



Religious Education: I am an Explorer of Beliefs

As an explorer of beliefs, I seek to understand a wide range of beliefs, values and traditions, which will give me a strong sense of identity and support me to know my place in the world. I think deeply about meaning, spirituality and big life questions while developing respect for different religions and worldviews. My understanding of spirituality and moral, social and cultural development supports me to understand and promote equality and inclusion and strengthens my understanding of the importance of community cohesion. Through learning about beliefs, texts and practices, I have the skills to interpret ideas thoughtfully, expressing my own values clearly, using imagination and creativity, and I can engage in respectful dialogue. With this knowledge and understanding, I have the reflective skills I need to participate positively in my local and global community.



Key Concepts		
What is Religion? From the earliest religions in ancient Mesopotamia and Egypt, people have sought to understand the world and their place within it. Religion helps shape a person's sense of self, their understanding of the place they live, and their awareness of themselves and others. It includes beliefs, values, and practices that guide how people live and connect, influencing individuals and societies over time.	Substantive concepts • Key beliefs and teachings • Celebrations and festivals • Worship and practices • Morals and values	Year 1: Christianity, Judaism, Humanism Year 2: Christianity, Judaism, Islam Year 3: Christianity, Hinduism Year 4: Christianity, Buddhism, Humanism Year 5: Christianity, Sikhism Year 6: Christianity, Islam, Humanism
	Disciplinary concepts • adopt an enquiry- based approach beginning with the children's own life experience before moving into learning about and from religion. • provoke challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development. • encourage pupils to explore their own beliefs (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. • enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society. • teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice. • prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion. • develop a sense of awe, wonder and mystery. • nurture children's own spiritual development.	
	Personal Development • Become skilled cultural navigators in a diverse society • Be prepared for life in a multi-religious and multi-secular world • Develop respect for the beliefs and values of others • Engage in respectful discussion and disagreement • Learn about and from a range of religions and worldviews • Reflect on challenging questions about meaning and purpose • Understand diversity within and between belief systems • Make informed and reasoned responses to ethical and moral issues • Reflect on their own beliefs, values and identity	

Christianity Core Content				
Substantive Concepts Key knowledge & vocabulary associated with world view		Disciplinary Concepts Skills of evaluation, research, critical thinking in relation to the enquiry question	Personal Development Personal resonance with or reflection – child's own thoughts, opinion, belief	Questions to Consider
Suggested enquiry question: What do Christians believe about God?				
- Creation story from the book of Genesis in the Bible in the Old Testament. - God is the Creator of the world according to the Bible and this is also in the Creed (the beliefs of the Christian church) used by many Christian congregations - In the Genesis account (Chapter 1) within the Bible, God gives the first humans the responsibility to look after the world He has created: <i>"Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish in the sea and the birds in the sky and over every living creature that moves on the ground."</i> - The New Testament tells Christians to love their neighbour as themselves.	Bible: Christian Holy Book Old Testament: the part of the Bible which explains God's relationship with his people before Jesus, whom most Christians believe is the Son of God, came to earth Genesis: First book of the Bible New Testament: the part of the Bible which tells the story of Jesus' life and the actions of his disciples.	I can apply this knowledge to the enquiry question I can express an opinion about some Christian beliefs about God	Do I feel it is important to look after the world? - Why? - What would happen if we didn't care about it? - What do I believe about creation? - Do I feel it is important to look after other people? - What happens if we don't look after or help other people?	- Which people are important to you? - What is Christianity? - Stories from the Bible. - What is Rosh Hashanah and Yom Kippur? - What times of the year are special to you and why?
Suggested enquiry question: What gifts might Jesus be given today?				
- Mary was a young Jewish woman whom God chose to be the mother of his son, Jesus, and he sent his angel, Gabriel, to ask this of her. - Mary agreed (this is called her "Fiat") and Jesus was born in Bethlehem. - This is the Christian concept of incarnation: God becoming man or literally being "made flesh".	Magi/wise men: visitors from Eastern lands who travelled to find a king because they had seen a star Gold symbolises kingship on earth.	I can apply this knowledge to the enquiry question I can suggest a gift a Christian might give to Jesus and explain why	I can talk about choosing meaningful gifts or presents for different people I can talk about a gift that is special to me I can talk about the feelings of giving and receiving meaningful gifts	- Why do Christians give gifts at Christmas? - What makes a gift meaningful?

The star in the sky symbolises Jesus' importance and how he could be a light for other nations. The gifts show that Jesus was a type of both king and God, and would die.	Frankincense (an incense) is a symbol of deity. Myrrh (an embalming oil) is a symbol of death.			
Suggested enquiry question: Why was Jesus welcomed like a king or celebrity on Palm Sunday?				
- Christian concept of Salvation: the saving of mankind from permanent separation from God by the death and resurrection of Jesus - Trinity. This is the 'complete relationship' between God (the Father), Jesus (his son) and the Holy Spirit - Palm Sunday is the day where Jesus rode into Jerusalem. He fulfilled Old Testament prophecies which said that this would happen when the "king" came.	Salvation: the saving of mankind from permanent separation from God by the death and resurrection of Jesus Palm Sunday: when Jesus rode into Jerusalem Disciples: Jesus' special friends.	I can apply this knowledge to the enquiry question I can start to show understanding that Jesus is special to Christians and say why	I can think about qualities in people I admire I can talk about a person I admire I can talk about a person I admire and say why I admire them	- Why was Jesus special and important to the people around him? - Why were people happy to see Jesus on Palm Sunday? - Why is Jesus special to Christians?

