



Religious Education at St Stephen's

2021-2022

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Aims of Religious Education at St Stephen's

Religious Education in a Church Aided School has a unique position in the curriculum. Whilst it is approached as an academic subject in its own right, it is a means to help children explore the spiritual dimensions of life and to lay the foundations for understanding Christianity as a living faith and as the religion that has most shaped British culture and heritage. RE is organised in accordance with the Church of England's Statement of Entitlement for RE and with Diocesan recommendations in the Leeds and York Diocesan RE Syllabus 2017.

RE enables pupils to know and understand about other major world religions and non-religious worldviews, their impact on society, culture and the wider world. RE offers the opportunity for pupils to deepen their understanding of the religion and world views as lived by believers. It teaches pupils to express ideas and insights and contributes to children's understanding of British values; to their spiritual, moral, social and cultural development; to a greater appreciation of global issues and other broader educational dimensions.

We believe, at St Stephen's, that RE both supports and strengthens what we aim to do in every aspect of school life. It allows pupils to explore and enrich their own beliefs and values. Our caring ethos and the value which we place on the development of the whole child is reflected in the RE curriculum. It is central to the ethos of the school.

Research based approach to RE at St Stephen's

Our RE curriculum has been carefully developed by working alongside two professional bodies. Training and guidance from the 'Diocese of Leeds and York' together with 'Understanding Christianity' has enabled St Stephen's to create and deliver a well sequenced curriculum of study, in a logical order, based on sound educational research so allowing children to build on prior learning.

Curriculum map

Key:

Understanding Christianity units (UC) are highlighted, digging deep and section (DD), core learning section (CL), greater depth (GD)

Other units are from the diocese of Leeds and York syllabus for religious education

Religious Education – Long Term Plan						
Key: Understanding Christianity Units (UC) is highlighted, Digging Deeper section (DD), Core Learning Section (CL), Greater Depth (GD) Other units are from the Dioceses of Leeds and York Syllabus for Religious Education						
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Festivals	Harvest	Diwali Hanukkah Christmas	Chinese New Year -	Shrove Tuesday - Easter Holi - March		Eid al-Fitr
Nursery Festivals only	God/Creation Why is the word 'God' so important to Christians?	Incarnation Why do Christians perform Nativity Plays?	Special Places Which places are special and why?	Salvation Why do Christians put a cross in an Easter garden?	Story Time Which stories are special and why?	Being Special Where do we belong?
Reception (and Festivals)	UC Unit F1	UC Unit F2	Leeds F5	UC Unit F3	Leeds F6	Leeds F4
Year 1 (Christianity, Judaism and Festivals)	Creation Who made the world?	Incarnation Why does Christmas matter to Christians?	Judaism Who is Jewish and how do they live?	Salvation Why does Easter matter to Christians?	Belonging Who am I? What does it mean to belong?	Special Places What makes some places sacred to believers?
Year 2 (Christianity, Islam and Festivals)	UC Unit 1.2 Our World How should we care for the world and others and why should it matter?	UC Unit 1.3 (CL) Incarnation Why does Christmas matter to Christians?	1.6 Leeds Islam Who is a Muslim and what do they believe?	UC Unit 1.5 (CL) Salvation Why does Easter matter to Christians?	Leeds 1.8 Gospel What is the Good News Jesus brings?	Leeds 1.9 God What do Christians believe God is like?
	Leeds 1.10	UC Unit 1.3 (DD)	1.7 Leeds.	UC Unit 1.5 (DD)	UC Unit 1.4	UC Unit 1.1

Religious Education – Long Term Plan

Key: Understanding Christianity Units (UC) is highlighted, Digging Deeper section (DD), Core Learning Section (CL), Greater Depth (GD)
Other units are form the Dioceses of Leeds and York Syllabus for Religious Education

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Festivals Eid al-Adha -	Harvest	Diwali - Hanukkah - Christmas	Chinese New Year -	Shrove Tuesday / Easter Holi -		Eid al-Fitr
Year 3 (Christianity & Hinduism)	Creation/Fall What do Christians learn from the creation story? UC Unit Lower 2.1	Incarnation What is Trinity? UC Unit Lower 2.3	Hinduism What does it mean to be a Hindu in Britain today? Unit Lower 2.7	Salvation Why do Christians call the day Jesus dies 'Good Friday'? UC Unit Lower 2.5 (CL)	Gospel What kind of world did Jesus want? UC Unit Lower 2.4	Milestones How and why do believers show their commitments during the journey of life? Unit Lower 2.10
Year 4 (Christianity & Sikhism and Judaism)	People of God What is it like to follow God? UC Unit Lower 2.2	Festivals What are the deeper meaning of festivals (Pesach, Christmas) Unit Lower 2.9	Sikhism What does it mean to be a Sikh in Britain today? Unit Lower 2.8	Salvation Why do Christians call the day Jesus dies 'Good Friday'? UC Unit Lower 2.5 (DD)	Gospel What kind of world did Jesus want? UC Unit Lower 2.4 (DD)	Kingdom of God When Jesus left, what was the impact of Pentecost? UC Unit Lower 2.6
Year 5 (Christianity & Islam)	God What does it mean for Christians if God is holy and loving? UC Unit Upper 2.1	Incarnation Was Jesus the Messiah? UC Unit Upper 2.4	Kingdom of God What kind of king is Jesus? UC Unit Upper 2.8	Salvation What do Christians believe Jesus did to save Human Beings? UC Unit Upper 2.6	Pilgrimage Why is pilgrimage important to some religious believers? Unit Upper 2.13	Faith How do religions help people live through good and bad times? Unit Upper 2.14
Year 6	Islam	Gospel What would Jesus do?	Creation	Salvation What difference does the	People of god	Faith

Agreed Syllabus Coverage

RE and the Law (Quoted from the Leeds and York Diocesan Syllabus 2017)

RE is for all pupils

- Every pupil has an entitlement to Religious Education.
- RE is a necessary part of a 'broad and balanced curriculum' and must be provided for all registered pupils in state-funded schools in England.
- This requirement does not apply for children below compulsory school age (although there are many examples of good practice of RE in nursery classes).
- The 'basic' school curriculum includes the National Curriculum, RE and Sex Education. In Church schools RE has the status of a core subject.

Religious Education in Voluntary Aided (VA) schools

- In a Voluntary Aided Church of England school, governors are ultimately responsible for the subject and they must ensure that their Religious Education **syllabus** and **provision** is in accordance with 'the rites, practices and beliefs of the Church of England' and we strongly recommend that they are based on the Diocesan syllabus.
- RE at St Stephen's is taught for 1 hour a week as a discreet lesson. The curriculum incorporates the use of Understanding Christianity as the primary resource for the teaching of Christianity together with the Leeds York Diocesan Syllabus units of study which focus upon other world religions.

This syllabus sets out an approach to teaching and learning, supporting teachers to help pupils encounter core concepts in religions and beliefs in a coherent way, developing their understanding and their ability to hold balanced and informed conversations about religions and beliefs. The syllabus is underpinned by three core elements: 'Making Sense of Beliefs, Making Connections and Understanding Impact', which are woven together to provide breadth and balance within teaching and learning about religions and beliefs.

Links to developing English and Maths

Through Religious Education, children are exposed to rich and varied vocabulary which they learn to use in speaking and writing activities. Speaking and listening is a key part to learning in RE as we encourage discussion and the sharing of ideas and beliefs. This enhances the ability of our pupils to communicate and express themselves confidently. During written RE, high expectations are also expected to be maintained with presentation, spelling, punctuation and grammar.

List of books and resources for each topic available

KS1 Resources and Books		
Christianity		
Books Holy Bible God's Dream Testament Lord's Prayer What I believe Catholic Priest Christianity The Story of Mary The Birth of Jesus	New Easter	Christianity Resources Box Table Cloths Box of candles, Assembly Pack crosses, leaves Visual Learning Res Pack UC Folder
Islam		
Books Islam in Turkey Muslim Life		Islam Resource Box 4 Prayer mats 2 incense sticks Muslim Prayer hats, Hijab 4 prayer beads (Tasbee) Holy Prayer Frame Eid Greeting Cards Islam Photo Pack Prayer Info Cards
Hinduism		
Books The Ten Silver Coins Faith Hindu Holi I Belong to the Hindu Faith Hinduism Hindu Priest Diwali x2 Hinduism in Bali	My Hindu	Hinduism Resource Box Diwali Resources
Other World Faiths		
Books Chinese New Year Religions Sikhism Jewish Wedding Buddhist Temple	Dragon 1	Other Resources Box Chinese New Year Resource Pack Display Items including Lantern, paper cup

KS 2 Resources and Books

Christianity

Books

15 old style yellow good news bible
36 New style \ Good News bible plus class copy
Moses on a mountain
My Christian Faith
Christian church
Story of 2 brothers
First Bible
First Christmas
Church | Photo pack
Easter Story
Bible Story Jonah
Christmas and Nativity colouring

Christianity Resources Box

Advent wreath and x4 candles
3 crosses
Baptist candle and diocese candle
China praying boy and cross
Egg and eggcup wooden
Christening card

Judaism

Books

Jews Leave Egypt
Passover feast
Rebecca's Feast

Judaism Resource Box

Pass over Seder plate
Metal candle menorah
10 plagues puppets
Laminated pictures

Buddhism

Books

The Birth of the Buddha
Buddhist stories x 3
A year of Buddhist Festivals
Buddhism

Buddhism Resource Box

Buddha x 5
Brass dishes, cups and challises
Beads
Decorative hanging
Table cloth
Various images, laminated
Pyramids

Hinduism

Books

Diwali x 3
Hindu festivals x2
Roses for Gita
Hindu Mandir
Hindu
India x 2

Hinduism Resource Box

Incense and holders
Lights/candles
Various plastic gods and a large God
Bell
Beads
Picture Rama and Sita
Pooja Set and plate
Diwali pictures and cards
Brass aums / oms x 3

Sikhism

Books

Sikhism Living Religions
Sikh Gurdwara
Sikhism RE Today teacher resource

Sikhism Resource Box

Turban
Comb
Knife
Plastic model of guru
Sikh Flag and stand
Incense
Khanda symbol on rope
Photo pack

Islam

Books

Quran and stand
Quran and box
Illustrated guide to Islam x2
Celebrating Ramadan
Islamic stories
A present for peter
Islam stories
The Quran and Islam
Muhammad
Islam
Limas Red Hot Chilli
Ramadan by Suhaib Mahid
I am a Muslim
Mufeedu Muslamin
Eid ul Fitr
Eid UK
Gift from Hajj
Inspiring RE Muslims teacher resource

Islam Resources Box

Prayer mat x 2
Prayer hat
Eid cards
Mendi designs
Beads
Pendant
Scarf
Islam art pictures x 2 boxes

Assessment statements

Overview

Each of the three elements of the teaching and learning approach is important and pupils should make progress on all of them. The three elements are:

Element one: making sense of the text (purple)

Developing skills of reading and interpretation
understanding how Christians interpret, handle and use biblical texts
making sense of the meaning of texts for Christians.

Element two: understanding the impact (red)

Examining ways in which Christians respond to biblical texts and teachings, and how they put their belief into action in diverse ways within the Christian community and in the world.

Element three: making connections (green)

Evaluating, reflecting on and connecting attacks and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.

