



As a Year 5 Religious Explorer, I will know...

Christianity (God): Why is it sometimes difficult to do the right thing?	<p><i>Beliefs and Values</i></p> <ul style="list-style-type: none"> describe Christian beliefs about sin and forgiveness describe and explain the teaching from Genesis 3 – of how Adam and Eve disobeyed God suggest different ways that this story might be understood by Christians 	<p><i>Living Religious Traditions</i></p> <ul style="list-style-type: none"> describe and explain how and why Christians might use the Lord's Prayer analyse and interpret the Lord's Prayer – and what guidance it provides for Christians suggest things that might lead Christians into temptation in the modern world – and how and why they might try to resist these temptations
	<p><i>Shared Human Experience</i></p> <ul style="list-style-type: none"> consider the different ways that myth and stories are and used explain how a 'truth' might be contained within a story 	<p><i>Search for Personal Meaning</i></p> <ul style="list-style-type: none"> consider how they decide what is 'true' – and how there might be different types of truth (eg. empirical truth, historical truth, spiritual truth) discuss and debate things that they consider to be true that others might disagree with
Christianity: (Jesus) What do we mean by a miracle?	<p><i>Beliefs and Values</i></p> <ul style="list-style-type: none"> describe Christian beliefs about miracles as 'signs' of the divinity of Jesus retell a selection of miracle stories – and explain what these might reveal to Christians about the nature of Jesus 	<p><i>Living Religious Traditions</i></p> <ul style="list-style-type: none"> describe why some Christians might go on pilgrimage to places associated with miraculous events explain the impact that belief in miracles and the power of prayer might have on a Christian
	<p><i>Shared Human Experience</i></p> <ul style="list-style-type: none"> explain the difference between fact, opinion and belief consider differing interpretations of the word miracle – i.e. an amazing event, a very lucky experience, a strange coincidence, an act of God 	<p><i>Search for Personal Meaning</i></p> <ul style="list-style-type: none"> discuss their own beliefs – is there anything that they accept as truth which others may not agree with? reflect on how they make decisions about what is/is not true
Christianity – Church	<p><i>Beliefs and Values</i></p> <ul style="list-style-type: none"> describe what Christians mean when they talk about one God in Trinity identify the beliefs contained within the Apostle's Creed explain why the Christian community (The Church) might want/need an agreed statement of belief 	<p><i>Living Religious Traditions</i></p> <ul style="list-style-type: none"> describe and explain the meaning of a range of symbols that might be used for the Trinity explain how symbols might unite the worldwide Christian Church describe the role of places like Taizé where Christians from different backgrounds might come together to worship



<p>How do people decide what to believe?</p>	<p>Shared Human Experience</p> <ul style="list-style-type: none"> consider what we mean by sources of authority. Give examples of sources of authority that might guide individuals and communities – and the value of these as guidance for life discuss different responses to sources of authority 	<p>Search for Personal Meaning</p> <ul style="list-style-type: none"> raise meaningful questions about things that puzzle them differentiate between questions that can be answered factually and those that have a range of answers, including personal beliefs and value
<p>Hinduism What might Hindus learn from stories about Krishna?</p>	<p>Beliefs and Values</p> <ul style="list-style-type: none"> analyse Hindu beliefs about samsara, karma and moksha and how these are linked explain how belief in reincarnation might affect the way in which a Hindu views the ‘journey of life’ explain how belief in reincarnation and the law of karma might affect the way a Hindu lives 	<p>Living Religious Traditions</p> <ul style="list-style-type: none"> describe and explain the four ashramas (stages of life) in the life of a Hindu explain how a person might change as they move from one ashrama to the next consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama
	<p>Shared Human Experience</p> <ul style="list-style-type: none"> discuss the special milestones that we might celebrate during a person’s lifetime discuss how our rights, responsibilities and relationships with others might change as we go through life 	<p>Search for Personal Meaning</p> <ul style="list-style-type: none"> ask and respond thoughtfully to questions about their own journey of life – consider how events and influences so far have made them the person they are today and what has been important learning to prepare them for the future
<p>Islam Why is the Qur’an important to Muslims?</p>	<p>Beliefs and Values</p> <ul style="list-style-type: none"> explore Islamic beliefs about the Qur’an as the word of God explain how and why the Qur’an is a source of guidance for life for a Muslim explain the impact of believing that the Qur’an is divine revelation describe and explain what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophets 	<p>Living Religious Traditions</p> <ul style="list-style-type: none"> explain how and why Muslims might commemorate the Night of Power describe and explain a variety of ways that Muslims might show respect for the Qur’an – and how this symbolises their respect for God explain how the teachings of the Qur’an might influence the actions and choices of a Muslim
	<p>Shared Human Experience</p> <ul style="list-style-type: none"> discuss where people might look to for guidance about how to live – consider a range of sources of wisdom and authority suggest when and why people might want guidance about how to live 	<p>Search for Personal Meaning</p> <ul style="list-style-type: none"> discuss who or what has guided them in their own beliefs, values and commitments reflect on what ‘ultimate authority’ might mean for them



<p>Judaism</p> <p>Do people need laws to guide them?</p>	<p><i>Beliefs and Values</i></p> <ul style="list-style-type: none"> • Make links between beliefs and sacred texts (in this case, the Torah), including how and why religious sources are used to teach and guide believers • Explain the impact of Jewish beliefs and values – including reasons for diversity 	<p><i>Living Religious Traditions</i></p> <ul style="list-style-type: none"> • Explain differing forms of expression within the context of Jewish worship. • Describe diversity of religious practices and lifestyle within t • Interpret the deeper meaning of symbolism – contained in stories, images and actions
	<p><i>Shared Human Experience</i></p> <ul style="list-style-type: none"> • Explain (with appropriate examples) where people might seek wisdom and guidance • Consider the role of rules and guidance in uniting communities 	<p><i>Search for Personal Meaning</i></p> <ul style="list-style-type: none"> • Discuss and debate the sources of guidance available to them • Consider the value of differing sources of guidance

As a Year 6 Religious Explorer, I can...	
<p><i>Beliefs and Values</i></p> <ul style="list-style-type: none"> • make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers • explain the impact of beliefs and values – including reasons for diversity 	<p><i>Living Religious Traditions</i></p> <ul style="list-style-type: none"> • explain differing forms of expression and why these might be used • describe diversity of religious practices and lifestyle within the religious tradition • interpret the deeper meaning of symbolism – contained in stories, images and actions
<p><i>Shared Human Experience</i></p> <ul style="list-style-type: none"> • explain (with appropriate examples) where people might seek wisdom and guidance • consider the role of rules and guidance in uniting communities 	<p><i>Search for Personal Meaning</i></p> <ul style="list-style-type: none"> • discuss and debate the sources of guidance available to them • consider the value of differing sources of guidance