

# SUBJECT CONCEPT PLANS

## RELIGIOUS EDUCATION AND WORLDVIEWS

### SUBJECT CONCEPT - THEOLOGY / BELIEVING

Small Steps - **I know..... (substantive knowledge)**



## MILESTONE 1

Key Stage 1

### CHRISTIANITY

#### Understanding Christianity Concept — CREATION

Christians believe that God has a unique relationship with human beings as their creator and sustainer.

Christians believe God has a unique relationship with human beings & that humans should care for the world.

Explore the Bible story which says that God made the world.

#### Understanding Christianity Concept — GOD

Christians believe God is loving, kind, fair and forgiving, and also Lord and King.

Explore what a parable is.

Explore the parable of the Lost Son & recognise the idea of God as a forgiving father.

#### Understanding Christianity Concept—INCARNATION

Christians believe that Jesus is God and that he was born as a baby in Bethlehem

Explain how Christians believe that God came to Earth to be with people and show them how to live.

Recognise that incarnation is part of the Big Story of the Bible.

Explore how Christians believe Jesus was a very special baby.

Tell the story of the birth of Jesus and recognise the link with incarnation.

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Small Steps - **I know..... (substantive knowledge)**



## MILESTONE 1

Key Stage 1

### CHRISTIANITY

#### Understanding Christianity Concept — GOSPEL

Christians believe Jesus brings good news for all people, which includes being loved by God and forgiven for bad things.

Explore what Bible texts (e.g. Matthew – tax collector) mean to Christians

#### Understanding Christianity Concept — SALVATION

Easter is very important in the Big Story of the Bible.

Christians believe that Jesus is alive today.

Explore stories of Holy Week and Easter from the Bible and recognise a link with the idea of salvation.

Retell the Easter story.

# SUBJECT CONCEPT PLANS

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Small Steps - **I know..... (substantive knowledge)**



## MILESTONE 1

Key Stage 1

#### JUDAISM

Jewish people believe God's mitzvot are ways to help mend the world and make it better.

Know that Jewish stories contain examples of Good deeds

The Torah is a special and important book for Jews. They believe it was given to them by God.

Know that the Torah is the most important book for Jewish people given by God.

Know the Torah contains rules.

Using religious words, describe how Jewish blessings show what Jewish people believe about God

#### ISLAM

Because Muslims believe Allah is a God of compassion they show compassion to others.

Tell a story about Muhammad and say what it teaches a Muslim about compassion.

# SUBJECT CONCEPT PLANS

## RELIGIOUS EDUCATION AND WORLDVIEWS

### SUBJECT CONCEPT - THEOLOGY / BELIEVING

Small Steps - **I know..... (substantive knowledge)**



## MILESTONE 2

Lower Key Stage 2

#### CHRISTIANITY

##### Understanding Christianity Concept — CREATION / FALL

The Bible tells in Genesis 3 how humans spoilt the relationship with God, and that Christians call this the Fall.

Explore how Christians believe God wants them to get close to him again and give them guidelines to live by, e.g. the Ten Commandments.

That many Christians believe they are asked to be stewards or caretakers of God's creation and examples of how this is put into action.

##### Understanding Christianity Concept — PEOPLE OF GOD

The Old Testament tells the story of a particular group of people – the children of Israel, known as the People of God – and their relationship with God.

##### Understanding Christianity Concept — GOSPEL

Christians believe Jesus challenges everyone about how to live, and sets the example.

Explore what Jesus' actions towards a leper might mean for a Christian.

Christians believe God is Trinity: Father, Son & Holy Spirit.

Make links between the Bible stories studied and the importance of love, and life in the world today.

Explore the difference between a Gospel, which tells the story of the life and teaching of Jesus, and a letter.

##### Understanding Christianity Concept — SALVATION

Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.

The events of Holy Week were important in showing the disciples what Jesus came to earth to do.

##### Understanding Christianity Concept — KINGDOM OF GOD

Christians believe the Holy Spirit to be an invisible friend who helps them to become more like Jesus.

Say how the Holy Spirit arrived at Pentecost as told in the Bible.

# SUBJECT CONCEPT PLANS

## RELIGIOUS EDUCATION AND WORLDVIEWS

### SUBJECT CONCEPT - THEOLOGY / BELIEVING

Small Steps - **I know..... (substantive knowledge)**



## MILESTONE 2

Lower Key Stage 2

### ISLAM

Muslims believe Muhammad is the messenger of God and the last prophet.