End of KS1 Outcomes

<i>A1 - Identify the core concepts and beliefs studied and give a simple description of what they mean</i>	<i>B1 - Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities</i>	<i>C1 - Think, talk and ask questions about whether there are any lessons for them to learn from the ideas they have been studying, exploring different ideas</i>
<i>A2 - Give examples of how stories show what people believe (e.g. the meaning behind a festival)</i>	<i>B2 - Give examples of ways in which believers put their beliefs into action</i>	<i>C2 - Give a good reason for the views they have and the connections they make</i>
<i>A3 - Give clear, simple accounts of what stories and other texts mean to believers</i>		<i>C3 - Talk about what they have learned</i>

Lower Key Stage 2 Outcomes

A1 - <i>Identify and describe the core beliefs and concepts studied</i>	B1 - <i>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</i>	C1 - <i>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</i>
A2 - <i>Make clear links between texts/sources of authority and the key concepts studied</i>	B2 - <i>Describe how people show their beliefs in how they worship and in the way they live</i>	C2 - <i>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</i>
A3 - <i>Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers</i>	B3 - <i>Identify some differences in how people put their beliefs into practice</i>	C3 - <i>Give good reasons for the views they have and the connections they make</i> C4 - <i>Talk about what they have learned and if they have changed their thinking</i>

Upper Key Stage 2 Outcomes

A1 - <i>Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</i>	B1 - <i>Make clear connections between what people believe and how they live, individually and in communities</i>	C1 - <i>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</i>
A2 - <i>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</i>	B2 - <i>Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</i>	C2 - <i>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently</i>
A3 - <i>Taking account of the context(s), suggest meanings for texts/ sources of authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations.</i>		C3 - <i>Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make</i>
		C4 - <i>Talk about what they have learned, how their thinking may have changed and why</i>

Reception

Autumn 1 F1 Why is the word God so important to Christians? Children will know that:	
<ul style="list-style-type: none"> God is a name 	<ul style="list-style-type: none"> I can talk about the meaning of VIP. I know that God is a VIP for Christians I know that Christians believe that God's name must be respected and kept holy
<ul style="list-style-type: none"> Christians believe God is the creator of the universe 	<ul style="list-style-type: none"> I can re-tell the story 'Why God makes Jellyfish' I can create my own jelly fish using different material and talk about if it was easy to create a jelly fish (Challenge) I can help re-tell the story of creation
<ul style="list-style-type: none"> Christians believe God made our wonderful world and so we should look after it (Challenge) 	<ul style="list-style-type: none"> I know that Christians believe that God created our wonderful world and that we should look after it

Autumn 2 F2 Why do Christians perform nativity plays at Christmas? Children will know that:	
<ul style="list-style-type: none"> Singing carols and performing nativity plays is about telling the 'good news' of God coming to earth 	<ul style="list-style-type: none"> I can help make figures for our own nativity set I can act out different parts of the Christmas story I can talk about what we might do if a very important baby was born (Challenge) I can sing songs that tell the Christmas story I can find pictures that show scenes from the nativity and talk about who's who
<ul style="list-style-type: none"> Church events at Christmas are an annual reminder of God's love for people a bit like birthdays reminding us of how friends and family love us (Challenge) 	<ul style="list-style-type: none"> I know that we celebrate Christmas every year as it reminds Christians how much God loves them
<ul style="list-style-type: none"> Christmas is about sharing God's love with others 	<ul style="list-style-type: none"> I can talk about Christmas as a special time to share God's love with our families and friends (Challenge)

Spring 1 F5 Which places are special and why? Children will know that:	
<ul style="list-style-type: none"> • Talk about somewhere that is special to themselves, saying why 	<ul style="list-style-type: none"> • I can talk about what place makes me, happy, feel safe, and have fun.... • I can question visitors about a special time in their life (Holiday etc) • I can describe using pictures why some places are special
<ul style="list-style-type: none"> • Recognise that some religious people have places which have special meaning for them (Challenge) 	<ul style="list-style-type: none"> • I can talk about why the church is a special place (Challenge)
<ul style="list-style-type: none"> • Talk about the things that are special and valued in a place of worship 	<ul style="list-style-type: none"> • I can talk about why temples, mosques or synagogues are special places
<ul style="list-style-type: none"> • Identify some significant features of sacred places 	<ul style="list-style-type: none"> • I can describe how some of the special features that can be found in places of worship
<ul style="list-style-type: none"> • Recognise a place of worship 	<ul style="list-style-type: none"> • I can use photos to match certain features to the correct place of worship
<ul style="list-style-type: none"> • Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church (Challenge) 	<ul style="list-style-type: none"> • I can think of some questions to ask before I visit the local church/ other place of worship (Challenge) • I can talk about how the visit to a special place makes me feel (Challenge)
<ul style="list-style-type: none"> • Express a personal response to the natural world 	<ul style="list-style-type: none"> • I can reflect on about how special our world is and how we need to care for it

Spring 2 F3 Why do Christians put a cross in an Easter garden? Children will know that:	
<ul style="list-style-type: none"> • Christians remember Jesus' last week at Easter 	<ul style="list-style-type: none"> • I can re-tell the story of Palm Sunday using role play • I can re-tell the story of Palm Sunday through song (shout Hosanna) • I can talk about how the cross is a symbol to help us remember 'Good' Friday • I can help make my own Easter garden • I know that Easter Eggs are a symbol of new life
<ul style="list-style-type: none"> • Jesus' name means 'He Saves' 	<ul style="list-style-type: none"> • I know that Jesus' name means 'He Saves'
<ul style="list-style-type: none"> • Christians believe Jesus came to show God's love (Challenge) 	<ul style="list-style-type: none"> • I know that Christians believe Jesus came to show God's love (Challenge)
<ul style="list-style-type: none"> • Christians try to show love to one another (Challenge) 	<ul style="list-style-type: none"> • I can talk about ways that show we love and care for one another (Challenge)

Summer 1 F6 Which stories are special and why? Children will know that:	
<ul style="list-style-type: none"> Talk about some religious stories 	<ul style="list-style-type: none"> I can talk about my favourite book and why it's a special story to me I can re-tell my favourite stories through role play etc. I can re-tell a Bible story using role-play etc.
<ul style="list-style-type: none"> Recognise some religious vocabulary, e.g. about God 	<ul style="list-style-type: none"> I can talk about the different Bibles in class and how they are different and similar I know that the Bible is divided into different books
<ul style="list-style-type: none"> Identify some of their own feelings in the stories they hear (Challenge) 	<ul style="list-style-type: none"> I can talk about how some Bible stories make me feel (Challenge)
<ul style="list-style-type: none"> Identify a sacred text e.g. Bible, Qur'an 	<ul style="list-style-type: none"> I can talk about how the Bible is a very special book for Christians. I know that is a holy book which helps Christians understand about God
<ul style="list-style-type: none"> Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do (Challenge) 	<ul style="list-style-type: none"> I can talk about why Jesus told us why keeping promises is a good thing to do (Challenge)
<ul style="list-style-type: none"> Talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked 	<ul style="list-style-type: none"> I can re-tell the story of the Ten Lepers and talk about why it's good to say thank you

Summer 2 F4 Being special: where do we belong? Children will know that:	
<ul style="list-style-type: none"> Retell religious stories, making connections with personal experiences 	<ul style="list-style-type: none"> I know I am unique and special I can retell the story that shows us that Jesus thinks children are very special
<ul style="list-style-type: none"> Share and record occasions when things have happened in their lives that made them feel special 	<ul style="list-style-type: none"> I can talk about something that has happened to me that makes me feel special
<ul style="list-style-type: none"> Recall simply what happens at a traditional Christian infant baptism and dedication (Challenge) 	<ul style="list-style-type: none"> I can talk about/demonstrate what happens when Christians are baptised I know that Christians believe that God's love for children is shown in baptism ceremonies (Challenge)
<ul style="list-style-type: none"> Recall simply what happens when a baby is welcomed into a religion other than Christianity (Challenge) 	<ul style="list-style-type: none"> I can talk about how children are welcomed into other faiths (Challenge)

Year 1

Autumn 1 1.2 Who do Christians say made the world?	
Core Learning	
<ul style="list-style-type: none"> Retell the story of creation from Genesis 1:1–2:3 simply (A1) 	<ul style="list-style-type: none"> I can talk about everyday objects and discuss who might have created them I can talk about the natural world and who might have created this I can re-tell the story of creation using music, dance and role play
<ul style="list-style-type: none"> Recognise that ‘Creation’ is the beginning of the ‘Big Story of the Bible’ (A1) 	<ul style="list-style-type: none"> I know that ‘Creation’ is the beginning of the ‘Big Story of the Bible’ I can find the creation story on the Big Story Frieze
<ul style="list-style-type: none"> Say what the story tells Christians about God, Creation and the world (A1-3) (Challenge) 	<ul style="list-style-type: none"> I can use ‘wow’ words to describe our amazing world I know that Christians believe God made our wonderful world I can say what the story tells Christians about God, Creation and the world (Challenge)
<ul style="list-style-type: none"> Give at least one example of what Christians do to say thank you to God for the Creation. (B1-2) 	<ul style="list-style-type: none"> I can write a prayer to say thank you for our amazing world I know that harvest time is a time Christians give thanks for our amazing world
<ul style="list-style-type: none"> Think, talk and ask questions about living in an amazing world (C1-3) (Challenge) 	<ul style="list-style-type: none"> I can talk and ask questions about how we should look after our amazing world (Challenge)
Digging Deeper	
<ul style="list-style-type: none"> Retell the story of creation from Genesis 1:1–2:3 simply (A1) 	<ul style="list-style-type: none"> I can re-tell the Creation story, recalling what happens on which days I know that Christians believe that God made the world I can paint a picture to show what was created on the 6th day I can talk about why God rested on the 7th day (Challenge)
<ul style="list-style-type: none"> Say what the story tells Christians about God, creation and the world (A1-3) (Challenge) 	<ul style="list-style-type: none"> I can talk about how we all need to take some responsibility to look after the world (Challenge)
<ul style="list-style-type: none"> Give at least two examples of what Christians do to look after the world for God (B2) (Challenge) 	<ul style="list-style-type: none"> I can talk about how we can look after the world (Challenge)
<ul style="list-style-type: none"> Think, talk and ask questions about living in an amazing world (C1-3) (Challenge) 	<ul style="list-style-type: none"> I can describe some of the amazing things in the world (Challenge)

Autumn 2

1.3 Why does Christmas matter to Christians?

Core Learning

<ul style="list-style-type: none">• Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians (A1&3)	<ul style="list-style-type: none">• I can act out the Christmas story describing what happened at the various events (e.g. Nazareth – Gabriel visiting Mary, journey from Nazareth to Bethlehem)
<ul style="list-style-type: none">• Recognise that stories of Jesus' life come from the Gospels (A1)	<ul style="list-style-type: none">• I know that the stories about Jesus' life come from the Gospels
<ul style="list-style-type: none">• Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas (B1&2)	<ul style="list-style-type: none">• I know that 'Advent' is the arrival of something or someone• I know that Christians wait and prepare for celebrating the birth of Jesus during Advent• I can give examples of how Christians prepare for Christmas and the coming of Jesus (Challenge)
<ul style="list-style-type: none">• Decide what students personally have to be thankful for at Christmas time (C2) (Challenge)	<ul style="list-style-type: none">• I know that Christmas is a time when Christians thank God that Jesus came to Earth to show and tell people how to live (Challenge)

Spring 1

1.6 Who is Jewish and how do they live?

Making sense of belief:

- | | |
|---|---|
| <ul style="list-style-type: none">• Recognise the words of the Shema as a Jewish celebration (A1)• Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah or Sukkot) (A1)• Give examples of how the stories used in celebrations (e.g. Shabbat) remind Jews about what God is like (A1-2) (Challenge) | <ul style="list-style-type: none">• I can recognise what special objects Jewish people have in their home• I know that Jewish beliefs about God are expressed as 'God is One' & that it is important to love God• I can re-tell some simple stories used in Chanukah or Sukkot• I know that these stories remind Jews what God is like |
|---|---|

Understanding the impact:

- | | |
|--|---|
| <ul style="list-style-type: none">• Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) (B1-2) | <ul style="list-style-type: none">• I know what Jewish people do in their home on Shabbat and preparing for Shabbat |
| <ul style="list-style-type: none">• Make links between Jewish ideas of God found in the stories and how people live (B2) (Challenge) | <ul style="list-style-type: none">• I know that some stories from the Jewish Bible (Tenakh) teach about God looking after his people (Challenge) |
| <ul style="list-style-type: none">• Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) (B2) | <ul style="list-style-type: none">• I know that some Jews call it the 'day of delight' and celebrate God's creation (God resting on the 7th day) |

Making connections:

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| <ul style="list-style-type: none">• Ask some questions about what Jewish people celebrate and why (C1) | <ul style="list-style-type: none">• I know that Sukkot is a joyous festival and is linked to the Jews' time in the wilderness and the gathering of the harvest• I know that the menorah and the Chanukiah link to the story of Chanukah• I can ask questions about why Jewish people celebrate and about what it means to them (Challenge) |
| <ul style="list-style-type: none">• Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people (C1-3) (Challenge) | <ul style="list-style-type: none">• I know that these festivals are a time when Jews think about the importance of celebration and remembrance (Challenge) |
| <ul style="list-style-type: none">• Give a good reason for their ideas about whether any of these things are good for them too (C1-3) | <ul style="list-style-type: none">• I recognise that it is important for Jews and myself to celebrate and remember |

Spring 2

1.5 Why does Easter matter to Christians?

Core Learning

<ul style="list-style-type: none">Recognise that Incarnation and Salvation are part of a 'Big Story' of the Bible (A1)	<ul style="list-style-type: none">I can talk about why Easter is important to ChristiansI know that Easter is a festival that occurs in spring to remember a very important part of the BibleI know that Christians believe that Jesus is God come to Earth
<ul style="list-style-type: none">Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) (A1)	<ul style="list-style-type: none">I can act out the important parts of the Easter story and reflect on each part of the story<ul style="list-style-type: none">The entry into JerusalemJesus' betrayalJesus' crucifixionThe empty tombJesus' appearance to his friends
<ul style="list-style-type: none">Recognise that Jesus gives instructions about how to behave (B1)	<ul style="list-style-type: none">I know that Jesus rising from the his tomb teaches Christians that after they die, they can also have a new life, a life with God in Heaven
<ul style="list-style-type: none">Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. (B1-2) (Challenge)	<ul style="list-style-type: none">I can explain why eggs are connected to EasterI understand why Christians visit the Stations of the Cross at EasterI understand why Christians attend the 3 pm service on Good Friday
<ul style="list-style-type: none">Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas (C1-3) (Challenge)	<ul style="list-style-type: none">I can explore different ideas about the themes of sadness, hope and heaven in the Easter story, expressing my own ideas and asking questions

Summer 1

1.8 Who am I? What does it mean to belong?

Making sense of belief:

<ul style="list-style-type: none"> Recognise that loving others is important in lots of communities (A3) 	<ul style="list-style-type: none"> I know the symbols of belonging used in Christianity and one other religion
<ul style="list-style-type: none"> Say simply what Jesus and one other religious leader taught about loving other people. (A1-3) 	<ul style="list-style-type: none"> I know that the story of the Lost Sheep shows Christians that we are all important to God I know what other faiths than Christianity teach about loving your neighbour I know that Muslim teaching says: None of you is a good Muslim until you love for your brother and sister what you love for yourself (Challenge)

Understanding the impact:

<ul style="list-style-type: none"> Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean (B2) 	<ul style="list-style-type: none"> I can talk about what happens in a Christian infant baptism, the Jewish naming ceremony for girls and Aqiqah in Islam
<ul style="list-style-type: none"> Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious). (B1-2) 	<ul style="list-style-type: none"> I know that the vows and rings people exchange when they get married show their love for one another

Making connections:

<ul style="list-style-type: none"> Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences (C1&3) <p>(Challenge)</p>	<ul style="list-style-type: none"> I can ask questions of a Christian or someone from another religion about what is good about being in a community and what kinds of things they do for worship <p>(Challenge)</p>
<ul style="list-style-type: none"> Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas (C2) (Challenge) 	<ul style="list-style-type: none"> I know why it is important to belong to a community of one sort or other
<ul style="list-style-type: none"> Talk about what they have learned and how their ideas have changed. (C3) 	<ul style="list-style-type: none"> I can reflect about all I've learnt in this unit of work

Summer 2

1.9 What makes some places sacred to believers?

Making sense of belief:

<ul style="list-style-type: none"> Recognise that there are special places where people go to worship, and talk about what people do there (A3) 	<ul style="list-style-type: none"> I can talk about the words 'holy' and 'sacred' and what makes some places sacred, special or holy
<ul style="list-style-type: none"> Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean (A3) 	<ul style="list-style-type: none"> I can match photos of holy buildings to objects and features found inside them
<ul style="list-style-type: none"> Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship. (A1&3) 	<ul style="list-style-type: none"> I know that some people visit places of worship to be thoughtful, friendly, to find peace, to feel close to God

Understanding the impact:

<ul style="list-style-type: none"> Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe (B1) 	<ul style="list-style-type: none"> I can ask questions when visiting a place of worship to find out how objects, symbols and actions show what people believe
<ul style="list-style-type: none"> Give simple examples of how people worship at a church, mosque or synagogue (B2) 	<ul style="list-style-type: none"> I know how the altar, cross, crucifix, font, lectern, candles, vestments, pulpit etc. help Christians worship in church I know how symbols in Mosques and Synagogues help believers in worship
<ul style="list-style-type: none"> Talk about why some people like to belong to a sacred building or a community. (B1-2) (Challenge) 	<ul style="list-style-type: none"> I know that a community is a group of people, who look after each other and do things together I can talk about why some people like to belong to a sacred building or a community (Challenge)

Making connections:

<ul style="list-style-type: none"> Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas (C1-3) (Challenge) 	<ul style="list-style-type: none"> I can think of some questions to ask about how songs, prayers or recitations are used in a holy building I can think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what I think about these questions, giving good reasons for my ideas (Challenge)
<ul style="list-style-type: none"> Talk about what makes some places special to people, and what the difference is between religious and non-religious special places (C1-3) 	<ul style="list-style-type: none"> I can talk about community buildings and know the difference between religious and non-religious special places.
<ul style="list-style-type: none"> Talk about what they have learned and what has helped them to learn. (C3) (Challenge) 	<ul style="list-style-type: none"> I can talk about what I have learned and what has helped me to learn. (Challenge)

Year 2

Autumn 1 1.10 How should we care for the world and for others, and why does it matter?	
Making sense of belief:	
<ul style="list-style-type: none"> Identify a story or text that says something about each person being unique and valuable (A1) 	<ul style="list-style-type: none"> I know that the Christians and Jews believe that God values everyone
<ul style="list-style-type: none"> Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) (A2) 	<ul style="list-style-type: none"> I know that in Psalm 8, David praises God's creation and how each person is special in it
<ul style="list-style-type: none"> Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world. (A3) 	<ul style="list-style-type: none"> I can give a simple account of Genesis 1.
Understanding the impact:	
<ul style="list-style-type: none"> Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories (B1) 	<ul style="list-style-type: none"> I know that some religions believe that serving others and supporting the poor are important parts of being a religious believer (Zakat – Islam: Tzedekah - Judaism)
<ul style="list-style-type: none"> Give examples of how Christians and Jews can show care for the natural earth (B2) 	<ul style="list-style-type: none"> I can talk about how the 'Golden Rule' (Matthew 7:12) can make life better for everyone
<ul style="list-style-type: none"> Say why Christians and Jews might look after the natural world. (B1-2) (Challenge) 	<ul style="list-style-type: none"> I can talk about ways Christians and Jews might treat the world
Making connections:	
<ul style="list-style-type: none"> Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world (C1) (Challenge) 	<ul style="list-style-type: none"> I can talk about ways Christians and Jews might treat the world, making connections with the Genesis account (Challenge)
<ul style="list-style-type: none"> Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world. (C2) 	<ul style="list-style-type: none"> I can talk about how important it is for everyone to care for the world
<ul style="list-style-type: none"> Talk about what they have learned and how their ideas have changed. (C3) (Challenge) 	<ul style="list-style-type: none"> I can express what I have learned and how my ideas have changed (Challenge)

Autumn 2 1.3 Why does Christmas matter to Christians? Digging Deeper

<ul style="list-style-type: none"> Recognise that Incarnation is part of the 'Big Story' of the Bible (A1) 	<ul style="list-style-type: none"> I know that Jesus' birth is part of the 'Big Story' of the Bible
<ul style="list-style-type: none"> Tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth' (A1-3) 	<ul style="list-style-type: none"> I can re-tell the story of Jesus' birth I know that God coming to Earth as baby Jesus is also part of the 'Big Story' I can discuss the signs that Jesus is a king
<ul style="list-style-type: none"> Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth. (B1&2) (Challenge) 	<ul style="list-style-type: none"> I know that Christmas is celebrated by Christians in many countries and I can recognise similarities and differences between nativity figures (Challenge) I know that at Christmas Christians sing special songs to celebrate Jesus' birth (Challenge)
<ul style="list-style-type: none"> Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous (C1-3) (Challenge) 	<ul style="list-style-type: none"> I know that Christmas is a time for giving — Christmas is a time for both giving and thinking of the poor (Challenge) I can talk about ways we can help others at Christmas (Challenge)

Spring 1

1.7 Who is a Muslim and what do they believe?

Making sense of belief:

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| <ul style="list-style-type: none">Recognise the words of the Shahadah and that it is very important for Muslims (A3) | <ul style="list-style-type: none">I know that Muslims believe in Allah as the one true GodI know that Shahadah is the most important belief for MuslimsI know that it is part of daily prayers |
| <ul style="list-style-type: none">Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean (A1-3) | <ul style="list-style-type: none">I know that Muslims have 99 names for God to help them understand Allah betterI know what some of these names mean and why this is important to Muslims |
| <ul style="list-style-type: none">Give examples of how stories about the Prophet show what Muslims believe about Muhammad (A3) | <ul style="list-style-type: none">I know that the Shahadah says Muhammad is God's messengerI know that the story of the tiny ants show how Muslims believe that the Prophet cares for all Allah's creation |

Understanding the impact:

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|--|--|
| <ul style="list-style-type: none">Give examples of how Muslims use the Shahadah to show what matters to them (B1) | <ul style="list-style-type: none">I can give examples of how Muslims use the Shahadah to show what matters to them |
| <ul style="list-style-type: none">Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) (B1-2) (Challenge) | <ul style="list-style-type: none">I know some stories about the prophet Muhammad and can describe how these stories guide a Muslim (Challenge) |
| <ul style="list-style-type: none">Give examples of how Muslims put their beliefs about prayer into action (B2) | <ul style="list-style-type: none">I know that the Five Pillars are examples of Ibadah or worshipI know that Muslims pray five times a day and how and where they prayI can give examples of how Muslims put their beliefs about prayer into action |

Making connections:

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|---|---|
| <ul style="list-style-type: none">Think, talk about and ask questions about Muslim beliefs and ways of living (C1) | <ul style="list-style-type: none">I can reflect and ask questions about Muslim beliefs and ways of living |
| <ul style="list-style-type: none">Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas (C1-2) (Challenge) | <ul style="list-style-type: none">I know the difference prayer makes to how Muslims live every day and I can talk about what I think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for my ideas (Challenge) |
| <ul style="list-style-type: none">Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too (C2-3) (Challenge) | <ul style="list-style-type: none">I can reflect on how Muslims set a good example for others in how they live |

Spring 2

Why Does Easter matter to Christians 1.5 Digging Deeper

<ul style="list-style-type: none">Recognise that God, Incarnation, Gospel and Salvation are part of the 'Big Story' of the Bible (A1)	<ul style="list-style-type: none">I can talk about why Easter is important to ChristiansI know that Easter is a festival that occurs in spring to remember a very important part of the BibleI know that Christians believe that Jesus is God come to Earth
<ul style="list-style-type: none">Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people) (A1)	<ul style="list-style-type: none">I can act out the important parts of the Easter story and reflect on each part of the story<ul style="list-style-type: none">The entry into JerusalemJesus' betrayalJesus' crucifixionThe empty tombJesus' appearance to his friendsCleansing of the TempleLast SupperJesus' trial
<ul style="list-style-type: none">Give at least three examples of how Christians show their beliefs about Jesus as Saviour in church worship (B1-2) (Challenge)	<ul style="list-style-type: none">I can give at least three examples of how Christians show their beliefs about Jesus as Saviour in church worship (Challenge)
<ul style="list-style-type: none">Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas (C1-3) (Challenge)	<ul style="list-style-type: none">I know that the words on the cross show Christians that Jesus forgives and is forgivingI can say how the Easter story speaks to me (Challenge)

