

**Great Hollands Primary
School**

**Religious Education
Curriculum**



Religious Education Curriculum

At Great Hollands Primary School, Religious Education encourages the children to raise challenging questions about the meaning and purpose of life. It enables pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society. Religious Education fully supports our SMSC within school by encouraging children to think about their responsibilities to themselves and to others and to explore how they might contribute to their communities and to the wider society. It reflects our commitment to promoting our British Values by teaching pupils to develop respect and tolerance towards others, including people with different faiths and beliefs and helps to challenge prejudice. It supports our shared values of generosity, empathy and teamwork.

We follow the Discovery Scheme of Learning which is based on the Locally Agreed Pan-Berkshire Syllabus. Christianity is taught in every year group with different aspects of Christmas and Easter discussed in each year group. By the end of Key Stage Two all children will have been taught about Christianity, Judaism, Sikhism, Hinduism and Islam.

In the EYFS, children will encounter Christianity plus at least one other religion. This is taught through the EYFS framework of experimental and thematic based learning. From Key Stage 1 upwards, Discovery is taught through a four-step approach: Engagement, Investigation, Evaluation and Expression. Each unit is spread over six lessons with the option to join these into a period of time to embed the learning further. Therefore, children not only learn about different faiths but have the opportunity to reflect on their learning (learning about religion and learning from religion). The scheme allows us to teach in an exciting cross, curricular way.

GHPS RE Content Overview

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS 1 Nursery	Topics	<i>What makes me ... me?</i>	<i>How can I stay safe and healthy?</i>	<i>What makes my home and my school?</i>	<i>Are things the same everywhere?</i>	<i>How do things grow and change?</i>	<i>How can I take care of my world?</i>
	RE (uw) Focus	Hindu Festival The colours and lights of Diwali	Judaism and Christian Festivals Christmas and Hannukah	Positive Attitudes Developing positive attitudes towards differences	Hindu and Christian Festivals Holi & Easter	Positive Attitudes Developing positive attitudes towards differences	Islam Festivals Eid al-Adha
	DM	A	A	A	A	A	A
		Towards the end of the term, read stories and look at photographs about Diwali and talk about what they can see developing positive attitudes (Diwali 24 th Oct 22)	Towards the end of the term, read stories and look at photographs about Hanukkah and Christmas. Talk about what they can see developing positive attitudes to differences (Hannukah 18 th December 22)	Through stories and images, in Geography, look at different homes and families in other countries. As the children to talk about what they can see and continue to develop positive attitudes to differences	Read stories and look at photographs about Holi and Easter. Talk about what they can see developing positive attitudes to differences (Holi 8 th March 23)	Celebrating differences between us in the class– developing positive attitudes to differences	Read stories and look at photographs about Eid and talk about what they can see developing positive attitudes (Eid starts end of June 23)
	SCMS	Social Cultural	Social Cultural	Social Cultural	Social Cultural	Social Cultural	Social Cultural
	DM Understanding the World People, Culture & Communities	Development Matters A. Continue developing positive attitudes about the differences between people.					