Explain what Muslims believe about Muhammad as the messenger of God and the last prophet and recall something about his life.

### HINDUISM

Describe what Hindus might learn from one of the stories of the Panchatantra about living the right way.

### SIKHISM

Describe what a Sikh might learn from the story of Nanak's disappearance in the river, and his words

Describe how the Granth became the Sikh's Guru and some things which make it different from other holy books.

Use the words of the Mool Mantar, or other Sikh scriptures, to describe some of the different ways

### JUDAISM

Pupils understand that for Jewish people covenant is like a promise/partnership/ relationship with God which is remembered at Passover each year.

Pupils have an excellent grasp of the concept of covenant and what it means to Jewish people. They can link their explanation confidently to festivals and stories from the Torah.

# SUBJECT CONCEPT PLANS

## RELIGIOUS EDUCATION AND WORLDVIEWS

### SUBJECT CONCEPT - THEOLOGY / BELIEVING

Small Steps - **I know..... (substantive knowledge)**



## MILESTONE 3

Upper Key Stage 2

### CHRISTIANITY

#### Understanding Christianity Concept — GOD

Christians believe God is omniscient, omnipotent and eternal, and that this means God is worth worshipping.

Explore connections between Biblical texts and Christian ideas of God using theological terms.

#### Understanding Christianity Concept — CREATION/FALL

Psalm 8 contains the notion that humans have control over the planet (Genesis1:28 'in the image of God')

#### Understanding Christianity Concept — PEOPLE OF GOD

The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt.

#### Understanding Christianity Concept — INCARNATION

Christians believe Jesus' birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.

Explore the place of incarnation and Messiah in the Big Story of the Bible.

#### Understanding Christianity Concept — SALVATION

Outline the 'time line' of the Big Story of the Bible explaining how incarnation and salvation fit into it.

Explore what Christians mean when they say Jesus' death was a sacrifice.

#### Understanding Christianity Concept — KINGDOM OF GOD

Christians believe Jesus is their King and want to follow his way of life.

Explain that Jesus is the King of God's Kingdom and describe what this Kingdom might look like.

Describe what The Lord's Prayer teaches about the Kingdom of God.

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Small Steps - **I know..... (substantive knowledge)**



## MILESTONE 3

Upper Key Stage 2

### ISLAM

For Muslims, the greatest revelation has come from Allah to the Prophet Muhammad and is recorded in the Qur'an.

Retell the story of how the Qur'an was revealed to Muhammad.

Explain how Muslims express the idea of revelation as a rope reaching down to earth, suggesting what the image means.

Muslims believe in the one-ness of Allah and the one-ness of the Muslim community.

### JUDAISM

Pupils understand that for Jewish people holiness is an important concept. They can explain holiness in different contexts. For example, they can explain what the burning bush story in Exodus teaches about holiness.

### HINDUISM

Pupils understand the Hindu belief that life is a journey towards re-union with God. They can use the right religious terms to describe the belief there are different pathways (yogas) to moksha.

Pupils can describe how some Hindus read from the Gita for guidance, comfort and advice. Pupils can express the importance of devotion to Krishna for those who follow the Bhakti pathway.

### SIKHISM

Make links between words from the Guru Granth about equality and how they are connected to Sikhs' lives.

### BUDDHISM

Pupils understand that Buddhists believe all humans have the potential to become enlightened or awakened spiritually.

Pupils understand how the Buddha himself achieved enlightenment and can retell the story of his life and summarise his teachings with reference to the Four Noble Truths.

### HUMANISM

Pupils understand that Humanism is a non-religious worldview and explain why some people choose to identify with this group. Pupils can articulate some of the things Humanists believe – such as having one life and the importance of science and reason, and why happiness is important.

# SUBJECT CONCEPT PLANS

## RELIGIOUS EDUCATION AND WORLDVIEWS

### SUBJECT CONCEPT - SOCIAL SCIENCES / LIVING

Small Steps - **I know..... (substantive knowledge)**



## MILESTONE 1

Key Stage 1

### CHRISTIANITY

#### Understanding Christianity Concept — CREATION

Give examples of what Christians can do to look after the world.