Summer 1

1.4 What is the 'good news' Christians believe Jesus brings?

Core Learning

<ul style="list-style-type: none"> Tell stories from the Bible and recognise a link with a concept of 'Gospel' or 'good news'. (A1-2) (Challenge) 	<ul style="list-style-type: none"> I know that the Bible shows that Jesus offered friendship, forgiveness and peace. These three offers are 'good' news I can create an image, symbol or logo that shows the 'good news' of Jesus (Challenge)
<ul style="list-style-type: none"> Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians (A3) 	<ul style="list-style-type: none"> I know that Jesus is a friend to those left out by others I can act out the story of the tax collector
<ul style="list-style-type: none"> Recognise that Jesus gives instructions to people about how to behave (B1) 	<ul style="list-style-type: none"> I know that Christians believe that God forgives those who say sorry
<ul style="list-style-type: none"> Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless (B1-2) (Challenge) 	<ul style="list-style-type: none"> I can explain that the support for the homeless at St George's Crypt is a 'good news' story
<ul style="list-style-type: none"> Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) (B1-2) (Challenge) 	<ul style="list-style-type: none"> I know there are three kinds of Peace: Peace inside, Peace between people and Peace with God
<ul style="list-style-type: none"> Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas (C1-3) (Challenge) 	<ul style="list-style-type: none"> I can write my own prayer or reflection on the theme of 'good news' I can talk about what I have learned I can give my opinion and explain why I think this (Challenge)

Digging Deeper

<ul style="list-style-type: none"> Tell stories from the Bible and recognise a link with a concept: for example, the idea of 'good news' links to the practice of being thankful (A1-3) 	<ul style="list-style-type: none"> I can re-tell the story of the Ten Lepers linking this to the 'good news' of being thankful
<ul style="list-style-type: none"> Give clear, simple account of what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts (A1-3) 	<ul style="list-style-type: none"> I know that Christians say thank you to God for good gifts but also say thanks to other people too
<ul style="list-style-type: none"> Describe how Christians show their beliefs: for example, thanking God in prayer (B2) 	<ul style="list-style-type: none"> I know that Christians pray because Jesus taught them to do so I know some of the ways Christians pray to God
<ul style="list-style-type: none"> Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives (B1-2) (Challenge) 	<ul style="list-style-type: none"> I know that The Pearl of Great Price Bible story helps us think about what is really important in life (Challenge)
<ul style="list-style-type: none"> Think, talk and ask questions about whether Jesus' 'good news' matters to anyone other than Christians, exploring different ideas (C1-3) (Challenge) 	<ul style="list-style-type: none"> I know that Jesus' 'good news' matters to everyone and I can explore different ideas, asking my own questions (Challenge)

Summer 2

1.1 What do Christians believe God is like?

Core Learning:

<ul style="list-style-type: none"> Identify what a parable is (A1) 	<ul style="list-style-type: none"> I know that a parable is a story told by Jesus with a special message to help people learn or understand ideas
<ul style="list-style-type: none"> Tell the story of the Lost Son from the Bible simply and recognise a link with the concept of God as forgiving Father (A2&3) 	<ul style="list-style-type: none"> I can re-tell the story of the Lost Son I can talk about how the story tells us that God is loving and forgiving like a parent
<ul style="list-style-type: none"> Give clear, simple accounts of what the story means to Christians (A3) (Challenge) 	<ul style="list-style-type: none"> I can answer and write my own 'I wonder...' questions about the Lost Son (Challenge)
<ul style="list-style-type: none"> Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others (B1&2) 	<ul style="list-style-type: none"> I can help make a class 'hidden meaning box' to explain the story of the Lost Son
<ul style="list-style-type: none"> Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example (B2) (Challenge) 	<ul style="list-style-type: none"> I can talk about the different kinds of prayers: these are praise, saying sorry, saying thank you, and asking for something I can explain which parts of the story the characters might say one of these types of prayers (Challenge)
<ul style="list-style-type: none"> Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas (C1-3) 	<ul style="list-style-type: none"> I can draw a picture about a time when I needed to say sorry

Digging Deeper

<ul style="list-style-type: none"> Tell the key points of the story of Jonah from the Bible, and recognise a link with the concept of God (A2) 	<ul style="list-style-type: none"> I can re-tell the story of Jonah using role play. I can talk about how Jonah may have been feeling at various points in the story
<ul style="list-style-type: none"> Give clear, simple accounts of what the text means to Christians (B1) 	<ul style="list-style-type: none"> I can talk about what we found out about God from the story
<ul style="list-style-type: none"> Give an example of a way in which Christians use the story of Jonah to guide their beliefs about God, for example, seeing God as Lord, i.e. in control of events and being fair: God wants to save the people of Nineveh (B1) (Challenge) 	<ul style="list-style-type: none"> I can give an example of a way in which Christians use the story of Jonah to guide their beliefs about God, for example, seeing God as Lord, i.e. in control of events and being fair: God wants to save the people of Nineveh (Challenge)
<ul style="list-style-type: none"> Give at least two examples of how Christians put their beliefs into practice in worship: for example, sing the story in church, in art (B2) 	<ul style="list-style-type: none"> I know that some Christians have shown their belief through art and song. I can give my own examples
<ul style="list-style-type: none"> Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas (C1-3) (Challenge) 	<ul style="list-style-type: none"> I can reflect on the story of Jonah and ask my own questions relating to what it teaches about God (Challenge)

Year 3

Autumn 1	
L2.1 What do Christians believe from the Creation Story	
Core Learning	
<ul style="list-style-type: none"> Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. (A1-2) 	<ul style="list-style-type: none"> I can place the concepts of God and Creation on a timeline of the Bible's 'Big Story'
<ul style="list-style-type: none"> Make clear links between Genesis 1 and what Christians believe about God and Creation. (A2) 	<ul style="list-style-type: none"> I can draw pictures or take photos to show what is wonderful about our world
<ul style="list-style-type: none"> Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) (B2) 	<ul style="list-style-type: none"> I can talk about what Christians believe God the creator must be like I can take photos of God's wonderful world for the classroom display
<ul style="list-style-type: none"> Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians. (C2-3) (Challenge) 	<ul style="list-style-type: none"> I can share with friends something I have created myself and explain how I cared for this thing and how I wanted others to take care of it I can write instructions God might give to help humans make sure the world is looked after I can discuss with friends one of the following: The Christian beliefs that God designed the world; the world is 'very good'; God created the world from nothing; humans are responsible for the Earth; the world is amazing. I can explain what I have learnt about the story of Creation (Challenge)
Digging Deeper	
<ul style="list-style-type: none"> Place the concepts of God, Creation and the Fall on a timeline of the Bible's 'Big Story'. (A1-2) 	<ul style="list-style-type: none"> I can place the concepts of God and Creation on a timeline of the Bible's 'Big Story' I know that the part of the story where Adam and Eve eat the fruit is known as 'the fall'
<ul style="list-style-type: none"> Offer suggestions about what the story of Adam and Eve might show about human nature and how to act. (A3) 	<ul style="list-style-type: none"> I can act out the story of creation and discuss if there is a hidden message in the story what would it be? I can discuss Adam and Eve's behaviour and talk about who also might have behaved in this way
<ul style="list-style-type: none"> Describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness. (B2) (Challenge) 	<ul style="list-style-type: none"> I know and understand the Christian belief that by being disobedient Adam and Eve 'fell' from being close to God and cannot get close to God again without God's help (Challenge) I know that if I am disobedient I need to say sorry and ask for forgiveness I know that it's important to forgive others
<ul style="list-style-type: none"> Make links between what stories in the Bible say about human beings, and pupils' own ideas about how people should behave. (C2-4) (Challenge) 	<ul style="list-style-type: none"> I can explain that the Parable of the Lost Son is about asking for forgiveness and being forgiven I understand that Christians believe that God can forgive so people can have fresh start I understand that the Ten Commandments give a guideline to show how people need to behave

Autumn 2
L2.3 What is the Trinity?

Core Learning

<ul style="list-style-type: none"> Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. (A1-2) 	<ul style="list-style-type: none"> I know that a 'Gospel' is a life story or biography of the life and teaching of Jesus
<ul style="list-style-type: none"> Offer suggestions about what texts about baptism and Trinity might mean. (A3) 	<ul style="list-style-type: none"> I know that Mathew Chapter 3 tells the story of Jesus' baptism and the symbols used: the voice of God, the water, the dove explain to Christians what the Trinity might mean I can identify the Holy Trinity from paintings of the Baptism
<ul style="list-style-type: none"> Give examples of what these texts mean to some Christians today. (B1-3) 	<ul style="list-style-type: none"> Grace: 2 Corinthians I understand that there is a different kind of prayer; it is not addressed to God but offers a 'blessing' to people – 'the Grace'
<ul style="list-style-type: none"> Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live (B2) (Challenge) 	<ul style="list-style-type: none"> I can identify some things Christians believe God does from the Trinity Chant I know that Christians are baptised with water in the name of God the Father, Son and Holy Spirit when they join the Christian Church
<ul style="list-style-type: none"> Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like. (C2-4) (Challenge) 	<ul style="list-style-type: none"> I can talk about the similarities and differences between Jesus' baptism and modern day baptisms I understand the significance of water in baptism stories I can design a piece of art work to show the Trinity and explain my idea (Challenge)

Digging Deeper

<ul style="list-style-type: none"> Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels (A1-3) (Challenge) 	<ul style="list-style-type: none"> I can identify differences between the descriptions of God from the different Gospels (Challenge) I can describe what John is teaching about God
<ul style="list-style-type: none"> Offer suggestions for what texts about God might mean (A3) 	<ul style="list-style-type: none"> I can discuss the ideas about what God could mean (resource sheet 5)
<ul style="list-style-type: none"> Give examples of what the texts studied mean to some Christians. (B1-2) 	<ul style="list-style-type: none"> I can give examples of what the texts studied mean to some Christians.
<ul style="list-style-type: none"> Describe how Christians show their beliefs about God the Trinity in the way they live. (B2-3) (Challenge) 	<ul style="list-style-type: none"> Interview a minister about Incarnation and Holy Spirit (Challenge)
<ul style="list-style-type: none"> Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly (C2-4) (Challenge) 	<ul style="list-style-type: none"> I can describe how my understanding of Christianity has deepened I can make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of my own clearly (Challenge)

Spring 1

L2.7 What does it mean to be a Hindu in Britain today?

Making sense of belief:

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| <ul style="list-style-type: none">Identify some Hindu deities and describe Hindu beliefs about God (e.g. Brahman, trimurti) (A1-2) | <ul style="list-style-type: none">I can recognise images of Hindu deities: Brahma, Vishnu, and Shiva and their consorts, Saraswati, Lakshmi and ParvatiI can talk about how these deities help Hindus relate to the Ultimate Reality: BrahmanI can identify common features for different deitiesI know that the story of Svetaketu illustrates the Hindu idea of Brahman being invisible but in everythingI know that for Hindus death is a necessary part of lifeI know that trimurti is the trinity of Brahma, Vishnu and Shiva |
| <ul style="list-style-type: none">Offer informed suggestions about what Hindu <i>murtis</i> express about God (A3) | <ul style="list-style-type: none">I know that Hindus believe all living things possess a 'spark' of Brahman, which means that all living things are special and sacredI can describe and explain what some murtis express about God |

Understanding the impact:

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| <ul style="list-style-type: none">Describe how Hindus show their faith within their families in Britain today (e.g. home puja) (B1-2) | <ul style="list-style-type: none">I can describe the objects found in the home of Hindus and what these objects mean, how they are used, when and whyI can describe some of the things Hindu families would do during the week (home puja) |
| <ul style="list-style-type: none">Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; Diwali), indicating some differences in how Hindus show their faith. (B2-3) (Challenge) | <ul style="list-style-type: none">I can describe what the festival of Diwali means to HindusI can describe how Hindus show their faith at the MandirDescribe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; Diwali), indicating some differences in how Hindus show their faith (Challenge) |
| <ul style="list-style-type: none">Make links between Hindu beliefs and the aims of life (e.g. karma). (A2) | <ul style="list-style-type: none">I can talk about the Hindu idea of Karma – how actions bring good or bad karma |

Making connections:

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| <ul style="list-style-type: none">Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas (C2-4) | <ul style="list-style-type: none">I can describe how people might treat each other and the natural world differently if everyone believed that all living beings contained the 'spark' of God |
| <ul style="list-style-type: none">Consider and weigh up the value of taking part in family and community rituals in Hindu communities and express insights on whether it is a good thing for everyone, giving good reasons for their ideas and talking about whether their learning has changed their thinking. (C1-4) (Challenge) | <ul style="list-style-type: none">I can talk about what good things come from sharing in worship and rituals in family and community. I can recognise similarities and differences with Hindus and people in other faiths communities (Challenge) |

Spring 2

L2.5 Why do Christians call the day Jesus died 'Good' Friday?