EYFS 2 Reception

Topics	<i>What will my first Autumn at school be like?</i>	<i>Why are people, places, times and things special?</i>	<i>What changes in Winter and is it the same everywhere?</i>	<i>Who helps us to stay safe, healthy and well</i>	<i>How is life in the UK different to other places around the world?</i>	<i>Have things always been the same?</i>
RE (UW) Focus	Hindu Festival A story about Diwali	Special times & places Some places are special to people. Stories about Christmas and Hannukah	Positive Attitudes Stories in different Cultures and religions	Positive Attitudes Stories from festivals in different Cultures & religions	Differences Similarities and differences between different Cultures & religions in our community	Islam Festival A story about Eid al-Adha
ELG & DM	1 A B	1 A B	1 A B	1 A B	1 A B	1 A B
	Share some well-known stories from the Bible and the morals from them: David and Goliath – heart, courage and determination, wise and foolish builders – take your time and do a good job, Good Samaritan – always help one another and Noah – doing what you believe is right. Near the end of term tell stories about Diwali (Diwali 24 th Oct 22) and how Hindu’s and Sikhs celebrate.	Explore that people have different special places and that we need to respect them. Link special places around the world – including the Golden Temple, Mecca, Jerusalem and the Vatican City. Look at images and talk about what they see and how we respect other people’s special places Near the end of term, tell stories about Hanukah – the Jewish festival of light (Hannukah 18 th Dec) and Christmas and how Jews and Christians celebrate – compare with Diwali.	Tell stories from a range of religions and cultures, include stories from Hindu about Genesha, Islam about how Allah helped people, Jewish faith, about Moses as a baby. Include the Chinese New Year (Jan 22) and talk about the differences and how people from many faiths and cultures live in this country.	Explore the stories and rituals of Holi, Passover, Ramadan and Easter. Link and compare to Diwali, Hanukah and Christmas. Establish that people have different beliefs and celebrate different times in different ways. Holi – March 8 th , Ramadan – March to April, Passover 5 th April, Easter 9 th April. Mother’s Day 19 th March	Use story books to explore the different religious and cultural communities in this country as the children learn about the cultural differences of people in other countries. Pull out key aspects enabling the children to talk about some similarities and differences.	Tell stories about Eid al-Adha and Muslim’s celebrate it. (June 28 th) Compare with previous festivals and establish similarities and differences. Reinforce the positive attitudes about differences work from FS1. Father’s day 18 th June
SCMS	Moral Cultural	Social Cultural	Moral Cultural	Social Cultural	Social Cultural	Social Cultural
ELG Understanding the World People, Culture & Communities	1. 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.			Development Matters A. Recognise that people have different beliefs and celebrate special times in different ways B. Understand some places are special to members of their community		

Year 1	Topics	<i>What makes me special?</i>	<i>How are the toys we play with made?</i>	<i>Why was a castle built here? Windsor Castle</i>	<i>What makes me proud of our place?</i>	<i>Who lives in the Animal Kingdom?</i>	<i>How did families have fun in the past?</i>
	RE FOCUS	Christianity The Creation Story Believing & Behaving	Christianity The Christmas Story Believing & Belonging	Christianity Jesus as a friend Believing & Behaving	Christianity Easter - Palm Sunday Believing & Behaving	Judaism Shabbat Believing & Belonging	Judaism Chanukah Believing & Belonging
	Enquiry	Does God want Christians to look after the world?	What gift would I have given to Jesus if he had been born in my town and not in Bethlehem?	Does celebrating Chanukah make Jewish children feel closer to God?	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Is Shabbat important to Jewish children?	Was it always easy for Jesus to show friendship?
	AS KS1	A B C D 1 2 3 4 5 6	A B C D 1 2 3 4 5 6	A B C D 1 2 3 4 5 6	A B C D 1 2 3 4 5 6	A B C D 1 2 3 4 5 6	A B C D 1 2 3 4 5 6
	Year 1 Key Learning	Does the world belong to God? Should people take care of the world? We are learning to retell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.	What can I learn from stories from religious traditions? Are symbols better than words at expressing religious beliefs? We are learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus.	What can I learn from stories from religious traditions? Should people follow religious leaders and teachings? We are learning to identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult.	Should people follow religious leaders and teachings? Are symbols better than words at expressing religious beliefs? We are learning to know that Jesus is special to Christians and how his welcome on Palm Sunday shows this.	Are religious celebrations important to people? We are learning to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.	Are religious celebrations important to people? Are symbols better than words at expressing religious beliefs? We are learning to empathise with Jewish children by understanding how it feels for them to take part in Chanukah activities.
	SCMS	Spiritual Moral	Spiritual Cultural	Spiritual Cultural	Spiritual Cultural	Spiritual Cultural	Moral Social
	The Pan-Berkshire Agreed Syllabus KS1	Pupils are expected to achieve the following four outcomes in their study of Christianity and achieve at least two for each of the other religions Enquiry and Impact <ol style="list-style-type: none"> Recognise and give simple accounts of the core beliefs. Retell a range of religious stories and explain how they link to the core beliefs and practices. Describe some festivals, celebrations and practices and say how they reflect the core beliefs. Recognise the roles of religious leaders and sacred texts. 				Key Questions <ol style="list-style-type: none"> How do some religions demonstrate that everyone is special? Why are religious celebrations important to some people but not to others? Does everyone believe the same things about God? Why do symbols and stories play important roles in religions? Why do some people follow religious leaders and teachings? How do some people's religious beliefs encourage them to care for the world? 	

