Why is it sometimes difficult to do the right thing?	What is Hajj and why is it important to Muslims?	Is there one journey or many?	Why do Christians believe Good Friday is ‘good’?	How do Christians mark the ‘turning points’ on the journey of life?	New Topic
Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Christianity (God)</u> Why is it sometimes difficult to do the right thing?</p>	<p><u>Islam</u> Why is the Qur’an so important to Muslims?</p>	<p><u>Hindu Dharma</u> What might Hindus learn from stories about Krishna?</p>	<p><u>Christianity (Jesus)</u> What do we mean by a miracle?</p>	<p><u>Christianity (Church)</u> How do people decide what to believe?</p>	<p><u>Judaism</u> Do people need laws to guide them?</p>
<ul style="list-style-type: none"> describe Christian beliefs about sin and forgiveness describe and explain the teaching from Genesis 3 – of how Adam and Eve disobeyed God suggest different ways that this story might be understood by Christians describe and explain how and why Christians 	<ul style="list-style-type: none"> explore Islamic beliefs about the Qur’an as the word of God explain how and why the Qur’an is a source of guidance for life for a Muslim explain the impact of believing that the Qur’an is divine revelation describe and explain what Muslims believe when they describe 	<ul style="list-style-type: none"> make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus explain the Hindu belief that God is present in all people (through the atman) and the impact this 	<ul style="list-style-type: none"> describe Christian beliefs about miracles as ‘signs’ of the divinity of Jesus retell a selection of miracle stories – and explain what these might reveal to Christians about the nature of Jesus describe why some Christians might go on pilgrimage to places associated with miraculous events 	<ul style="list-style-type: none"> describe what Christians mean when they talk about one God in Trinity identify the beliefs contained within the Apostle’s Creed explain why the Christian community (The Church) might want/need an agreed statement of belief describe and explain the meaning of a range of symbols that 	<ul style="list-style-type: none"> Make links between beliefs and sacred texts (in this case, the Torah), including how and why religious sources are used to teach and guide believers Explain the impact of



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<p>might use the Lord’s Prayer</p> <ul style="list-style-type: none"> • analyse and interpret the Lord’s Prayer – and what guidance it provides for Christians • suggest things that might lead Christians into temptation in the modern world – and how and why they might try to resist these temptations • consider the different ways that myth and stories are and used • explain how a ‘truth’ might be contained within a story • consider how they decide what is ‘true’ – and how there might be different types of truth (eg. empirical truth, historical truth, spiritual truth) • discuss and debate things that they consider to be true that others might disagree with 	<p>Muhammad (pbuh) as the seal of the prophets</p> <ul style="list-style-type: none"> • explain how and why Muslims might commemorate the Night of Power • describe and explain a variety of ways that Muslims might show respect for the Qur’an – and how this symbolises their respect for God • explain how the teachings of the Qur’an might influence the actions and choices of a Muslim • discuss where people might look to for guidance about how to live – consider a range of sources of wisdom and authority • suggest when and why people might want guidance about how to live • discuss who or what has guided them in their own beliefs, values and commitments • reflect on what ‘ultimate authority’ might mean for them 	<p>might have on a believer</p> <ul style="list-style-type: none"> • describe and explain a variety of ways that Hindus might celebrate the festival of Holi • suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate • explain how Holi celebrations might express Hindu beliefs about equality • explain how festivals and celebrations might be helpful ways for communities and societies to pass on values, guidance and traditions • consider the different ways that myth and stories are and used • explain how a ‘truth’ might be contained within a story • consider how they decide what is ‘true’ – and how there might be different types of truth (eg. empirical truth, historical truth, spiritual truth) 	<ul style="list-style-type: none"> • explain the impact that belief in miracles and the power of prayer might have on a Christian • explain the difference between fact, opinion and belief • consider differing interpretations of the word miracle – i.e. an amazing event, a very lucky experience, a strange coincidence, an act of God • discuss their own beliefs – is there anything that they accept as truth which others may not agree with? • reflect on how they make decisions about what is/is not true 	<p>might be used for the Trinity</p> <ul style="list-style-type: none"> • explain how symbols might unite the worldwide Christian Church • describe the role of places like Taizé where Christians from different backgrounds might come together to worship • consider what we mean by sources of authority. Give examples of sources of authority that might guide individuals and communities – and the value of these as guidance for life • discuss different responses to sources of authority • raise meaningful questions about things that puzzle them • differentiate between questions that can be answered factually and those that have a range of answers, including personal beliefs and values 	<p>Jewish beliefs and values – including reasons for diversity</p> <ul style="list-style-type: none"> • Explain differing forms of expression within the context of Jewish worship. • Describe diversity of religious practices and lifestyle. • Interpret the deeper meaning of symbolism – contained in stories, images and actions • Explain (with appropriate examples) where people might seek wisdom and guidance • Consider the role of rules and guidance in uniting communities • Discuss and debate the sources of
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		<ul style="list-style-type: none">• discuss and debate things that they consider to be true that others might disagree with			<p>guidance available to them</p> <ul style="list-style-type: none">• Consider the value of differing sources of guidance
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