Core Learning	
<ul style="list-style-type: none"> I can place the concepts of God and Creation on a timeline of the Bible's 'Big Story' within a timeline of the Bible's 'Big Story'. (A1) 	<ul style="list-style-type: none"> I can place the concepts of God and Creation on a timeline of the Bible's 'Big Story'
<ul style="list-style-type: none"> Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. (A2-3) 	<ul style="list-style-type: none"> I can explain the key events of Holy week
<ul style="list-style-type: none"> Give examples of what the texts studied mean to some Christians. (A3) (Challenge) 	<ul style="list-style-type: none"> I can create freeze frames to show how Christians might be feeling on key days during Holy Week I know that for Christians these three parts of the story are about joy, sadness or despair of hope (Challenge)
<ul style="list-style-type: none"> Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. (B1-2) 	<ul style="list-style-type: none"> I can describe what may happen in churches on key days during Holy Week
<ul style="list-style-type: none"> Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. (B1-2) (Challenge) 	<ul style="list-style-type: none"> I can record my thoughts about Good Friday and Easter Sunday I can describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship (Challenge)
<ul style="list-style-type: none"> 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. (C2-4) (Challenge) 	<ul style="list-style-type: none"> I can share stories with a friend when I felt joy/sadness/hope. I can make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of my own clearly (Challenge)

Summer 1

L2.4: What kind of world did Jesus want?

Core Learning

<ul style="list-style-type: none"> Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. (A1) 	<ul style="list-style-type: none"> I can retell the story of the calling of the first disciples
<ul style="list-style-type: none"> Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. (A1-2) 	<ul style="list-style-type: none"> I can talk about what Jesus asks Peter and Andrew to do I can describe what James and John would have left behind when they followed Jesus I can explain why the disciples were called 'fishers of people' I know that Christians today still choose to follow Jesus
<ul style="list-style-type: none"> Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. (A1) 	<ul style="list-style-type: none"> I can talk about why Jesus touched and healed the lepers
<ul style="list-style-type: none"> Make simple links between Bible texts and the concept of 'Gospel' (good news). (B2) (Challenge) 	<ul style="list-style-type: none"> I know that the Gospels show us the 'good news' of being followers of Jesus (Challenge)
<ul style="list-style-type: none"> Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. (B2-3) (Challenge) 	<ul style="list-style-type: none"> I can describe the sort of world Jesus would have wanted; a world where all members of society are valued (Challenge)
<ul style="list-style-type: none"> Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly. (C2-4) (Challenge) 	<ul style="list-style-type: none"> I can explain that Bible stories such as Jesus heals a leper and The Good Samaritan show us how important it is to love everyone (Challenge)

Summer 2

L2.10 HOW AND WHY DO BELIEVERS SHOW THEIR COMMITMENTS DURING THE JOURNEY OF LIFE?

Making sense of belief:

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| <ul style="list-style-type: none"> Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean (A1-3) | <ul style="list-style-type: none"> I can talk about (one of the following):
Christians:
Baptism/communion/confession/confirmation
Hindus: sacred thread ceremony
Jews: bar/bat mitzvah
Humanists: naming ceremony I understand what these ceremonies mean to believers |
| <ul style="list-style-type: none"> Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today (A3) (Challenge) | <ul style="list-style-type: none"> I know why these moments are important to people |

Understanding the impact:

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| <ul style="list-style-type: none"> Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean (B1) | <ul style="list-style-type: none"> I can describe what happens in ceremonies of commitment and say what these rituals mean |
| <ul style="list-style-type: none"> Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) (B2) (Challenge) | <ul style="list-style-type: none"> I can think about the symbolism, meaning and value of ceremonies that mark the commitment of a loving relationship between two people I can compare wedding ceremonies in two religions traditions. I can describe what happens, what promises are made and why they are important I can explain how people's religious beliefs show in these ceremonies (Challenge) |
| <ul style="list-style-type: none"> Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) (B3) | <ul style="list-style-type: none"> I can compare these ceremonies to non-religious ceremonies |

Making connections:

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| <ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones (C1) | <ul style="list-style-type: none"> Using the metaphor of life as a journey I can describe what might be the signposts, guidebooks, stopping points or traffic jams of these religious beliefs |
| <ul style="list-style-type: none"> Make links between ideas of love, commitment and promises in religious and non-religious ceremonies (C2) (Challenge) | <ul style="list-style-type: none"> I can create a 'map of life' for a Hindu, Christian or Jewish person I can reflect on my own ideas about the importance of love, commitment, community, belonging and belief (Challenge) |
| <ul style="list-style-type: none"> Give good reasons why they think ceremonies of commitment are or are not valuable today (C3-4) (Challenge) | <ul style="list-style-type: none"> I can give good reasons why I think ceremonies of commitment are or are not valuable today (Challenge) |

Autumn 1 L2.2 What is it Like to Follow God?	
Core Learning:	
<ul style="list-style-type: none"> Make clear links between the story of Noah and the idea of covenant. (A1-2) 	<ul style="list-style-type: none"> I can act out the story of Noah with my friends I can ask questions to 'Noah' at different points in the story I know that Christians believe that God put a great deal of trust in Noah. I know that when God gives rules in the Noah story he makes a covenant – a pact I know that God is not just giving humans rules to obey but he also has a promise to keep
<ul style="list-style-type: none"> Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. (B1-2) 	<ul style="list-style-type: none"> I understand that wedding vows show how couples make a commitment make promises to each other – they make a pact I understand that Godparents also make a promise or pact at a Baptism (Couples exchange rings as a symbol of their unending love – Christians believe that God sent a Rainbow as a symbol as a reminder of his promise that he will never again destroy all life)
<ul style="list-style-type: none"> Make links between the story of Noah and how we live in school and the wider world. (C2-4) (Challenge) 	<ul style="list-style-type: none"> I understand that the Noah story is about getting rid of evil and also about how Christians believe that God will always stick with people even when they do bad things (Challenge)
Digging Deeper	
<ul style="list-style-type: none"> Make clear links between the story of Abraham and the concept of faith. (A1-2) 	<ul style="list-style-type: none"> I know that God asked Abraham to leave behind everything and go to an unnamed distant land I can work with friends to freeze frame moments in this story to focus on Abraham's thoughts and feelings I know that Christians teach that Abraham was following God's commands because of the covenant God had made with Abraham
<ul style="list-style-type: none"> Make simple links between People of God and how some Christians choose to live in their whole lives and in their church communities. (B1-2) 	<ul style="list-style-type: none"> I know that some Christians are inspired to have faith like Abraham and follow God (for example William Booth of the Salvation Army) I can understand and explain why a Christian might give up much to follow God as they think God is more important (Challenge)
<ul style="list-style-type: none"> Suggest answers about how far ideas of covenant, promises and following God might make a difference in the world today. (C1-4) (Challenge) 	<ul style="list-style-type: none"> I can talk about how following God might make a difference in the world today (Challenge)

Autumn 2	
L2.9 What are the deeper meanings of Festivals?	
Making sense of belief:	
<ul style="list-style-type: none"> Identify the main beliefs at the heart of religious festivals (i.e. at least one festival in at least two religions) (A1) 	<ul style="list-style-type: none"> I can talk about the meaning and stories behind the festival of Christmas/Easter/Diwali/Pesach/Rosh Hashanah/Eid and Ramadan
<ul style="list-style-type: none"> Make clear links between these beliefs and the stories recalled at the festivals (A2-3) 	<ul style="list-style-type: none"> I can compare key elements of these festivals I can make clear links between key beliefs and the stories recalled at the festivals
Understanding the impact:	
<ul style="list-style-type: none"> Make connections between stories, teachings, symbols and beliefs and how believers celebrate these festivals (B1-2) 	<ul style="list-style-type: none"> I can compare the shared values, stories, beliefs, hopes and commitments of these festivals
<ul style="list-style-type: none"> Describe how believers celebrate festivals in different ways (e.g. between celebrations at home and in community; and/or a variety of ways of celebrating within a religious tradition) (B3) 	<ul style="list-style-type: none"> I can describe how believers celebrate festivals in different ways at home and in the community
Making connections:	
<ul style="list-style-type: none"> Raise questions and suggest answers about what is worth celebrating and remembering in religious communities and in their own lives (C1) (Challenge) 	<ul style="list-style-type: none"> I can talk about the ideas that are at the heart of these festivals e.g. celebration, community, identity and belonging; tradition; bringing peace; good overcoming bad; celebrating freedom; saying sorry; forgiveness; self-control
<ul style="list-style-type: none"> Make links between the beliefs and practices studied and the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, giving good reasons for their ideas (C2-3) (Challenge) 	<ul style="list-style-type: none"> I can ask big questions about the deep meaning of the festivals: does light conquer darkness (Diwali)? Is love stronger than death (Easter)? Can God free people from slavery (Pesach)? Is it good to say sorry (Yom Kippur)? Does fasting make you a better person? How? (Ramadan and Eid-ul-Fitr; Lent) (Challenge)
<ul style="list-style-type: none"> Talk about what they have learned, how and why their thinking has changed (C4) 	<ul style="list-style-type: none"> I can talk about what I have learned, as well as how and why my thinking has changed

Making sense of belief:

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| <ul style="list-style-type: none"> Identify some of the core beliefs of Sikhism, e.g. one God, the message of Guru Nanak, equality and service (A1) | <ul style="list-style-type: none"> I can describe what religious believers say about God I know that the Guru Granth Sahib is the holy scripture of the Sikhs |
| <ul style="list-style-type: none"> Make clear links between the Mool Mantar and Sikh beliefs and actions (A2) | <ul style="list-style-type: none"> I can compare my ideas with the Mool Mantar, (the first hymn composed by Guru Nanak – which gives a statement about core Sikh ideas about God) |
| <ul style="list-style-type: none"> Offer informed suggestions about what some of the teachings of the Gurus mean to Sikhs today. (A3) (Challenge) | <ul style="list-style-type: none"> I can talk about some of the teachings of the Gurus and what they mean to Sikhs today (Challenge) |

Understanding the impact:

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| <ul style="list-style-type: none"> Make simple links between the life of at least one of the Gurus and some actions Sikhs take today (e.g. Guru Nanak and the langar; Guru Gobind Singh and the Khalsa) (B1-2) | <ul style="list-style-type: none"> I know that service, human equality and dignity are important to Sikhs |
| <ul style="list-style-type: none"> Give some examples that demonstrate that remembering God, working hard and serving others are important to Sikhs today. (B2) (Challenge) | <ul style="list-style-type: none"> I can describe why the Kalsha, Sikh symbols such as the Ik Onkar and the 5 Ks and the role of the Gudwara are important to Sikhs I can talk about how remembering and serving God, working hard and honestly, sharing with people who are less fortunate, treating people equally, serving others are important to Sikhs today (Challenge) |

Making connections:

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| <ul style="list-style-type: none"> Raise questions about what matters to Sikhs (e.g. equality, service, honest work), and say why they still matter today (C1) | <ul style="list-style-type: none"> I can describe a Sikh festival and why they are important in the life of Sikhs today |
| <ul style="list-style-type: none"> Make links between key Sikh values and life in the world today, identifying which values would make most difference in pupils' own lives and in the world today (C2) (Challenge) | <ul style="list-style-type: none"> I can talk about my experience of community compared to a Sikh community (Challenge) |
| <ul style="list-style-type: none"> Talk about what they have learned and whether they have changed their thinking (C3-4) | <ul style="list-style-type: none"> I can talk about the benefits we would see in school, in the local community and further afield if people were more willing to treat others equally, share and serve others |

