

Coleshill C of E Primary School

RE Curriculum 2020/21

National Curriculum

RE alongside the National Curriculum

The National Curriculum states the legal requirement that “Every state-funded school must offer a curriculum which is balanced and broadly-based, and which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.” Also “All state schools...must teach religious education at every key stage.” (DfE National Curriculum Framework, July 2013, p4). At Coleshill C of E Primary School RE is taught using two key resources; the **Understanding Christianity** resource and the **Coventry and Warwickshire Agreed Syllabus for Religious Education 2017-22**.

Aims

The aim of the **Understanding Christianity** project is to see pupils leave school with a coherent understanding of Christian belief and practice. Pupils explore the significant theological concepts within Christianity as part of developing their wider religious, theological and cultural literacy. Core concepts and the ‘Big Story’ or ‘salvation narrative’ of the Bible are studied (**God, Creation/Fall, People of God, Incarnation, Gospel, Salvation, Kingdom of God**).

The **Coventry and Warwickshire Agreed Syllabus for RE, 2017-2022** has the following as its principal aim:

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

3 further aims elaborate the principal aim;

The curriculum for RE aims to ensure that all pupils:

1. Know about and understand a range of religions and worldviews.
2. Express ideas and insights about the nature, significance and impact of religions and worldviews.
3. Gain and deploy the skills needed to engage seriously with religions and worldviews.

What religions are to be taught?

This agreed syllabus requires that all pupils learn from Christianity in each key stage. In addition, pupils will learn from the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all of our classrooms. These worldviews, including for example Humanism, will also be the focus for study.

At Coleshill religious traditions are to be studied in depth as follows:

Reception

Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.

Key Stage 1

Pupils will gain an understanding of all the six principal religions and recognise that many people hold secular (non-religious) views. Particular focus should be given to Christianity and two other religions -Jewish people (introduced in Y1), Muslims (introduced in Y2).

Key Stage 2

Pupils will develop a deeper understanding of all the six principal religions and appreciate that many people hold secular (non-religious) views. Christians, Jewish people, Muslims, Hindus (introduced in Y3), non-religious worldviews e.g. Humanists (Y4), Sikhs (Y5) and Buddhists (Y6).

<u>Year</u>	<u>Term</u>	<u>Sequence of Core concepts/key questions/religion</u>	<u>Learning Outcomes (expected)</u>	<u>End of phase knowledge and understanding</u> <u>Understanding Christianity</u>
<u>Reception</u>	<u>Autumn 1</u>	God/creation F1 Why is the word 'God' so important to Christians?		Creation - Pupils will know that: <ul style="list-style-type: none"> The word God is a name. Christians believe God is the Creator of the universe. Christians believe God made our wonderful world and so we should look after it. .
	<u>Autumn 2</u>	Incarnation F2 Who do Christians perform nativity plays at Christmas?		Incarnation – Pupils will know that: <ul style="list-style-type: none"> Christians believe God came to Earth in human form as Jesus. Christians believe Jesus came to show that all people are precious and special to God.
	<u>Spring 1</u>	F1 Which stories are special and why?	Pupils will talk about some religious stories, recognise some religious words, identify some of their own feelings in the stories they hear, identify a sacred text, talk about what Jesus teaches about keeping promises and saying 'thank you'.	
	<u>Spring 2</u>	Salvation F3 Why do Christians put a cross in an Easter garden?		Salvation – Pupils will know that: <ul style="list-style-type: none"> Christians remember Jesus' last week at Easter. Jesus' name means 'He saves'. Christians believe Jesus came to show God's love. Christians try to show love to others.
	<u>Summer 1</u>	F3 What places are special and why? Visit to a church	Pupils will be able to talk about somewhere that is special to them, saying why, and be aware that some religious people have places which have special meaning for them. They talk about the things that are special and valued in a place or worship and identify some significant features of sacred places. They recognise a place of worship and get to know and use appropriate words to talk about their thoughts and feeling when visiting a church.	
	<u>Summer 2</u>	F5 Being special: Where do we belong?	Pupils will be able to re-tell religious stories, making connections with personal experiences and share and record occasions when things have happened in their lives that made them feel special. They recall simply what happens at a traditional Christian infant baptism and dedication. Recall simply what happens when a baby is welcomed into a religion other than Christianity. Teachers should provide additional opportunity if they have children from religions other than Christianity in their setting.	

