

Curriculum Content



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	Believing/belonging Special People What makes people special? Pan Berkshire Syllabus How do some religions demonstrate that everyone is special? To what groups do you belong? How do you show others you belong to these groups? How does it feel to be part of a family, class, group etc? Do you belong to anyone?	Believing/Belonging/Behaving Christmas What is Christmas? Pan Berkshire Syllabus Why do symbols and stories play important roles in religions? How can symbols help us understand things? What symbols do you use often? How and why do you use them? How can clothes, colours and movements be symbols? Can you think of a symbol for yourself that would tell others something about you?	Believing/Belonging/Behaving Celebrations How do people celebrate? Pan Berkshire Syllabus Why are religious celebrations important to some people but not to others? What times are important/special to you? Why and how do you celebrate special times? Why might other people celebrate different times? How can we help other people celebrate their special times?	Believing/Belonging/Behaving Easter What is Easter? Pan Berkshire Syllabus Why do symbols and stories play important roles in religions? How can symbols help us understand things? What symbols do you use often? How and why do you use them? How can clothes, colours and movements be symbols? Can you think of a symbol for yourself that would tell others something about you?	Believing Stories What can we learn from stories? Pan Berkshire Syllabus Does everyone believe the same things about God? Who is most important to you and why? What ideas have you heard about God? What do you believe about God? Does your family believe in God? Believing/Belonging Behaving Why do symbols and stories play important roles in religions? How can symbols help us understand things? What symbols do you use often? How and why do you use them? How can clothes, colours and movements be symbols? Can you think of a symbol for yourself that would tell others something about you? Believing/Behaving Why do some people follow religious leaders and teachings?	Believing/Behaving Special Places What makes places special? Pan Berkshire Syllabus How do some people's religious beliefs encourage them to care for the world? Why do so many people think it is important to look after the world? Do you think it is important to look after the world? How could you help to look after the world? Do you do things to help look after the world? What sort of things?

					Whom do you admire and why? Who are the people who help you decide what is right and wrong? How do they help you decide what is right and wrong? How can these people help you even when they are not with you? Why do you think it is important to be kind and thoughtful towards other people? Are you kind to other people? How are people kind to you? How can we tell if a person is a good person? Do you always do what you think is right? Why?	
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The Agreed Syllabus for Religious Education Pan-Berkshire

Learning FROM questions: Key Stage 1 (applicable to all religions and worldviews)

These questions are intended as a guide only. Teachers will need to select, amend and add questions which fit well with their approach to particular topics

Belonging	Believing	Behaving
Does it feel special to belong to a community? - To what groups do you belong? - How do you show others you belong to these groups? - How does it feel to be part of a family, class, group etc? - Do you belong to anyone? Are religious celebrations important to people? - What times are important/special to you? - Why and how do you celebrate special times? - Why might other people celebrate different times? - How can we help other people celebrate their special times? Are symbols better than words at expressing religious beliefs? - How can symbols help us understand things? - What symbols do you use often? How and why do you use them? - How can clothes, colours and movements be symbols? - Can you think of a symbol for yourself that would tell others something about you?	Is God important to everyone? - Who is most important to you and why? - What ideas have you heard about God? What do you believe about God? - Does your family believe in God? Does the world belong to God? - What is your prized possession? Was it a gift or did you make/create it? - How/why do things belong to you? - What are the things that amaze you most about the world? - Does the world belong to anyone? What can I learn from stories from religious traditions? - What are your favourite stories? Why do you like them? Do you learn anything from them? - Have you learned anything about qualities like honesty, loyalty, courage in stories you have read? - What ideas have you learned from the stories we have heard from the Bible and other religious teachings? - What things/books are most special to you? Why are they special? How do you show they are special?	Should people follow religious leaders and teachings? - Whom do you admire and why? - Who are the people who help you decide what is right and wrong? - How do they help you decide what is right and wrong? - How can these people help you even when they are not with you? - Why do you think it is important to be kind and thoughtful towards other people? Are you kind to other people? How are people kind to you? - How can we tell if a person is a good person? - Do you always do what you think is right? Why? Should people take care of the world? - Why do so many people think it is important to look after the world? - Do you think it is important to look after the world? How could you help to look after the world? Do you do things to help look after the world? What sort of things?

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CHRISTIANITY

Learning ABOUT Christianity in Key Stage 1: Some suggestions for how the key questions might begin to be unpacked. All 8 questions MUST be addressed in the study of Christianity.