Spring 2

Why do Christians call the day Jesus died Good Friday? 2.5 Digging Deeper

<ul style="list-style-type: none">• Offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean. (A3)	<ul style="list-style-type: none">• I know that the Last Supper was when Jesus celebrated the Passover festival with his disciples and it was such an important event for Christians to remember that they take communion• I can give reasons why Judas should/shouldn't betray Jesus (Challenge)• I can work with friends to create freeze frames of key points in the story of Peter's Denial and describe how Peter is feeling
<ul style="list-style-type: none">• Give examples of what the texts studied mean to some Christians. (B1-2)	<ul style="list-style-type: none">• I know that the washing of the feet teaches Christians could follow the example of Jesus as being a servant
<ul style="list-style-type: none">• Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion. (B1)	<ul style="list-style-type: none">• Help create a memory box to include how a Christian could remember the life of Jesus
<ul style="list-style-type: none">• Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus. (B1-3)	<ul style="list-style-type: none">• I can explain why Christians call the day Jesus died 'Good' Friday (Challenge)
<ul style="list-style-type: none">• Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live. (C1) (Challenge)	<ul style="list-style-type: none">• I can raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for my beliefs might make a difference to how I think and live (Challenge)

Summer 1 What kind of world did Jesus want? 2.4 Digging Deeper	
<ul style="list-style-type: none"> List two distinguishing features of a parable. (A1) 	<ul style="list-style-type: none"> I know that parables are stories Jesus told us with hidden meanings showing us how we should live our lives
<ul style="list-style-type: none"> Make clear links between the story of the Good Samaritan and the idea of the Gospel as 'good news'. (A1) 	<ul style="list-style-type: none"> I know that the story of the Good Samaritan shows us how we could show our love for our neighbours by doing charitable work
<ul style="list-style-type: none"> Offer some ideas about the meaning of the Good Samaritan story to Christians. (A3) 	<ul style="list-style-type: none"> I understand that parables were used by Jesus to surprise people making them take notice about his message
<ul style="list-style-type: none"> Make simple links between the Good Samaritan story and the importance of charity in Christian life. (B2-4) (Challenge) 	<ul style="list-style-type: none"> I know that's important to help everyone not just people we know and care about I can make simple links between the Good Samaritan story and the importance of charity in Christian life (Challenge)
<ul style="list-style-type: none"> Give some examples of how Christians act to show that they are following Jesus. (B1-2) 	<ul style="list-style-type: none"> I know that charities such as the Samaritans, Christian Aid & Toilet Twinning, are examples of Charities that help others
<ul style="list-style-type: none"> Make links between some of Jesus' teachings about how to live, and life in the world today, expressing some ideas of their own clearly. (C2-4) (Challenge) 	<ul style="list-style-type: none"> I can talk about how I can show my love for others I can make links between some of Jesus' teachings about how to live, and life in the world today, expressing some ideas of my own clearly (Challenge)

Summer 2

L2.6 When Jesus left, what was the impact of Pentecost?

Core Learning

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| <ul style="list-style-type: none"> • Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth (A1-2) | <ul style="list-style-type: none"> • I understand that the role of the Holy Spirit was a helper, comforter and guide in the lives of the early Christians and still is for Christians today |
| <ul style="list-style-type: none"> • Offer suggestions about what the description of Pentecost in Acts 2 might mean (A3) | <ul style="list-style-type: none"> • I can use a Pentecost story bucket to describe the key event so the story and its meaning • I can explain what the description of Pentecost from Acts 2 tells followers of Jesus to do |
| <ul style="list-style-type: none"> • Give examples of what Pentecost means to some Christians now (B1-3) | <ul style="list-style-type: none"> • I can use the symbols in the story bucket to explain what Pentecost means to Christians today |
| <ul style="list-style-type: none"> • Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities (B1) (Challenge) | <ul style="list-style-type: none"> • I can list the ways in which the Holy Spirit helps Christians • I can make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities (Challenge) |
| <ul style="list-style-type: none"> • Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas (C2-4) (Challenge) | <ul style="list-style-type: none"> • I can talk about how Christians have been trying to make the world more like the Kingdom of God. I can describe why Christians would say God's rule on Earth is a good thing today (Challenge) |

Digging Deeper

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| <ul style="list-style-type: none"> • Order concepts within a timeline of the Bible's 'Big Story' (A1-2) | <ul style="list-style-type: none"> • I can order key concepts of the Bible in order on a timeline of the 'Big Story' |
| <ul style="list-style-type: none"> • List two distinguishing features of a narrative and a letter as different types of biblical text (A2) (Challenge) | <ul style="list-style-type: none"> • I know that Christians use the Acts to learn about how the early Christians put Jesus' teaching into practice • I know that the new testament letters help Christians work out how the Gospel can help them in their own lives • I can list two distinguishing features of a narrative and a letter as different types of biblical text (Challenge) |
| <ul style="list-style-type: none"> • Offer suggestions about what the texts studied (1 Corinthians 12 and Galatians 5) might mean, and give examples of what the texts studied mean to some Christians. (B1-3) | <ul style="list-style-type: none"> • I know that the Galatians 5 explains that Christians believe the coming of the Holy Spirit brought amazing fruit into people's lives |
| <ul style="list-style-type: none"> • Make simple links between the idea of the Church as a body, the fruit of the Spirit, and the Kingdom of God, and how Christians live in their whole lives and in their church communities. (B1) | <ul style="list-style-type: none"> • I can list the 9 fruits of the Holy Spirit and I know what they mean |
| <ul style="list-style-type: none"> • Describe how Christians show their belief about the Holy Spirit in worship and in the way they live. (B2-3) (Challenge) | <ul style="list-style-type: none"> • I can talk about how, according to Christian teaching, the Holy Spirit helps Christians develop the fruit of the Spirit (Challenge) |
| <ul style="list-style-type: none"> • Raise questions and suggest answers about how far the ideas about church as a body and the Fruit of the Spirit might make a difference to how pupils think and live (C1) (Challenge) | <ul style="list-style-type: none"> • I can ask questions about how the Fruits of the Spirit make a difference to people's lives • I can raise questions and suggest answers about how far the ideas about church as a body and the Fruit of the Spirit might make a difference to how people think and live (Challenge) |
| <ul style="list-style-type: none"> • Make links between fellowship and Fruits of the Spirit and life in the world today, expressing some ideas of their own clearly (C2-4) (Challenge) | <ul style="list-style-type: none"> • I can talk about how the Fruits of the Spirit helps Christians to lead better lives • I can make links between fellowship and Fruits of the Spirit and life in the world today, expressing some ideas of my own clearly (Challenge) |

Year 5

Autumn 1	
U2.1 What does it mean if God is holy and loving?	[UC 2b.1]
Core Learning	
<ul style="list-style-type: none"> Identify some different types of biblical texts, using technical terms accurately (A1) 	<ul style="list-style-type: none"> I can recognise how biblical texts (Exodus 10:1-19) describe God
<ul style="list-style-type: none"> Explain connections between biblical texts and Christian ideas of God, using theological terms (A1-3) 	<ul style="list-style-type: none"> I can express my views about God through drawings and poetry
<ul style="list-style-type: none"> Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed (B1) (Challenge) 	<ul style="list-style-type: none"> I can describe how Christians respond to the idea of God as omnipotent through church architecture
<ul style="list-style-type: none"> Show how Christians put their beliefs into practice in worship (B2) (Challenge) 	<ul style="list-style-type: none"> I can give an example of how Christians respond to the idea of God being omnipotent through prayer and song
<ul style="list-style-type: none"> Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own (C1-4) (Challenge) 	<ul style="list-style-type: none"> I can raise questions on why Christians argue it would be better for God to be holy or loving or a balance of both (Challenge) I can weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of my own (Challenge)
Digging Deeper	
<ul style="list-style-type: none"> Identify some different types of biblical texts, using technical terms accurately (A1) 	<ul style="list-style-type: none"> I can identify the characteristics of a proverb
<ul style="list-style-type: none"> Explain connections between biblical texts and Christian ideas of God, using theological terms (A2-3) 	<ul style="list-style-type: none"> I can describe from the book of Proverbs about what I think this says about God
<ul style="list-style-type: none"> Make clear connections between Bible texts studied about God and how Christians put these beliefs into practice; for example, through calling for justice, promoting forgiveness and so on (B1-2) 	<ul style="list-style-type: none"> I can give an example of how Christians have spread the message of love and forgiveness
<ul style="list-style-type: none"> Show how Christians put their beliefs about God into practice in worship: for example, through confession (B2) (Challenge) 	<ul style="list-style-type: none"> I can demonstrate how some Christians make use of the sacrament of confession or reconciliation to remind themselves about God's offer of forgiveness through Jesus (Challenge)
<ul style="list-style-type: none"> Weigh up how biblical ideas about love, holiness or forgiveness relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own (C1-4) (Challenge) 	<ul style="list-style-type: none"> I can raise questions of how more love, holiness or forgiveness might be good in the world today. I can consider is holiness is only for religious believers (Challenge)

Autumn 2	
U2.4 Was Jesus the Messiah?	[UC 2b.4]
Core Learning	
<ul style="list-style-type: none"> Explain the place of Incarnation and Messiah within the 'Big Story' of the Bible (A1) 	<ul style="list-style-type: none"> I can identify the core concepts alongside the Big Frieze (See core concept cards and big Frieze)
<ul style="list-style-type: none"> Identify Gospel and prophecy texts, using technical terms (A1) 	<ul style="list-style-type: none"> I can explore verses from the Old Testament that the People of God used to describe the Messiah (Challenge)
<ul style="list-style-type: none"> Explain connections between biblical texts, Incarnation and Messiah, using theological terms (A2-3) (Challenge) 	<ul style="list-style-type: none"> I can examine written evidence from the Bible, describing the Messiah (See Resource Sheet 1B)
<ul style="list-style-type: none"> Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas (B1-2) (Challenge) 	<ul style="list-style-type: none"> I can examine biblical texts from the New Testament describing how these texts helped Christians celebrate the arrival of the Messiah (See Resource Sheet 2)
<ul style="list-style-type: none"> Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. (C1) 	<ul style="list-style-type: none"> I can suggest three reasons why Christians want to make Christmas about Jesus Christ
<ul style="list-style-type: none"> Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives (C2-3) (Challenge) 	<ul style="list-style-type: none"> I can reflect on my learning to explain why Christians believe Jesus was the Messiah I can weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives. (Challenge)
Digging Deeper	
<ul style="list-style-type: none"> Explain connections between biblical texts and the idea of Jesus as Messiah, using theological terms (A1-3) (Challenge) 	<ul style="list-style-type: none"> I can recognise how biblical texts linked the idea as Jesus as the Messiah (See Resource Sheet 3)
<ul style="list-style-type: none"> Make clear connections between the texts and what Christians believe about Jesus as Messiah; for example, how they celebrate Palm Sunday (A1-3) 	<ul style="list-style-type: none"> I can re-tell the story of the entry into Jerusalem and make connections on how Christians celebrate Palm Sunday (See Resource Sheet 4)
<ul style="list-style-type: none"> Show how Christians express their beliefs about Jesus as Prince of Peace and as one who transforms lives, through bringing peace and transformation in the world (B1-2) 	<ul style="list-style-type: none"> I can describe how Christians express their beliefs about Jesus bringing peace and transformation to the world
<ul style="list-style-type: none"> Weigh up how far the world needs a Messiah, expressing their own insights (C1-4) (Challenge) 	<ul style="list-style-type: none"> I can suggest a balanced argument on whether the world needs a Messiah (Challenge)

Spring 1

2.8 What kind of king is Jesus? [UC 2b.8]

Core Learning

<ul style="list-style-type: none"> Explain connections between biblical texts and the concept of the Kingdom of God (A1-2) 	<ul style="list-style-type: none"> I can identify the line in the Lord's Prayer that asks that earth will become more like Heaven I can raise questions about the story of the Feast: Luke 14:12-24 and the Tenants in the Vineyard: Matthew 21: 33-46. (Challenge)
<ul style="list-style-type: none"> Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations (A3) 	<ul style="list-style-type: none"> I can suggest why Jesus told these stories and what Jesus meant I can suggest how different people in Jesus' audience would interpret these stories
<ul style="list-style-type: none"> Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community (B1-2) (Challenge) 	<ul style="list-style-type: none"> I can describe what I think Jesus' kingdom should look like compare these I can compare these with the kingdom Jesus was seeking using evidence from The Feast and The Tenants in the Vineyard (Challenge)
<ul style="list-style-type: none"> Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas (C1-4) (Challenge) 	<ul style="list-style-type: none"> I can consider how to help make my local Christian community a better place for everyone I can raise questions on the learning from this unit of work (Challenge)

