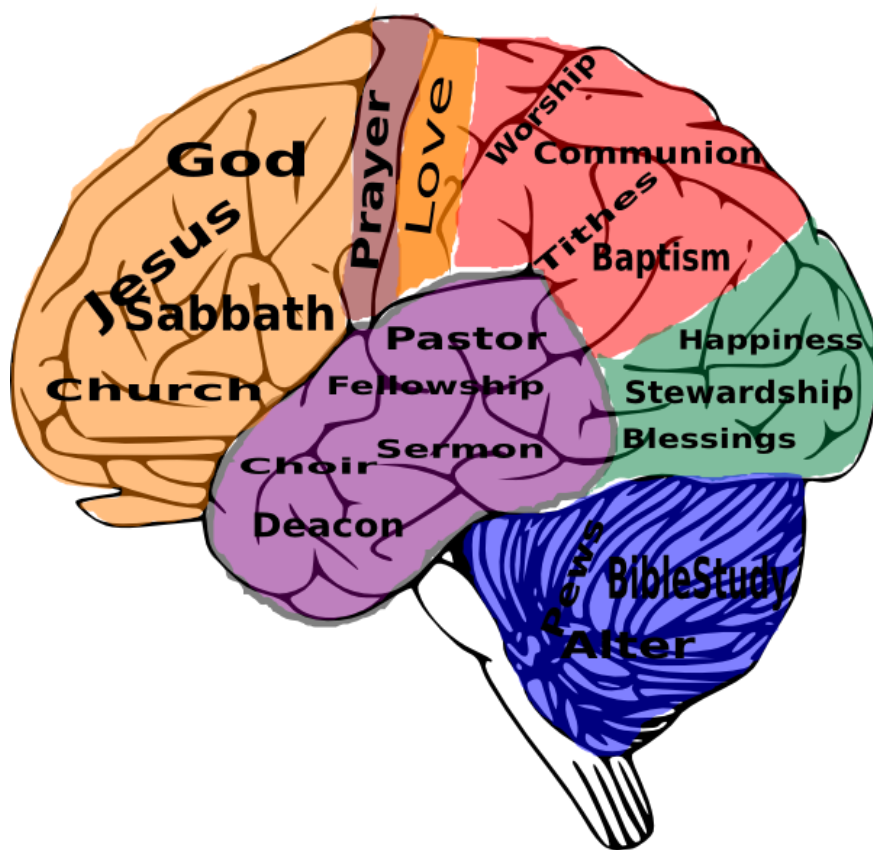




Eden Park RE Intent and Progression Statements



Key Concepts

These concepts provide a structure to supporting the similarities, differences and absences of different world beliefs and religions. They do not say, therefore, that all are present in any one religion or world belief but that it is helpful to consider when comparing them.

God	<ol style="list-style-type: none"> 1. A being or spirit that is worshipped and is believed to have created the universe 2. A being or spirit who is believed to have power over a particular part of nature or who is believed to represent a particular quality
Belief	A strong feeling/attitude/understanding something/somebody exists or is true; that matters and is valued (see Way of Living)
Faith	A strong religious commitment and trust in someone or something
Prayer	An act of communication with a God or a deity often in the form of a request, praise, thanksgiving or meditation.
Rites of Passage	A religious ceremony or an event that marks an important stage in somebody's life, their tradition or culture, e.g. births, marriages, deaths
Celebration	Marking identifying events within a religion or faith on a personal, cultural and world-wide scale e.g. festivals
Symbol	A significant person or an object etc. that represents a religious belief, e.g. the cross, the five Ks of Sikhism
Worship	The practice of showing respect or devotion for God or a god, by saying prayers, singing with others, etc.; a ceremony for this, often in a specific place or privately
Sacred places or spaces	A building where worship takes place privately or communally; a place of religious significance for the faith or tradition, e.g a mosque, Hajj, Jerusalem
Sources of Authority	Sacred writings and teachings which set out core beliefs and stories fundamental to a religion
Creation	The act or process of making something that is new, or of causing something to exist that did not exist before, e.g. how the universe was made
Way of Living	That people behave in a certain way because of the beliefs and values that they hold
Morality	The degree to which something is right or wrong, good or bad, etc. according to the principles within their belief or values system
After Life	A belief in what happens to a person when they die including ideas such as heaven, reincarnation.
Spiritual	A force or principle believed to animate humans and often to endure after departing from the body of a person at death; the soul.

