

Unit	Lesson name	Lesson No.	Learning objective	Expected Standard (EXS)	Greater depth (GDS)
Believing - Hinduism: How are dieties described in the sacred texts? Whay might Hindus understand about the Divine through these stories? What is the purpose of visual symbols in the mandir?	What is a Worldview?	1	To understand that a worldview is the way people see and understand the world, and that different people have different worldviews.	<p>I can identify that a worldview is how someone sees or understands the world.</p> <p>I can recognise that people have different beliefs and ideas about life.</p> <p>I can give simple examples of different worldviews (e.g. religious and non-religious).</p> <p>I can describe some things that might shape a worldview (e.g. family, religion, experiences).</p> <p>I can make simple links between what people believe and how they live.</p>	<p>I can explain what a worldview is using clear ideas and examples.</p> <p>I can compare different worldviews (e.g. religious and non-religious).</p> <p>I can explain how beliefs influence actions and choices.</p> <p>I can give reasons why people might have different worldviews.</p> <p>I can use simple reasoning to reflect on their own or others' views.</p>
	What do Hindus believe God is like? Brahman, Samsara, Trimurti	2	<p>To know that Hinduism' is an umbrella term for a collection of ways of living and is monotheistic.</p> <p>To know that, for Hindus, Brahman is the ultimate reality or life force.</p> <p>To know other deities help Hindus understand more about Brahman.</p> <p>To consider the phrase 'One God in may forms'.</p> <p>To know the Trimurti represents the cycle of life (samsara) and helps Hindus worship Brahman.</p>	<p>I can identify that Hinduism is a way of life with different beliefs.</p> <p>I can state that many Hindus believe in one God (Brahman) who is the ultimate reality or life force.</p> <p>I can recognise that Hindus worship different deities to help understand Brahman.</p> <p>I can identify the Trimurti (Brahma, Vishnu, Shiva).</p> <p>I can describe the idea of 'one God in many forms'.</p> <p>I can recognise that the Trimurti links to the cycle of life (samsara).</p>	<p>I can explain that Hinduism is a collection of beliefs and ways of living.</p> <p>I can explain how Brahman is understood as one ultimate reality.</p> <p>I can explain the idea of 'one God in many forms' using examples.</p> <p>I can describe how the Trimurti represents the cycle of life (creation, preservation, destruction).</p> <p>I can make links between the Trimurti, samsara, and worship.</p> <p>I can explain why different deities help Hindus understand and connect with Brahman.</p>
	What is the lived exerieence of a Hindu? Mrs Patel	3	<p>To describe the story of Krishna and Arjuna in the Mahabarata.</p> <p>To explain how this story helps Hindus to understand Brahman and the importance of fulfilling dharma.</p> <p>To know how Hindus live out their beliefs in daily life.</p>	<p>I can describe the story of Krishna and Arjuna in simple terms.</p> <p>I can identify that Krishna is a form of God who guides Arjuna.</p> <p>I can recognise that the story teaches about doing the right thing (dharma).</p> <p>I can state that Hindus believe God (Brahman) can guide people.</p> <p>I can make simple links between the story and how Hindus try to live.</p> <p>I can identify some ways Hindus live out their beliefs in daily life.</p> <p>I can describe simple practices such as prayer (puja), worship at home or in a mandir, and celebrating festivals.</p>	<p>I can explain the story of Krishna and Arjuna with key details.</p> <p>I can explain how Krishna represents Brahman (God in a form people can understand).</p> <p>I can explain the importance of dharma and why Arjuna must follow it.</p> <p>I can make links between the story and Hindu beliefs about God, duty, and life.</p> <p>I can give reasons how this story might influence how Hindus live their lives.</p> <p>I can make links between beliefs (e.g. dharma, karma) and how Hindus behave.</p> <p>I can describe a range of practices (e.g. puja, festivals, family traditions, home shrine) and their meaning.</p>