Digging Deeper

<ul style="list-style-type: none"> Explain connections between biblical texts and the concept of the Kingdom of God — where God rules in human lives (A1-2) 	<ul style="list-style-type: none"> I can raise questions about the parable of the Unforgiving Servant (Matthew 18:21-35)
<ul style="list-style-type: none"> Consider possible meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations (A3) (Challenge) 	<ul style="list-style-type: none"> I understand that the parable has different interpretations (Challenge) (Resource sheet 1)
<ul style="list-style-type: none"> Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice, for example through receiving and practising forgiveness (B1-2) 	<ul style="list-style-type: none"> I can understand how as a Christian we should follow Jesus' example and forgive those who hurt us even though forgiveness is sometimes harder than punishment
<ul style="list-style-type: none"> Identify ideas arising from their study of the Kingdom of God and comment on how far these are helpful or inspiring for the world today, justifying their responses (C1-4) (Challenge) 	<ul style="list-style-type: none"> I can think talk and ask questions whether the Kingdom of God is growing in the world and that Heaven is the only place where God's kingdom could be 100% complete (Challenge)

Spring 2

U2.6 What did Jesus do to save human beings? [Y5]

[UC 2b.6]

Core Learning

<ul style="list-style-type: none"> Outline the timeline of the 'Big Story' of the Bible, explaining how Incarnation and Salvation fit within it (A1-2) 	<ul style="list-style-type: none"> I can place key concepts and key events and place them in chronological order on a time line. I can explore and discuss events on the Big Frieze
<ul style="list-style-type: none"> Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms (A2-3) 	<ul style="list-style-type: none"> I can identify and re-tell the events of the last few days of Jesus' life from works of art (Resource Sheet 1 and 1a) I can suggest reasons who was responsible for Jesus' death I know what making a sacrifice for someone else means I know that Christians believe Jesus died to save people and rescue them from their sins and bring them back to God (Resource Sheet 3)
<ul style="list-style-type: none"> Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts (A3) (Challenge) 	<ul style="list-style-type: none"> I can contribute to the discussion – why did Jesus die? I can link these suggestions to the 'Big Story' of the Bible (Resource Sheet 4) (Challenge)
<ul style="list-style-type: none"> Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper (B1-2) 	<ul style="list-style-type: none"> I know that Christians remember Jesus' death and resurrection throughout the year, particularly through the celebration of Communion/Eucharist
<ul style="list-style-type: none"> Show how Christians put their beliefs into practice (B2) 	<ul style="list-style-type: none"> I know that Christians remember Jesus' sacrifice for them every time they take Eucharist/holy communion
<ul style="list-style-type: none"> Weigh up the value and impact of ideas of sacrifice in their own lives and the world today (C3-4) (Challenge) 	<ul style="list-style-type: none"> I can explain what I would be willing to sacrifice for something I believe in I know that some Christians have sacrificed a great deal for their beliefs I know that to 'Love your neighbour as you love yourself' can be a great sacrifice (Challenge)

Digging Deeper

<ul style="list-style-type: none"> Explain connections between Isaiah 53, John 19 and the key concepts of Messiah, Sacrifice and Salvation, using theological terms (A1-2) 	<ul style="list-style-type: none"> I know that a prophesy is a message from God. I know that the great prophets in the Bible promised us a saviour/messiah
<ul style="list-style-type: none"> Taking account of the context(s), suggest meanings for Isaiah 53 and John 19, and compare their ideas with ways in which Christians interpret these texts as showing the idea of Jesus as a sacrifice (A3) (Challenge) 	<ul style="list-style-type: none"> I can explain the meanings of Isaiah 53 (Challenge)
<ul style="list-style-type: none"> Make clear connections between the Christian concept of the sacrifice of Jesus and the idea of Salvation, and how Christians follow Jesus' example in giving themselves for others (B1-2) (Challenge) 	<ul style="list-style-type: none"> I can explain the difference Jesus' sacrifice makes to Christians I can make clear connections between the Christian concept of the sacrifice of Jesus and the idea of Salvation, and how Christians follow Jesus' example in giving themselves for others (Challenge)
<ul style="list-style-type: none"> Weigh up how far the idea of sacrifice and the example of Jesus are inspiring in the world today and in their own thinking (C1-4) 	<ul style="list-style-type: none"> I know that some people have made great sacrifices to follow Jesus (Mother Theresa, Martin Luther King, Jackie Pullinger etc.) I can explain why I am inspired by people who have made great personal sacrifices (Challenge) I can reflect on what difference does Jesus' sacrifice make to Christians (Challenge)

Summer 1

U2.13 Why is pilgrimage important to some religious believers?

Making sense of belief:

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|---|--|
| <ul style="list-style-type: none"> Identify some of the beliefs that lie behind places and times of pilgrimage in at least two religions (e.g. Ummah in Islam; Mary in Roman Catholicism) (A1-2) | <ul style="list-style-type: none"> I know, understand and can give examples of the difference between places that are 'special' compared with places that are 'sacred' or 'holy' I can explain why a range of Christian places of pilgrimage are important to Christians I can describe what happens at these places of pilgrimage in terms of sights, sounds and practices I can describe the beliefs that lie behind these practices |
| <ul style="list-style-type: none"> Explain ways in which stories that lie behind sites of pilgrimage connect with beliefs (e.g. Shiva and the Ganges; Israel as G-d's Chosen or Favoured people in Judaism) (A1-3) | <ul style="list-style-type: none"> I can describe and explain the events which originally started the pilgrimage to a range of sites |

Understanding the impact:

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|---|--|
| <ul style="list-style-type: none"> Explain the spiritual significance and impact of pilgrimage on pilgrims in at least two religions (B1-2) | <ul style="list-style-type: none"> I can explain the importance to believers of actions performed on a pilgrimage I can understand and explain the difference pilgrimage makes to a believer's life I can explore the equivalent places of pilgrimage for non-religious people (Challenge) I can sort and rank a variety of reasons believers give for making or not making a pilgrimage |
| <ul style="list-style-type: none"> Compare the similarities and differences between ways in which people undertake pilgrimage and how they affect the way they live (B2) (Challenge) | <ul style="list-style-type: none"> I can compare and contrast pilgrimages studied from Christianity and another religion and identify similarities and differences between them (Challenge) I can suggest some reasons for these similarities and differences (Challenge) |

Making connections:

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|---|---|
| <ul style="list-style-type: none"> Evaluate and explain the importance of pilgrimage in the world today, giving good reasons for their views (C1-3) | <ul style="list-style-type: none"> I can evaluate and explain the importance of pilgrimage in the world today, giving good reasons for my views |
| <ul style="list-style-type: none"> Reflect on and articulate lessons that people might gain from the idea and practice of pilgrimage, including their own responses (C2-4) | <ul style="list-style-type: none"> I can explain what makes a pilgrim feel that they have made a good choice in going to this place. I can talk about lessons that people might gain from pilgrimage, including my own responses |
| <ul style="list-style-type: none"> Consider and weigh up the value of e.g. reflection, repentance and remembrance, in the world today, including in their own lives (C3) (Challenge) | <ul style="list-style-type: none"> I can talk about ways in which times of reflection, repentance, journey and remembrance are (or are not) present in my life and in the lives of other people who don't hold religious beliefs I am able to comment on whether these things are valuable for all people and whether going on a pilgrimage really should be in everyone's 'bucket list' for a full and rich life (Challenge) |
| <ul style="list-style-type: none"> Talk about how and why their thinking has developed through this unit (C4) | <ul style="list-style-type: none"> I can describe and explain how my thinking has developed through this unit |

Summer 2

U2.14 How do religions help people live through good times and bad times?

Making sense of belief:

<ul style="list-style-type: none"> Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life (A1) 	<ul style="list-style-type: none"> I can describe at least three ways in which religions can help to guide people through life's good and hard times
<ul style="list-style-type: none"> Identify beliefs about life after death in at least two religious traditions, comparing and explaining for similarities and differences (A2-3) (Challenge) 	<ul style="list-style-type: none"> I know some different religious beliefs about life after death, and can describe the similarities and differences between them (Challenge)

Understanding the impact:

<ul style="list-style-type: none"> Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) (B1) 	<ul style="list-style-type: none"> I know that believing in God can help people to get through difficult times
<ul style="list-style-type: none"> Use evidence and examples to show how beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives (B2) (Challenge) 	<ul style="list-style-type: none"> I can give examples from different religions of how someone's beliefs about life after death will make a difference to the way they live their life (Challenge)

Making connections:

<ul style="list-style-type: none"> Reflect on a range of artistic expressions of afterlife, articulating and explaining different ways of understanding these (C1-2) 	<ul style="list-style-type: none"> I have looked at examples of art depicting life after death, from both religious and non-religious beliefs. I can talk about and explain what I think about them
<ul style="list-style-type: none"> Consider and weigh up how religion might help people in good and bad times, giving good reasons for their ideas and insights (C3) (Challenge) 	<ul style="list-style-type: none"> I have thought about how religions might help people in good and bad times and I can give good reasons for my ideas (Challenge)
<ul style="list-style-type: none"> Talk about what they have learned, how their thinking may have changed and why (C4) (Challenge) 	<ul style="list-style-type: none"> I can talk about what I have learned and how my ideas may have changed (Challenge)

Autumn 1 U2.9 What does it mean for Muslims to follow God?	
Making sense of belief:	
<ul style="list-style-type: none"> Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Muhammad as the Messenger, Qur'an as the message) (A1-2) 	<ul style="list-style-type: none"> I know that there are different Muslim groups I know which tradition our nearest mosque belongs to I can explore the idea of tawhid (oneness of God) I can explain how the 99 Names are used to talk about the character of God I know that Muslims use geometry and calligraphy to express belief
<ul style="list-style-type: none"> Describe and explain ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on five pillars; hajj practices follow example of the Prophet) (A2-3) (Challenge) 	<ul style="list-style-type: none"> I understand that the five pillars are expressions of <i>ibadah</i> I am able to answer the questions 'Where?' 'When?' 'Why' and 'What happens?' in relation to each of the five pillars (Challenge) I can tell the story of how the Qur'an was revealed to the Prophet Muhammad I can tell some key stories from the prophets in Islam, noting how some of these are shared with Christian and Jewish people (Challenge) I can explain how the Qur'an is used, treated and learnt I know what a hafiz or hafiza is I understand the difference between how important the Qur'an is compared to other forms of guidance for a Muslim (Challenge)
Understanding the impact:	
<ul style="list-style-type: none"> Make clear connections between Muslim beliefs and worship (e.g. Five Pillars, mosques, art) (B1) (Challenge) 	<ul style="list-style-type: none"> I can reflect on and explain how the five pillars affect the lives of Muslims, moment by moment, daily, annually and in a lifetime (Challenge) I can explain how and why elements inside a mosque, including its art, reflect Muslim beliefs (Challenge) I can explain how some activities in the mosque reflect Muslim belief (Challenge)
<ul style="list-style-type: none"> Give evidence and examples to show how Muslims put their beliefs into practice in different ways (B2) 	<ul style="list-style-type: none"> I can give evidence and examples to show how Muslims put their beliefs into practice in different ways
Making connections:	
<ul style="list-style-type: none"> Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Yorkshire today (C1) 	<ul style="list-style-type: none"> I am able to say what difference putting the words of the Qur'an and the words and actions of the Prophet Muhammad into practice makes to a Muslim
<ul style="list-style-type: none"> Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims (C2-3) (Challenge) 	<ul style="list-style-type: none"> I understand what submission, obedience, generosity, self-control and worship are I can explain the value of these to a Muslim I can say how far they are valuable to people who are not Muslims (Challenge)
<ul style="list-style-type: none"> Reflect on and talk about what and how they have learned, and how and why their thinking has changed (C4) (Challenge) 	<ul style="list-style-type: none"> I can reflect on what forms of guidance I turn to when I need advice and how this compares to a Muslim's life (Challenge)