Year 2	Topics	<i>What happened in the Great Fire?</i>	<i>What makes a healthy lunchbox?</i>	<i>What is the best way for Mrs Armitage to travel?</i>	<i>What makes us like other animals?</i>	<i>What do plants need to grow?</i>	<i>How would my life be different if I lived in the Amazon?</i>
	RE Focus	Christianity What did Jesus teach? Believing & Behaving	Christianity Christmas; Jesus as a gift from God Believing	Judaism Community & Belonging Believing & Behaving	Christianity Easter Resurrection Believing	Judaism The Covenant Believing & Belonging	Judaism Rites of Passage & Good Works Believing Behaving
	Enquiry	Is it possible to be kind to everyone all of the time?	Why did God give Jesus to the World?	How important is it for Jewish people to do what God has asked them to do?	Is it true that Jesus came back to life again?	How special is the relationship Jews have with God?	What is the best way for a Jew to show commitment to God?
	AS KS1	A B C D 1 2 3 4 5 6	A B C D 1 2 3 4 5 6	A B C D 1 2 3 4 5 6	A B C D 1 2 3 4 5 6	A B C D 1 2 3 4 5 6	A B C D 1 2 3 4 5 6
	Year 2 Key Learning	What can I learn from stories from religious traditions? Should people follow religious leaders and teachings? We are learning to retell Bible stories that show kindness, and to explore how this makes Christians behave towards other people.	Is God important to everyone? We are learning to reflect on the Christmas story and the reasons for Jesus' birth.	Is God important to everyone? Should people follow religious leaders and teachings? We are learning to understand how collaborating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.	Is God important to everyone? Are symbols better than words at expressing religious beliefs? We are learning to retell the Easter story and understand what Jesus' resurrection means for Christians.	Who do I believe I am? Does it feel special to belong? We are learning to understand the special relationship between Jews and God and the promises they make to each other.	Should people follow religious leaders and teachings? Is God important to everyone? We are learning to understand different ways that Jews show their commitment to God.
	SCMS	Moral Social	Spiritual	Spiritual Cultural	Spiritual	Spiritual Moral Cultural	Spiritual Moral Cultural
	The Pan-Berkshire Agreed Syllabus KS1	Pupils are expected to achieve the following four outcomes in their study of Christianity and achieve at least two for each of the other religions Enquiry and Impact A. Recognise and give simple accounts of the core beliefs. B. Retell a range of religious stories and explain how they link to the core beliefs and practices. C. Describe some festivals, celebrations and practices and say how they reflect the core beliefs. D. Recognise the roles of religious leaders and sacred texts.			All 6 Key Questions must be explored in the study of Christianity by the end of Key Stage 1. For each of the other religions studied, at least two of the questions should be addressed. Key Questions 1. How do some religions demonstrate that everyone is special? 2. Why are religious celebrations important to some people but not to others? 3. Does everyone believe the same things about God? 4. Why do symbols and stories play important roles in religions? 5. Why do some people follow religious leaders and teachings? 6. How do some people's religious beliefs encourage them to care for the world?		