	What are the key Hindu beliefs of atman, samsara and moksha?	4	<p>To know that Hindus believe the atman (soul) is a bit of Brahman, and each living thing has an atman.</p> <p>To know the he atman travels on the cycle of samsara (birth, death and reincarnation).</p> <p>To understand the ultimate goal for Hindus is to break free from the cycle of samsara and reach Moksha (freedom from the cycle).</p>	<p>I can identify that the atman is the soul and is part of Brahman.</p> <p>I can recognise that all living things have an atman.</p> <p>I can describe samsara as the cycle of birth, death and rebirth.</p> <p>I can state that moksha means freedom from the cycle of samsara.</p> <p>I can make simple links between these ideas.</p>	<p>I can explain that the atman is part of Brahman (the ultimate reality).</p> <p>I can explain how samsara works as a continuous cycle of rebirth.</p> <p>I can explain why moksha is important as the ultimate goal for Hindus.</p> <p>I can make links between atman, samsara, and moksha.</p> <p>I can give reasons how these beliefs might influence how Hindus live their lives.</p>
	What is the key Hindu belief of dharma?	5	<p>To know that Hindus believe they will get their atman (soul) closer to Moksha by fulfilling their dharma (duty).</p>	<p>I can identify that dharma means duty or doing the right thing.</p> <p>I can recognise that Hindus believe people should follow their dharma.</p> <p>I can state that the atman is the soul.</p> <p>I can recognise that moksha is being free from the cycle of life.</p> <p>I can make simple links between doing the right thing and what Hindus believe will happen.</p>	<p>I can explain that dharma is a person's duty and helps guide how they live.</p> <p>I can explain the link between dharma, atman, and moksha.</p> <p>I can describe how following dharma helps Hindus move closer to moksha.</p> <p>I can make links between belief and behaviour (e.g. being kind, honest, responsible).</p> <p>I can give reasons why following dharma is important in Hindu life.</p>

	How do symbols help Hindus understand the key beliefs?	6	<p>To make connections between the lotus flower, Brahma, Vishnu and the story of creation.</p> <p>To give examples of how symbols are used in their own experiences.</p> <p>To compare the Hindu creation story with that of at least one other religion.</p>	<p>I can identify key Hindu symbols (e.g. lotus flower, Brahma, Vishnu).</p> <p>I can describe simple parts of the Hindu creation story.</p> <p>I can recognise that symbols help explain ideas about God (Brahman).</p> <p>I can give simple examples of symbols in their own life</p>	<p>I can explain how symbols (e.g. lotus, Brahma, Vishnu) help Hindus understand creation and Brahman.</p> <p>I can make clear connections between symbols and the Hindu creation story.</p> <p>I can compare the Hindu creation story with another religion, identifying similarities and differences.</p>
<p>Community - Islam Living: How is Muslim worship expressed collectively? How does Muslim worship and celebration develop a sense of community? How does this engage with / effect the natural world? What do Muslims believe about creation and the natural world?</p>	What are the features of a mosque?	1	<p>To identify the features of a mosque.</p> <p>To know that Muslims believe in one, whole God (tawhid = the oneness of God).</p> <p>To know that Muslims believe God created the world in harmony and he wants it to stay that way.</p> <p>To appreciate that Muslims believe humans have a special role in helping to create and keep harmony.</p>	<p>I can identify key features of a mosque (e.g. prayer hall, minaret, dome, mihrab, prayer mats).</p> <p>I can recognise that Muslims believe in one God (Tawhid).</p> <p>I can describe that a mosque is a place where Muslims pray and worship Allah.</p> <p>I can recognise that the mosque is kept clean and orderly.</p> <p>I can make simple links between mosque features and beliefs about respect and harmony.</p>	<p>I can explain how mosque features reflect Muslim beliefs (e.g. Tawhid, harmony, respect).</p> <p>I can make links between the design of the mosque and the idea that God created the world in harmony.</p> <p>I can explain why Muslims behave in respectful ways in a mosque (e.g. removing shoes, praying together).</p> <p>I can describe how humans have a role in keeping harmony, linking this to behaviour in a mosque.</p> <p>I can use key vocabulary accurately (mosque, mihrab, minaret, prayer, Tawhid, harmony).</p>