**Note that Concepts particular to individual religions or world beliefs are found within the Devon Agreed Syllabus pages: 137-145*

Local Context – The demographics of religion and belief in Devon, Torbay, the region and the nation.

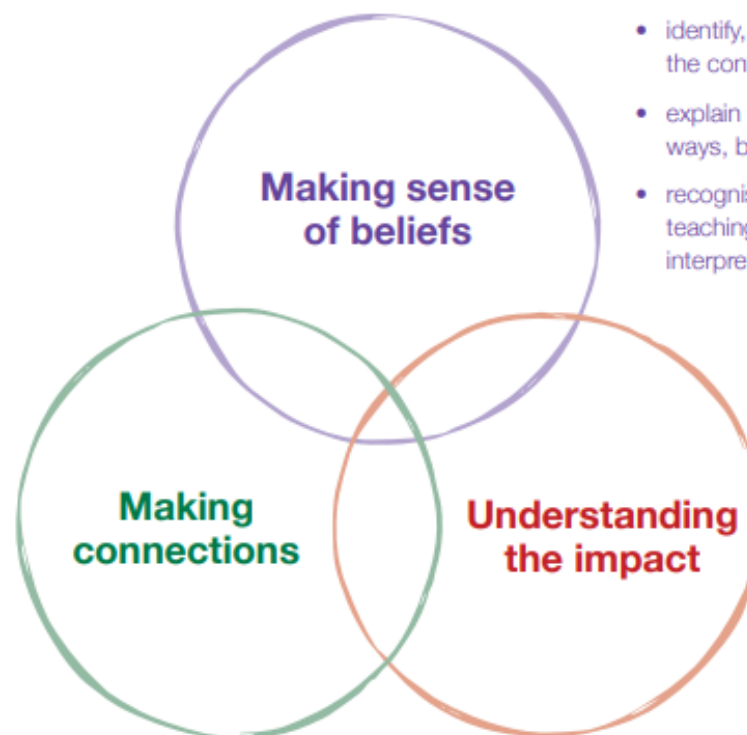
The 2011 census information sets the demographic context for the county, the region and the nation. We do not intend to educate pupils only for their current life, perhaps in a village or a town, but also for a plural nation and a diverse world. The purpose of RE includes enabling pupils to be ready to live well in a wider world: the region, the nation, the global community.

CENSUS 2011:	Population	Christian	Buddhist	Hindu	Jewish	Muslim	Sikh	Other religion	No religion	No religion: Humanist	Religion not stated
South West England	5,288,935	3,194,066	19,730	16,324	6,365	51,228	5,892	29,279	1,549,201	1,934	416,850
Bristol	428,234	200,254	2,549	2,712	777	22,016	2,133	2,793	160,218	190	34,782
Devon	746,399	458,778	2,726	818	685	3,091	263	4,261	213,045	368	62,732
East Devon	132,457	86,934	351	55	142	229	13	657	33,280	51	10,796
Exeter	117,773	63,486	683	372	155	1,855	160	671	40,862	42	9,529
Mid Devon	77,750	48,273	224	96	46	112	5	366	22,122	34	6,506
North Devon	93,667	57,426	283	101	52	281	57	473	26,983	38	8,011
South Hams	83,140	51,181	468	56	109	201	5	634	23,068	67	7,418
Teignbridge	124,220	77,289	414	74	95	231	11	727	34,939	62	10,440
Torrige	63,839	40,110	151	30	37	92	5	420	17,537	36	5,457
West Devon	53,553	34,079	152	34	49	90	7	313	14,254	38	4,575
Torbay	130,959	82,924	389	128	109	521	41	702	36,035	24	10,110
Plymouth	256,384	148,917	881	567	168	2,078	89	1,198	84,295	57	18,191
ENGLAND AND WALES	56,075,912	33,243,175	247,743	816,633	263,346	2,706,066	423,158	240,530	14,097,229	15,067	4,038,032

This table selects data for religious affiliation from the 2011 Census, providing a context for RE in Devon, Torbay and the surrounding region. We need RE that prepares young people for life in the village, county, region, nation and world. Diversity is not always evident in every part of the county or the region, but pupils might learn much from seeing this regional picture and understanding it. Some parts of Devon and Torbay are not as diverse as some areas, but both regions still reflect a range of religions and beliefs.