Year 3

Topics	<i>How did Early man change Prehistoric Britain?</i>	<i>What is life in the UK like?</i>	<i>Who were the greatest builders?</i>	<i>What do plants need to stay healthy?</i>	<i>How is a region of Mexico and the UK the same/different?</i>	<i>What forces move mountains?</i>
RE Focus	Hinduism Divali Belonging	Christianity Christmas Believing Behaving	Christianity Jesus' Miracles Believing & Behaving	Christianity Easter - forgiveness Believing	Hinduism Hindu Beliefs Believing	Hinduism Pilgrimage to the River Ganges Believing & Behaving
Enquiry	Would celebrating Divali at home & in the community bring a feeling of belonging to a Hindu child?	Has Christmas lost its true meaning?	Could Jesus really heal people?	What is 'good' about Good Friday?	How can Brahman be everywhere and in everything?	Would visiting the River Ganges feel special to a non-Hindu?
AS LKS2	A B C D 1 2 3 4 5 6 7 8	A B C D 1 2 3 4 5 6 7 8	A B C D 1 2 3 4 5 6 7 8	A B C D 1 2 3 4 5 6 7 8	A B C D 1 2 3 4 5 6 7 8	A B C D 1 2 3 4 5 6 7 8
Year 3 Key Learning	Does participating in worship help people to feel closer to God or their faith community? We are learning to investigate what happens during the festival of Divali and whether the celebrations bring a sense of belonging to Hindus?	Do sacred texts have to be 'true' to help people understand their religion? Is religion the most important influence and inspiration in everyone's life? We are learning to find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us.	Were these miracles or is there some other explanation? Do sacred texts have to be 'true' to help people understand their religion? Is religion the most important influence and inspiration in everyone's life? We are learning to retell Bible stories when miracles have happened and question whether Jesus really did perform miracles.	Should religious people be sad when someone dies? Do sacred texts have to be 'true' to help people understand their religion? Can the arts help communicate religious beliefs? We are learning to recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.	Do sacred texts have to be 'true' to help people understand their religion? Can the arts help communicate religious beliefs? We are learning to understand the Hindu belief that there is one God with many different aspects.	Do religious people live better lives? Is religion the most important influence and inspiration in everyone's life? We are learning to understand the significance of the River Ganges both for a Hindu and Non-Hindu.
SCMS	Social Cultural	Spiritual Cultural	Spiritual	Spiritual Moral	Spiritual	Spiritual Cultural
The Pan-Berkshire Agreed Syllabus LKS2	Pupils are expected to achieve the following four outcomes in their study of Christianity and achieve at least two for each of the other religions including core beliefs. Enquiry and Impact A. Explain the significance of religious leaders and sacred texts. B. Describe a range of ways that believers express their core beliefs and make the links between belief and expression. C. Identify how core beliefs can guide lifestyle choices. D. Recognise how religious identity can be shaped by family, community and practice.		All 8 Key Questions must be explored in the study of Christianity by the end of Key Stage 2. For each of the other religions studied, at least two of the questions should be addressed. Key Questions 1. To what extent does participating in worship and/or prayer generate a sense of belonging? 2. Do Rites of Passage always help a believer to feel connected to God and/or community? 3. How can music and the arts help express and communicate religious beliefs? 4. To what extent do religious beliefs influence and encourage 'good' behaviour? 5. How do religious leaders and sacred texts contribute to believers' understanding of their faith? 6. How well does faith help people cope with matters of life and death? 7. What difference might it make to believe in God as Creator? 8. How might beliefs and community shape a person's identity?			

