

City of York Requirements of RE at Key Stage 1

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas. The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Pupils should be taught about:

Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)

- Who is a Christian and what do they believe?
- Who is a Muslim and what do they believe?
- Who is Jewish and what do they believe?
- What can we learn from sacred books? *Christians, Muslims and/or Jewish people*

Expressing (Religious and spiritual forms of expression; questions about identity and diversity)

- What makes some places sacred? *Christians, Muslims and/or Jewish people*
- How and why do we celebrate special and sacred times? *Christians, Jewish people and/or Muslims*

Living (Religious practices and ways of living; questions about values and commitments)

- What does it mean to belong to a faith community? *Christians, Muslims and Jewish people*
- How should we care for others and the world, and why does it matter? *Christians, Muslims and/or Jewish people*

Religious Education at KS1		
Year 1		
Believing	Expressing	
Who is a Christian and what do they believe?	What makes places sacred?	How and why do we celebrate special and sacred times?
<p>Talk about the fact that Christians believe in God and follow the example of Jesus (A1).</p> <p>Recognise some Christian symbols and images used to express ideas about God (A3).</p> <p>Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</p> <p>Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p> <p>Ask some questions about believing in God and offer some ideas of their own (C1).</p>	<p>Recognise that there are special places where people go to worship, and talk about what people do there (A1).</p> <p>Identify at least three objects used in worship in two religions (A3).</p> <p>Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).</p> <p>Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1).</p> <p>Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).</p>	<p>Identify a special time they celebrate and explain simply what celebration means (A1).</p> <p>Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2).</p> <p>Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).</p> <p>Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).</p> <p>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).</p> <p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</p>
Year 1 (Challenging)		
<p>Make links between what Jesus taught and what Christians believe and do (A2).</p> <p>Respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1).</p>	<p>Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising (A2).</p> <p>Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3).</p>	<p>Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr (A3).</p> <p>Identify some similarities and differences between the celebrations studied (B3).</p>

Religious Education at KS1

Year 1

Living

What does it mean to belong to a faith community?	How should we care for others and the world, and why does it matter?
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Talk about what is special and of value about belonging to a group that is important to them (B2).

Show an awareness that some people belong to different religions (B1).

Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).

Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).

Identify two ways people show they belong to each other when they get married (A1).

Respond to examples of co-operation between different people (C2)

Talk about how religions teach that people are valuable, giving simple examples (B1).

Recognise that some people believe God created the world and so we should look after it (A2).

Re-tell Bible stories and stories from another faith about caring for others and the world (A2).

Identify ways that some people make a response to God by caring for others and the world (B1).

Talk about issues of good and bad, right and wrong arising from the stories (C3).

Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2)

Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).

Year 1 (Challenging)

Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2).

Identify some similarities and differences between the ceremonies studied (B3).

Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1).

Answer the title question thoughtfully, in the light of their learning in this unit (C1).

Religious Education at KS1

Year 2

Believing

Who is a Muslim and what do they believe?	Who is Jewish and what do they believe?	What can we learn from sacred books?
<p>Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr (A1).</p> <p>Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like (A3).</p> <p>Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).</p> <p>Re-tell a story about the life of the Prophet Muhammad (A2).</p> <p>Recognise some objects used by Muslims and suggest why they are important (A2).</p> <p>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).</p>	<p>Talk about the fact that Jewish people believe in God (A1).</p> <p>Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3).</p> <p>Talk about how the mezuzah in the home reminds Jewish people about God (A3).</p> <p>Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1).</p> <p>Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2).</p> <p>Ask some questions about believing in God and offer some ideas of their own (C1).</p>	<p>Talk about some of the stories that are used in religion and why people still read them (A2).</p> <p>Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3).</p> <p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).</p> <p>Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).</p> <p>Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p>
Year 2 (Challenging)		
<p>Make links between what the Holy Qur'an says and how Muslims behave (A2).</p> <p>Ask some questions about God that are hard to answer and offer some ideas of their own (C1).</p>	<p>Make links between some Jewish teachings and how Jewish people live (A2).</p> <p>Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1).</p>	<p>Suggest their own ideas about stories from sacred texts and give reasons for their significance (C1).</p> <p>Make links between the messages within sacred texts and the way people live (A2).</p>