	What features of a mosque show that Muslims respect Allah?	2	<p>To understand how the features of a mosque show respect for Allah.</p> <p>To know that worship (including at a mosque) is one way in which Muslims believe they can help create and keep harmony.</p> <p>To know why Muslims do not make image of Allah.</p>	<p>I can state that Muslims show respect to Allah through cleanliness, quiet, and prayer.</p> <p>I can recognise that worship helps Muslims create and keep harmony.</p> <p>I can make simple links between mosque features and respect for Allah.</p> <p>I can state that Muslims do not make images or pictures of Allah.</p> <p>I can recognise that Allah is believed to be unique and beyond human form.</p> <p>I can describe that Muslims show respect to Allah in other ways (e.g. prayer, Qur'an, worship).</p>	<p>I can explain how different features of a mosque help Muslims show respect for Allah.</p> <p>I can make clear links between mosque design, worship, and beliefs about Tawhid and harmony.</p> <p>I can explain why behaviour in a mosque shows respect (e.g. removing shoes, praying together).</p> <p>I can describe how worship helps Muslims create peace and harmony in the world.</p> <p>I can use key vocabulary accurately (mosque, mihrab, worship, Tawhid, harmony, respect, prayer).</p> <p>I can explain why Muslims do not make images of Allah (Allah is beyond human understanding/form).</p> <p>I can make clear links between belief in Tawhid (oneness of God) and avoiding images.</p> <p>I can explain how Muslims show respect in other ways instead of image.</p>
	How do Muslims prepare for prayer?	3	<p>To understand how Muslims prepare for prayer.</p> <p>To consider how Muslim beliefs about God are reflected in how they pray.</p>	<p>I can identify that Muslims prepare for prayer in specific ways (e.g. washing, prayer mat, facing Makkah).</p> <p>I can describe simple steps of preparation for prayer (e.g. washing hands, face, feet – wudu).</p> <p>I can state that prayer is a way Muslims show respect to Allah.</p> <p>I can recognise that Muslims pray at certain times of the day.</p> <p>I can make simple links between prayer preparation and showing respect.</p>	<p>I can explain how preparation for prayer reflects belief in Allah (cleanliness, respect, focus).</p> <p>I can make clear links between actions (wudu, facing Makkah, prayer times) and Muslim beliefs.</p> <p>I can explain why prayer is important in daily life for Muslims.</p> <p>I can use key vocabulary accurately (wudu, prayer, Allah, respect, worship, Makkah).</p> <p>I can begin to evaluate how prayer helps Muslims stay focused on their beliefs throughout the day.</p>
	How do Muslims build a sense of community?	4	<p>To appreciate why pilgrimages are important.</p> <p>To identify how key aspects of the hajj link to Muslim beliefs about God and harmony.</p>	<p>I can identify that Hajj is a special pilgrimage in Islam.</p> <p>I can state that Hajj is one of the Five Pillars of Islam.</p> <p>I can describe simple features of Hajj (e.g. travelling to Makkah, praying, wearing special clothing).</p> <p>I can recognise that pilgrimages are important religious journeys.</p> <p>I can make simple links between Hajj and Muslim beliefs about Allah and harmony.</p>	<p>I can explain why Hajj is important to Muslims as a religious duty and act of worship.</p> <p>I can make clear links between key features of Hajj and beliefs about Allah, equality, and harmony.</p> <p>I can explain how Hajj helps Muslims feel part of the worldwide Muslim community (Ummah).</p> <p>I can use key vocabulary accurately (Hajj, Makkah, Five Pillars, worship, harmony, Ummah, belief).</p> <p>I can begin to evaluate why pilgrimage might strengthen faith and change behaviour.</p>

	How do Muslim beliefs affect daily living?	5	To explore how Muslim beliefs about God are supported by guidance (the Qur'an, Prophets, and the Five Pillars) and how this influences daily life and harmony. To weigh up the benefits and challenges of sawm for Muslims in the local area and give reasons why they would carry out this practice, despite the challenges.	I can identify that Muslims are guided by the Qur'an, the Prophets, and the Five Pillars I can recognise that these teachings help Muslims know how to live I can state that Sawm is fasting during Ramadan I can describe simple benefits of fasting (e.g. self-control, thinking of others, closeness to God) I can recognise simple challenges of fasting (e.g. hunger, tiredness) I can make simple links between belief in God and following religious practices	I can explain how the Qur'an, Prophets, and Five Pillars guide Muslim behaviour. I can make clear links between belief in Allah and practices such as Sawm. I can explain both benefits and challenges of fasting, especially in everyday life (e.g. school, work, local community). I can give reasoned answers about why Muslims continue to fast despite difficulties. I can use key vocabulary accurately (Qur'an, Prophet, Ramadan, Sawm, self-discipline, Ummah, worship). I can evaluate how fasting influences daily life and strengthens faith and community.