Year 1	Autumn 1	God 1.1 What do Christians believe God is like?		God - Pupils will know that: <ul style="list-style-type: none"> Christians believe in God, and that they find out about God in the Bible. Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this. Christians worship God, and try to live in ways that please him.
	Autumn 2	God 1.1 What do Christians believe God is like? (Digging deeper)		God (See Year 1 Autumn 1)
	Spring 1	Creation 1.2 Who made the world?		Creation - Pupils will know that Christians believe: <ul style="list-style-type: none"> God created the universe. The Earth and everything in it are important to God. God has a unique relationship with human beings as their Creator and Sustainer. Humans should care for the world because it belongs to God.
	Spring 2	1.3 Who is <u>Jewish</u> and what do they believe?	Pupils will be able to: <ul style="list-style-type: none"> talk about how the mezuzah in the home reminds Jewish people about God (A3). Talk about how Shabbat is a special day of the week and give some examples of what Jewish people might do to celebrate (B1). Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God. (A2) Ask some questions about believing in God and offer some ideas of their own (C1) 	
	Summer 1	1.5 What makes some places sacred? Christians, Muslims and/or <u>Jewish</u> people Places of worship – visit to a <u>synagogue</u>	<ul style="list-style-type: none"> Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2) Describe some of the ways in which people use music in worship and talk about how different kinds of music makes them feel (C1). Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1). 	
	Summer 2	1.7 What does it mean to belong to a faith community? Christians, Muslims and Jewish people.	<ul style="list-style-type: none"> Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3). Give an account of what happens at a traditional Christian infant baptism/dedication and suggest what the actions and symbols mean (A1). Identify two ways people show they belong to each other when they get married (A1). Respond to examples of co-operation between different people (C2). 	

Year 2	Autumn 1	1.2 Who is a Muslim and who do they believe?	<ul style="list-style-type: none"> Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). Re-tell a story about the life of the Prophet Muhammed (A2). Recognise some objects used by Muslims and suggest why they are important (A2). Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). 	
	Autumn 2	Incarnation 1.3 What does Christmas mean to Christians?	<p>Understanding Christianity End KS1 outcomes</p> <p><u>Making sense of the text</u> Pupils will be able to recognise that God, Creation, Incarnation and Salvation are part of the 'big story' of the Bible. They will identify at least two types of texts from the Bible; e.g. a parable, story, a gospel account of Jesus' life, and instructions about how to behave. They will be able to give clear, simple accounts of what the texts mean to Christians.</p>	<p>Incarnation – Pupils will know that:</p> <ul style="list-style-type: none"> Christians believe that Jesus is God and that he was born as a baby in Bethlehem. The Bible points out that his birth showed he was extraordinary (e.g. he is worshipped as a king in Matthew) and that he came to bring good news (e.g. to the poor, in Luke). Christians celebrate Jesus' birth; Advent for Christians is a time for getting ready for Jesus' coming.
	Spring 1	Gospel 1.4 What is the Good News Jesus brings?	<p><u>Understanding the impact</u> Pupils will be able to give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and to their church communities. They will be able to give at least three examples of how Christians put their beliefs into practice in church worship.</p>	<p>Gospel – Pupils will know that:</p> <ul style="list-style-type: none"> Christians believe Jesus brings good news for all people. For Christians, this good news includes being loved by God, and being forgiven for bad things. Christians believe Jesus is a friend to the poor and friendless. Christians believe Jesus' teachings make people think hard about how to live and show them the right way.
	Spring 2	Salvation 1.5 Why does Easter matter to Christians?	<p><u>Making connections</u> Pupils will be able to think, talk and ask questions about whether the text has something to say to them, exploring different ideas.</p>	<p>Salvation – Pupils will know that:</p> <ul style="list-style-type: none"> Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. Christians believe Jesus builds a bridge between God and humans. Christians believe Jesus rose from the dead giving people hope of a new life.
	Summer 1	1.6 How and why do we celebrate special and sacred times? Muslim visit to a mosque	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). Re-tell stories connected with Christmas/Easter etc. and another religion and say why these are important to believers (A2). Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). 	
	Summer 2	1.8 How should we care for others and the world, and why does it matter?	<ul style="list-style-type: none"> Re-tell Bible stories and stories from another faith about caring for others and the world (A2). Identify ways that some people make a response to God by caring for others and the world (B1). Talk about issues of good and bad, right and wrong arising from the stories (C3). Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed the idea more (C2). Use creative ways to express their own ideas about the Creation story and what it says about what God is like (C1). 	