Although the believing questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore, as illustrated in previous pages, that pupils will explore beliefs in combination with questions about behaving and belonging.

Suggestions about content and attainment expectations are set out in the guidance material

Belonging
Does it feel special to belong to a community? • What does it mean to belong to a Christian family? • How do people belong to the Christian community? • How do Christians use their places of worship? • Does belonging to the Christian community make a difference to people?
Are religious celebrations important to people? • How and why do Christians celebrate important festival times?
Are symbols better than words at expressing religious beliefs? • How and why do Christians use symbols in - everyday life? - places of worship? - celebrations?

Believing
Is God important to everyone? • What did Jesus teach people about God? • Why do Christians believe Jesus was God's son?
Does the world belong to God? • Do Christians believe the world belongs to God? • How do Christians believe the world came about?
What can I learn from stories from religious traditions? • Why is/are the Christian Bible/Biblical stories important/sacred to Christians? • Why is the story of the life of Jesus so important to Christians? • What stories did Jesus tell and why did he tell them?

Behaving
Should people follow religious leaders and teachings? • Why and how is Jesus important to Christians? • Why and how is a vicar, priest or minister important to Christians? • How do Christians learn from the example of other Christians including leaders, parents etc? • How do Christians show reverence for the Christian Bible and show how important it is for them?
Should people take care of the world? • Should Christians take care of the world?

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JUDAISM

Learning ABOUT Judaism in Key Stage 1: Some suggestions for how the key questions might begin to be unpacked:

Although the believing questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will explore beliefs in combination with questions about behaving and belonging. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed, but it is a requirement of this syllabus that some questions from each of the areas of focus (believing, belonging, behaving) be explored. Suggestions about content and attainment expectations are set out in the guidance material.

Belonging

Does it feel special to belong to a community?

- What does it mean to belong to a Jewish family?
- What makes you feel you belong?
- How do people belong to the Jewish community?
- How do Jews use their places of worship?
- Does belonging to the Jewish community make a difference to people?

Are religious celebrations important to people?

- How and why do Jews celebrate important festival times?
- How are religious celebrations important to Jews?

Are symbols better than words at expressing religious beliefs?

- How and why do Jews use symbols in
 - everyday life?
 - places of worship?
 - celebrations?
- What roles do words and symbols play in expressing Jewish beliefs?

Believing

Is God important to everyone?

- What do the Jewish Bible and Rabbinic writings teach people about God?
- How do Jews believe they should treat other people?
- How is the concept of God important?

Does the world belong to God?

- Do Jews believe the world belongs to God?
- How do Jews believe the world came about?
- Who does the world belong to?
- How is the land of Israel important to Jews?

What can I learn from stories from religious traditions?

- What do Jews mean when they use the words 'Bible', 'Torah' and 'Tanach'?
- Why is/are the Bible/Biblical stories and Rabbinic writings important/sacred to Jews?
- How do the stories in the Bible and Rabbinic writings teach Jews how to live today?

Behaving

Should people follow religious leaders and teachings?

- Why and how is the Torah important to Jews?
- Why and how are rabbis important to Jews?
- How are Rabbinic writings (Mishnah, Talmud, Codes of Jewish law) important to Jews?
- How do Jews learn from the example of other Jews including leaders, parents etc?
- How do Jews show reverence for the Torah and holy writings and show how important they are for them?
- What do Jews learn from religious leaders and teachers

Should people take care of the world?

- Should Jews take care of the world?
- What do the Torah and Rabbinic writings teach about our relationship with the world?
- How do we express our partnership with God in creation in our lives?

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ISLAM

Learning ABOUT Islam in Key Stage 1: Some suggestions for how the key questions might begin to be unpacked:

Belonging	Believing	Behaving
Does it feel special to belong? - What does it mean to belong to a Muslim family? - How do people belong to the Muslim community? - How do Muslims use their places of worship? - Does belonging to the Muslim community make a difference to people? Are religious celebrations important to people? - How and why do Muslims celebrate important festival times? Are symbols better than words at expressing religious beliefs? - How and why do Muslims use symbols in - everyday life? - places of worship? - celebrations? - Rituals?	Who do I believe I am? - What do Muslims believe makes a person special? - How do Muslims believe they should treat others? Is God important to everyone? - What did the Prophet Muhammad teach people about God? - Why are there not images of the Prophet Muhammad? Does the world belong to God? - Do Muslims believe the world belongs to God? - How do Muslims believe the world came about? What can I learn from stories from religious traditions? - Why is the Qur'an important/sacred to Muslims? - Why is the story of the life of the Prophet Muhammad so important to Muslims? - What stories did the Prophet Muhammad tell and why did he tell them?	Should people follow religious leaders and teachings? - Why and how is the Prophet Muhammad important to Muslims? - Why and how is an imam important to Muslims? - How do Muslims learn from the example of other Muslims including leaders, parents etc? - How do Muslims show reverence for the Qur'an and show how important it is for them? Should people take care of the world? - Should Muslims take care of the world?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will explore beliefs in combination with questions about *behaving* and *belonging*. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but if possible some questions from each of the areas of focus (*believing, belonging, behaving*) should be explored. Suggestions about content and attainment expectations are set out in the guidance material.