	How do Muslims build a sense of belonging?	6	To understand how Muslims pass on their beliefs to their children, building the sense of community.	I can identify ways Muslims pass on their beliefs to children (e.g. prayer, stories, Qur'an, family practice, mosque learning). I can recognise that family and community are important in Islam. I can describe simple ways children learn about Islam (e.g. watching parents pray, attending mosque school). I can state that Muslims belong to a wider community called the Ummah. I can make simple links between learning faith and belonging to a community.	I can explain how Muslim beliefs are passed on through family and community life. I can make clear links between learning practices and the idea of the Ummah (global Muslim community). I can explain how this helps build identity, belonging, and shared values. I can use key vocabulary accurately (Ummah, Qur'an, Prophet, worship, community, faith, guidance). I can evaluate how passing on beliefs helps maintain Muslim identity across generations.
Believing: God / Incarnation What is the Trinity?	What does water mean to different people?	1	To explore what water means to different people, including its importance in religious and non-religious life.	I can identify that water is important in many different ways. I can recognise that water has religious and non-religious meanings. I can describe simple uses of water (e.g. washing, drinking, baptism, cleansing). I can state that some people see water as special or symbolic. I can make simple links between water and ideas like cleanliness, life, or faith.	I can explain different meanings of water for religious and non-religious people. I can make clear links between water and beliefs (e.g. purification, new life, symbolism). I can compare how different people use or value water. I can give reasons why water can be seen as sacred or meaningful in some religions. I can use examples to support ideas.
	Who is Jesus?	2	To understand Christian beliefs about God as Trinity and to explore how different Bible texts (Gospels and letters) help Christians understand Jesus and baptism.	I can identify that Christians believe in one God (Trinity: Father, Son and Holy Spirit). I can state that Christians believe the Father creates, the Son saves, and the Holy Spirit guides believers. I can identify what a Gospel is (stories and teachings about Jesus). I can identify that letters in the Bible are different from Gospels. I can recognise that different Gospels may tell the story of Jesus in different ways. I can make simple suggestions about what Bible texts about baptism and the Trinity might mean.	I can explain the Christian belief in the Trinity and the roles of Father, Son and Holy Spirit. I can explain the purpose of Gospels and letters in the Bible. I can compare the Gospel of John with other Gospels in simple terms (e.g. different style or focus). I can make thoughtful interpretations of Bible texts about baptism and the Trinity. I can use religious vocabulary accurately (Trinity, Gospel, baptism, Holy Spirit, salvation). I can give reasons for how these texts help Christians understand God and Jesus.
	Why is the Grace important?	3	To understand why the Grace is important in Christian worship and what it means for Christians.	I can identify that the Grace is a Christian prayer I know that it is said at the end of worship or meetings I can describe that the Grace asks for God's blessing, love, and peace I can state that Christians believe God is with them in daily life I can make simple links between the Grace and Christian belief in God's love	I can explain the meaning and importance of the Grace in Christian worship. I can make clear links between the words of the Grace and beliefs about the Trinity and God's presence. I can explain why saying the Grace helps Christians in daily life. I can use religious vocabulary accurately (blessing, worship, Trinity, peace, love, prayer). I can begin to evaluate how the Grace supports Christian identity and community.