Religious Education at KS1	
Year 2	
Expressing	Living
How and why do we celebrate special and sacred times?	How should we care for others and the world, and why does it matter?
<p>Identify a special time they celebrate and explain simply what celebration means (A1).</p> <p>Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2).</p> <p>Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).</p> <p>Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).</p> <p>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).</p> <p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</p>	<p>Talk about how religions teach that people are valuable, giving simple examples (B1).</p> <p>Recognise that some people believe God created the world and so we should look after it (A2).</p> <p>Re-tell Bible stories and stories from another faith about caring for others and the world (A2).</p> <p>Identify ways that some people make a response to God by caring for others and the world (B1).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p> <p>Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2)</p> <p>Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).</p>
Year 2 (Challenging)	
<p>Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr (A3).</p> <p>Identify some similarities and differences between the celebrations studied (B3).</p>	<p>Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1).</p> <p>Answer the title question thoughtfully, in the light of their learning in this unit (C1).</p>

City of York Requirements of RE at Key Stage 2

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views. Teaching and learning should enable pupils to...

- Know about and understand a range of religions and worldviews.
- Express ideas and insights about the nature, significance and impact of religions and worldviews.
- Gain and deploy the skills needed to engage seriously with religions and worldviews.

Pupils should be taught about:

Believing *(Religious beliefs, teachings, sources; questions about meaning, purpose and truth)*

- What do different people believe about God? *Christians, Hindus and/or Muslims*
- Why is the Bible so important for Christians today?
- Why is Jesus inspiring to some people?
- Why do some people think God exists? *Christians and non-religious (e.g. Humanists)*
- What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)
- What do religions say to us when life gets hard? *Christians, Hindus and non-religious (e.g. Humanists)*

Expressing *(Religious and spiritual forms of expression; questions about identity and diversity)*

- Why do people pray? *Christians, Hindus and/or Muslims*
- Why are festivals important to religious communities? *Christians, Hindus and/or Muslims and/or Jewish people*
- Why do some people think that life is like a journey and what significant experiences mark this? *Christians, Hindus and/or Jewish people and non-religious responses (e.g. Humanist)*
- If God is everywhere, why go to a place of worship? *Christians, Hindus and/or Jewish people*
- Is it better to express your beliefs in arts and architecture or in charity and generosity? *Christians, Muslims and non-religious (e.g. Humanists)*

Living (*Religious practices and ways of living; questions about values and commitments*)

- What does it mean to be a Christian in Britain today?
- What does it mean to be a Hindu in Britain today?
- What can we learn from religions about deciding what is right and wrong? *Christians, Jewish people and non-religious responses (e.g. Humanist)*
- What does it mean to be a Muslim in Britain today?
- What matters most to Christians and Humanists?
- What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? *Christians, Hindus and/or Muslims*

Religious Education at LKS2

Year 3

Believing

What do different people believe about God? *Christians, Hindus and/or Muslims*

Identify beliefs about God that are held by Christians, Hindus and/or Muslims (B1).

Retell and suggest the meanings of stories from sacred texts about people who encountered God (A1).

Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).

Ask questions and suggest some of their own responses to ideas about God (C1).

Suggest why having a faith or belief in something can be hard (B2).

Identify how and say why it makes a difference in people's lives to believe in God (B1).

Why is the Bible so important for Christians today?

Recall and name some Bible stories that inspire Christians (A2).

Identify at least two ways Christians use the Bible in everyday life (B1).

Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2).

Give examples of how and suggest reasons why Christians use the Bible today (B1).

Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1).

Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).

Year 3 (Challenging)

Identify some similarities and differences between ideas about what God is like in different religions (B3).

Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1).

Explain how the Bible uses different kinds of stories to tell a big story (A2).

Suggest why Christians believe that God needs to rescue/save human beings (B2).