Year 1	<u>Believing/Behaving</u> <u>Christianity</u> <u>Creation Story</u> Does God want Christians to look after the world? <u>Pan Berkshire Syllabus</u> How do some people's religious beliefs encourage them to care for the world? Should Christians take care of the world?	<u>Believing/Belonging Behaving</u> <u>Christianity</u> <u>Christmas</u> What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? <u>Pan Berkshire Syllabus</u> Why do symbols and stories play important roles in religions? How and why do Christians use symbols in - everyday life? - places of worship? - celebrations?	<u>Believing/Belonging</u> <u>Christianity</u> <u>Jesus as a Friend</u> Was it always easy for Jesus to show friendship? <u>Pan Berkshire Syllabus</u> How do some religions demonstrate that everyone is special? What does it mean to belong to a Christian family? How do people belong to the Christian community? How do Christians use their places of worship? Does belonging to the Christian community make a difference to people?	<u>Believing</u> <u>Christianity</u> <u>Easter – Palm Sunday</u> Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? <u>Pan Berkshire Syllabus</u> Does everyone believe the same things about God? What did Jesus teach people about God? Why do Christians believe Jesus was God's son?	<u>Believing/Behaving</u> <u>Judaism</u> <u>Shabbat</u> Is Shabbat important to Jewish children? <u>Pan Berkshire Syllabus</u> How do some people's religious beliefs encourage them to care for the world? Should Jews take care of the world? What do the Torah and Rabbinic writings teach about our relationship with the world? How do we express our partnership with God in creation in our lives?	<u>Believing/Belonging Behaving</u> <u>Judaism</u> <u>Rosh Hashanah and Yom Kippur</u> Are Rosh Hashanah and Yom Kippur important to Jewish children? <u>Pan Berkshire Syllabus</u> Why are religious celebrations important to some people but not to others? How and why do Jews celebrate important festival times? How are religious celebrations important to Jews?
Year 2	<u>Believing/Behaving</u> <u>Christianity</u> <u>What did Jesus Teach?</u> Is it possible to be kind to everyone all of the time? <u>Pan Berkshire Syllabus</u> Why do some people follow religious leaders and teachings? Why and how is Jesus important to Christians? Why and how is a vicar, priest or minister	<u>Believing/Belonging Behaving</u> <u>Christianity</u> <u>Christmas – Jesus as gift from God</u> Why do Christians believe God gave Jesus to the world? <u>Pan Berkshire Syllabus</u> Why are religious celebrations important to some people but not to others? How and why do Christians	<u>Believing/Behaving/Belonging</u> <u>Islam</u> <u>Prayer at home</u> Does praying at regular intervals help a Muslim in his/her everyday life? <u>Pan Berkshire Syllabus</u> Why do some people follow religious leaders and teachings? What did the Prophet Muhammad teacher people	<u>Believing/Belonging Behaving</u> <u>Christianity</u> <u>Easter - Resurrection</u> How important is it to Christians that Jesus came back to life after his crucifixion? <u>Pan Berkshire Syllabus</u> Why do symbols and stories play important roles in religions? Why is/are the Christian	<u>Believing/Behaving/Belonging</u> <u>Islam</u> <u>Community and Belonging</u> Does going to a mosque give Muslims a sense of belonging. <u>Pan Berkshire Syllabus</u> How do some religions demonstrate that everyone is special?	<u>Believing/Behaving/Belonging</u> <u>Islam</u> <u>Haji</u> Does completing Haji make a person a better Muslim? <u>Pan Berkshire Syllabus</u> How do some people's religious beliefs encourage them to care for the world?

