

Bishop Henderson Primary School

Intention Statement

It is our intent for the Religious Education element of our school curriculum to engage, inspire, challenge and encourage pupils, equipping them with the knowledge and skills to answer challenging questions, exploring different religious beliefs, values and traditions. This will enable them to develop a more rigorous understanding of the numerous religious traditions, beliefs and practices that are followed in our multi-cultural society. We want them to know how religious education promotes discernment and enables pupils to combat prejudice, preparing them for adult life, employment and life-long learning

Knowledge and Skills Progression in Religious Education

Key Stage 1 Year 1 and Year 2	Lower Key Stage 2 Year 3 and Year 4	Upper Key Stage 2 Year 5 and Year 6
<ul style="list-style-type: none"> • Identify the core concepts and beliefs of both Christianity and Judaism and give a simple description of what they mean • Give examples of how stories show what people believe (eg the stories from the Bible associated with the last 8 days of Jesus' life; the story of David in the TaNaKh and Moses in the Torah) • Give clear, simple accounts of what stories and other texts mean to believers (Bible, Torah, TaNaKh) 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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.

<ul style="list-style-type: none">• Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities.• Give example of ways in which believers put their beliefs into action.	<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 practice (eg. Baptism)	<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 practice in different ways eg in different communities, denominations or cultures
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Knowledge and Skills Progression in Religious Education

Key Stage 1 Year 1 and 2	Lower Key Stage 2 Year 3 and Year 4	Upper Key Stage 2 Year 5 and Year 6
<ul style="list-style-type: none">• Think, talk and ask questions about whether there are any lessons for them to learn from the ideas they have been studying, exploring different ideas• Give a good reason for the views they have and the connections they make• Talk about what they have learned	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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 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• Talk about what they have learned, how their thinking may have changed and why.

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Knowledge and Skills Progression in Religious Education

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6

Religious Education ~ Mixed Year planning

	AUTUMN		SPRING		SUMMER	
YEAR 1	<p>Religion: Christianity Theme: Jesus/ incarnation</p> <p>Key Question: What do Christians believe about Jesus? Why is Jesus important? AMV – KS1 Unit 1.2</p>	<p>Religion: Christianity Theme: Jesus' miracles</p> <p>Key Question: What do Christians believe about Jesus? Why is Jesus important? AMV – KS1 Unit 1.2</p>	<p>Religion: Christianity Theme: God</p> <p>Key Question: What do Christians believe about God? AMV – KS1 Unit 1.1</p>	<p>Religion: Christianity Theme: God</p> <p>Key Question: What do Christians believe about God? AMV – KS1 Unit 1.1</p>	<p>Religion: Judaism Theme: Jewish special days</p> <p>Key Question: What do Jewish people believe about God and the Covenant? AMV – KS1 Unit 1.5</p>	<p>Religion: Judaism Theme: Jewish stories</p> <p>Key Question: What do Jewish people believe about God and the Covenant? AMV – KS1 Unit 1.5</p>
YEAR 2	<p>Religion: Judaism Theme: The Torah</p> <p>Key Question: What do Jewish people believe about the Torah? AMV – Unit 1.6</p>	<p>Religion: Judaism Theme: The Torah</p> <p>Key Question: What do Jewish people believe about the Torah? AMV – Unit 1.6</p>	<p>Religion: Christianity Theme: Easter</p> <p>Key Question: What do Christians believe about salvation? AMV – Unit 1.4</p>	<p>Religion: Christianity Theme: Easter</p> <p>Key Question: What do Christians believe about salvation? AMV – Unit 1.4</p> <p>Non-religion: Humanism Theme: Making good choices Key Question: How do we live a good life?</p>	<p>Religion: Christianity Theme: Agape</p> <p>Key Question: What do Christians believe about love? AMV – Unit 1.3</p>	<p>Religion: Christianity Theme: Agape</p> <p>Key Question: What do Christians believe about love? AMV – Unit 1.3</p>

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Knowledge and Skills Progression in Religious Education