Religious Education at LKS2		
Year 3		
Expressing		Living
Why do people pray? <i>Christians, Hindus and/or Muslims</i>	Why are festivals important to religious communities? <i>Christians, Hindus and/or Muslims and/or Jewish people</i>	What does it mean to be a Christian in Britain today?
Describe what some believers say and do when they pray (A1).	Recognise and identify some differences between religious festivals and other types of celebrations (B2).	Identify and name examples of what Christians have and do in their families and at church to show their faith (A3).
Respond thoughtfully to examples of how praying helps religious believers (B2).	Retell some stories behind festivals (e.g. Christmas, Divali, Pesach) (A2).	Ask good questions about what Christians do to show their faith (B1).
Describe the practice of prayer in the religions studied (A2).	Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).	Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).
Make connections between what people believe about prayer and what they do when they pray (A3).	Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).	Describe some ways in which Christians express their faith through hymns and modern worship songs (A2).
Describe ways in which prayer can comfort and challenge believers (B2).	Identify similarities and differences in the way festivals are celebrated within and between religions (A3).	Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).
Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).	Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).	Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).
Year 3 (Challenging)		
Explain similarities and differences between how people pray (B3).	Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2).	Explain similarities and differences between at least two different ways of worshipping in two different Christian churches (A3).
Consider and evaluate the significance of prayer in the lives of people today (A1).	Suggest how and why religious festivals are valuable to many people (B2).	Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1).

Religious Education at LKS2

Year 4

Believing	Expressing	
<p>Why is Jesus inspiring to some people?</p>	<p>Why are festivals important to religious communities? <i>Christians, Hindus and/or Muslims and/or Jewish people</i></p>	<p>Why do some people think that life is like a journey and what significant experiences mark this? <i>Christians, Hindus and/or Jewish people and non-religious responses (e.g. Humanist)</i></p>
<p>Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus (B1).</p> <p>Suggest some ideas about good ways to treat others, arising from their learning (C3).</p> <p>Make connections between some of Jesus' teachings and the way Christians live today (A1).</p> <p>Describe how Christians celebrate Holy Week and Easter Sunday (A1).</p> <p>Identify the most important parts of Easter for Christians and say why they are important (B1).</p> <p>Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).</p>	<p>Recognise and identify some differences between religious festivals and other types of celebrations (B2).</p> <p>Retell some stories behind festivals (e.g. Christmas, Divali, Pesach) (A2).</p> <p>Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</p> <p>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions (A3).</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</p>	<p>Recall and name some of the ways religions mark milestones of commitment (including marriage) (A1).</p> <p>Identify at least two promises made by believers at these ceremonies and say why they are important (B1).</p> <p>Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).</p> <p>Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3).</p> <p>Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2).</p> <p>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).</p>

Year 4 (Challenging)

<p>Make connections between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, incarnation, salvation) – see unit L2.2), reflecting on why this inspires Christians (A1).</p> <p>Present their own ideas about the most important attitudes and values to have today, making links with Christian values (C2).</p>	<p>Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2).</p> <p>Suggest how and why religious festivals are valuable to many people (B2).</p>	<p>Explain similarities and differences between ceremonies of commitment (B3).</p> <p>Discuss and present their own ideas about the value and challenge of religious commitment in Britain today (C2).</p>
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Religious Education at LKS2	
Year 4	
Living	
What does it mean to be a Hindu in Britain today?	What can we learn from religions about deciding what is right and wrong? <i>Christians, Jewish people and non-religious responses (e.g. Humanist)</i>
<p>Identify and name examples of what Hindus have and do in their families and at mandir to show their faith (A3).</p> <p>Ask good questions about what Hindus do to show their faith (B1).</p> <p>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1).</p> <p>Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).</p> <p>Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</p> <p>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p>	<p>Recall and talk about some rules for living in religious traditions (B2).</p> <p>Find out at least two teachings from religions about how to live a good life (C3).</p> <p>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).</p> <p>Make connections between stories of temptation and why people can find it difficult to be good (A2).</p> <p>Give examples of ways in which some inspirational people have been guided by their religion (B1).</p> <p>Discuss their own and others' ideas about how people decide right and wrong (C3).</p>
Year 4 (Challenging)	
<p>Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3).</p> <p>Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences (C1).</p>	<p>Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system (B3).</p> <p>Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity (C3).</p>