Judaism Core Content				
Substantive Concepts Key knowledge & vocabulary associated with world view		Disciplinary Concepts Skills of evaluation, research, critical thinking in relation to the enquiry question	Personal Development Personal resonance with or reflection – child's own thoughts, opinion, belief	Questions to Consider
Suggested enquiry question: Who is God to the Jews?				
- Abraham is considered the founder of Judaism - The Jewish beliefs within this enquiry include: - There is only one God and God created the world - God made a special agreement with the Jewish people called 'A Covenant' - God gave them a Holy Book called the Torah - The 10 commandments are a set of rules that tells them how to live their lives in a way that pleases God. - These rules are found in the Torah and were given to Moses	Abraham: Founder of Judaism Idol: A false god or statue of such Covenant- binding oath or promise Torah – Jewish Holy Text 10 Commandments – rules to live by given to Moses Star of David -A six-pointed star adopted by Jews as a symbol of Judaism	I can apply this knowledge to the enquiry question I can talk about an agreement Jewish people make with God and begin to explain why this is important	I can identify a promise and understand that trust is important when making an agreement I can explain why agreements are important and why they should be kept I can create a set of rules to help us live a happy life	- What do Jewish people believe about God? - How do Jewish people show faith in God? - How do the 10 commandment help Jewish people live their lives?
Suggested enquiry question: How is Shabbat important to Jewish children?				
- The Jewish Holy books (Tenakh) contain core beliefs and stories including the Creation Story in which God creates the world in six days and rests on the seventh – the Sabbath. As the Jewish weeks start on a Sunday, Saturday is the 7th day, the day of rest – Shabbat. - The law books attributed to Moses include the 10 commandments – one of these is to 'Honour the Sabbath'. - Shabbat (Sabbath) is celebrated both in the home and the synagogue and the main requirement is that no work should be attempted from sunset on Friday until sunset on Saturday.	Shabbat: Sabbath – A day of rest Kippah: skull cap Tenakh: Jewish holy books	I can apply this knowledge to the enquiry question I can explain why Shabbat might be important to Jewish children	I can talk about my favourite day of the week and say why it is special I can say what day might be special to me and explain what I might do on that day and whom I might spend it with I can explain why having a regular time of peace or rest might be good for me and others	- What would be put on a table for Shabbat? - Why are these items important to Jewish children? - How does celebrating Shabbat help Jewish children remember God making the world?

- The start of Shabbat is marked with a special meal and ceremony in the home. - When worshipping, Jews wear a skull cap called a kippah. This is usually worn by men as a sign of respect to God.				
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Humanism Core Content				
Substantive Concepts Key knowledge & vocabulary associated with world view		Disciplinary Concepts Skills of evaluation, research, critical thinking in relation to the enquiry question	Personal Development Personal resonance with or reflection – child’s own thoughts, opinion, belief	Questions to Consider
Suggested enquiry question: What do Humanists believe?				
- it should be made clear to children that Humanism is not a religion. It is more a shared approach to seeing the world in a certain way. Many people will decide for themselves what they believe is right and wrong and how they should behave towards others. They may then find that this matches what a lot of other people think who are Humanists, and then they may decide to call themselves a Humanist as well. - Humanists try to live by the “Golden Rule” which is “Treat other people as you would like them to treat you”. It explains how a Humanists may try to live. This idea or way of living will also apply to how a Humanist might treat animals and the planet as well as other humans.	Golden Rule: “Treat other people as you would like them to treat you” Big Bang: how Humanists consider the world was created. Evolution: the changes over time to how humans (and living things) are today. Happy Human: symbol associated with Humanism designed to portray the potential of humans and ability to celebrate life.	I can apply this knowledge to the enquiry question I can explain how Humanists might act in their daily lives	I can say how I would like to be treated I can tell you how I might care for people, animals and the planet I can say what I would do to look after the world and show people I care	- What makes us special as people? - How can we be kind to others? - How would you like people to treat you? - How can we care for people and animals to help look after our world?

Year 2 Key concepts, knowledge, vocabulary and skills – RE and World views

Christianity Core Content				
Substantive Concepts Key knowledge & vocabulary associated with world view		Disciplinary Concepts Skills of evaluation, research, critical thinking in relation to the enquiry question	Personal Development Personal resonance with or reflection – child's own thoughts, opinion, belief	Questions to Consider
Suggested enquiry question: Is it possible to be kind to everyone all of the time?				
- The learning is based on Jesus summing up the 10 commandments from the Old Testament into two commandments. " 'Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.' The second is this: 'Love your neighbour as yourself.' There is no commandment greater than these." Mark 12:30-31 - Jesus then gave examples of parables and acted in a way to help people around him understand this.	Samaritan: a person from Samaria, a country near where Jesus was teaching. Levite: a legal expert who would have known that it states in the law that he should help an injured man. Pharisee: a strictly orthodox Jew who adhered closely to the rules and scriptures. Parables: stories that Jesus told to illustrate points he was trying to make in a way (or setting) that his listeners would understand.	I can apply this knowledge to the enquiry question I can say if I think Christians think they should be kind and give a reason.	I can tell you how I could be kind to others even if it is difficult I can tell you when I have been kind to others even when it was difficult. I can say why kindness is important and think of ways to show kindness	- Was it always easy for Jesus to show friendship? - What can I learn from religious traditions? - How and why Christians try to help each other?
Suggested enquiry question: Why do Christians believe God gave Jesus to the world?				
Trinity: complete relationship between God (the Father), Jesus (his son) and the Holy Spirit. The three are "consubstantial", which means that they exist separately and together as one	Agape: Agape is universal love, such as the love for strangers, nature, or God. It is also called charity Trinity: God (the Father), Jesus (his	I can apply this knowledge to the enquiry question I can tell you why Christians think God gave Jesus to the world	I can tell you why the world may need special care I can say how I could help people in the world by showing love I can say how I could help people in the world by showing love	- How do Christians prepare for Christmas? - How might a Christian believe Jesus could save the world? - Why do Christians believe God gave Jesus to the world?

- God became incarnate at Christmas and bought God's love for the world to earth in human form. - This enquiry also reflects the concept of salvation: Christians believe that God gave the gift of his son to humanity in order to save them from sin and open up a pathway back to God through the death and resurrection of Jesus - Agape: Agape is universal love, such as the love for strangers, nature, or God. It is also called charity	son) and the Holy Spirit Incarnation: God becoming man or literally being "made flesh".			
Suggested enquiry question: How important is it to Christians that Jesus came back to life after his crucifixion?				
- Christians believe that Jesus was put to death on a cross and remember this event on Good Friday. They believe that after he died, he was put into a tomb with a stone rolled across the doorway (so something that could not easily be moved especially from the inside). On Easter Sunday, visitors to the tomb (one being Mary Magdalene who was a follower of Jesus) found it empty. Mary then saw Jesus in the gardens surrounding the tomb, demonstrating to her that he had risen from the dead. - The disciples (Jesus' friends) wrote about these events and their significance in the later books of the New Testament	Resurrection: rising from the dead Salvation: the saving of mankind from permanent separation from God by the death and resurrection of Jesus, whom Christians believe is the Son of God Disciples: Jesus' special friends New Testament: the part of the Bible which follows the birth of Jesus	I can apply this knowledge to the enquiry question I can suggest what I think happened to Jesus after the tomb was found empty	I can talk about what I believe happens when something or somebody dies and how memories help me to remember I can start to explain what I believe happens to you when you die I can consider what symbols I would like to use when celebrating people I love or new life	- How important is it to Christians that Jesus came back to life after His crucifixion? - What do you think might have happened to Jesus after the empty tomb? Do you have an opinion? Does someone believe something different? - How do Christians use the story to guide their life today? - Why after so many years is the Easter story so important to some Christians?•