	important to Christians? How do Christians learn from the example of other Christians including leaders, parents etc? How do Christians show reverence for the Christian Bible and show how important it is for them?	celebrate important festival times?	about God? How do Muslims learn from the example of other Muslims including leaders, parents etc? How do Muslims show reverence for the Qur'an and show how important it is for them?	Bible/Biblical stories important/sacred to Christians? Why is the story of the life of Jesus so important to Christians? What stories did Jesus tell and why did he tell them?	What does it mean to belong to a Muslim family? How do people belong to the Muslim community? How do Muslims use their places of worship? Does belonging to the Muslim community make a difference to people?	Should Muslims take care of the world? How and why do Muslims use symbols is rituals?
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Learning FROM questions: Key Stage 2 (applicable to all religions and worldviews)

These questions are intended as a guide only. Teachers will need to select, amend and add questions which fit well with their approach to particular topics

Belonging	Believing	Behaving
Does participating in worship help people to feel closer to God and their faith community? - Can you think of a place that has inspired you spiritually? What impact did it have on you? - Why do people find it important to meet with others who share similar ideas? - When have you felt closest to others who share similar ideas to you? - Are there times when you value being alone? Why? What do you gain from these times? - How do people express important feelings like thankfulness, joy, appreciation, love etc? - How do you remember/commemorate important events? - What have been the turning points in your life and how have they been marked? - Is it important to mark significant times in people's lives? Why? What do rites of passage tell us about people's beliefs? - Do you think it is important to mark milestones in people's life journey? Can the arts help communicate religious beliefs? - How do you express ideas that are most important to you? - Are there some ideas and experiences that are too difficult to express in words? - How could you express who you are without words? - Do you think it is important for people to be able to express their ideas and beliefs in a wide variety of ways? Why? - Which piece of art/music has personal significance for you?	Do religious people lead better lives? - How do your beliefs about God (which might be that there isn't one) influence your life and the way in which you choose to live it? - What do you think matters most in life? - What do you think is the purpose of life? - Is it important to live a good life? Do sacred texts have to be 'true' to help people understand their religion? - Can things be true in different ways? - How and from whom/what do you learn what is true? - How do you know you can rely on these sources of authority? - How do we decide what to believe? - Is it important for religious teaching to be written down? Should religious people be sad when someone dies? - Would you want people to be sad when you die or should they celebrate your life? - What do you believe happens to a person when they die? Why? - What does the word 'heaven' mean to you?	Is religion the most important influence and inspiration in everyone's life? - Who/what inspires you and why? - What or who has been the most important influence on your life? - Has being inspired or influenced by someone/something changed you in any way? How? - How and why might it be helpful to have an example to follow? - In what ways could you be a role model? - Do you think God guides people? Why? Do all religious beliefs influence people to behave well towards others? - What are the values, beliefs and ideas that guide your life and why? - How do you decide how to behave? - Must we always behave well towards others? - What do you see as being the value of the rules and codes? - How can we make amends for things we do wrong? Does living out parents' religious beliefs/traditions eg Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity? - Do you hold the same beliefs as your parents? - How does your family life influence the way you live? - Should children be free to make their own decisions about religion? - Are there any family traditions that give you a sense of identity? Is it possible to hold religious beliefs without trying to make the world a better place? - Is it possible for you to feel strongly about something and not act on it? - How do you respond to worldwide issues that affect the lives of others? How can you help? Do you think it is important to help? Why?

The Agreed Syllabus for Religious Education Pan-Berkshire

CHRISTIANITY

Learning ABOUT Christianity in Key Stage 2: Some suggestions for how the key questions might begin to be unpacked. All 8 key questions MUST be addressed in the study of Christianity.

Belonging	Believing	Behaving
Does participating in worship help people to feel closer to God or their faith community? - Why do Christians believe it is important to worship and worship together? - How are churches used for worship? - Why and how do Christians celebrate their festivals? - Why and how are rites of passage marked publically? - What value do some Christians find in private prayer and worship? - Why and where do Christians go on pilgrimage? What do rites of passage tell us about people's beliefs? - How and why do Christians mark milestones in their life journey? Can the arts help communicate religious beliefs? - How have Christians expressed some of their most difficult ideas, beliefs and personal experiences through the arts	Do religious people lead better lives? - Does believing in God make a difference to how Christians live? - Do the teachings and example of Jesus provide a framework for leading a good life? - Do the teachings of the New Testament help Christians know what a good life looks like? Do sacred texts have to be 'true' to help people understand their religion? - How do different groups of Christians interpret the Christian Bible? - Are different types of writing in the Christian Bible true in different ways? - Is personal spiritual experience more important than the Christian Bible for Christians in understanding their religion? - How do Christians use the Christian Bible to learn about God, the world and human life? Should religious people be sad when someone dies? - What do Christians believe about life after death and why?	Is religion the most important influence and inspiration in everyone's life? - How does Jesus influence and inspire Christians? - How do Christians' beliefs about Jesus make a difference to their lives? - How do Christians' beliefs about the Holy Spirit make a difference to daily lives? - How has Christianity inspired the lives of some people? Do all religious beliefs influence people to behave well towards others? - By what rules, codes and traditions do Christians believe they should live their lives? - What difference does it make to try to live by these rules, codes and traditions? - Do all these rules, codes and traditions encourage Christians to behave well towards others? Does living out parents' religious beliefs/traditions eg Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity? - What might it mean to grow up in a Christian family? - How might a Christian background influence a child's sense of identity? Is it possible to hold religious beliefs without trying to make the world a better place? - How and why do Christians respond to global issues of human rights, fairness, social justice and the importance of the environment?

