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| **Religious Education Curriculum**  Kensington Junior Academy |

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| **Autumn** | | | |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
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| What does it mean to be a Christian in Britain today?  Why is the Bible important for Christians today? P61  Why are festivals important to religious communities? Christmas, Easter, Pentecost, Harvest in Christianity,  P54 | Why do some people think that life is a journey? What significant experiences mark this? P55  Why are festivals important to religious communities? P54  Diwali in Hinduism, Pesach, Rosh Hashanah and Yom Kippur in Judaism, Eid in Islam. | Why do some people believe God exists? P60  If God is everywhere, why go to a place of worship? P63 | What do religions say to us when life gets hard? P62  Is it better to express your religion in arts and architecture or in charity and generosity? P64 |
| ***Make sense of a range of religious and non-religious concepts and beliefs*** | ***Make sense of a range of religious and non-religious concepts and beliefs*** | ***Make sense of a range of religious and non-religious concepts and beliefs*** | ***Make sense of a range of religious and non-religious concepts and beliefs*** |
| Identify and describe the core beliefs and concepts studied  Make clear links between texts/sources of authority and the key concepts studied  Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers | Identify and describe the core beliefs and concepts studied  Make clear links between texts/sources of authority and the key concepts studied  Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers | Identify and describe the core beliefs and concepts studied using examples from texts. sources of authority in religions  Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs.  Taking account of the context, suggest meaning for texts/sources of authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations. | Identify and describe the core beliefs and concepts studied using examples from texts. sources of authority in religions  Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs.  Taking account of the context, suggest meaning for texts/sources of authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations. |
| ***Understand the impact and significance of religious and non-religious beliefs*** | ***Understand the impact and significance of religious and non-religious beliefs*** | ***Understand the impact and significance of religious and non-religious beliefs*** | ***Understand the impact and significance of religious and non-religious beliefs*** |
| 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 practice | 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 practice | 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 practice in different ways eg in different communities, denominations or cultures | 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 practice in different ways eg in different communities, denominations or cultures |
| ***Make connections between religious and non-religious concepts, practices and ideas studied*** | ***Make connections between religious and non-religious concepts, practices and ideas studied*** | ***Make connections between religious and non-religious concepts, practices and ideas studied*** | ***Make connections between religious and non-religious concepts, practices and ideas studied*** |
| Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live  Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly  Give good reasons for the views they have and the connections they make  Talk about what they have learned and if changed their thinking | Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live  Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly  Give good reasons for the views they have and the connections they make  Talk about what they have learned and if changed their thinking | Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people eg believers and atheists  Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their won 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 won and giving good reasons for the views they have and the connections they make  Talk about what they have learned, how their thinking may have changed and why | Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people eg believers and atheists  Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their won 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 won and giving good reasons for the views they have and the connections they make  Talk about what they have learned, how their thinking may have changed and why |

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| **Spring** | | | |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  |  |  |  |
| L2.1: What do different people believe about God?  L2.5: Why are festivals important to religious communities? Christmas, Easter, Pentecost, Harvest in Christianity,  P54 | L2.8 What does it mean to be a Hindu in Britain today? P57  L2.5: Why are festivals important to religious communities? P54  Diwali in Hinduism, Pesach, Rosh Hashanah and Yom Kippur in Judaism, Eid in Islam. | U2.6 What does it mean to be a Muslim in Britain today? P65 | U2.7 What matters most to Christians and Humanists? P66 |
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| L2.4 Why do people pray (Christians, Hindus and Muslims)? P53  *\*23rd May - Pentecost* | L2.3: Why is Jesus inspiring to some people? P52  L2.9 What can we learn from religions about deciding what is right and wrong? P58 | U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) P61 | U2.8: What difference does it make to believe in Ahimsa (harmlessness), Grace, and Ummah (community)? P67 |
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