	Autumn	Spring		Summer		
YEAR A Year 3,4,5	Religion: Christianity Theme: God Key Question: What do Christians believe about God and Incarnation? AMV – Unit 2.5, 2.11	Religion: Christianity Theme: Incarnation Key Question: What do Christians believe about God and Incarnation? AMV – Unit 2.5, 2.11	Religion: Christianity Theme: Salvation Key Question: What do Christians believe about salvation? AMV – Unit 2.4, 2.10	Religion: Christianity Theme: Salvation Key Question: What do Christians believe about salvation? AMV – Unit 2.4, 2.10	Religion: Hinduism Theme: Festivals and worship Key Question: What do Hindu people believe about Dharma or Deity? AMV – Unit 2.3	Religion: Hinduism Theme: Hindu day and Mandir Key Question: What do Hindu people believe about Dharma or Deity? AMV – Unit 2.3
YEAR B Year 3,4,5	Religion: Christianity Theme: Agape Key Question: What do Christians believe about Agape? AMV – Unit 2.6	Religion: Christianity Theme: Agape Key Question: What do Christians believe about Agape? AMV – Unit 2.6	Religion: Judaism Theme: Covenant Key Question: What do Jewish people believe about God and the Covenant? AMV – Unit 2.6	Religion: Judaism Theme: Torah Key Question: What do Jewish people believe about God and the Covenant? AMV – Unit 2.6	Religion: Islam Theme: Submission to the will of Allah Key Question: What do Muslim people believe about Islam and Iman? AMV – Unit 1.7, 1.8, 2.2	

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Knowledge and Skills Progression in Religious Education

Autumn		Spring		Summer		
YEAR C Year 3,4,5	Religion: Christianity Theme: God's character Key Question: What do Christians believe about God? AMV – Unit 2.11	Non-religion: Humanism Theme: Living a good life Key Question: How do Humanists decide what is right and wrong? AMV – KS1 Humanism LKS2- Humanism	Religion: Christianity Theme: Agape Key Question: What do Christians believe about agape? AMV – Unit 2.12	Religion: Christianity Theme: Agape Key Question: What do Christians believe about agape? AMV – Unit 2.12	Religion: Hinduism Theme: Dharma Key Question: What do Hindu people believe about Dharma or Deity? AMV – Unit 1.9, 2.3	Religion: Hinduism Theme: Deity Key Question: What do Hindu people believe about Dharma or Deity? AMV – Unit 1.9, 2.3
	Religion: Judaism Theme: Covenant Key Question: What do Jewish people believe about God, the Covenant and the Torah? AMV – Unit 2.7	Religion: Judaism Theme: Torah Key Question: What do Jewish people believe about God, the Covenant and the Torah? AMV – Unit 2.7	Religion: Islam Theme: The Five Pillars Key Question: What do Jewish people believe about God, the Covenant and the Torah? AMV – Unit 2.7	Religion: Humanism Theme: Living a good life without God Key Question: Can I live a good life without belief in God?	Religion: Hinduism Key Question: What do Hindu people believe about Dharma, Deity and Atman?	

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Knowledge and Skills Progression in Religious Education

Autumn		Spring			Summer	
Foundation: Reception	<p>Religion: Christianity and Judaism Theme: Special me Key Question: Who are we?</p> <p>AMV – Unit F.1</p>	<p>Religion: Christianity and Judaism Theme: Special times- Christmas and Hanukah Key Question: Why are some festivals and celebrations special?</p> <p>AMV – Unit F.2</p>	<p>Religion: Christianity and Judaism Theme: Special places Key Question: What places are special to believers? AMV – Unit F.3</p>	<p>Religion: Christianity and Judaism Theme: Special times- Passover and Easter Key Question: Why are some festivals special? AMV – Unit F.4</p>	<p>Religion: Christianity Theme: Special stories- God Key Question: What does the Bible say about God? AMV – Unit F.5</p>	<p>Religion: Christianity Theme: Special stories- Jesus Key Question: What does the Bible say about Jesus? AMV – Unit F.</p>

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Knowledge and Skills Progression in Religious Education