Judaism Core Content				
Substantive Concepts Key knowledge & vocabulary associated with world view		Disciplinary Concepts Skills of evaluation, research, critical thinking in relation to the enquiry question	Personal Development Personal resonance with or reflection – child's own thoughts, opinion, belief	Questions to Consider
Suggested enquiry question: How does visiting the synagogue help Jewish children feel closer to God?				
- Jews believe that there is only one God, and he is sacred (Holy). Important features of a synagogue - Star of David -A six-pointed star. It is a symbol of Judaism - Torah- first 5 books of the Jewish Holy Texts. Written in Hebrew. - Yad- A special pointer used when reading the Torah - Ark-A large cupboard facing Jerusalem. It holds the Torah and is the holiest place in the synagogue. - Ner tamid- hangs above the ark. It is a light that never goes out. It is a symbol that God is eternal or present. - Bimah- This is a raised platform with a reading desk where the Torah is read. - Rabbi- A Jewish religious teacher. They lead services at the synagogue - Siddur -Prayer book - Mezuzah- small rectangular shaped box which can be found on the doorframe of Jewish people's homes. It contains the Shema prayer which is a prayer for Jewish people to remember God.	Tanakh: Hebrew Bible Sefer Torah: Torah Scroll written out by a specially trained scribe Sofer: specially trained scribe	I can apply this knowledge to the enquiry question I can explain about how Jewish children may feel closer to God if they visit the synagogue	I can talk about my favourite place and say why it is special to me I can start to explain feelings when I visit a place that is special to me I can think about how the synagogue might give special feelings to Jews, and include similar features in a special place I have designed	- What special things can you find in a synagogue? - What are they used for? - How do symbols and objects help Jewish people remember God?

Islam Core Content				
Substantive Concepts Key knowledge & vocabulary associated with world view		Disciplinary Concepts Skills of evaluation, research, critical thinking in relation to the enquiry question	Personal Development Personal resonance with or reflection – child's own thoughts, opinion, belief	Questions to Consider
Suggested enquiry question: Who is God to Muslims?				
- Muslims believe that Allah is perfect. He is the one who made human beings, the one who watches them during life and the one who decides what happens when life is over. - Allah should be the most important thing in a Muslim's life – for this reason many Muslims do things every day to make sure they remember Allah like praying 5 times a day. The prayer times are often at difficult times, but this is to show that Muslims should build their day around Allah rather than fit him into their lives when it suits them best. Allah comes first.	Allah – Muslim name for God Muhammad – messenger chosen by Allah. Makkah – city where Islam began. Saudi Arabia – country Makkah is in Qur'an – The Holy book for Muslims – words of Allah to Muslims	I can apply this knowledge to the enquiry question I can explain how Muslims might show respect for these in their daily lives	I can explain how to show respect I can tell you how I might show respect for other people I can say what I do to show people who are special to me that I care	- What does Muslims believe about Allah? - How does Muhammad relate to Allah? - When might they prayer together? Or alone? Why do you think that might be? - Does going to a mosque give Muslims a sense of belonging? - Does praying at regular intervals help a Muslim in his/her everyday life? How?
Suggested enquiry question: How important is the Qur'an to Muslims?				
- The Qur'an is the holy book for Muslims, but it is also believed to be the actual words of Allah spoken in Arabic, the language chosen by Allah. It is treated with great care. - Many Muslims take lessons in how to speak Arabic, including schoolchildren. These classes are often taught in the Mosque, the Muslim place of worship. - Muslims believe the Qur'an gives information on how to live life the way Allah would want. The Qur'an is treated with care in the following ways... - o Being put on a stand when used, so it is not touched too much.	Allah – Muslim name for God Qur'an – The Holy book for Muslims – words of Allah to Muslims. Muhammad – messenger chosen by Allah. Night of Power – the night the first part of the Qur'an was given to Muhammad. Makkah – city where Islam began.	I can apply this knowledge to the enquiry question I can explain how instructions in the Qur'an might impact on the life of a Muslim today	I can talk about something I have learnt from a story I can give examples of good things I could do in my life I can consider how some of the things I think are important might be similar to instructions in the Qur'an	- Who do Muslims believe spoke the words of the Qur'an? - How does the Qur'an help Muslims live their lives? - Why do Muslims treat the Qur'an with special care? - Can you name one way the Qur'an is looked after?

• o When not used it is wrapped in a clean cloth • o When not being read it should be the highest book in the room • o Never being placed on the floor • o Hands are washed before it is touched.	Saudi Arabia – country Makkah is in			
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Year 3 Key concepts, knowledge, vocabulary and skills – RE and World views

Christianity Core Content				
Substantive Concepts Key knowledge & vocabulary associated with world view		Disciplinary Concepts Skills of evaluation, research, critical thinking in relation to the enquiry question	Personal Development Personal resonance with or reflection – child's own thoughts, opinion, belief	Questions to Consider
Suggested enquiry question: What is the true meaning of Christmas?				
- God chose a Jewish young woman called Mary, who was engaged to Joseph the carpenter, to be the mother of his earthly son. - He sent his angel, Gabriel, to ask this of her. Mary agreed to allow this to happen, and Jesus was born in Bethlehem. This is the Christian concept of “incarnation”: God becoming man or literally being “made flesh”. Jesus was born in a stable and was visited by a variety of people from very different social classes. There is a significance to the people and places which appear in the Christmas story (explained below).	Shepherds: first people to learn of the birth of Christ. Star: The star led the wise men from a great distance to Jesus. It also portrays to Christians that Jesus is the light of the world. Wise men and their gifts: The wise men travelled a great distance because the star signified to them that a king had been born. They chose gifts fit for royalty and which signified Jesus’ life to come (see Year 1 Autumn 2 for more details). Stable: Earthly royalty would be born in a palace, but Jesus was born in a stable because there was no room at the inn.	I can start to explain what Christmas means to Christians and what it’s true meaning might be to them and to me I can start to explain why kindness is meaningful to Christians at Christmas. I can start to consider why Jesus was sent to earth.	I can talk about what the Christmas celebrations or holidays mean to me I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts I can explain what Christmas means to me and talk about what gift I would like to give to the world	- What does Christmas mean to me personally? - Is giving and receiving gifts an important part of Christmas for me? Why or why not? - What does Christmas teach about kindness, sharing, or helping others? - If I could give one gift to the world, what would it be and why?
Suggested enquiry question: Could Jesus really heal people? Did he perform miracles or was there another explanation?				
The concept of Incarnation is that Jesus became man and lived among men and women. As part of his ministry, narrated in the New	Incarnation: God as man	I can start to explain whether I think Jesus healed people or not	I can explain what I think a miracle is I can talk about some of the things in the world that people think of as miracles and	What do Christians believe about the miracles of Jesus?