Explore how Christians are thankful to God the Creator.

Say what the story tells Christians about God, Creation and the World.

#### Understanding Christianity Concept — GOD

The parable of the lost son and John and the Whale are stories that help Christians understand the importance of God's forgiveness, and forgiveness of others, in their everyday lives.

#### Understanding Christianity Concept — INCARNATION

Christians celebrate Jesus' birth: Advent for Christians is a time of getting ready for Jesus' coming.

Give examples of ways in which Christians use the Nativity story in churches and at home.

#### Understanding Christianity Concept — GOSPEL

Give examples of how Christians put these beliefs into practice in church and their own lives.

#### Understanding Christianity Concept — SALVATION

Explore instructions that Jesus gives about how to behave.

Recognise things a Christian is doing at an Easter service at church.

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### SUBJECT CONCEPT - SOCIAL SCIENCES / LIVING

Small Steps - **I know..... (substantive knowledge)**



## MILESTONE 1

Key Stage 1

#### JUDAISM

Know that Jewish people welcome babies into their community.

Know that Jewish families have a day of rest every week.

Describe what some Jewish people wear when they pray.

Know that Jewish people care for their world

Describe how Christian and Jewish people might celebrate their holy day the same / differently

#### ISLAM

Use the words 'fasting' and 'sharing' to talk about what Muslims do during Ramadan

Recall how Muslims prepare for and celebrate Eid-ul-Fitr.

# SUBJECT CONCEPT PLANS

## RELIGIOUS EDUCATION AND WORLDVIEWS

### SUBJECT CONCEPT - SOCIAL SCIENCES / LIVING

Small Steps - **I know..... (substantive knowledge)**



## MILESTONE 2

Lower Key Stage 2

#### CHRISTIANITY

##### Understanding Christianity Concept — CREATION/FALL

Explore how Christians believe God wants them to get close to him again and give them guidelines to live by, e.g. the Ten Commandments.

That many Christians believe they are asked to be stewards or caretakers of God's creation and examples of how this is put into action.

##### Understanding Christianity Concept — PEOPLE OF GOD

The children of God try to live in the way God wants, following his commands and worshipping him.

Explore links between the story of Noah and how we live in the wider world.

##### Understanding Christianity Concept — GOSPEL

Christians believe Jesus challenges everyone about how to live, and sets the example.

How Christians try to put Jesus' teachings and example into practice, e.g. church worship, social justice.

Explore how Christians show their beliefs about God the Trinity in Worship (baptism, prayer...) and in the way they live.

##### Understanding Christianity Concept — SALVATION

The events of Holy Week were important in showing the disciples what Jesus came to earth to do.

Make simple links between the gospel texts and how Christians mark the Easter events in their church communities.

##### Understanding Christianity Concept — KINGDOM OF GOD

Remember that Christians celebrate the Holy Spirit and birthday of the church at Pentecost.



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## RELIGIOUS EDUCATION AND WORLDVIEWS

### SUBJECT CONCEPT - SOCIAL SCIENCES / LIVING

Small Steps - **I know..... (substantive knowledge)**



## MILESTONE 2

Lower Key Stage 2

### ISLAM

Describe some different ways Muslims show / do not show their beliefs about Muhammad in art, calligraphy or design.

Describe ways some Muslims celebrate Muhammad's birthday.

Knowing how Muslims get ready to pray.

### HINDUISM

Hindus take responsibility for gathering good karma and living the right way.

Describe what Hindus might learn from one of the stories of the Panchatantra about living the right way.

Explain that Hindus are encouraged to perform acts of selfless kindness .

Describe what happens at the Upanayana or 'Sacred Thread Ceremony'.

I can describe how some Hindu boys receive a sacred thread and what this signifies .

I can use the right religious terms to describe how the imagery of 'worn-out clothes' expresses Hindu beliefs .

I can use the words 'debts' and 'duties to describe and compare how a child may be taught to behave in a Hindu community.

I can express Hindu ideas about karma in a range of styles and words used by Hindus and suggest what they mean

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## RELIGIOUS EDUCATION AND WORLDVIEWS

### SUBJECT CONCEPT - SOCIAL SCIENCES / LIVING

Small Steps - **I know..... (substantive knowledge)**



## MILESTONE 2

Lower Key Stage 2

### JUDAISM

Pupils understand that for Jewish people covenant is like a promise/partnership/ relationship with God which is remembered at Passover each year.