End of Year expectations in knowledge and understanding

Key Stage 1 Year 1	Key Stage 1 Year 2	Key Stage 2 Year 6
<p><u>Christianity – Incarnation:</u></p> <ul style="list-style-type: none"> I can understand how Christians find out about what Jesus is like and how he wants people to live from the Bible. I can understand that Advent is the time before Christmas when Christians get ready for Jesus coming. I can recall Bible stories associated with the birth of Jesus. I can identify stories within the religion of Christianity and know these stories are from the Bible. I can recognise and order the key events in the Biblical narrative. I can raise and suggest answers to relevant questions in response to enquiry of the Christmas story. <p><u>Christianity – God:</u></p> <ul style="list-style-type: none"> I can understand how Christians find out about what God is like and how he wants people to live from the Bible. I can understand that there is a story in the Bible which Christians believe expresses their key beliefs about creation: <ul style="list-style-type: none"> -God created the universe. -The story is called the six days of creation and describes what God did as the world was created. -The last thing God created was humans. <p><u>Judaism – God and the Covenant</u></p> <ul style="list-style-type: none"> I know that Jews believe in one God who created the universe I know basic elements of the story found in Genesis 	<p><u>Judaism – The Torah</u></p> <ul style="list-style-type: none"> I know that the Torah means teaching and that it is the most important part of the Jewish scriptures. I know that it contains the first five books of the Hebrew Bible. I can understand that it teaches Jews what God is like and how they should live their lives. I know that one day a week, Jews observe the Sabbath. I can understand how important the Torah is to Jews in the synagogue through the celebration of Simchat Torah. I can name some important features in the synagogue. I can recall the story of Abraham and Moses, leaders of the Jewish people. I can understand how the Torah impacts Jewish daily life and rites of passage (e.g.: keeping kosher, Jewish wedding) <p><u>Christianity – Salvation:</u></p> <ul style="list-style-type: none"> I know that the Christian holy book is called the Bible and how it is divided up. I can recall stories from the Bible associated with the last eight days of Jesus’ life. I can recognise the order of key events in Biblical narrative. I can identify these stories with the religion of Christianity and know they are from the Bible. I can understand that Christians believe that Jesus dies so that people can be forgiven by God. I can understand that Christians believe that 	<p><u>Judaism – God, the Covenant and the Torah</u></p> <ul style="list-style-type: none"> I know that Abraham is called one of the fathers of Judaism. I know the story of Abraham who Jews believe was the first person to believe in one God. I can understand that, for Jews, the Covenant began with Abraham. It is an important two-way relationship. I know that Jews have coming of age ceremonies marking the time when people become responsible for following the Torah. I can understand how Jews celebrate Shabbat and why it is considered the most important festival. I can understand the practice of kosher and trefah. I know that Yom Kippur is the holiest day in the Jewish calendar. This period starts with Rosh Hashanah and ends ten days later with Yom Kippur. I can recall that the Jewish scriptures are called the Tanakh. I know that the Torah is the most important because it tells Jews what God is like and how they should live. I know that the teachings of the Torah are summed up in the Shema which is kept on the doorpost of the home. I can understand the customs associated with a Jewish funeral.

- I can recognise the Star of David as a symbol of Judaism, which represents the six days of creation found in Genesis.
- I know that Jews live all over the world, but Israel is considered very special as it was promised to Abraham and his descendants by God.
- I can raise and suggest answers to relevant questions in response to the story of creation.
- I can attempt to support my answers using reasons or information.

Jesus rose from the dead, giving hope and new life.

- I can raise and suggest answers to relevant questions in response to the enquiry into Easter.

Humanism

- I have a basic understanding of the terms 'humanist', 'agnostic' and 'atheist'.
- I can recall three things that are important to humanists (asking questions, being kind, finding happiness).
- I know some ways in which humanists make good choices.

Christianity – Agape

- I understand that Jesus taught that people should be loving, kind and forgiving to everyone because this is what God is like.
- I can understand this by recalling this stories of the Good Samaritan and Zacchaeus
- I can recall stories such as the Unmerciful Servant (Matt 18:23-34) linking it to forgiveness in the Lord's Prayer.
- I can reflect on the implications of this story for Christians and for myself today.
- I can investigate ways in which people can actively show agape love e.g. through giving to charity.

Islam – Iman and Submission to the will of Allah

- I know that in Islam, Muhammad is the final prophet.
- I can name some prophets that lived before him (Adam, Abraham, Moses and Jesus)
- I can explain the importance of the Qur'an to Muslims, what they believe it to be and how they treat it.
- I know the difference between the Qur'an and the Hadith. Qur'an: original and most basic source of God's law. Hadith: provides Muslims with practical interpretation.
- I know that Islam means Submission to the will of Allah.
- I know that humans have the role of the Khalifah (trustees of Allah's creation).
- I have a basic understanding of the Five Pillars of Islam.
- I understand the principle and practice of Sawm (fasting during Ramadan).
- I know that the end of Sawm is celebrated with the festival Eid-al-Fitr
- I understand the principle and practice of Zakah (giving to charity) albeit a duty not something you choose to do.
- I can recall the story of Bilal and why this story is important to Muslims.

