

Comparing religions strand

Foundation Stage	KS1	Lower KS2	Upper KS2
Unit F6 Which stories are special and why? Unit F4 Being special: Where do we belong? Unit F5 Special Places	Unit 1.10 What does it mean to belong to a faith community?	Unit L2.11 How and why do people mark the significant events of life?	Unit U2 12 How does faith help people when life gets hard?
<p>Learning outcomes:</p> <p>Plan learning experiences that enable children to ...</p> <p>Talk about some religious stories.</p> <p>Recognise some religious words, e.g. about God.</p> <p>Identify a sacred text e.g. Bible, Torah.</p> <p>Identify some of their own feelings in the stories they hear.</p> <p>Share and record occasions in their lives that have made them feel special.</p> <p>Talk about some of the things these stories teach believers.</p> <p>Recall simply what happens at a traditional Christian infant baptism and dedication.</p> <p>Recall simply what happens when a baby is welcomed into a religion other than Christianity.</p> <p>Recognise that some religious people have places which have special meaning for them.</p> <p>Talk about the things that are valued in a place of worship.</p> <p>Begin to recognise that for Christians, Muslims or Jews these special things link to beliefs about God.</p>	<p>Learning outcomes</p> <p>Make sense of belief:</p> <p>Recognise that loving others is important in lots of communities.</p> <p>Say simply what Jesus and one other religious leader said about loving other people.</p> <p>Understand the impact:</p> <p>Give an account of what happens at a traditional Christian or Jewish or Muslim welcome ceremony and suggest what the actions and symbols mean.</p> <p>Identify at least two ways people show that they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious).</p> <p>Make connections:</p> <p>Give ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences.</p> <p>Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.</p>	<p>Learning outcomes</p> <p>Make sense of belief:</p> <p>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean.</p> <p>Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today.</p> <p>Understand the impact:</p> <p>Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean.</p> <p>Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals).</p> <p>Identify some differences in how people celebrate commitment (e.g. different practices of marriage or Christian baptism).</p> <p>Make connections:</p> <p>Raise questions and suggest answers about whether it is good for everyone to see life as a journey and to mark the milestones.</p> <p>Make links between love, commitment and promises in religious and non-religious ceremonies.</p> <p>Give good reasons why they think ceremonies of commitment are or are not valuable today.</p>	<p>Learning outcomes</p> <p>Make sense of belief:</p> <p>Describe at least three ways in which religions guide people in how to respond to good and hard times in life.</p> <p>Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences.</p> <p>Understand the impact:</p> <p>Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement).</p> <p>Give examples of ways in which beliefs about resurrection /judgement/ heaven/karma /reincarnation make a difference to how someone lives.</p> <p>Make connections:</p> <p>Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these.</p> <p>Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.</p>

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