Why do some Christians use artwork?	4	<p>To understand why Christians use artwork to help express and understand their beliefs about God, especially the Trinity.</p>	<p>I can identify that Christians believe God is difficult to fully understand. I recognise that Christians use art, symbols, songs, stories, and poems to help explain God. I can state that Christians believe in the Trinity (Father, Son and Holy Spirit). I can describe simple examples of Christian artwork or symbols (e.g. Trinity symbols, crosses, baptism art). I can make simple links between artwork and Christian beliefs about God.</p>	<p>I can explain why Christians use artwork, symbols, and metaphors to describe God. I can make clear links between Christian belief in the Trinity and the need for creative expression. I can explain how artwork is used in worship (e.g. baptism, prayer, church art). I can describe how belief in God influences how Christians live and express their faith. I can use religious vocabulary accurately (Trinity, symbol, metaphor, worship, baptism, expression). I can begin to evaluate how art helps Christians understand complex ideas about God.</p>
How is the Christian belief about the Trinity important in worship and daily life?	5	<p>To understand how belief in the Trinity helps Christians worship God and live their daily lives.</p>	<p>I can identify that Christians believe in the Trinity: Father, Son and Holy Spirit. I can state that the Holy Spirit is God's power at work in the world and in people's lives. I recognise that the Trinity is important in worship (e.g. baptism and prayer). I can describe simple ways Christians show belief in the Trinity (e.g. prayers, church services, kindness). I can make simple links between belief in the Trinity and daily life.</p>	<p>I can explain how each part of the Trinity is important in Christian belief and worship. I can make clear links between belief in the Holy Spirit and how Christians try to follow Jesus. I can explain how belief in the Trinity influences both worship and daily behaviour. I can use religious vocabulary accurately (Trinity, Holy Spirit, baptism, worship, guidance, Jesus). I can begin to evaluate how belief in the Trinity shapes Christian identity and action.</p>
How can we explain the Trinity?	6	<p>To understand and explain the Christian belief in the Trinity and how Bible stories help Christians understand God.</p>	<p>I can identify that Christians believe in one God (Trinity). I can state that the Trinity is Father, Son and Holy Spirit. I recognise that the Father creates, the Son saves, and the Holy Spirit guides believers. I can make simple links between Bible stories and what Christians believe about God. I can express simple ideas about what God is like in Christianity.</p>	<p>I can explain the Christian belief in one God as the Trinity in detail. I can make clear links between Bible texts and the roles of Father, Son and Holy Spirit. I can explain how each part of the Trinity helps Christians understand what God is like. I can use religious vocabulary accurately (Trinity, Creator, Saviour, Holy Spirit, salvation). I can express and justify their own ideas about what the God of Christianity is like.</p>
What words help Christians understand the Trinity?	7	<p>To understand and use key words that help Christians explain the Trinity.</p>	<p>I can identify key words linked to the Trinity (Father, Son, Holy Spirit). I can state that Christians believe in one God in three persons. I recognise that the Father creates, the Son saves, and the Holy Spirit guides. I can use simple vocabulary such as God, Jesus, Holy Spirit, Trinity. I can make simple links between words and what Christians believe about God.</p>	<p>I can explain clearly what the Trinity means using key vocabulary accurately. I can make strong links between the roles of Father, Son and Holy Spirit. I can explain how words like Creator, Saviour and Guide help Christians understand God. I can use religious vocabulary confidently (Trinity, Creator, Saviour, Holy Spirit, baptism, prayer). I can begin to express and justify ideas about what God is like in Christianity.</p>
Are the Gospels all the same or not?	8	<p>To understand that the Gospels are different accounts of Jesus' life and to explore how they present the birth of Jesus in different ways.</p>	<p>I can identify that the Gospels (Matthew, Mark, Luke, John) are books in the Bible about Jesus I recognise that Matthew and Luke include the birth of Jesus, but John does not I can describe simple differences in how the Gospels tell the story of Jesus I can recall key nativity events (e.g. Mary, Joseph, shepherds, angels, wise men, stable, star) I can state that the Gospels are not exactly the same but all tell about Jesus</p>	<p>I can explain why different Gospels may include or focus on different details about Jesus' life. I can compare Matthew, Luke and John in terms of how they present Jesus' birth. I can explain why the birth of Jesus is important in Matthew and Luke. I can make links between John's Gospel and the idea of the Incarnation ("the Word became flesh"). I can begin to explain connections to the Trinity (Jesus as Son of God). I can use religious vocabulary accurately (Gospel, Incarnation, Trinity, nativity).</p>