Humanism

- I can remember basic principles of Humanist thought.
- I can research a Humanist and explain their achievements for in view of humanist qualities.
- I understand some Humanist beliefs.
- I understand how Humanists choose to live a good life by following the Golden Rule.
- I can understand how Humanist celebrate key milestones in life and how they differ from

religious ceremonies.

- I am aware of the work of the British Humanist Association

Hinduism – Deity, Dharma and Atman

- I can understand that Hinduism is a complex religion that incorporates a range of traditions and practices; therefore, there is now one right way to be a Hindu and there are many paths to God.
- I know that 'Hinduism' is a Western term for people who lived in North India, who shared the *Vedas* and ancient Sanskrit writings of India. Followers prefer the term '*Sanatan Dharma*' which means 'eternal truths' (basic teachings that always have and will be true).
- I know that Hinduism teaches that there is one Supreme Being (Brahman) who is everywhere and exists in everything.
- I can understand that Hindus believe that their many gods and goddesses are manifestations of Brahman's characteristics. Images and *murtis*, help Hindus remember and understand about God. Hindus pray to God by any of these names and ways.
- I can recall the story of Shiva and Ganga and understand that the Ganges is a holy river, special to Hindus and a place to visit Shiva.
- I can understand the basic concept of the Tri-Murti and Tri-Devi and recall stories where they play a role.
- I know some facts about the festival Navaratri and the role the Tri-Devi play in it.
- I can retell the story of Diwali and recall the meaning of the traditions observed during the Five Days of Diwali.
- I can make a Hindu sweet.
- I know that one meaning of the word 'dharma' is duty and that Hindus believe that there are four main stages of life (ashramas).
- I understand the principle of Ahimsa; I can recall

		<p>some important facts about Gandhi's life and the way in which he put Ahimsa into practice.</p> <ul style="list-style-type: none">• I know that part of a Hindu's dharma is selfless-service (Sewa) and I can research and describe a project inspired by the act of sewa• I know and understand the Hindu belief in the relationship between Dharma, Karma and Reincarnation and that Reincarnation is the belief that when the body dies, the atman (soul) moves to another being and which body depends on the law of Karma.• I understand that Hindus believe that the Atman persists and is reborn many times. This continual cycle is called Samsara.• I know that the end of Samsara is Moksha. The atman breaks out of reincarnation and joins Brahman.• I can raise and suggest answers to questions in response to Hindu belief in Deity, Dharma and Atman.• I can support my answers using reasons and information.
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Knowledge and Skills Progression in Religious Education

Key Stage 2 – Year A	Key Stage 2 – Year B	Key Stage 2 – Year C
Year 3, 4 and 5	Year 3, 4 and 5	Year 3, 4 and 5
<p><u>Christianity – God and Incarnation</u></p> <ul style="list-style-type: none"> • I know that Christians believe the Bible talks about what God is like and his relationship with people who believe in Him. • I understand that Christians describe one God as Father, Son and Holy Spirit (The Trinity). • I can understand what the Bible says about God as a heavenly Father. • I know what Christians believe happened at Pentecost and how they believe the Holy Spirit lives in Christian people today, helping and empowering them to do God’s work. • I can recall what happens in both Infant and Believers’ baptism, how they relate to the concept of the Trinity and that the person is welcomed into the Christian Church. • I understand the Christians are united by a common creed. • I can identify similarities and differences between churches of different denominations. • I can raise and suggest answers to relevant questions in response to my enquiry into what Christians believe about God. • I can recall stories from the Bible of Jesus’ miracles and know what they say about who Jesus is according to Christians. • I know that the nativity is found in two gospels and understand that the story is 	<p><u>Christianity – Agape</u></p> <ul style="list-style-type: none"> • I know that Christians try to be like Jesus and obey his teachings in the things they think and do. • I can recall the story of the Good Samaritan and know the background and context of the story. • I understand what Jesus meant by the phrase ‘Love your neighbour’. • I can give reasons how this story and other teachings display agape being shown to all. • I can give an accurate definition of the term ‘agape’. • I can recall the life stories of Edith Cavell and Mother Teresa and how they demonstrated agape in their lives. • I can recall Bible stories that cover the topics of selfishness and greed, generous giving, and compassion under the banner of agape. • I can use ICT skills to research a local Christian charity concerned with showing compassion to those in need in the community. • I can prepare relevant questions to ask a visitor from a local Christian charity. <p><u>Judaism – God, the Covenant and the Torah</u></p> <ul style="list-style-type: none"> • I understand that God made his first covenant with Abraham. God promises that Abraham will be the father of a great nation, the Jewish people. • I can raise and suggest answers to questions in response to the story of Moses and the plagues in Egypt with regard to miracles. • I can recall the story of the crossing of the Red Sea and consider how this story is important to Jewish people today, particularly when facing challenges. • I can recall the story of God giving Moses the 	<p><u>Christianity – God</u></p> <ul style="list-style-type: none"> • I know that Christians believe that God is Love – compassionate, all-knowing (omniscient), everywhere at once (omnipresent), all-powerful (omnipotent), pure and set apart (holy). • I know that Christians believe that the Bible talks about what God is like and his relationship with people who believe in him. • I know that Christians believe that it matters what people do. When people sin it makes God upset and angry. • I can understand that God loves His creation, and everything is created in harmony. • I know that Christians believe that humans are stewards of God’s creation. • I know that Christians believe that God gives different people different gifts to use for the good of others. • I can raise and suggest answers to relevant questions in response to my enquiry into the evidence Christians use to support their belief in God and the concept of stewardship. <p><u>Humanism</u></p> <ul style="list-style-type: none"> • I am familiar with the terms ‘atheist’, ‘agnostic’ and ‘secular’. • I know that what is of utmost importance for a Humanist is what human beings have achieved and can achieve as individuals and together to improve life for everyone and look after the world.