Testament of the Bible, Jesus performed many miracles. - The miracles included in this enquiry are based on healing (rather than some others which create e.g. food and drink). - Jesus uses saliva to heal the man born blind, and builds on the faith of the friends to heal a paralysed man.	Disciples: Jesus' special friends Miracles: acts that Jesus performed during his lifetime which evidence to believers that he was truly God. Pharisee: Strict follower of the Jewish faith Baths: Areas for cleansing near the temple where there would also be beggars asking for money due to afflictions.		whether there might be another explanation I can talk about a miracle I would like to see happen in the world today	- Why might people believe that Jesus could heal others? - Can there be different explanations for how someone is healed? What might they be?
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Suggested enquiry question: What is good about Good Friday?

All 4 of the Gospels (the accounts of Jesus' life on earth attributed to his closest friends) tell the story of Holy Week. The day before Good Friday is called "Maundy Thursday" and is the day he ate a "Last Supper" with his friends. The passing of the cup of wine and breaking of bread at this supper is commemorated in the Christian sacrament of communion. Good Friday is the day when Christians commemorate the death of Jesus on the cross. Christians believe his death on Good Friday was necessary to bring forth the resurrection on Easter Sunday.	Incarnation: God as man Disciples: Jesus' special friends Resurrection: Coming back to life after being put to death Crucifixion: being put to death by being nailed to a cross. Communion: The sharing of specially blessed bread and wine which then becomes/represents to Christians the body and blood of Jesus to commemorate the Last	I can reflect on the Easter story and explain what might be good about Good Friday to a Christian	I can explain how somebody might rescue or help others in a difficult situation I can reflect on what I think might or might not be good about the story of Easter as a rescue I can reflect on how rescuing somebody by taking action or showing them a better way to live might be a good thing	- What do Christians remember on Good Friday? - Why is Good Friday seen as both sad and good? - What do Christians believe Jesus showed through his actions on Good Friday?
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	Supper and Jesus' death and resurrection. Salvation: the belief that Jesus' death and resurrection saved humans and opened the way back to God for eternity.			
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Hinduism (Santana Dharma) Core Content				
Substantive Concepts Key knowledge & vocabulary associated with world view		Disciplinary Concepts Skills of evaluation, research, critical thinking in relation to the enquiry question	Personal Development Personal resonance with or reflection – child's own thoughts, opinion, belief	Questions to Consider
Suggested enquiry question: How do Hindus (Sanatanais) show their beliefs?				
Hindus believe that Brahman can appear in many different ways but is always the one supreme being. He is present in the Trimurti and all other deities. Shiva and Parvati are believed to be parents to Ganesha. Due to him not realising Ganesha was his son, Shiva cut off his head so replaced it with the head of the nearest sleeping animal which was an elephant. He also granted Ganesha great wisdom and a power to remove any obstacles that come in the way of all people who truly worship him. Lakshmi: Lakshmi is the goddess of wealth and good fortune. She is also the wife of Vishnu.	Brahman: The Supreme Power -God Brahma: creator Vishnu: preserver Shiva: destroyer Atman: part of Brahman – in everyone	I can apply this knowledge to the enquiry question I can explain why or how these deities might tell Hindus more about God	I can explain how people show different aspects of their personalities I can explain how different aspects of my character help others see who I really am I can explain how I could show more of my positive aspects	- Why might people worship different forms if they believe in one supreme reality? - Why do some people pray to Ganesha at the start of something new? - What values does worshipping Lakshmi teach? - Why might different deities be important to different people?
Suggested enquiry question: How can a Hindu (Sanatana) live a good life?				
<u>Atman</u> Most Sanatanis will believe that the Atman (that spark of life that is part of Brahman) carries on living after they die. Sometimes this will go on into another body (which might be human or might be a plant or animal). This cycle of birth, death and rebirth is called Samsara, but the ultimate goal is for the Atman to become one with Brahman again. This is called Moksha <u>Karma:</u> Karma can be translated as actions and in a broad sense explains that our actions have consequences. Hindus believe	Atman: Spark of life or a soul. Karma: the sense that actions have consequences Samsara: cycle of rebirth - a belief that the soul lives many lifetimes.	I can apply this knowledge to the enquiry question I can explain why I think some of these actions might be a better way than others	I can explain how my actions may have consequences for myself and others I can explain different ways I could lead a good life I can explain how I could take actions to lead a good life which might have a positive impact on the future	- What does it mean to live a good life? - What makes someone a good person? - Are our choices important even when no one is watching?

that the soul passes through a cycle of many lives and the next life is always dependent on how the previous life was lived. Samsara: Sanatanis believe in reincarnation, the cycle of rebirth - a belief that the soul lives many lifetimes, in one body after another. The soul is sometimes born in a human body and sometimes in other forms. Moksha: The spiritual goal of a Hindu is to become one with Brahman. This liberation is referred to as moksha. Moksha is linked closely to karma as the actions a person undertakes have a direct influence on their next life, so to achieve Moksha, good Karma must be accumulated.	Moksha: to become one with Brahman. Sadhu: holy man Sewa/seva: selfless service Puja: prayer/worship			
Suggested enquiry question: Does visiting the Ganges make a person a better Hindu (Sanatana)?				
- This enquiry concentrates on Hindu beliefs about the River Ganges and some of the practices which occur there. - The River Ganges is considered to be sacred and spiritually pure by believers although in reality it is not a clean river. Because of the purifying nature of the river, Hindus believe that any rituals performed on the banks of the Ganges or in its water will wash away impurity. - The Puranas (ancient Hindu scriptures) say that taking a dip in the sacred river 'bestows heavenly blessings'. - Many Hindus believe that bathing here will help them spiritually. It is also a place where the dead are cremated. Many Hindus believe that this will help them in their next life	Ganges: sacred river for Sanatanis -in India Puranas: ancient Scripture Samsara: the cycle of life and death Moksha: liberation from the cycle of life and death	I can apply this knowledge to the enquiry question I can explain how or why I think these actions might make somebody a better Hind.	I can explain the importance of water for Hindus	- Why is the River Ganges special to Sanatanis (Hindus)? - Does visiting a holy place help someone live a better life? Why or why not? - Is it more important where you go, or how you act in your everyday life?