	How do Christian beliefs affect daily life?	9	To understand key Christian beliefs and how these influence how Christians live each day.	<p>I can identify key Christian beliefs (e.g. God as loving, Jesus as Son of God, Holy Spirit helps people).</p> <p>I recognise that Christians try to follow Jesus' teachings.</p> <p>I can describe simple ways beliefs affect daily life (e.g. kindness, forgiveness, prayer, helping others).</p> <p>I can state that Christians believe God guides them.</p> <p>I can make simple links between belief and behaviour.</p>	<p>I can explain key Christian beliefs (God, Jesus, Holy Spirit) and how they connect.</p> <p>I can explain how beliefs influence actions and decisions in daily life.</p> <p>I can make clear links between Bible teachings and Christian behaviour.</p> <p>I can use religious vocabulary accurately (Trinity, forgiveness, worship, discipleship, Holy Spirit).</p> <p>I can give reasons why beliefs shape lifestyle choices.</p>
	What is the Trinity and what do I think about this?	10	To understand the Christian belief in the Trinity and to explore and reflect on different ideas about God, including their own views.	<p>I can identify that Christians believe in the Trinity: Father, Son and Holy Spirit</p> <p>I can state that Christians believe there is one God in three persons</p> <p>I recognise some Christian beliefs about God (e.g. loving, creator, helper, saviour)</p> <p>I can sort or rank simple statements about God with reasons</p> <p>I can express their own ideas about what they think God is like (religious or non-religious)</p> <p>I recognise that people have different beliefs about God.</p>	<p>I can explain the Christian belief in the Trinity clearly and in their own words.</p> <p>I can compare different Christian beliefs about God and explain which are most important and why.</p> <p>I can justify their rankings using reasoning.</p> <p>I can ask thoughtful questions about the nature of God.</p> <p>I can express their own ideas about God clearly and reflectively (including atheism/agnosticism where appropriate).</p> <p>I can compare their own views with Christian beliefs and explain similarities and differences.</p> <p>I can explain how different beliefs about God can affect how people live their lives.</p>
Believing: Salvation Why do Christians call the day Jesus died Good Friday?	Where do I find the story of Holy Week?	1	To know that the story of Holy Week is found in the Gospels and to understand its importance in the Christian story of Jesus.	<p>I can identify that the story of Holy Week is found in the Gospels (Matthew, Mark, Luke, John).</p> <p>I can state that Holy Week tells the story of Jesus' last week on earth.</p> <p>I recognise key events (e.g. Last Supper, Palm Sunday, crucifixion, resurrection).</p> <p>I can describe that Christians believe these events are very important.</p> <p>I can place Holy Week within the Bible "big story" (Creation, Fall, Incarnation, Gospel, Salvation).</p>	<p>I can explain why the Gospels are the source of the Holy Week story</p> <p>I can describe Holy Week as the climax of Jesus' life and mission</p> <p>I can explain the meaning of key events (e.g. Last Supper shows Jesus' purpose, crucifixion and resurrection show salvation)</p> <p>I can make clear links between Holy Week and the Bible's big story of salvation</p> <p>I can order key stages of the Bible story and explain their significance</p> <p>I can use religious vocabulary accurately (Gospels, Holy Week, Incarnation, Salvation, resurrection, disciples).</p>
	What can texts and artwork tell me?	2	To understand what Gospel texts and Christian artwork can tell us about salvation and how Christians celebrate Easter events.	<p>Identify that the Gospels tell the story of Jesus' life, death, and resurrection</p> <p>Recognise key events such as Palm Sunday, the Last Supper, crucifixion, and resurrection</p> <p>Offer simple suggestions about what these stories might mean (e.g. love, forgiveness, new life)</p> <p>Describe how Christians use stories and artwork to remember Easter</p> <p>Make simple links between Gospel stories and Christian celebrations</p>	<p>Explain what Gospel texts about Holy Week might mean for Christians</p> <p>Make clear links between the events of Jesus' life and the idea of salvation (Jesus saving people)</p> <p>Explain how artwork helps Christians understand and remember these beliefs</p> <p>Give examples of how Christians mark Easter in worship and community life</p> <p>Use religious vocabulary accurately (Gospel, salvation, resurrection, crucifixion, Holy Week, Incarnation)</p> <p>Begin to interpret meanings behind texts and images, not just describe them</p>