told from different viewpoints.

- I can reflect on why there may be different accounts.
- I can suggest answers to the question of why it matters to Christians to believe that Jesus is both God and man.

Christianity – Salvation

- I can recall what is important to Christians and show this through objects.
- I understand the importance of the cross to Christians and can make attempts to explain why Christians call Jesus 'Saviour'.
- I can explain the Christian Salvation Story.
- I can explain the importance of forgiveness and what it means to be forgiven and why this is important to Christians.
- I can consider why some Christians give up something for Lent
- I can recall the events of Holy Week.
- I can recall key features of the story of Zacchaeus and the Prodigal son and their relationship with forgiveness.
- I can identify the use of the word 'atonement' in Christianity as referring to the forgiving or pardoning of sin through the death and resurrection of Jesus.
- I can explain why Christians perform Communion and recall the different names used for it in different denominations.
- I know what the Bible says about prayer and how Christians pray.
- I can analyse shared beliefs and differences within the Christian practice of baptism.
- I know what Jesus said about forgiveness and how Christians put it into action.

Hinduism – Dharma, Deity and Atman

- I can recall stories from *The Ramayana*,

Ten Commandments.

- I understand that the Jews made a covenant with God and if they agreed to obey his commandments, they would be his Chosen people.
- I know that Jews celebrate the exodus at the week-long Passover festival. At the Seder meal, Jews retell the story of the Exodus using symbolic food.
- I can explain why the Wailing Wall has special significance for Jewish people.
- I know that on Shabbat, Jewish people attend the synagogue, developing a sense of community.
- I know that reading the Torah is central to services at the synagogue.
- I know that the Torah is written by hand on parchment with special ink.
- I can recall some stories contained within the Torah.
- I know how Jewish people show respect to the Torah.
- I can explain identify descriptions of the Tenakh, Talmud and Mishnah.
- I know that some Jews wear a Tephilin (2 straps with boxes on containing small pieces of parchment from the Torah. One on the forehead reminds Jews that they must love God with their mind. One on the arm reminds Jews they must love God with all their heart.
- I know the Torah is written in Hebrew.
- I can understand how Jewish people show the importance of the Torah in the home through the presence of the Mezuzah.
- I can raise and suggest answers to relevant questions in response to the importance and respect Jews give to the Torah and support my answers with reasons.

Islam – Submission to the will of Allah and Iman (faith)

- I know that Muslims call God Allah which means The God.
- I can identify the symbol that represents Allah.
- I know that Muslims believe that Allah created all things which exist.

- I know that Humanists are atheists and do not believe in any deity or deities.
- I can consider how a Humanist might respond to certain situations and dilemmas in life.
- I understand how Humanists make ethical decisions: using science, reason, experience.
- I know that Humanists look for truth as it is known and accessible through science, reason and experience.
- I know Humanism's Golden Rule and can compare it with the Golden Rules of some world religions.
- I know that Humanists primarily make decisions about right and wrong based on what is perceived to bring justice, happiness and peace to individuals, communities and societies.
- I can explore a Humanist's view of death and eternity and compare and contrast with the view of a world religion.