Planning Structure – When planning an RE unit consider these three main strands of enquiry.

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding



- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

Big Dots:

- What do stories (and other texts) tell us about different religions and beliefs and their teachings? (knowledge)
- How does this impact on the way people live their lives?
- What do I think about this and what can I learn from this about the way I may choose to live my life (critical reflection)?

Whole School R.E. Long Term Map

file:///C:/Users/sam.warner.TARKA/Downloads/Devon_and_Torbay_Agreed_Syllabus_2019_2024_Extract%20(1).pdf

	Autumn	Spring	Summer
Early Years	Being Special - where do we belong? Why is Christmas so special to Christians?	Why is Easter special to Christians?	
KS1 Year A	Why does Christmas matter to Christians?	What is the Good News Christians believe Jesus brings?	Who is a muslim and how do they live?
KS1 Year B	Does every child celebrate Christmas? (School plan)	Why does Easter matter to Christians?	Who is Jewish and how do they live?
Year 3/4 Year A EP Year A	What is a special journey? (School plan)	How do festivals and worship show what matters to a Muslim? Ramadan)	How and why do people mark the significant events in life?
Year 3/4 Year B EP Year B	How do festivals and family life show what matters to Jews?	Why do Christians call the day Jesus died 'Good Friday'?	What do Hindus believe God is like? What does it mean to be a Hindu in Britain today?
Year 5/6 Year A EP Year C	Has the true meaning and message of Christmas been lost?	What does it mean to be a muslim in Britain today?	How does faith help people when life gets hard?
Year 5/6 Year B EP Year D	Why do some people believe in God and some people not? or What matters most to Humanists, Christians, Muslims, Hindus, Jewish and non religious people	What do Christians believe Jesus did to save people? (Salvation)	Why do Hindus want to be good?

Eden Park Academy

Whole School R.E. Progression Map - linked to Devon and Torbay Syllabus

		Unit Title	Unit Outcomes	End of Phase Outcome
Discovering	Early Years	Being Special - where do we belong? (F4)	<p>Retell religious stories making connections with personal experiences</p> <p>Share and record occasions when things have happened in their lives that made them feel special</p> <p>Recall simply what happens at a traditional Christian infant baptism and dedication</p> <p>Recall simply what happens when a baby is welcomed into a religion other than Christianity.</p>	<p>ELG: People, Culture and Community</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p>
		Why is Christmas so special to Christians? (F2)	<p>Talk about people who are special to them</p> <p>Say what makes their family and friends special to them</p> <p>Recall simply what happens at a traditional (Christian) festival</p> <p>Retell religious stories making connections with personal experiences</p> <p>Begin to recognise the word 'incarnation' as the belief that God came to Earth as Jesus</p>	
		Why is Easter so special to Christians? (F3)	<p>Recognise and retell stories connected with the celebration of Easter</p> <p>Say why Easter is a special time for Christians</p> <p>Talk about ideas of new life in nature</p> <p>Recognise some symbols Christians use in Holy Week e.g. palm leaves, cross, and make connections with signs of new life in nature (link to Forest School)</p> <p>Talk about some ways Christians remember these stories at Easter</p>	
	KS1 Year A	Why does Christmas matter to Christians? (1.3 - incarnation)	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Recognise that stories of Jesus' life come from the Gospels • Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas 	<p>Make Sense of Belief:</p> <ul style="list-style-type: none"> • Identify the core beliefs and concepts studied and give a simple description of what they mean • Give examples of how

