

UKS2 Year A	Component / Strand	Unit from NY Agreed Syllabus	Year 5 and 6 (Year 6 extension work in bold)
Term 1	Believing	U2.1 Why do some people think God exists?	<ul style="list-style-type: none"> • Outline clearly a Christian understanding of what God is like, using examples and evidence. • Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging. • Express thoughtful ideas about the impact of believing or not believing in God on someone's life. • Present different views on why people believe in God or not, including their own ideas. • Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently. • Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples.
Term 2	Expressing	U2.4 If God is everywhere why go to a place of worship?	<ul style="list-style-type: none"> • Make connections between how believers feel about places of worship in different traditions. • Select and describe the most important functions of a place of worship for the community. • 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. • Outline how and why places of worship fulfil special functions in the lives of believers. • Comment thoughtfully on the value and purpose of places of worship in religious communities.
Term 3	Expressing	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?	<ul style="list-style-type: none"> • Respond with ideas of their own to the title question. • Find out about religious teachings, charities and ways of expressing generosity. • Describe and make connections between examples of religious creativity (buildings and art) and compare ideas from different religious groups (eg. Christians and Muslims). • Show understanding of the value of sacred buildings and art. • Suggest reasons why some believers see generosity and charity as more important than buildings and art. • Apply ideas about values and from scripture to the title question
UKS2 Year B	Component / Strand	Unit from NY Agreed Syllabus	Year 5 and 6 (Year 6 extension work in bold)
Term 1	Believing	U2.3 What do religions say to us when life gets hard?	<ul style="list-style-type: none"> • Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life. • Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation. • Express ideas about how and why religion can help believers when times are hard, giving examples. • Outline Christian, Hindu and/or non-religious beliefs about life after death. • Explain some similarities and differences between beliefs about life after death. • Explain some reasons why Christians and Humanists have different ideas about an afterlife.

	Living	U2.7 What matters most to Christians and Humanists?	<ul style="list-style-type: none"> • Identify the values found in stories and texts. • Suggest ideas about why humans can be both good and bad, making links with Christian ideas. • Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples. • Describe some Christian and Humanist values simply. • Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied. • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. • Give examples of similarities and differences between Christian and Humanist values
Term 2	Living	U2.6 What does it mean to be a Muslim in Britain today	<ul style="list-style-type: none"> • Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. • Describe and reflect on the significance of the Holy Qur'an to Muslims. • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. • Make connections between the key functions of the mosque and the beliefs of Muslims. • Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life. • Answer the title key question from different perspectives, including their own.
Term 3	Believing	U2.2 What Would Jesus Do?	<ul style="list-style-type: none"> • Outline Jesus' teaching on how his followers should live. • Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live. • Explain the impact Jesus' example and teachings might have on Christians today. • Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today • Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus. • Investigate and explain the challenges of following Jesus' teaching about love, forgiveness justice and/or generosity, expressing their own ideas.