	Would Mary call the day Jesus dies 'Good Friday?'	3	<p>To retell the story of Holy Week through the eyes of Mary and explore how Christians understand Good Friday and Easter.</p> <p>To appreciate that Christians today trust that Jesus really did rise from the dead, and so is still alive today.</p>	<p>I can retell key events of Holy Week (Palm Sunday, Last Supper, Good Friday, Easter Sunday).</p> <p>I can write in the first person as Mary.</p> <p>I can accurately recall simple facts from the story of Holy Week.</p> <p>I can describe feelings of Mary using simple emotion words (e.g. sad, happy, confused, worried).</p> <p>I can ask simple questions about the story (e.g. "Why did this happen?").</p> <p>I recognise that Christians believe Holy Week leads to Jesus' death and resurrection.</p>	<p>I can retell Holy Week in detail from Mary's perspective, showing understanding of events and sequence.</p> <p>I can explain feelings and thoughts of Mary with depth and reasoning.</p> <p>I can make clear links between Holy Week events and Christian belief in salvation.</p> <p>I can respond to the big question: Would Mary call it Good Friday? Why/why not?</p> <p>I can compare perspectives of believers and non-believers.</p> <p>I can use religious vocabulary accurately (crucifixion, resurrection, salvation, disciples, Holy Week).</p> <p>I can reflect thoughtfully on the meaning of the story.</p>
	How do Christians mark Holy Week?	4	<p>To understand how Christians remember Jesus' last week, his death, and his resurrection during Holy Week.</p> <p>To describe how Christians show their beliefs in church and worship on Palm Sunday, Good Friday and Easter Sunday.</p>	<p>I can identify that Christians remember Palm Sunday, Good Friday, and Easter Sunday.</p> <p>I can describe simple ways Christians mark Holy Week (e.g. church services, prayer, Easter gardens, symbols).</p> <p>I can recognise that Christians believe Jesus died and rose again.</p> <p>I can make simple links between Gospel stories and Christian celebrations.</p> <p>I can state that Christians celebrate and remember Jesus' last week.</p>	<p>I can explain how Christians show their beliefs through worship and celebration during Holy Week.</p> <p>I can make clear links between Gospel events and Christian practices (e.g. services, Easter gardens, symbols).</p> <p>I can explain what Christians believe about Jesus' death and resurrection and why it matters today.</p> <p>I can describe how different Christians around the world may celebrate in different ways.</p> <p>I can use religious vocabulary accurately (Holy Week, resurrection, crucifixion, worship, Gospel, disciples).</p> <p>I can express thoughtful ideas about meaning and belief.</p>
	Why do Christians call Good Friday 'good'?	5	<p>To understand why Christians call Good Friday "good" and how belief in the resurrection brings hope.</p> <p>To make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</p>	<p>I can identify that Good Friday is the day Christians remember Jesus' death on the cross</p> <p>I can describe simple emotions linked to Holy Week (e.g. sadness, hope, joy)</p> <p>I recognise that Christians believe Jesus died and rose again on Easter Sunday</p> <p>I can make simple links between Jesus' death and Christian hope</p> <p>I can express simple ideas about why Christians might still call it "Good"</p>	<p>I can explain why Good Friday is called 'good' despite being about Jesus' death.</p> <p>I can make clear links between Good Friday, Easter Sunday, and Christian belief in salvation and hope.</p> <p>I can explain how Christians understand suffering and hope through the story of Jesus.</p> <p>I can use religious vocabulary accurately (crucifixion, resurrection, salvation, Holy Week, hope).</p> <p>I can express thoughtful ideas about how belief in resurrection affects Christian life today.</p> <p>I can support ideas with evidence from the Bible story or teaching.</p>
What is a Good Life? (additional unit)	How do we know what 'good' looks like?		<p>To understand that the word "good" can mean different things in different situations and to explore how we decide what is good.</p>	<p>I can identify that the word "good" can mean different things in different situations.</p> <p>I recognise that people may disagree about what is "good".</p> <p>I can describe examples of "good" in different contexts (e.g. good pupil, good teacher, good pet).</p> <p>I understand that sometimes we know what "good" is by thinking about what it is not.</p> <p>I can sort or rank simple ideas about "good" and give basic reasons.</p>	<p>I can explain that "good" is a complex idea that changes depending on context.</p> <p>I can give reasons for different interpretations of "good" in real-life situations.</p> <p>I can use the idea of via negativa (understanding something by what it is not) in simple terms.</p> <p>I can justify rankings and choices using clear reasoning.</p> <p>I recognise that different people may have valid but different views.</p> <p>I can begin to reflect on how language affects moral thinking.</p>