Christianity Core Content				
Substantive Concepts Key knowledge & vocabulary associated with world view		Disciplinary Concepts Skills of evaluation, research, critical thinking in relation to the enquiry question	Personal Development Personal resonance with or reflection – child's own thoughts, opinion, belief	Questions to Consider
Suggested enquiry question: What is the most significant part of the Nativity?				
- Jesus was born in Bethlehem and Christians believe he was God's son. Mary was his mother and Joseph was engaged to her at the time. - The elements of the Christingle have a symbolism The orange represents the world. The candle reminds Christians of Jesus whom they believe to be the light of the world. The red ribbon goes all round the 'world' and being the colour of blood, reminds Christians that Jesus died. The four cocktail sticks are the four seasons The sweets (or sometimes dried fruit) remind Christians of God's gifts to the world	Incarnation: God becoming man or literally being "made flesh" Christingle: An ornament made in many homes and church at Christmas with significance to each part of it.	I can consider what might be significant for a Christian about the Nativity story and what it tells them about Jesus I can explain the symbolism within a Christingle	I can explain why symbols are used and the meaning of some symbols to me I can say what I think about the Christian belief in Jesus as the incarnation of God and explain what Christmas time means to me I can design a symbolic object to show the significance of Christmas time to me	- What is a symbol and why do people use symbols? - What do Christians believe about Jesus being the incarnation of God? - What is important about Christmas to me (e.g. family, giving, kindness, faith)? - What symbols could I use to show these ideas?
Suggested enquiry question: Is forgiveness always possible for Christians?				
Christians believe that Jesus is the son of God, who came to Earth in order to save humans from their sins. His death and resurrection opened up the way back to God and restored humanity's relationship with him. This is the Christian concept of salvation.	Incarnation: God becoming man or literally being "made flesh" Gospel: the first 4 books of the New	I can describe what a Christian might learn about forgiveness from a Bible story I can discuss how some Christians might feel about forgiveness	I can explain what forgiveness is and why it might be difficult in some situations I can say whether I think showing forgiveness might be important	- What do Christians believe about forgiveness? - Why is forgiveness important in Christianity?

- Jesus forgave many people in his lifetime as an example to his followers. He was “without sin” as the incarnate Son of God so could not do something wrong. He is usually depicted in the Gospels as kind and loving. The actions in the Temple are a stark contrast to this. - Jesus taught his disciples “the Lord’s Prayer” which is also known as the “Our Father”. It explicitly asks God to grant the speaker forgiveness as they forgive others who have hurt them.	Testament about Jesus’ life, ministry and death, and the early Church. Disciples: Jesus’s special friends. Lamb of God: A name given to Jesus because he sacrificed himself as animals were sacrificed at the time.	I can describe what a Christian might learn about forgiveness from a Bible text	I can explain what forgiveness might mean to me	- Are there times when it might be hard to forgive? Why? - Do Christians believe they should always forgive everyone? - How did Jesus show forgiveness in his life and teachings?
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Buddhism Core Content				
Substantive Concepts Key knowledge & vocabulary associated with world view		Disciplinary Concepts Skills of evaluation, research, critical thinking in relation to the enquiry question	Personal Development Personal resonance with or reflection – child’s own thoughts, opinion, belief	Questions to Consider
Suggested enquiry question: What does it mean to be Buddhist?				
- The story of the Buddha shows Buddhists that it is important to live your life in the right way. As a prince he was first surrounded by money and possessions, but these did not make him happy. He realised that money could not stop unhappiness, illness and death. He decided to try to live his life in a way that would help others and not just think about himself. - Many Buddhists today look at what happened in the Buddha’s life and try to learn how his teachings could help them, these messages could include	Siddhartha Gautama – a prince who became known as the Buddha. Buddha – a person who has reached enlightenment. Enlightenment – understanding the world how it works and the meaning of life. Dukkha (Suffering)	I can talk about what I can learn from the story of the Buddha. I can explain what makes me feel happy and what makes me feel unhappy. I can think of ways to be more positive and help others. I can describe how it feels when someone helps me.	I can understand what it means to be happy and can talk about the feelings that happiness brings I can say how it felt to be happy I can say how it feels to be spoken to politely and I understand that what people say is important	- What can I learn from the story of the Buddha? - What makes me feel happy or unhappy? - How could I be more positive and help other people? - How does it feel when someone helps me?

- Being rich does not guarantee happiness - Suffering and death are part of life - Some suffering is caused by people doing selfish things - If we are less selfish there will be less suffering - We should try to help others, like the Buddha did.				
Suggested enquiry question: Can the Buddha's teachings make the world a better place?				
- The story of the Buddha shows Buddhists that it is important to live your life in the right way. As a prince he had everything, but was not happy. He realised that suffering and unhappiness were often caused by not understanding what life was like. He decided to try to live his life in a way that would help others and not just think about himself. - Many Buddhists today look at what happened in the Buddha's life and try to learn how his teachings like the three marks of existence could help them. Some stories that the Buddha told help Buddhists understand how they should approach life.	Siddhartha Gautama – a prince who became known as the Buddha. Buddha – a person who has reached enlightenment. Enlightenment – understanding the world, how it works and the meaning of life. Dukkha (Suffering) Anicca – Everything changes	I can retell a Buddhist story and explain its meaning? I can explain how the teachings of Buddha might impact on the life of a Buddhist today	I can consider how the world is a wonderful place for some people and less wonderful for others I can explain why one of these stories might be meaningful to me I can talk about changes in my life and how these might bring positive outcomes for me	- What makes the world feel like a wonderful place for some people? - Why might life be more difficult for others in different parts of the world? - What could people do to help make the world better for everyone? - How does the story connect to my own life or experiences? - How might these changes help me grow or learn something new?
Suggested enquiry question: What guides Buddhists to lead a good life?				
Most Buddhists believe in a cycle of life, death and rebirth. They believe that people live many times and try to	Siddhartha Gautama – a prince who	I can explain how right mindfulness might help a buddhist to lead a good life.	I can consider which choices and consequences might lead to.	What choices can I make in different situations?