Although the believing questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore, as illustrated in previous pages, that pupils will explore beliefs in combination with questions about behaving and belonging. Suggestions about content and attainment expectations are set out in the guidance material.

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ISLAM

Learning ABOUT Islam in Key Stage 2: Some suggestions for how the key questions might begin to be unpacked:

Belonging	Believing	Behaving
Does participating in worship help people to feel closer to God or their faith community? - Why do Muslims believe it is important to worship and worship together? - How are mosques used for worship? - Why and how do Muslims celebrate their festivals? - Why and how are rites of passage marked publically? - What value do some Muslims find in private prayer and worship? - Why and where do Muslims go on pilgrimage? What do rites of passage tell us about people's beliefs? How and why do Muslims mark milestones in their life journey? Can the arts help communicate religious beliefs? - How have Muslims used the arts to express important ideas, beliefs and personal experiences	Do religious people lead better lives? - Does believing in God make a difference to how Muslims live? - Do the teachings and example of the Prophet Muhammad (pbuh) provide a framework for leading a good life? - Do the teachings of the Qur'an help Muslims know what a good life looks like? Do sacred texts have to be 'true' to help people understand their religion? - How do different groups of Muslims interpret the Qur'an? - Are Islamic writings 'true' in different ways? - Is personal spiritual experience more important than the Qur'an for Muslims in understanding their religion? - How do Muslims use the Qur'an to learn about God, the world and human life? Should religious people be sad when someone dies? - What do Muslims believe about life after death and why?	Is religion the most important influence and inspiration in everyone's life? - How does the Prophet Muhammad (pbuh) influence and inspire Muslims? - How do Muslim understandings of and beliefs about the Prophet Muhammad (pbuh) make a difference to their lives? - How has Islam inspired the lives of some people? Do all religious beliefs influence people to behave well towards others? - By what rules, codes and traditions do Muslims believe they should live their lives? - What difference does it make to try to live by these rules, codes and traditions? - Do all these rules, codes and traditions encourage Muslims to behave well towards others? Does living out parents' religious beliefs/traditions eg Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity? - What might it mean to grow up in a Muslim family? - How might a Muslim background influence a child's sense of identity? Is it possible to hold religious beliefs without trying to make the world a better place? - How and why do Muslims respond to global issues of human rights, fairness, social justice and the importance of the environment?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will explore beliefs in combination with questions about *behaving* and *belonging*. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but if possible some questions from each of the areas of focus (*believing*, *belonging*, *behaving*) should be explored. Suggestions about content and attainment expectations are set out in the guidance material.