Year 4	Topics	<i>What legacies did the Ancient Greeks leave on modern culture?</i>	<i>How was William Shakespeare influenced by the Ancient Greeks?</i>	<i>What did the Romans leave behind?</i>	<i>What makes Italy roar?</i>	<i>How did the loss of the cacao bean contribute to the collapse of the Mayan Empire?</i>	<i>How does chocolate move through our digestive system?</i>
	RE Focus	Islam Prayer at home Belonging and Behaving Y4 Focus on Pillar 2	Christianity Christmas Believing & Belonging	Islam Community and Belonging Believing and Belonging Y4 Focus on Pillar 3	Christianity Easter Believing & Behaving	Islam Hajj Believing and Belonging Y4 Focus on Pillar 5	Christianity Prayer and Worship Believing & Belonging
	Enquiry	Does praying at regular intervals every day help a Muslim in his/her everyday life?	What is the most significant part of the nativity story for Christians today?	Does going to the Mosque give Muslims a sense of belonging?	Is forgiveness always possible?	Does completing Hajj make a person a better Muslim?	Do people need to go to church to show they are Christians?
	AS LKS2	A B C D 1 2 3 4 5 6 7 8	A B C D 1 2 3 4 5 6 7 8	A B C D 1 2 3 4 5 6 7 8	A B C D 1 2 3 4 5 6 7 8	A B C D 1 2 3 4 5 6 7 8	A B C D 1 2 3 4 5 6 7 8
	Year 4 Key Learning	Does praying at regular intervals everyday help a Muslim in his/her everyday life? Who do I believe I am? Does it feel special to belong? We are learning to explain what commitment means to us and to Muslims by knowing about how Muslims.	Do sacred texts have to be 'true' to help people understand their religion? Can the arts help to communicate religious beliefs? We are learning to understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.	Does going to the Mosque give Muslims a sense of belonging? Does it feel special to belong? Who do I believe I am? We are learning to understand why Muslims visit the Mosque and to explore whether this gives them a sense of belonging.	Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? We are learning to understand how Jesus' life, death and resurrection teaches Christians about forgiveness.	Does completing Hajj make a person a better Muslim? Does it feel special to belong? Is God important to everyone? We are learning to understand what happens during Hajj and to explore the importance of this to Muslims.	Do religious people lead better lives? Does participating in worship help people to feel closer to God or their faith community? We are learning to understand how important going to church is to show someone is a Christian.
	SCMS	Spiritual Moral Cultural	Spiritual Cultural	Spiritual Cultural	Spiritual Moral	Spiritual Moral Cultural	Spiritual Social
	The Pan-Berkshire Agreed Syllabus LKS2	Pupils are expected to achieve the following four outcomes in their study of Christianity and achieve at least two for each of the other religions including core beliefs. Enquiry and Impact A. Explain the significance of religious leaders and sacred texts. B. Describe a range of ways that believers express their core beliefs and make the links between belief and expression. C. Identify how core beliefs can guide lifestyle choices. D. Recognise how religious identity can be shaped by family, community and practice.			All 8 Key Questions must be explored in the study of Christianity by the end of Key Stage 2. For each of the other religions studied, at least two of the questions should be addressed. Key Questions 1. To what extent does participating in worship and/or prayer generate a sense of belonging? 2. Do Rites of Passage always help a believer to feel connected to God and/or community? 3. How can music and the arts help express and communicate religious beliefs? 4. To what extent do religious beliefs influence and encourage 'good' behaviour? 5. How do religious leaders and sacred texts contribute to believers' understanding of their faith? 6. How well does faith help people cope with matters of life and death? 7. What difference might it make to believe in God as Creator? 8. How might beliefs and community shape a person's identity?		

Year 5	Topics	<i>Why did people invade and settle in Britain?</i>	<i>Where did they settle and why?</i>	<i>How did the Kingdom of England come to be?</i>	<i>What is Globalisation?</i>	<i>What's around the river bend?</i>	<i>Where in the World is Bracknell?</i>
	RE Focus	Sikhism Belief into action Believing & Behaving	Christianity Christmas Believing	Sikhism Beliefs & moral values Believing & Behaving	Christianity Easter Believing	Sikhism Prayer and worship Believing & Belonging	Christianity Beliefs and Practices Believing & Behaving
	Enquiry	How far would a Sikh go for his/her religion?	Is the Christmas story true?	Are Sikh stories important today?	Did God intend Jesus to be crucified and if so was Jesus aware of this?	What is the best way for a Sikh to show commitment to God?	What is the best way for a Christian to show commitment to God?
	AS UKS2	A B C D 1 2 3 4 5 6 7 8	A B C D 1 2 3 4 5 6 7 8	A B C D 1 2 3 4 5 6 7 8	A B C D 1 2 3 4 5 6 7 8	A B C D 1 2 3 4 5 6 7 8	A B C D 1 2 3 4 5 6 7 8
	Year 5 Key Learning	Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life? We are learning to compare the different ways Sikhs put their religion into practice.	Do sacred texts have to be 'true' to help people understand their religion? We are learning to evaluate different accounts of the Christmas story and understand that stories can be true in different ways.	Do sacred texts have to be 'true' to help people understand their religion? Is religion the most important influence and inspiration in everyone's life? We are learning to understand the relevance of Sikh stories today.	Do sacred texts have to be 'true' to help people understand their religion? We are learning to question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.	Do all religious beliefs influence people to behave well towards others? Does participating in worship help people to feel closer to God or their faith community? We are learning to understand how Sikhs show their commitment to God and to evaluate if there is a best way.	Do religious people lead better lives? Does participating in worship help people to feel closer to God or their faith community? We are learning to understand how Christians show their commitment to God and to evaluate if there is a best way.
	SCMS	Spiritual Cultural	Spiritual Moral	Spiritual Moral	Spiritual Moral	Spiritual Cultural	Spiritual Cultural
	The Pan-Berkshire Agreed Syllabus UKS2	Pupils are expected to achieve the following four outcomes in their study of Christianity and achieve at least two for each of the other religions, including core beliefs. Enquiry and Impact A. Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice. B. Explain and demonstrate how and why believers show courage and commitment. C. Explain how beliefs, practices and community can support or determine responses to matters of life and death. D. Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour.			All 8 Key Questions must be explored in the study of Christianity by the end of Key Stage 2. For each of the other religions studied, at least two of the questions should be addressed. Key Questions 1. To what extent does participating in worship and/or prayer generate a sense of belonging? 2. Do Rites of Passage always help a believer to feel connected to God and/or community? 3. How can music and the arts help express and communicate religious beliefs? 4. To what extent do religious beliefs influence and encourage 'good' behaviour? 5. How do religious leaders and sacred texts contribute to believers' understanding of their faith? 6. How well does faith help people cope with matters of life and death? 7. What difference might it make to believe in God as Creator? 8. How might beliefs and community shape a person's identity?		