be better each time – the goal of this is to achieve enlightenment which will mean they do not have to live again, this is called Nirvana. • Some enlightened people like the Buddha choose to keep living in order to pass their teachings on. • The Buddha lived to an old age helping people by explaining his teachings.	became known as the Buddha. Buddha – a person who has reached enlightenment. Enlightenment – understanding the world, how it works and the meaning of life. Dukkha (Suffering) Nirvana – release from the cycle of life, death and rebirth.	I can discuss how a Buddhist might put Right Effort into practice in their lives.	I can consider how I can make the world a better place for others a good life. I can explain what effort and mindfulness might mean to me.	• What might happen as a result of my choices? • How can I choose actions that lead to positive outcomes? • What does a “good life” look like for different people? • What does being mindful or aware of my thoughts and actions mean?
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Humanism Core Content				
Substantive Concepts Key knowledge & vocabulary associated with world view		Disciplinary Concepts Skills of evaluation, research, critical thinking in relation to the enquiry question	Personal Development Personal resonance with or reflection – child's own thoughts, opinion, belief	Questions to Consider
Suggested enquiry question: What motivates Humanists to lead a good life?				
- The enquiry considers how Humanists may live their lives based on the following key beliefs: - There is no evidence of a god – science gives many answers to things previously attributed to gods e.g. the formation of life - We have one life – we need to make the best of it - It is our responsibility to treat humans and other living things ethically, fairly and positively - We need to take personal responsibility for our actions - We have the potential to achieve great things which will benefit humanity and future generations - Humanists value freedom, empathy, reason and human rights - Humanists respect people's right to hold their own beliefs; however they are opposed to human rights being violated which can happen in some societies, some of which may be governed by religious law.	Golden Rule: "Treat other people as you would like them to treat you" Big Bang: how Humanists consider the world was created. Happy Human: symbol associated with Humanism designed to portray the potential of humans and ability to celebrate life. Most Humanists do not believe in life after death.	I can discuss what rule a Humanist might choose to live by to live a good life I can discuss what a Humanist might believe about how the world began. I can discuss what actions a Humanist may take to live a good life I can explain some things that Humanists might believe	I can discuss what is a "good" life I can explain some actions a Humanist might take to lead a good life I can say what would motivate me to lead a better life	- What do Humanists believe about being a good person? - Why do Humanists think it is important to be kind and helpful? - What helps Humanists decide what is right and wrong? - Do people need religion to live a good life? Why or why not?

Year 5 Key concepts, knowledge, vocabulary and skills – RE and World views

Christianity Core Content				
Substantive Concepts Key knowledge & vocabulary associated with world view		Disciplinary Concepts Skills of evaluation, research, critical thinking in relation to the enquiry question	Personal Development Personal resonance with or reflection – child's own thoughts, opinion, belief	Questions to Consider
Suggested enquiry question: Is the Christmas story true?				
- The Bible records the important events in the life of Jesus in the Gospels. - The Gospels were probably not written as events happened. They would have been told and retold before recording, therefore specific dates and times may have become unknown (or irrelevant) - The fixing of a festival date to commemorate an event does not necessarily have to happen on the actual date of the event (e.g. The Scouting/Guiding movement chose the birthday of the founders, not the actual date they first started the movement). - The Gospels which retell the birth of Jesus agree on the main points and disagree on nothing.	Gospels: literally means “good news”, books of the New Testament recounting Jesus’ life. Gospel ‘writers’: Matthew, Mark, Luke and John – four of Jesus’ disciples. Disciples: Jesus’ special friends Truth: historic fact, scientific truth, personal truth i.e. belief/faith?	I can retell a version of the Christmas story from the Bible I can compare versions of the Christmas story from the Bible I can start to explain what a Christian might believe is true from the Christmas Story	I can understand how there might be different versions of events which are all true to some extent and to some people I can explain how “true” could mean different things to different people, and how stories can be “true” in different ways I can explain how people can see truths in stories which may not be completely true	- What do Christians believe about the Christmas story? - Do all people believe the same thing about the story of Jesus’ birth? Why or why not? - Can a story be important or meaningful even if people understand it in different ways?
Suggested enquiry question: How significant is it for Christians to believe that God intended Jesus to die?				
Christians believe that Jesus is the son of God, who came to Earth in order to save humans from their sins. His death and resurrection opened up the way back to God and restored humanity’s	Pilate: The Roman governor of the region	I can begin to consider whether the crucifixion was a consequence of the events of Holy Week	I can understand how some people believe in destiny and how others might believe in having free will to make their own choices	Why do Christians believe Jesus’ death was important?

relationship with him. This is the Christian concept of salvation The Bible cites many examples where Jesus says he knows he will be going to his death. It says he warned his disciples that “He will be handed over to the Gentiles. They will mock him, insult him, spit on him, flog him and kill him” (Luke 18:32). Later he told the Roman governor, Pilate, “For this reason I was born, and for this I came into the world” (John 18:37).	Incarnation: God as man Disciples: Jesus’ special friends Resurrection: Coming back to life after being put to death Crucifixion: being put to death by being nailed to a cross. Pharisee: a strictly orthodox Jew who adhered closely to the rules and scriptures.	I can begin to consider whether the crucifixion was a consequence of the events of Holy Week or whether Jesus knew and it was part of God’s plan (Last Supper to praying in the garden) I can begin to consider whether the crucifixion was a consequence of the events of Holy Week or whether Jesus knew and it was part of God’s plan (The trials, Peter’s denial, crucifixion, burial and resurrection)	I can explain my own definitions of purpose and destiny I can give an example of someone with a strong sense of purpose in their life and give my opinion on this	- How does this belief affect the way Christians live their lives today? - Do all Christians understand the meaning of Jesus’ death in the same way? Why or why not?
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Suggested enquiry question: How can Christians show commitment to God?