Year 3 / 4	Believing/Belonging Islam Beliefs and Practices What is the best way for a Muslim to show commitment to God? Pan Berkshire Syllabus To what extent does participating in worship and/or prayer generate a sense of belonging? Why do Muslims believe it is important to worship and worship together? How are mosques used for worship? Why and how do Muslims celebrate their festivals? Why and how are rites of passage marked publicly What value do some Muslims find in private prayer and worship? Why and where do Muslims go on pilgrimage?	Believing/Belonging Christianity Christmas What is the most significant part of the nativity story for Christians today? Pan Berkshire Syllabus How might beliefs and community shape a person's identity? What might it mean to grow up in a Christian family? How might a Christian background influence a child's sense of identity?	Believing/Belonging/Behaving Christianity The Gospels Why are there four Gospels and how are they relevant to Christians today? Pan Berkshire Syllabus How do some people follow religious leaders and teachings? Belonging What do rites of passage tell us about people's beliefs? How and why do Christians mark milestones in their life journey?	Believing/Belonging Christianity Easter Is forgiveness always possible for Christians? Pan Berkshire Syllabus Do religious people live better lives? Does believing in God make a difference to how Christians live? Do the teachings and example of Jesus provide a framework for leading a good life? Do the teachings of the New Testament help Christians know what a good life looks like?	Believing/Behaving Islam Beliefs and Moral Values Does belief in Akhirah (life after death) help Muslims lead good lives? Pan Berkshire Syllabus To what extent do religious beliefs influence and encourage 'good' behaviour? Does believing in God make a difference to how Muslims live? Do the teachings and example of the Prophet Muhammad (pbuh) provide a framework for leading a good life? Do the teachings of the Qur'an help Muslims know what a good life looks like? Believing/Behaving How well does faith help people cope with matters of life and death? What do Muslims believe about life after death and why? Believing How do religious leaders and sacred texts contribute to believers' understanding of their faith? How do different groups of Muslims interpret the Qur'an? Are Islamic writings 'true' in different ways? Is personal spiritual experience more important than the Qur'an for Muslims in understanding their religion? How do Muslims use the Qur'an to learn about God, the world and human life?
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					<u>Believing/Belonging</u> How might beliefs and community shape a person's identity? What might it mean to grow up in a Muslim family? How might a Muslim background influence a child's sense of identity?
Year 5/6	<u>Believing/Belonging</u> <u>Islam</u> <u>Beliefs and Practices</u> What is the best way for a Muslim to show commitment to God? <u>Pan Berkshire Syllabus</u> To what extent does participating in worship and/or prayer generate a sense of belonging? Why do Muslims believe it is important to worship and worship together? How are mosques used for worship? Why and how do Muslims celebrate their festivals? Why and how are rites of passage marked publicly What value do some Muslims find in private prayer and worship? Why and where do Muslims go on pilgrimage?	<u>Believing/Belonging</u> <u>Christianity - Incarnation</u> <u>Christmas</u> How significant is it that Mary was Jesus' mother? <u>Pan Berkshire Syllabus</u> How can music and the arts help express and communicate religious beliefs? How have Christians expressed some of their most difficult ideas, beliefs and personal experiences through the arts <u>Believing</u> <u>Christianity</u> <u>Christmas</u> Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? <u>Pan Berkshire Syllabus</u> How do religious leaders and sacred texts contribute to believers' understanding of their faith?	<u>Believing/Behaving</u> <u>Christianity - Salvation</u> <u>Beliefs and Meaning</u> Is anything ever eternal? <u>Pan Berkshire Syllabus</u> How well does faith help people cope with matters of life and death? What do Christians believe about life after death and why?	<u>Believing/Behaving</u> <u>Christianity - Gospel</u> <u>Easter</u> Is Christianity still a strong religion 2000 years after Jesus was on Earth? <u>Pan Berkshire Syllabus</u> To what extent do religious beliefs influence and encourage 'good' behaviour? By what rules, codes and traditions do Christians believe they should live their lives? What difference does it make to try to live by these rules, codes and traditions? Do all these rules, codes and traditions encourage Christians to behave well towards others?	<u>Believing/Behaving</u> <u>Islam</u> <u>Beliefs and Moral Values</u> Does belief in Akhirah (life after death) help Muslims lead good lives? <u>Pan Berkshire Syllabus</u> To what extent do religious beliefs influence and encourage 'good' behaviour? Does believing in God make a difference to how Muslims live? Do the teachings and example of the Prophet Muhammad (pbuh) provide a framework for leading a good life? Do the teachings of the Qur'an help Muslims know what a good life looks like? <u>Believing/Behaving</u> How well does faith help people cope with matters of life and death? What do Muslims believe about life after death and why? <u>Believing</u> How do religious leaders and sacred texts contribute to believers' understanding of their faith? How do different groups of Muslims interpret the Qur'an? Are Islamic writings 'true' in different ways? Is personal spiritual experience more important than the Qur'an for Muslims in understanding

		How do different groups of Christians interpret the Christian Bible? Are different types of writing in the Christian Bible true in different ways? s personal spiritual experience more important than the Christian Bible for Christians in understanding their religion? How do Christians use the Christian Bible to learn about God, the world and human life?			their religion? How do Muslims use the Qur'an to learn about God, the world and human life? Believing/Belonging How might beliefs and community shape a person's identity? What might it mean to grow up in a Muslim family? How might a Muslim background influence a child's sense of identity?
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