Christianity – Agape

- I can differentiate between secular love and the unconditional love demonstrated by Jesus.
- I can recall what Jesus said about selfless, sacrificial love (agape) in the Beatitudes (part of the Sermon on the Mount).
- I can give examples of what Christians are doing to live out these beliefs.
- I can demonstrate understanding about what Christians believe Jesus said about revenge and reconciliation through recalling the story of the Prodigal Son.
- I can understand that Christians believe that forgiveness is an important aspect of agape and I can relate it to the parable of the unforgiving servant.
- I understand what the Bible says about reconciliation and can give examples of people who have shown this in their lives (Nelson

of the exile and return of Rama. I can understand how these stories teach respect for parents, keeping promises, doing the right thing even when it's hard, using power with care and responsibility towards those with less power and that Hindus believe these are guidelines for right-living.

- I know that Dharma means right-living and that the Hindu faith is called the Hindu Dharma.
- I can understand some core beliefs within the Hindu religion.
- I can understand that Hindus believe in one God (Brahman) whose characteristics are represented in many gods and goddesses.
- I know that special people in the holy books, such as Rama and Krishna are called Avatars (God in human form).
- I know Hindus can worship God in other divine forms (or deities) alongside the Avatars.
- I can recognise Puja as a form of Hindu worship which uses a special tray called the 'puja thali'.
- I know that Hindus have a special place at home for performing puja once a day.
- I know that Hindus can also perform puja in the Mandir.
- I know that, for Hindus, worship is an individual expression of devotion more than a corporate activity.
- I understand that puja helps Hindus be quiet enough to hear God guiding them from within.

- I understand that although Muslims believe Allah created everything, humans have been given the responsibility to look after that creation as Khalifahs.
- I know that Muhammad taught Muslims that there are 99 names for Allah which describe what He is like.
- I can raise and suggest answers to relevant questions in response to my learning about Allah and Khalifah.
- I can recall the story of The Night of Power.
- I can identify the two main beliefs in Islam: belief in only one God and Muhammad is the messenger of God.
- I know that Islam means 'Submission to the will of Allah'.
- I understand that praying 5 times a day (salat/salah), which is prescribed in the Qur'an, is one way Muslims submit to the will of Allah.
- I know that sujud (prostration) reflects Muslim submission as a physical act.
- I know that Salah can take place anywhere.
- I can recall the 5 pillars of Islam.
- I know a Muslim's declaration of faith is called Shahadah.
- I know that Muslims believe that Muhammad had many revelations from God over 22 years; he told others what those revelations were. They wrote those words down forming the holy Qur'an.
- I understand how Muslims treat the Qur'an with great respect.
- I know that God's message is known as 'Straight Path' or the Shariah.

Mandela).

- I can reflect upon my own relationship with others in terms of forgiveness and reconciliation.
- I can give examples of the ways in which the Christian Church shows the love of God. Living out agape.

Hinduism – Dharma and Deity

- I know the term Hinduism and that followers are called Hindus.
- I know that Dharma means right-living and that the Hindu faith is called the Hindu Dharma.
- I can understand some core beliefs within the Hindu religion.
- I know that the Hindu word for action is *karma* which means everything we do will have consequences. This is the 'Law of Karma'. Following the Dharma will produce beneficial results.
- I can understand that Hindus believe in one God (Brahman) whose characteristics are represented in many gods and goddesses.
- I know that special people in the holy books, such as Rama and Krishna are called Avatars (God in human form).
- I know Hindus can worship God in other divine forms (or deities) alongside the Avatars.
- I can name some of the avatars of Vishnu (Krishna, Rama) and know some stories that feature them.
- I can recognise the symbol Aum and know what it represents.
- I can recall some information of where Hinduism is thought to have begun.
- I know some key beliefs that most Hindus share.
- I can identify stories associated with Hindu faith and understand what they mean to Hindus today (Raksha Bandhan/Rama and Sita).
- I have some understanding of the *Tri-Murti*.
- I can recall the Hindu story of creation and the role the Tri-Murti play in it.
- I know that Hindu books called the *Vedas*

		<p>described ways of thinking about God with special names, images and stories to help Hindus remember and understand about God.</p>
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