10 Commandments (see below) - Jesus’ commandments to love God and love your neighbour. - Jesus did not change or discard the original 10 Commandments. His teaching made it easier to understand that in essence the first 3 Commandments are about loving God and the other 7 are about loving your neighbour - Many Christians will choose to be confirmed (received into the Church as an adult) and in this ceremony, the gifts of the Holy Spirit are prayed to be conferred on them.	10 Commandment: rules given to Moses in the desert when he led the Israelites out of Egypt. Gifts of the Spirit: The gifts are: Wisdom, Understanding, Counsel, Fortitude, Knowledge, Piety, and Fear of the Lord	I can describe how different practices enable Christians to show their commitment to God (The 10 Commandments) I can describe how different practices enable Christians to show their commitment to God	I can show an understanding of why people may show commitment in different ways to something they believe in I can show an understanding of why people show commitment in different ways I can show how people may show commitment in different ways to something they believe in	- What ways do Christians show their commitment to God in their daily lives? - How do practices like prayer, worship, and helping others show commitment? - Is it more important what Christians believe or what they do to show commitment? Why?
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	Prayer: the act of talking to God which can take a formal format such as saying the Lord's Prayer or can be more ad-hoc as the Christian feels is appropriate. The Lord's Prayer: also known as the Our Father, how Jesus taught the disciples to pray.			
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Sikhism Core Content				
Substantive Concepts Key knowledge & vocabulary associated with world view		Disciplinary Concepts Skills of evaluation, research, critical thinking in relation to the enquiry question	Personal Development Personal resonance with or reflection – child's own thoughts, opinion, belief	Questions to Consider
Suggested enquiry question: What does it mean to be a Sikh?				
The 5 Key Sikh beliefs • God is in everything (Sikhs see God as an energy source rather than as a physical entity) • It is a Sikh's duty to serve others (sewa) • All people should be treated as equals • Sikhs should share what they can with others • Sikhs should earn their living honestly <u>Langar</u> The Langar is an important concept in Sikhi as it was started by Guru Nanak, founder of Sikhi. Everyone, regardless of rank or wealth, sits and eats freely provided and freshly produced vegetarian food and non-alcoholic drink together as equals	Harmadir Sahib: Golden Temple – place of Pilgrimage in India Langar: free vegetarian meal available for all 5 Ks: 5 physical symbols of joining the Khalsa	I can explain some key beliefs in Sikhi and begin to explore different ways Sikhs have put their beliefs into practice I can describe some of the actions a Sikh may carry out and the feelings they may experience when putting effort into following their religion	I can talk about how different beliefs or causes are more important to me than others I can identify the different amount of effort I show to different things and explain these priorities I can say what efforts I could increase for beliefs I think are important and what the outcomes might be	• What beliefs and values are important to Sikhs? • How do Sikhs show their faith in their everyday lives? • What does being part of the Sikh community mean to a Sikh person?
Suggested enquiry question: Why are stories and pilgrimage important to Sikhs?				
• Sikhs still respect and learn from traditional stories • The story of Bhai Kanhaiya teaches the importance of having compassion,	Guru: Teacher or guide	I can describe what a Sikh/non-Sikh might learn from a Sikh story and start to explain why stories can be important	I can give an example of a story that teaches me how to behave to I can give my opinion as to why stories may be	• Why might Sikhs understand or explain

caring for everyone and being kind. Bhai Kanhaiya treated everyone equally, even if they were different. There are also examples in the story of him sharing and serving others. - The story of Malik Bhago: when he realises his mistakes, he promises to change his ways which teaches that everyone makes mistakes, but it's never too late to learn and become a better person. Guru Amardas Ji: Became a Guru at 73 and fought for the rights of women and girls.	Guru Nanak: founder of Sikhism Guru Granth Sahib: Holy book Chauri: fan	I can recognise that stories can be an important way of expressing belief and meaning I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs	important to people today wards other people I can explain how some stories can teach people about what is important and how to behave	their sacred stories in different ways? How can Sikh teachings stay relevant in a modern world?
Suggested enquiry question: What is the best way for a Sikh to show commitment to God?				
- Sikhs are proud to visibly show commitment to their faith – this can be done in many ways including - Joining the Khalsa through the Amrit Ceremony - Wearing the 5 K's - Worshipping in the Gurdwara - Reading and respecting the Guru Granth Sahib - Serving the community through the Langar meal and other areas of Sewa (service)	Waheguru: God Mool Mantar: This is the opening text of the Guru Granth Sahib – 'ik onkar' – There is only one God The Guru Granth Sahib: Holy book Chauri: fan used to show respect to the Guru Granth Sahib Granthi: person who reads the Guru Granth Sahib	I can describe different ways Sikhs choose to show their commitment to God I can explain why equality is important to Sikhs and is an example of how they show their commitment to God	I can express why showing commitment to something may be a good thing I can show an understanding of why people show commitment in different ways I can explain some of the ways you can continue to show commitment and how to keep going when facing a difficult challenge	- How do Sikhs show their commitment to God through their daily actions and choices? - What role do practices like prayer, seva (helping others), and the Five Ks play in showing commitment? - Is it more important what Sikhs believe or what they do to show their commitment? Why?

Year 6 Key concepts, knowledge, vocabulary and skills – RE and World views

Christianity Core Content				
Substantive Concepts Key knowledge & vocabulary associated with world view		Disciplinary Concepts Skills of evaluation, research, critical thinking in relation to the enquiry question	Personal Development Personal resonance with or reflection – child's own thoughts, opinion, belief	Questions to Consider
Suggested enquiry question: How do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?				
- Christian's celebrate the arrival of Jesus as God's Son. - They are grateful because they believe Jesus brought to earth a message from God about how to live a good life. - He performed miracles, helped people and offered forgiveness of sins. - Christians believe that through his death and resurrection Jesus would grant all of humanity a fresh start and He was God "incarnate" (God made man). - The "incarnation" is the key fact of Jesus' birth - that God became fully human whilst also retaining his divinity.	Incarnation: God becoming man Messiah: a saviour from God prophesied about in the Old Testament and Jewish Scriptures.	I can apply this knowledge to the enquiry question I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus	I can explain how different celebrations remember events which might be in the past or present I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating, and how other ways are not I can start to explain how I might remember and celebrate somebody who is incredibly special	- What is the reference and relevance to Christian beliefs in Jesus? - Do all Christians celebrate Christmas? - What are the most important aspects of Christmas for Christians? Justify why. - How should Christians feel about non-religious people celebrating Christmas? Can Christmas be for everyone?
Suggested enquiry question: Is anything ever eternal?				
- Christians believe that God's love for humankind is eternal in that God will never stop loving humanity. Even if they do wrong, they can say sorry and God will forgive them because he loves them. - Jesus taught about the concept of heaven twice. In John 14:1-6, he uses the Greek word 'topos', which is translated as "place." For example, he says, "I go to prepare a place for you." - Christians believe it is Jesus' sacrifice of salvation that makes a forgiven sinner perfect in the eyes of God and then	Agape: universal and unconditional love, such as the love for strangers, nature, or God Messiah: a saviour from God prophesied about in the Old Testament and Jewish Scriptures.	I can apply this knowledge to the enquiry question I can explain what a Christian might learn from the Bible about eternal life and how this might impact their daily lives	I can explain why I think some things will last forever and what I mean by that I can explain my own beliefs about whether anything is ever eternal I can explain my own beliefs about what it means to lead a good life	- Should religious people be sad when someone dies? - How well do funeral and mourning rituals tell you about what a religion believes and about what happens after death?