Exploring			<p>Make connections:</p> <ul style="list-style-type: none"> • Think, talk and ask questions about Christmas for people who are Christians and for people who are not • Decide what they personally have to be thankful for, giving a reason for their ideas. 	<p>stories show what people believe (e.g. the meaning behind a festival)</p> <ul style="list-style-type: none"> • Give clear, simple accounts of what stories and other texts mean to believers <p>Understanding the impact:</p> <ul style="list-style-type: none"> • Give examples of how people use stories, texts and teaching to guide their beliefs and actions • Give ways in which believers put their beliefs into action <p>Make Connections:</p> <ul style="list-style-type: none"> • Think, talk and ask questions about whether the ideas they have been studying have something to say about them • Give a good reason for the views they have and the connections they make
	<p>What is the Good News Christians believe Jesus brings? (1.4 - gospel)</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians • Recognise that Jesus gives instructions to people about how to behave <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless • Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) <p>Make connections:</p> <ul style="list-style-type: none"> • Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas. 		
	<p>Who is a muslim and how do they live? (1.6 - long unit)</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Recognise the words of the Shahadah and that it is very important for Muslims • Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean • Give examples of how stories about the Prophet show what Muslims believe about Muhammad <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of how Muslims use the Shahadah to show what matters to them 		

			<ul style="list-style-type: none"> • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • Give examples of how Muslims put their beliefs about prayer into action <p>Make connections:</p> <ul style="list-style-type: none"> • Think, talk about and ask questions about Muslim beliefs and ways of living • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. 	
KS1 Year B	Does every child celebrate Christmas? (School plan)			
		Why does Easter matter to Christians? (1.5 - Salvation)	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Recognise that Incarnation and Salvation are part of a 'big story' of the Bible • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) • Recognise that Jesus gives instructions about how to behave <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter <p>Make connections:</p> <ul style="list-style-type: none"> • Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their 	

			ideas.	
		Who is Jewish and how do they live? (1.7 - long unit)	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Recognise the words of the Shema as a Jewish prayer • Retell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) <p>Make connections:</p> <ul style="list-style-type: none"> • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. 	
Connecting	Year A	What is a special journey? (School plan)		LKS2 Make Sense of Belief: <ul style="list-style-type: none"> • identify and describe the core beliefs and concepts studied • make clear links between texts/sources of authority • offer suggestions about what texts/sources of authority can mean and give examples of what
		How do festivals and worship show what matters to a Muslim? (Ramadan) (L2.9)	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify some beliefs about God in Islam, expressed in Surah 1 • Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God) <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. 	

			<ul style="list-style-type: none"> • Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) <p>Make connections:</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims • Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas. 	<p>these sources mean to believers and the key concepts studied</p> <p>Understanding Impact</p> <ul style="list-style-type: none"> • Make simple links between stories, teachings and concepts studied and how people live, individually and in communities • Describe how people show their beliefs in how they worship and in the way they live • Identify some differences in how people put their beliefs into action <p>Make Connections</p> <ul style="list-style-type: none"> • Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly • Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live • Give good reasons for the views they have and the connections they make
		<p>How and why do people mark the significant events in life? (L2.11)</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean • Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today <p>Understand the impact:</p> <ul style="list-style-type: none"> • Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean • Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) <p>Make connections:</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones • Make links between ideas of love, commitment and promises 	

			<p>in religious and non-religious ceremonies</p> <ul style="list-style-type: none"> • Give good reasons why they think ceremonies of commitment are or are not valuable today. 	<p>UKS2</p> <p>Make Sense of Belief:</p> <ul style="list-style-type: none"> • Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions • Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts • Give meanings for texts/ sources of authority studied, comparing these ideas with ways in which believers interpret texts/ sources of authority <p>Understanding Impact</p> <ul style="list-style-type: none"> • Make clear connections between what people believe and how they live, individually and in communities • Using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in different communities, denominations or cultures <p>Make Connections</p>
Year B	How do festivals and family life show what matters to Jews? (L2.10)	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean • Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people • Offer informed suggestions about the meaning of the Exodus story for Jews today <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities <p>Make connections:</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future • Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas. 		
	Why do Christians call the day Jesus died 'Good Friday'? (L2.5)	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live • Offer informed suggestions about what the events of Holy Week mean to Christians • Give examples of what Christians say about the importance of the events of Holy Week 		