Religious Education at UKS2	
Year 5	
Believing	
Why do some people think God exists? <i>Christians and non-religious (e.g. Humanists)</i>	What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)
<p>Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs (B1).</p> <p>Give two reasons why a Christian believes in God and one why an atheist does not (A3).</p> <p>Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).</p> <p>Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2).</p> <p>Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).</p> <p>Present different views on why people believe in God or not, including their own ideas (C1).</p>	<p>Make connections between some of Jesus' teachings and the way Christians live today (A1).</p> <p>Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas (C3).</p> <p>Outline Jesus' teaching on how his followers should live (A2).</p> <p>Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3).</p> <p>Explain the impact Jesus' example and teachings might have on Christians today (B1).</p> <p>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).</p>
Year 5 (Challenging)	
<p>Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently (B3).</p> <p>Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples (C1).</p>	<p>Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus (A2).</p> <p>Investigate and explain the challenges of following Jesus' teaching about love, forgiveness justice and/or generosity, expressing their own ideas (C3).</p>

Religious Education at UKS2	
Year 5	
Expressing	Living
If God is everywhere, why go to place of worship? <i>Christians, Hindus and/or Jewish people</i>	What does it mean to be a Muslim in Britain today?
<p>Recall and name some key features of places of worship studied (A1).</p> <p>Find out about what believers say about their places of worship (C2).</p> <p>Make connections between how believers feel about places of worship in different traditions (A3).</p> <p>Select and describe the most important functions of a place of worship for the community (B3).</p> <p>Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2).</p> <p>Present ideas about the importance of <i>people</i> in a place of worship, rather than the <i>place</i> itself (C1).</p>	<p>Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1).</p> <p>Identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live (B1).</p> <p>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</p> <p>Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).</p> <p>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).</p> <p>Make connections between the key functions of the mosque and the beliefs of Muslims (A1).</p>
Year 5 (Challenging)	
<p>Outline how and why places of worship fulfil special functions in the lives of believers (A3).</p> <p>Comment thoughtfully on the value and purpose of places of worship in religious communities (B1).</p>	<p>Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1).</p> <p>Answer the title key question from different perspectives, including their own (C1).</p>

Religious Education at UKS2	
Year 6	
Believing	Expressing
<p>What do religions say to us when life gets hard? <i>Christians, Hindus and non-religious (e.g. Humanists)</i></p>	<p>Is it better to express your beliefs in arts and architecture or in charity and generosity? <i>Christians, Muslims and non-religious (e.g. Humanists)</i></p>
<p>Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1).</p> <p>Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3).</p> <p>Express ideas about how and why religion can help believers when times are hard, giving examples (B2).</p> <p>Outline Christian, Hindu and/or non- religious beliefs about life after death (A1).</p> <p>Explain some similarities and differences between beliefs about life after death (B2).</p> <p>Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).</p>	<p>Respond with ideas of their own to the title question (B2).</p> <p>Find out about religious teachings, charities and ways of expressing generosity (C3).</p> <p>Describe and make connections between examples of religious creativity (buildings and art) (A1).</p> <p>Show understanding of the value of sacred buildings and art (B3).</p> <p>Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).</p> <p>Apply ideas about values and from scriptures to the title question (C2).</p>
Year 6 (Challenging)	
<p>Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples (B1).</p> <p>Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B3).</p>	<p>Outline how and why some Humanists criticise spending on religious buildings or art (A3).</p> <p>Examine the title question from different perspectives, including their own (C1).</p>

Religious Education at UKS2	
Year 6	
Living	
What matters most to Christians and Humanists?	What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)?<i>Christians, Hindus and/or Muslims</i>
<p>Identify the values found in stories and texts (A2).</p> <p>Suggest ideas about why humans can be both good and bad, making links with Christian ideas (B3).</p> <p>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).</p> <p>Describe some Christian and Humanist values simply (B3).</p> <p>Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3).</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).</p>	<p>Describe what Ahimsa, Grace or Ummah mean to religious people (A1).</p> <p>Respond sensitively to examples of religious practice with ideas of their own (B2).</p> <p>Make connections between beliefs and behaviour in different religions (A1).</p> <p>Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2).</p> <p>Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1).</p> <p>Consider similarities and differences between beliefs and behaviour in different faiths (B3).</p>
Year 6 (Challenging)	
<p>Give examples of similarities and differences between Christian and Humanist values (B3).</p> <p>Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2).</p>	<p>Explain similarities in ways in which key beliefs make a difference to life in two or three religions (A1).</p> <p>Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas (B3).</p>