Year 6	Topics	<i>What's around the River bend?</i>	<i>What is Bracknell like now?</i>	<i>What was the significance of the Battle of Britain?</i>	<i>Why do some creatures no longer exist?</i>		<i>How successful are we as entrepreneurs?</i>
	RE Focus	Islam Beliefs and practices Believing Behaving	Christianity Christmas Believing	Christianity Belief and meaning Believing Belonging	Christianity Easter Believing Belonging Behaving	Islam Beliefs & moral values Believing Behaving	Islam Beliefs & moral values Believing Behaving
	Enquiry	What is the best way for a Muslim to show commitment to God?	How significant is it that Mary was Jesus' mother?	Is anything ever eternal?	Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Does belief in Akhirah (life after death) help Muslims lead good lives?	Does belief in Akhirah (life after death) help Muslims lead good lives?
	AS UKS2	A B C D 1 2 3 4 5 6 7 8	A B C D 1 2 3 4 5 6 7 8	A B C D 1 2 3 4 5 6 7 8	A B C D 1 2 3 4 5 6 7 8	A B C D 1 2 3 4 5 6 7 8	A B C D 1 2 3 4 5 6 7 8
	Year 6 Key Learning	Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? We are learning to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.	Do sacred texts have to be 'true' to help people understand their religion? We are learning to analyse the Christian belief in the Virgin Birth and to assess the significance of this to Christians.	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? We are learning to evaluate different beliefs about eternity and to understand the Christian perspective on this.	Do sacred texts have to be 'true' to help people understand their religion? Does participating in worship help people to feel closer to God or their faith community? Is religion the most important influence and inspiration in everyone's life? We are learning to examine the influences Christianity still has in the world and evaluate whether it is still a strong religion.	Should religious people be sad when someone dies? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? We are learning to identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this.	Should religious people be sad when someone dies? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? We are learning to challenge stereotyping through understanding different Muslim interpretations of Jihad and how this links to getting to Heaven.
	SCMS	Spiritual Cultural	Spiritual	Spiritual Moral	Cultural Social	Moral Social	Moral Social
	The Pan-Berkshire Agreed Syllabus UKS2	Pupils are expected to achieve the following four outcomes in their study of Christianity and achieve at least two for each of the other religions, including core beliefs. Enquiry and Impact A. Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice. B. Explain and demonstrate how and why believers show courage and commitment. C. Explain how beliefs, practices and community can support or determine responses to matters of life and death. D. Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour.			All 8 Key Questions must be explored in the study of Christianity by the end of Key Stage 2. For each of the other religions studied, at least two of the questions should be addressed. Key Questions 1. To what extent does participating in worship and/or prayer generate a sense of belonging? 2. Do Rites of Passage always help a believer to feel connected to God and/or community? 3. How can music and the arts help express and communicate religious beliefs? 4. To what extent do religious beliefs influence and encourage 'good' behaviour? 5. How do religious leaders and sacred texts contribute to believers' understanding of their faith? 6. How well does faith help people cope with matters of life and death? 7. What difference might it make to believe in God as Creator? 8. How might beliefs and community shape a person's identity?		