		<p>Understand the impact:</p> <ul style="list-style-type: none"> • Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities • Describe how Christians show their beliefs about Jesus in worship in different ways <p>Make connections:</p> <ul style="list-style-type: none"> • Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died ‘Good Friday’, giving good reasons for their suggestions. 		<ul style="list-style-type: none"> • Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) • Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently • Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make
		<p>What do Hindus believe God is like? What does it mean to be a Hindu in Britain today? (L2.7/8)</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify some Hindu deities and say how they help Hindus describe God • Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God • Offer informed suggestions about what Hindu murtis express about God <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali) • Identify some different ways in which Hindus worship <p>Make connections:</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today • Make links between the Hindu idea of everyone having a ‘spark’ of God in them and ideas about the value of people in the world today, giving good reasons for their ideas. <p>-----</p> <p>Understand the impact:</p> <ul style="list-style-type: none"> • Describe how Hindus show their faith within their families in Britain today (e.g. home puja) • Describe how Hindus show their faith within their faith 	

			<p>communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)</p> <ul style="list-style-type: none"> • Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean • Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) <p>Make connections:</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas. 	
Year C	Has the true meaning and message of Christmas been lost? (school plan)			
	What does it mean to be a muslim in Britain today? (U2.8)		<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message) • Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet) <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) • Give evidence and examples to show how Muslims put their beliefs into practice in different ways <p>Make connections:</p> <ul style="list-style-type: none"> • Make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Devon and Torbay today 	

			<ul style="list-style-type: none"> • Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims • Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views. 	
		<p>How does faith help people when life gets hard? (U2.12)</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life • Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) • Give examples of ways in which beliefs about resurrection/ judgement/heaven/karma/reincarnation make a difference to how someone lives <p>Make connections:</p> <ul style="list-style-type: none"> • Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these • Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own. 	
<p>Year D</p>		<p>Why do some people believe in God and some people not? (U2.11) or What matters most to Humanists, Christians, Muslims, Hindus, Jewish and non religious people? (U2.10)</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Define the terms ‘theist’, ‘atheist’ and ‘agnostic’ and give examples of statements that reflect these beliefs • Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from • Give examples of reasons why people do or do not believe in God <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between what people believe about God and the impact of this belief on how they live 	

- Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)

Make connections:

- Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging
- Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not
- Make connections between belief and behaviour in their own lives, in the light of their learning.

Or

Make sense of belief:

- Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)
- Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')

Understand the impact:

- Make clear connections between Christian and Humanist ideas about being good and how people live
- Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view

Make connections:

- Raise important questions and suggest answers about how and why people should be good
- Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.

		<p>What do Christians believe Jesus did to save people? (Salvation) (U2.5)</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it • Explain what Christians mean when they say that Jesus' death was a sacrifice <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper • Show how Christians put their beliefs into practice in different ways <p>Make connections:</p> <ul style="list-style-type: none"> • Weigh up the value and impact of ideas of sacrifice in their own lives and the world today • Articulate their own responses to the idea of sacrifice, recognising different points of view. 	
		<p>Why do Hindus try to be good? (U2.7)</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately • Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live • Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. • Give evidence and examples to show how Hindus put their beliefs into practice in different ways <p>Make connections:</p> <ul style="list-style-type: none"> • Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are 	

			important to Hindus • Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view	
	Additional Units for Year 5/6	U2.2 Creation and Science: conflict or complimentary?		

Eden Park Academy			
Whole School R.E. Assembly Timetable			
	Autumn	Spring	Summer
	Lower School Assembly		
Cycle 1	Why is the word 'God' so important to Christians? (F1) The Christmas Story	Which places are special and why? (F5)	Which stories are special and why? (F6)
Cycle 2	What do Christians believe God is like? (1.1) The Christmas Story	Easter Assemblies (needs to link to KS1 Year A)	Who do Christians say made the world? (1.2)
Cycle 3	What makes places sacred to believers? (1.8) The Christmas Story	What does it mean to belong to a faith community? (1.10)	How should we care for others in the world and why does it matter? (1.9)
	Upper School Assembly		
Cycle 1	Why did the angels visit in the nativity story and what was their message?	How do Christians decide to live? What would Jesus do? (U2.4)	How and why do people mark the significant events of life? (L2.11)

Cycle 2	What is it like for someone to follow God? (L2.2)	Easter story	How and why do people try to make the world a better place? (L2.12)
Cycle 3	Why does the bible have two nativity stories?	What do Christians learn from the Creation story? (L2.1)	For Christians, what was the impact of Pentecost? (L2.6)