they can enter heaven where they can live eternally being loved by and loving God.				
Suggested enquiry question: Is Christianity still a strong religion over 2000 years after Jesus was on Earth?				
- Christian concepts such as Lent (the 40 days leading up to Holy Week commemorating Jesus' time fasting in the desert), Shrove Tuesday (the start of Lent), Ash Wednesday (when ashes from burnt palms from the previous years' Palm Sunday are placed on believers' foreheads) are all aspect of Christian preparation for Easter. Advent is the preparation time for Christmas. - Christian charities can demonstrate Jesus' teaching to love your neighbour (demonstrate Agape) - There are countries where people are persecuted for being Christians and Christians have to suffer if they stand up for their beliefs.	Agape: universal and unconditional love, such as the love for strangers, nature, or God Harvest: Usually celebrated in September when churches are decorated with fruit and vegetables and Christians given thanks to God for the food and crops. Fish symbol: The Greek word for fish is "ichthys." As early as the first century, Christians made an acrostic from this word: Iesous Christos Theou Yios Soter, i.e. Jesus Christ, Son of God, Saviour	I can apply this knowledge to the enquiry question I can give my opinion as to whether Christianity is a strong religion and why I think this	I can explain who has been an influence or inspiration in my life and why I can explain how the influence people have had on me has affected my views I can explain a legacy I would like to leave the world	- Is Christianity still a strong religion 2000 years on? - How and why is the message of God/Jesus still prevalent to Christians today? - Is Christianity a relevant religion in today's world? - How have the actions and examples of people of faith or belief changed our world? (Continue to change?)

Humanism Core Content				
Substantive Concepts Key knowledge & vocabulary associated with world view		Disciplinary Concepts Skills of evaluation, research, critical thinking in relation to the enquiry question	Personal Development Personal resonance with or reflection – child's own thoughts, opinion, belief	Questions to Consider
Suggested enquiry question: How do inspirational people impact on how Humanists live today?				
The enquiry considers how Humanists may live their lives based on the following key beliefs: 1. There is no evidence of a god – science gives many answers to things previously attributed to gods e.g. the formation of life 2. We have one life – we need to make the best of it 3. It is our responsibility to treat humans and other living things ethically, fairly and positively 4. We need to take personal responsibility for our actions 5. We have the potential to achieve great things which will benefit humanity and future generations 6. Humanists value freedom, empathy, reason and human rights 7. Humanists respect people's right to hold their own beliefs; however they are opposed to human rights being violated which can happen in some societies, some of which may be governed by religious law.	Charles Darwin has left an eternal legacy in his work on evolution. Einstein invented the theory of relativity so left an eternal legacy, but also held views which might match those of a Humanist, especially in his thoughts on the basis for choosing your behaviour. Alice Roberts has been chosen as a modern-day example who has also been an important advocate for Humanists UK.	I can apply this knowledge to the enquiry question I can explain how Humanists might act as a result of this inspiration	I can discuss the characteristics of a role model I can explain something which has inspired me and how I live I can say whether the people we have studied might be a role model to me and others	• What might a Humanist believe is important? • What might help them decide on the choices or actions they take? • Why might Charles Darwin inspire a Humanist? • How does this fit with Humanist beliefs?

Islam Core Content				
Substantive Concepts Key knowledge & vocabulary associated with world view		Disciplinary Concepts Skills of evaluation, research, critical thinking in relation to the enquiry question	Personal Development Personal resonance with or reflection – child's own thoughts, opinion, belief	Questions to Consider
Suggested enquiry question: What is the best way for a Muslim to show commitment to God?				
- This enquiry looks at some of the ways many Muslims show Allah that He is the most important thing to them, including the 5 pillars which are central to Muslim life. 1. Shahadah -this is a statement which is repeated many times a day 'There is one God Allah and Muhammad is his prophet', this is said first thing in the morning, last thing at night and during each prayer. 2. Salat - prayer, 5 times a day, these prayers show that life revolves around God, 3. Zakat - Giving 2.5% yearly savings to charity, this is usually organised through the local mosque. Zakat is seen as a duty. 4. Sawm - Fasting –During the month of Ramadan many Muslims will fast during the hours of daylight, this helps to develop self-discipline. It is challenging but this is deliberate as Muslims need to understand what it is like to be poor and hungry. 5. Hajj – Pilgrimage to Makkah in Saudi Arabia once in a lifetime – this is to follow in the footsteps of the prophet Muhammad and remember some key events in the history of Islam.	Allah – Muslim name for God Qur'an – Holy book for Muslims Makkah – Holy city in Saudi Arabia Akhirah – Life after death Mosque – Place of Worship	I can apply this knowledge to the enquiry question I can explain which I think is the best way for a Muslim to show commitment to God and say why	I can discuss what I have been committed to and what I would like to commit to in the future I can name a commitment that is important to me and say why it is important I can identify commitments I could improve upon and say how	- What is the best way for a Muslim to show commitment to God? Why might this be different for different people? - How does this link to commitments in your life? - How does a pilgrimage benefit someone's life? - What is the impact on ourselves for the journeys and visits we make? - How does Hadith guide Muslims through the journey of life?
Suggested enquiry question: Does belief in Akhirah (life after death) help Muslims lead a good life?				

- Muslims believe that when you die there is a judgment day. Allah, who is perfect justice, will decide on your next step after looking at the evidence collected during your life. The evidence is collected by 2 angels who record your thoughts words and deeds. This belief should mean that Muslims try to do the right thing. Allah will be fair and just, so your afterlife should be what you deserve. - The enquiry looks at ways in which Muslims could improve their chances of a good afterlife for example, - Muslims can live a good life by: asking Allah for forgiveness, doing good deeds, praying regularly, fasting during Ramadan and giving to those in need. - The enquiry also looks at Jihad – personal struggle and some different interpretations of it	Allah – Muslim name for God Qur'an - Holy book for Muslims Akhirah – Life after death Jihad – struggle (Often a personal struggle to live life in the right way) Interpretation – the way you understand something – this may be different to another person's view of the same thing. Hadith – words and actions of Muhammad as a person not messenger of Allah.	I apply this knowledge to the enquiry question I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims	I can consider what motivation means to me and consider how people can be helped when others are motivated to do good deeds I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow I can express a vision of how leading a good life could make the world the place I want it to be	- What do Muslims believe happens on the Day of Judgement? - Why do Muslims believe it is important to do good deeds in life? - What does it mean that Allah is “fair and just”? - How might the belief in an afterlife affect the way Muslims live their lives? - Explain two ways Muslims try to prepare for a good afterlife? - Why is asking Allah for forgiveness important in Islam?
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