Pupils draw on the symbol of the rainbow, the story of Abraham or the 10 commandments received by Moses to illustrate their understanding.

Pupils understand the Exodus as God's rescue of the Jewish nation from Egyptian slavery and they can recall some of the story from the Torah.

They extend their understanding to describing some of the different customs and practices Jewish people have as part of their Passover celebrations.

### SIKHISM

I can make links between the importance of the daily Hukamnama and how the words are connected to the lives of Sikhs .

I can use the right religious words to describe and compare how the Granth is shown the respect due to a living guru by the Sikh community .

I can express ideas about the meaning of GU-RU in poetry and art, drawing on styles and words used by Sikhs and suggest what they mean .

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## RELIGIOUS EDUCATION AND WORLDVIEWS

### SUBJECT CONCEPT - SOCIAL SCIENCES / LIVING

Small Steps - **I know..... (substantive knowledge)**



## MILESTONE 3

Upper Key Stage 2

### CHRISTIANITY

#### Understanding Christianity Concept — GOD

Christians do not all agree about what God is like but try to follow his path as they see it in the Bible or through church teaching.

#### Understanding Christianity Concept — CREATION/FALL

Explore how far the Genesis 1 Creation narrative is in conflict, or is complementary with a scientific account.

#### Understanding Christianity Concept — PEOPLE OF GOD

Make clear connections between Bible texts studied and what Christians believe about being the people of God and how they should behave.

Explore how Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin.

Explore ways in which some Christians put their beliefs into practice by trying to bring freedom to others.

#### Understanding Christianity Concept — INCARNATION

Explore how Christians put their ideas about Jesus' incarnation into practice in different ways in celebrating Christmas.

#### Understanding Christianity Concept — SALVATION

Christians believe that Jesus calls them to sacrifice their own needs to the needs of others.

#### Understanding Christianity Concept — KINGDOM OF GOD

Christians believe Jesus is their King and want to follow his way of life.

Describe why charity work is important to Christians as a way of growing God's kingdom.

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## RELIGIOUS EDUCATION AND WORLDVIEWS

### SUBJECT CONCEPT - SOCIAL SCIENCES / LIVING

Small Steps - **I know..... (substantive knowledge)**



## MILESTONE 3

Upper Key Stage 2

### ISLAM

Pupils can give examples of the teachings of the Qur'an. That it reveals what God is like and how to live. They talk about the importance to Muslims of memorising the words.

Explain how the practice of each pillar makes a Muslim feel they belong to the 'ummah.'

Describe the impact of Hajj on a Muslim.

### JUDAISM

Pupils can explain holiness in different contexts. For example, they can explain what the burning bush story in Exodus teaches about holiness or explain in what way Shabbat is holy and how Jewish families mark its beginning and ending.

Pupils will be able to give examples of how the Torah or God's name is treated as holy.

### HINDUISM

Pupils can use the right religious terms to describe the belief there are different pathways (yogas) to moksha.

Describe how some Hindus read from the Gita for guidance, comfort and advice.

Pupils can express the importance of devotion to Krishna for those who follow the Bhakti pathway. They give examples of how this devotion to Krishna takes place such as through listening to stories, chanting, meditating, celebrating his birthday, offerings etc.

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## RELIGIOUS EDUCATION AND WORLDVIEWS

### SUBJECT CONCEPT - **SOCIAL SCIENCES / LIVING**

Small Steps - **I know..... (substantive knowledge)**



## MILESTONE 3

Upper Key Stage 2

### SIKHISM

I can make links between words from the Guru Granth about equality and how they are connected to Sikhs' lives .

I can use the right words to describe and compare the practices and experiences Sikhs may find most helpful in practising equality/ feeling they are equal .

I can express Sikh beliefs in equality through a painting, symbol or poem, influenced by some Sikh stories or words from the Gurus .

### BUDDHISM

Pupils can talk about some of the practices of Buddhists. About the practice of meditation, the Bodhi tree or the symbol of the lotus flower.

Describe different practices of Buddhists in search of enlightenment on the Eightfold Path.

### HUMANISM

Pupils understand why Humanists choose non-religious ceremonies and some of the features of these.