Year 3	Autumn 1	Creation and Fall 2A.1 What do Christians learn from the creation story?		Creation and Fall – Pupils will know that Christians believe: <ul style="list-style-type: none"> • God the Creator care for the creation, including human beings. • As human beings are part of God's good creation, they do best when they listen to God. • The Bible tells a story (in Genesis 3) about how humans spoil their friendship with God (sometimes called 'the Fall') • This means that humans cannot get close to God without God's help. • The Bible shows that God wants to help people to be close to him – he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. • Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.
	Autumn 2	L2.9 What can we learn from religions about deciding what is right and wrong?	Pupils will be able to: <ul style="list-style-type: none"> • Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. • Make connections between stories of temptation and why people can find it difficult to be good (A2). • Give examples of ways in which some inspirational people have been guided by their religion (B1). • Discuss their own and others' ideas about how people decide right and wrong (C3). 	
	Spring 1	L2.1 What do different people believe about God? <i>Christians, Hindus and/or Muslims</i> visit	<ul style="list-style-type: none"> • Describe some of the ways in which Christians, Hindus and/or Muslims describe God (A1). • Ask questions and suggest some of their own responses to ideas about God (C1). • Suggest why having a faith or belief in something can be hard (B2). • Identify how and say why it makes a difference in people's lives to believe in God (B1). 	
	Spring 2	People of God 2A.2 What is it like to follow God?		People of God – Pupils will know that: <ul style="list-style-type: none"> • The Old Testament tells the story of a particular group of people, the children of Israel – the People of God – and their relationship with God. • The people of God try to live in the way God wants, following his commands and worshipping him. • They believe he promises to stay with them, and Bible stories show how God keeps his promises. • The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God, and to attract all other nations to worshipping God. • Christians believe that, through Jesus, all people can become the People of God.
	Summer 1	Incarnation/God 2A.3 What is the Trinity?		Incarnation/God – Pupils will know that: <ul style="list-style-type: none"> • Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit. • Christians believe the Father creates; He sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Christians worship God as Trinity. It is a huge idea to grasp, and artists have created art to help to express this belief. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.
	Summer 2	L2.4 Why do people pray? <i>Christians, Hindus and/or Muslims</i>	Pupils will be able to: <ul style="list-style-type: none"> • Describe the practice of prayer in the religions studied (A2). • Make connections between what people believe about prayer and what they do when they pray (A3). • Describe ways in which prayer can comfort and challenge believers (B2). • Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3). 	