<p>What does 'good' look like for Christians?</p>		<p>To understand how Christian beliefs influence what they think is a “good life” and how they try to live this out.</p>	<p>I can identify that people’s worldviews influence what they think is good. I recognise that Christians use Bible teachings (e.g. Golden Rule, parables, Sermon on the Mount) to guide behaviour. I can describe simple ways Christians try to live a good life (e.g. helping others, food banks, kindness). I can make simple links between Bible teachings and actions in daily life. I can give examples of Christian actions that show a “good life” (e.g. food banks, helping others).</p>	<p>I can explain how Christian beliefs shape ideas about what a good life is. I can make clear links between Bible texts (e.g. Good Samaritan, Golden Rule) and real-life actions. I can analyse simple meanings of Bible texts (who is speaking, what is being taught, why it matters). I can explain how Christians apply these teachings in modern life (e.g. charity, environment, fairness). I can use religious vocabulary accurately (parable, Gospel, neighbour, compassion, discipleship). I can evaluate how beliefs influence lifestyle choices (e.g. helping others, ethical decisions).</p>
<p>What does 'good' look like for Muslims?</p>		<p>To understand how Muslim beliefs and teachings guide what they think is a “good life” and how they live it.</p>	<p>I can identify that people’s worldviews influence what they think is good. I recognise that Muslims use the Qur’an and Hadith to guide how they live. I can describe simple Muslim beliefs about a good life (e.g. kindness, charity, good character, caring for the environment). I can give examples of Muslim actions that show a good life (e.g. giving to charity, helping others, caring for the planet). I can make simple links between teachings and actions.</p>	<p>I can explain how Muslim beliefs about God and guidance influence ideas of a good life. I can make clear links between Hadith and Qur’anic teachings and real-life actions. I can analyse simple meanings of texts (who is speaking, what is being taught, and why it matters). I can explain how Muslims live out beliefs through charity, behaviour, and care for the environment. I can use religious vocabulary accurately (Hadith, Qur’an, akhlaq, zakat, charity, ummah, stewardship). I can evaluate how beliefs influence daily decisions and actions.</p>
<p>What does 'good' look like for Hindus?</p>		<p>To understand how Hindu beliefs influence what they think is a “good life” and how they try to live it.</p>	<p>I can identify that people’s worldviews influence what they think is good. I recognise that Hindus use beliefs such as dharma, karma, atman and moksha to guide life. I can describe simple ways Hindus try to live a good life (e.g. kindness, helping others, following duty, respect). I can give examples of Hindu practices that show a good life (e.g. prayer, puja, caring for family, helping community). I can make simple links between beliefs and behaviour.</p>	<p>I can explain how Hindu beliefs shape ideas of a good life. I can make clear links between concepts like dharma, karma, samsara and moksha and daily actions. I can explain how living a good life affects the cycle of samsara. I can use religious vocabulary accurately (dharma, karma, atman, moksha, samsara, puja). I can evaluate how beliefs influence decisions and lifestyle choices. I can begin to compare Hindu ideas of a good life with other worldviews.</p>
<p>What does 'good' look like for Humanists?</p>		<p>To understand how Humanist beliefs influence what they think a “good life” is and how they try to live it.</p>	<p>I can identify that people’s worldviews influence what they think is good. I recognise that Humanists do not believe in God and use reason, science, empathy and evidence to make decisions. I can describe simple ways Humanists try to live a good life (e.g. being kind, helping others, protecting animals and the planet). I can give examples of Humanist values in action (e.g. charity, fairness, treating others as you want to be treated). I can make simple links between beliefs and behaviour.</p>	<p>I can explain how Humanist beliefs influence ideas of a good life. I can make clear links between values such as reason, empathy, and happiness and everyday actions. I can explain how Humanists make moral decisions without belief in God. I can use Humanist vocabulary accurately (Humanism, reason, empathy, evidence, ethics, happiness). I can evaluate how Humanist ideas shape lifestyle choices and behaviour. I can compare Humanist ideas of a good life with religious worldviews.</p>

	What is a 'Good Life'?		<p>To understand that different worldviews influence what people think is a good life and to express my own reasoned view.</p>	<p>I can identify that different worldviews (religious and non-religious) influence what people think is good. I can recognise that different groups follow different authorities (e.g. Bible, Qur'an, reason, science, empathy). I can describe simple ideas of a good life from at least one worldview studied (Christianity, Islam, Hinduism, Humanism). I can give reasons for their own ideas about what makes a good life. I can present a simple argument showing their opinion with basic justification.</p>	<p>I can explain how different worldviews influence ideas about a good life. I can compare different sources of authority (e.g. scripture, reason, belief in God, human experience). I can build a balanced argument that includes different points of view. I can use key vocabulary accurately (worldview, belief, authority, ethics, empathy, dharma, Qur'an, Bible, Humanism). I can justify their opinion clearly with evidence and reasoning. I can reflect on similarities and differences between worldviews.</p>