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## RELIGIOUS EDUCATION AND WORLDVIEWS

### SUBJECT CONCEPT - **PHILOSOPHY / THINKING**

Small Steps - **I can..... (disciplinary skills)**



## MILESTONE 1

Key Stage 1

### CHRISTIANITY

#### Understanding Christianity Concept — **CREATION**

Explore how Christians remember to be thankful to God every day

#### Understanding Christianity Concept — **GOD**

Explore the parable of the Lost Son & recognise the idea of God as a forgiving father.

#### Understanding Christianity Concept— **INCARNATION**

Explore why Christmas matters to Christians today.

#### Understanding Christianity Concept — **GOSPEL**

Explore how Jesus gives instructions to people about how to behave.

#### Understanding Christianity Concept — **SALVATION**

Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven.

Understand Easter eggs as a symbol for remembering Jesus



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### SUBJECT CONCEPT - PHILOSOPHY / THINKING

Small Steps - **I can..... (disciplinary skills)**



## MILESTONE 1

Key Stage 1

#### JUDAISM

Explore why we think it is important to look after our world.

Explain why good deeds are important.

#### ISLAM

Explore what is compassion, and what compassion to others looks like.

Explain why it is important to show compassion to others.

# SUBJECT CONCEPT PLANS

## RELIGIOUS EDUCATION AND WORLDVIEWS

### SUBJECT CONCEPT - PHILOSOPHY / THINKING

Small Steps - **I can..... (disciplinary skills)**



## MILESTONE 2

Lower Key Stage 2

#### CHRISTIANITY

##### Understanding Christianity Concept — CREATION/FALL

Ask questions and explore answers about what might be important in the creation story for Christians today, and for people who are not Christians.

##### Understanding Christianity Concept — PEOPLE OF GOD

Suggest answers about how far ideas covenant, promises and following God might make a difference in the world today.

##### Understanding Christianity Concept — GOSPEL

Make links between the Bible stories studied and the importance of love, and life in the world today.

Explore the concept of God as a Trinity: Father, Son & Holy Spirit.

Make links between some Bible texts studied and the idea of God in Christianity, expressing own ideas.

##### Understanding Christianity Concept — SALVATION

Make links between some of the stories and teachings in the Bible and life in the world today.

Explore the concept of forgiveness—should God forgive all those who truly repent?

##### Understanding Christianity Concept — KINGDOM OF GOD

Know God works within a Christian to grow Fruit of the spirit.

# SUBJECT CONCEPT PLANS

## RELIGIOUS EDUCATION AND WORLDVIEWS

### SUBJECT CONCEPT - PHILOSOPHY / THINKING

Small Steps - **I can..... (disciplinary skills)**



## MILESTONE 2

Lower Key Stage 2

### ISLAM

Muslims submit to Allah because of his greatness. He is to be obeyed at all times.

Understand how saying the Bismillah reminds Muslims that Allah is involved in everything.

Muslims believe Muhammad is the messenger of God and the last prophet. Christians believe Jesus was The Messiah. Jews believe this is yet to happen. How do these views unify / divide The World—historically & currently?

### HINDUISM

Why do Hindus want to collect good karma?

What does the way Hindus take responsibility for gathering good karma and living the right way, teach all people of The World?

I can ask questions about what I owe my family or community, and suggest answers referring to people who inspire me, including Gandhi if appropriate .

I can ask questions about the importance of acts of kindness and suggest a range of answers including those of Hindus involved in Sewa Day

I can ask questions about how I make moral decisions, and suggest what might happen as a result of different decisions, including Hindu ideas about karma.

# SUBJECT CONCEPT PLANS

## RELIGIOUS EDUCATION AND WORLDVIEWS

### SUBJECT CONCEPT - PHILOSOPHY / THINKING

Small Steps - **I can..... (disciplinary skills)**



## MILESTONE 2

Lower Key Stage 2

### SIKHISM

I can ask how it feels to belong to a group who follow an inspirational leader and suggest answers referring to myself and to Sikhs.

I can ask questions about having a meaning and purpose in life, and suggest a range of answers people might give, including Nanak

I can ask questions about the moral decisions I, and others, make and suggest why choosing a True Guru might be important.

I can compare some of the things I do a lot, and that influence me, with how the practice of Simran might affect a Sikh.

I can ask important questions about having the right values in life and compare these with others.