Year 4	Autumn 1	L2.8 What does it mean to be a <u>Hindu</u> in Britain today? <u>Visit to a Temple</u>	<ul style="list-style-type: none"> Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teaching about aims and duties in life (A1). Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). 	
	Autumn 2	<u>Gospel</u> 2A.4 What kind of world did Jesus want?	<u>End of Lower KS2 outcomes</u> <u>Making sense of the text</u> Pupils will be able to order at least five key concepts within a timeline of the Bible's 'big story'. They can list two distinguishing features of at least three different types of biblical text, for example, Gospel, parable, letter. They make clear links between biblical texts and the key concepts studied. They can offer suggestions about what texts might mean, and give examples of what the texts studied mean to some Christians.	<u>Gospel – Pupils will know that:</u> <ul style="list-style-type: none"> Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first. Christians believe Jesus challenges people who pretend to be good (hypocrisy), and shows love and forgiveness to unlikely people. Christians believe Jesus' life shows what it means to love God (his Father) and love your neighbour. Christians try to be like Jesus – they want to know him better and better. Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.
	Spring 1	L2.2 Why is the Bible so important for Christian's today?	Pupils will be able to: <ul style="list-style-type: none"> Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2). Give examples of how and suggest reasons why Christians use the Bible today (B1). Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1). Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3). 	
	Spring 2	<u>Salvation</u> 2A.5 Why do Christians call the day Jesus died 'Good Friday'?	<u>Understanding the impact</u> Pupils will be able to make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities. They describe how Christians show their beliefs in worship and in the way they live.	<u>Salvation – Pupils will know that:</u> <ul style="list-style-type: none"> Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. Christians today trust that Jesus really did rise from the dead, and so is still alive today, Christians remember and celebrate Jesus' last week, death and resurrection.
	Summer 1	<u>Kingdom of God</u> 2A.6 When Jesus left, what was the impact of Pentecost?	<u>Making connections</u> Pupils will be able to raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live. They 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.	<u>Kingdom of God – Pupils will know that:</u> <ul style="list-style-type: none"> Christians believe that Jesus inaugurated the 'Kingdom of God' – i.e. Jesus' whole life was a demonstration of his belief that God is king, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven'). Christians believe Jesus is still alive, and rules in their hearts and live through the Holy Spirit if they let him. Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible kingdom visible by living lives that reflect the love of God. Christians celebrate Pentecost as the beginning of the Church. Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.
	Summer 2	L2.6 Why do some people think that life is like a journey etc <i>Christians, Hindus, and/or Jewish people and non-religious responses (e.g. Humanist)</i>	<ul style="list-style-type: none"> Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3). Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1). 	

Year 5	Autumn 1	U2.1 Why do some people think God exists? <i>Christians and non-religious (e.g. Humanists)</i>	<ul style="list-style-type: none"> Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2). Express thoughtful ideas about the impact of believing or not believing in God on someone's like (B1). Present different views on why people believe in God or not, including their own ideas (C1). 	
	Autumn 2	People of God 2B.3 How can following God bring freedom and justice?		People of God – Pupils will know that: <ul style="list-style-type: none"> The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David), they have to learn new ways of following God. The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt. Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin. Christians apply this idea to living today by trying to serve God and to bring freedom to others, for example by loving others, caring for them, bringing health, food, justice and telling the story of Jesus. Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God, for example as salt and light of the world.
	Spring 1	U2.9 What does it mean to be a Sikh in Britain today?	<ul style="list-style-type: none"> Make connections between the lives of at least one of the Gurus and some action Sikhs take today (A1). Describe and reflect on the significance of the Guru Granth Sahib to Sikhs (B1). Describe the forms of guidance a Sikh uses and compare them to forms of guidance experienced by the pupils (A2). Explain why equality, service and honest work are so important to Sikhs and apply these ideas to what matters in the local area and the wider world today (C3). 	
	Spring 2	Salvation 2B.6 What did Jesus do to save human beings?		Salvation – Pupils will know that: <ul style="list-style-type: none"> Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation included the ongoing restoration of humans' relationship with God. The Gospels give accounts of Jesus' death and resurrection. The New Testament says that Jesus' death was somehow 'for us'. Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the Devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom. Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. This belief gives Christians hope for life with God starting now and continuing in a new life (Heaven). Christians believe that Jesus call them to sacrifice their own needs to the needs of others, and some are prepared to die for others for their faith.
	Summer 1	Gospel 2B.5 What would Jesus do?		Gospel – Pupils will know that: <ul style="list-style-type: none"> Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour; it is that Jesus offers a way to heal the damage done by human sins. Christians see that Jesus' teachings and example cut across expectations – the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable. Christians believe that Jesus' good news transforms lives now, but also points towards a restored, transformed life in the future (see Salvation and Kingdom of God). Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.
	Summer 2	U2.4 If God is everywhere, why go to a place of worship? Visit to a gurdwara Christians, Hindus and/or Sikhs God 2b.1 What does it mean if God is holy and loving?	<ul style="list-style-type: none"> Make connection between how believers feel about places of worship in different traditions (A3). Select and describe the most important functions of a place of worship for the community (B3). Give examples of how places of worship support believers in difficult times, explaining why this matters to believers. Present ideas about the importance of people in a place of worship, rather than the place itself (C1). 	God – Pupils will know that: <ul style="list-style-type: none"> Christians believe God is omnipotent, omniscient and external, and that this means God is worth worshipping. Christians believe God is both holy and loving and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also being loving, forgiving and full of grace. Christians believe that God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love. 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. Christians believe getting to know God is like getting to know a person rather than learning information.