I can link things I, and others, believe it is important to learn with the way I think about and behave towards a teacher.

### JUDAISM

Describe some of the different customs and practices Jewish people have as part of their Passover celebrations.

Pupils have an excellent grasp of the concept of covenant and what it means to Jewish people. They can link their explanation confidently to festivals and stories from the Torah.

# SUBJECT CONCEPT PLANS

## RELIGIOUS EDUCATION AND WORLDVIEWS

### SUBJECT CONCEPT - PHILOSOPHY / THINKING

Small Steps - **I can..... (disciplinary skills)**



## MILESTONE 3

Upper Key Stage 2

### CHRISTIANITY

#### Understanding Christianity Concept — GOD

Weigh up ideas about how God as holy and loving might make a difference in the world today, developing insights of their own.

#### Understanding Christianity Concept — CREATION/FALL

Explore how far the Genesis 1 Creation narrative is in conflict, or is complementary with a scientific account.

Explain why many Christians believe science and faith go together.

#### Understanding Christianity Concept — PEOPLE OF GOD

Explore ways in which some Christians put their beliefs into practice by trying to bring freedom to others.

#### Understanding Christianity Concept — INCARNATION

Weigh up how far the idea that Jesus is the Messiah is important in the world today.

#### Understanding Christianity Concept — SALVATION

Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.

#### Understanding Christianity Concept — KINGDOM OF GOD

Explain that Jesus is the King of God's Kingdom and describe what this Kingdom might look like.

# SUBJECT CONCEPT PLANS

## RELIGIOUS EDUCATION AND WORLDVIEWS

### SUBJECT CONCEPT - PHILOSOPHY / THINKING

Small Steps - **I can..... (disciplinary skills)**



## MILESTONE 3

Upper Key Stage 2

### ISLAM

Explain how Muslims express the idea of revelation as a rope reaching down to earth, suggesting what the image means.

Look at people across religions & history who had important revelations—scientific & spiritual. Have you ever had a 'revelation'? What did you realise / discover or learn? Why did it happen?

Have you ever felt 'oneness' with something? Have you ever felt part of a community / team / something bigger than yourself? How did it make you feel? Did you feel a sense of belonging? What does that mean? What does that give you spiritually?

### SIKHISM

I can compare things which influence me with how eating and serving at the langar might influence a Sikh.

I can ask important questions about whether people are equal and compare my ideas with others including a Sikh.

I can link our school rules on how we treat other people to how I actually think and behave.

I can ask questions about whether there are always new things to learn in life, and suggest a range of answers that I and others, including a Sikh, might give.

I can ask about whether humans should see themselves as belonging to one family, and suggest answers from people who have inspired and influenced me, and the Sikh community.

I can ask about moral decisions I and my friends make, and suggest what might happen in school as a result of seeing, or not seeing, people as equals, making reference to Sikh and Christian beliefs / values.

### BUDDHISM

Pupils have a confident grasp of Buddhist teaching about suffering and enlightenment.

They are able to reflect on their own philosophical ideas about the universe and compare Buddhist teaching with other religious teachings on suffering and living the right way.

# SUBJECT CONCEPT PLANS

## RELIGIOUS EDUCATION AND WORLDVIEWS

### SUBJECT CONCEPT - PHILOSOPHY / THINKING

Small Steps - **I can..... (disciplinary skills)**



## MILESTONE 3

Upper Key Stage 2

### JUDAISM

Pupils have an excellent grasp of the concept of holiness and can connect it to the nature of the Jewish God. They can connect the ideas from the unit together to demonstrate a developed understanding that for Jewish people God is holy, that he commands his people to be holy and live a holy life.

They may be able to make connections to previous learning about Judaism including the importance of mitvah (good deeds).

### HINDUISM

Pupils have an excellent grasp of the concept of Moksha. They make clear links to previous Hindu concepts taught and can explain how the ideas connect together into the idea of 'life as a roundabout.'

Pupils can compare this worldview to another from an Abrahamic faith.

### HUMANISM

Pupils are able to reflect on the role of happiness in the lives of non-religious people such as Humanists as well as religious people, making comparisons across and within.

They confidently explain other Humanist key beliefs, such as the role of science and reason and give examples of how a Humanist may answer the big questions about life's purpose.

They use the words atheist, agnostic and secularist accurately.