Year 6	Autumn 1	Creation/Fall 2B.2 Creation and science: conflicting or complementary?		Creation/Fall – Pupils will know that: <ul style="list-style-type: none"> There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. These debates and controversies relate to the purpose and interpretation of the texts: for example, does reading Genesis as a poetic account conflict with scientific accounts? There are many scientists through history and now who are Christians. The discoveries of science make Christians wonder even more about the power and majesty of the Creator.
	Autumn 2	Incarnation 2B.4 Was Jesus the Messiah? Kingdom of God 2B.8 What kind of king is Jesus?		Incarnation – Pupils will know that: <ul style="list-style-type: none"> Jesus was Jewish. Christians believe Jesus is God in the flesh. They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. The Old Testament talks about a ‘rescuer’ or ‘anointed one’ – a messiah. Some texts talk about what this ‘messiah’ would be like. Christians believe that Jesus fulfilled these expectations and that he is the Messiah, (Jewish people do not think Jesus is the Messiah.) Christians see Jesus as their Saviour (see Salvation) Kingdom of God – Pupils will know that: <ul style="list-style-type: none"> Jesus told many parables about the Kingdom of God. These suggest that God’s rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. The parables suggest that there will be a future Kingdom, where God’s reign will be complete. The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.
	Spring 1	U2.3 What do religions say to us when life gets hard? <i>Christians, Buddhists and non-religious (e.g. Humanists)</i>	<ul style="list-style-type: none"> Express ideas about how and why religion can help believers when times are hard, giving examples (B2). Outline Christians, Hindu and/or non-religious beliefs about life after death (A1). Explain some similarities and differences between beliefs about life after death (B2). Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3). 	
	Spring 2	Salvation 2B.7 What difference does the resurrection make to Christians?		See Salvation Year 5 Autumn 2
	Summer 1	U2.6 What does it mean to be a Muslim in Britain? <i>Christians, Hindus and Muslims visit</i>	<ul style="list-style-type: none"> Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). Describe and reflect on the significance of the Holy Qur’an to Muslims (B1). Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). Make connections between the key functions of the mosque and the beliefs of Muslims (A1). 	
	Summer 2	U2.5 Is it better to express our beliefs in arts and architecture or in charity and generosity?	<ul style="list-style-type: none"> Describe and make connections between examples of religious creativity (buildings and art) (A1). Show understanding of the value of sacred buildings and art (B3) Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). Apply ideas about values and from scriptures to the title question (C2). 	