Core Learning

<ul style="list-style-type: none"> Identify features of Gospel texts (for example, teachings, parable, and narrative) (A1) 	<ul style="list-style-type: none"> I can identify the differences between Gospel texts such as: teachings, parables and narrative
<ul style="list-style-type: none"> Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret different biblical interpretations. (A2-3) (Challenge) 	<ul style="list-style-type: none"> I can suggest what Jesus would do in responding to different texts and compare this to what the Bible teaches that Jesus actually said/did Taking account of the context, I can suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret different biblical interpretations (Challenge)
<ul style="list-style-type: none"> Make clear connections between Gospel texts, Jesus' 'good news' and how Christians live in the Christian community and in their individual lives (B1-2) 	<ul style="list-style-type: none"> I can explore different art works to discuss different ways of how Christians worship
<ul style="list-style-type: none"> Relate Gospel ideas, teachings or beliefs (for example, about trust, forgiveness or justice) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own (C1-4) (Challenge) 	<ul style="list-style-type: none"> I can describe how the sacrament of reconciliation shows what Christians do to follow Jesus with regard to forgiveness and restoration

Digging Deeper

<ul style="list-style-type: none"> Identify features of Gospel texts (for example, teachings, parable, and narrative) (A1-2) 	<ul style="list-style-type: none"> I can identify the differences between Gospel texts such as: teachings, parables and narrative
<ul style="list-style-type: none"> Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret different biblical interpretations (A3) (Challenge) 	<ul style="list-style-type: none"> I can suggest what Jesus would do in responding to different texts and compare this to what Jesus actually said/did Taking account of the context, I can suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret different biblical interpretations (Challenge)
<ul style="list-style-type: none"> Make clear connections between Gospel texts, Jesus' 'good news' and how Christians live in the Christian community and in their individual lives (B1-2) 	<ul style="list-style-type: none"> I can explore different art works to discuss different ways of how Christians worship
<ul style="list-style-type: none"> Relate Gospel ideas, teachings or beliefs (for example, about trust, forgiveness or justice) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own (C1-4) (Challenge) 	<ul style="list-style-type: none"> I can describe how the sacrament of reconciliation shows what Christians do to follow Jesus with regard to forgiveness and restoration I can relate Gospel ideas, teachings or beliefs (for example, about trust, forgiveness or justice) to the issues, problems and opportunities of my own life and the life of my community in the world today, offering insights of my own. (C1-4) (Challenge)

Spring 1	
U2.2 Creation and science: conflicting or complementary?	[UC 2b.2]
Core Learning	
<ul style="list-style-type: none"> Outline the importance of Creation on the timeline of the 'Big Story' of the Bible (A1) 	<ul style="list-style-type: none"> I can place the Creation story on the Big Frieze
<ul style="list-style-type: none"> Identify what type of text some Christians say Genesis 1 is, and its purpose (A1-2) 	<ul style="list-style-type: none"> I can identify the type of text some Christians say Genesis 1 is and its purpose
<ul style="list-style-type: none"> Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations (A3) 	<ul style="list-style-type: none"> I can suggest the different meanings of the Genesis 1 text
<ul style="list-style-type: none"> Make clear connections between Genesis 1 and Christian belief about God as Creator (A3) 	<ul style="list-style-type: none"> I can make clear connections between Christian belief and God as creator
<ul style="list-style-type: none"> Show understanding of why many Christians find science and faith go together (B1-2) 	<ul style="list-style-type: none"> I can recognise that Christians find science and faith do complement each other
<ul style="list-style-type: none"> Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses (B2) (Challenge) 	<ul style="list-style-type: none"> I can express my own views about the universe, Creation, a Creator, science etc. and justify my response I can identify key ideas arising from my study of Genesis 1 and comment on how far these are helpful or inspiring, justifying my responses. (Challenge)
<ul style="list-style-type: none"> Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account (C3) (Challenge) 	<ul style="list-style-type: none"> I can ask questions about faith and science and if they are compatible or in conflict (Challenge)
Digging Deeper	
<ul style="list-style-type: none"> Identify the type of text that Psalm 8 is, and its purpose (A1-2) 	<ul style="list-style-type: none"> I can identify that Psalm 8 is a response to Creation in the form of a prayer/poem
<ul style="list-style-type: none"> Explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in Creation (A3) 	<ul style="list-style-type: none"> I can explain what the Psalm says about God and humans in creation
<ul style="list-style-type: none"> Make clear connections between Psalm 8 and some ways Christians respond to God as Creator (A3) 	<ul style="list-style-type: none"> I can write my own poem describing our amazing universe
<ul style="list-style-type: none"> Show understanding of why some Christians find science and faith compatible (B1-2) (Challenge) 	<ul style="list-style-type: none"> I can give an example of how Christians find science and faith compatible (Challenge)
<ul style="list-style-type: none"> Respond to the idea that humans have great responsibility for the Earth (B1-3) 	<ul style="list-style-type: none"> I can reflect on and respond to the idea that humans have great responsibility for the Earth
<ul style="list-style-type: none"> Weigh up how well humans are responding to this responsibility, taking into account religious and nonreligious viewpoints (C3) (Challenge) 	<ul style="list-style-type: none"> I can consider how humans respond to the responsibility of looking after the Earth through writing my own version of the Psalm 8 (Challenge)

Spring 2

U2.7 What difference does the Resurrection make for Christians? [Y6]? [UC 2b.7]

Core Learning

<ul style="list-style-type: none"> Outline the timeline of the 'Big Story' of the Bible, explaining the place within it of the ideas of incarnation and salvation (A1-2) 	<ul style="list-style-type: none"> I can place key concepts and stories in the correct place on the Big Story of the Bible frieze
<ul style="list-style-type: none"> Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in resurrection (A3) 	<ul style="list-style-type: none"> I know that Christians believe that Jesus came to Earth as God 'in the flesh' (incarnation) and that his death and resurrection are fundamental to Christian belief I can explore the evidence in the Bible to suggest that Jesus was resurrected I can match five pieces of art showing the life of Jesus to the Christian concepts: Incarnation, Salvation, Sacrifice, Resurrection and Hope I can compare Luke's and Matthew's accounts of the resurrection
<ul style="list-style-type: none"> Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms (A1-3) (Challenge) 	<ul style="list-style-type: none"> I can link Luke's account of the resurrection with the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope (Challenge)
<ul style="list-style-type: none"> Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday (B1) 	<ul style="list-style-type: none"> Using photos, I can describe how Christians worship on Good Friday and Easter Sunday
<ul style="list-style-type: none"> Show how Christians put their beliefs into practice in different ways (B2) 	<ul style="list-style-type: none"> I know that Christians believe in the Resurrection because of how they worship on Good Friday and Easter Sunday
<ul style="list-style-type: none"> Explain why some people find belief in the Resurrection makes sense and inspires them (C1-2) (Challenge) 	<ul style="list-style-type: none"> I can explain why people like Ghandi and CS Lewis were inspired by the resurrection (Challenge)
<ul style="list-style-type: none"> Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today (C3-4) (Challenge) 	<ul style="list-style-type: none"> I can take part in a debate about how the resurrection of Jesus might make a difference to how people live today (Challenge)

Digging Deeper

<ul style="list-style-type: none"> • Explain connections between biblical texts used at funerals and the core concepts of Gospel (good news), Salvation and Hope, using theological terms (A1-2) 	<ul style="list-style-type: none"> • I can explore typical funeral biblical texts to find connection with core Christian concepts such as Salvation and Hope
<ul style="list-style-type: none"> • Taking account of the context(s), suggest meanings for the selected texts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of how they are used in funerals (A3) (Challenge) 	<ul style="list-style-type: none"> • I can question a Christian vicar, priest or pastor on how they make sense of these passages • I can list similarities and differences between the texts and ask questions about the texts (Challenge) • I can respond to Desmond Tutu's comment that death is not such a terrible thing for a Christian (Challenge) • I can explain how these texts show Christians belief in the resurrection (Challenge)
<ul style="list-style-type: none"> • Make clear connections between the Christian concept of the resurrection and what Christians believe about hope and life after death, and how they show this in their church communities (B1) 	<ul style="list-style-type: none"> • I know that Christians belief in the resurrection of Jesus leads to hope
<ul style="list-style-type: none"> • Show how Christian belief in resurrection and life after death make a difference in their lives (B2) (Challenge) 	<ul style="list-style-type: none"> • I know that for Christians funeral services and the Practice of Holy Communion is a memorial and celebration of Jesus' death and resurrection • I can show how Christian belief in resurrection and life after death make a difference in people's lives (Challenge)
<ul style="list-style-type: none"> • Weigh up how far biblical teachings and beliefs about life after death might make a difference to people in the world today, developing responses and insights of their own (C1-4) (Challenge) 	<ul style="list-style-type: none"> • I can present to others, using words and images to explain what difference believing in life after death makes to Christians (Challenge)

Summer 1	
U2.3 How can following God bring freedom and justice?	[UC 2b.3]
Core Learning	
<ul style="list-style-type: none"> Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms (A1-3) 	<ul style="list-style-type: none"> I can give a clear, simple account of the story of Moses I can identify the main themes in the story of Moses (Freedom, God, suffering, leadership, vulnerability, obedience and evil)
<ul style="list-style-type: none"> Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave (A1-3) (Challenge) 	<ul style="list-style-type: none"> I can suggest reasons why the People of God were given the Ten Commandments (Challenge)
<ul style="list-style-type: none"> Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others (B1-2) 	<ul style="list-style-type: none"> I can explain how some Christians put their beliefs into practice by trying to bring peace to others e.g. Desmond Tutu
<ul style="list-style-type: none"> Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses (C1-4) (Challenge) 	<ul style="list-style-type: none"> I can contribute to Ten Lessons for Living – showing how we can all bring more freedom and justice to the world I can identify ideas about freedom and justice arising from my study of Bible texts and comment on how far these are helpful or inspiring, justifying my responses (Challenge)
Digging Deeper	
<ul style="list-style-type: none"> Explain connections between biblical texts and the idea of God’s covenant with his people, using theological terms (A1-2) 	<ul style="list-style-type: none"> I can give clear, simple accounts between God and his People (Moses and Abraham)
<ul style="list-style-type: none"> Identify examples of Law texts and suggest how believers might interpret them (A3) 	<ul style="list-style-type: none"> I can identify examples of Law Texts from the first five books of the Jewish and Christian Scriptures and explain how believers might interpret them (Resource Sheet 2 and 2a)
<ul style="list-style-type: none"> Show how Christians put their beliefs about living as the People of God into practice in different ways; for example, through the Five Marks of Mission, in community and individually (B1-2) 	<ul style="list-style-type: none"> I can explore how Christians might put their beliefs into action as People of God, through the Five Marks of Mission (See Resource Sheet 3)
<ul style="list-style-type: none"> Weigh up how Christian ideas about justice relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own (C3-4) (Challenge) 	<ul style="list-style-type: none"> I can make links between Christian charities that campaign for justice and freedom (Challenge) I can talk about the impact these charities have on different communities (Challenge)

Summer 2

Thematic units that compare beliefs and practices between different faiths and beliefs U2.11 Why do some people believe in God and some people not?

Making sense of belief:

<ul style="list-style-type: none"> Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs (A1-2) 	<ul style="list-style-type: none"> I can define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that show these beliefs
<ul style="list-style-type: none"> Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from (A2) (Challenge) 	<ul style="list-style-type: none"> I can explain what Christians believe God is like and where they get their ideas from. I can describe and explain some of the biblical names for God and some of the Christian metaphors used for God (Challenge)
<ul style="list-style-type: none"> Give examples of reasons why people do or do not believe in God (A3) 	<ul style="list-style-type: none"> I can express reasons why people believe or do not believe in God. I can explain what an atheist might say about whether there is a God and why they think this

Understanding the impact:

<ul style="list-style-type: none"> Make clear connections between what people believe about God and the impact of this belief on how they live (B1) (Challenge) 	<ul style="list-style-type: none"> I can explain a range of views on the question of, 'If God exists, what difference would 'he' make to the way people live?' (Challenge) I can explain what impact believing in God might make on the way someone lives his or her everyday life (Challenge) I can explain how people might respond to God through prayer, study, worship, and working for justice (Challenge)
<ul style="list-style-type: none"> Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) (B2) 	<ul style="list-style-type: none"> I can give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)

Making connections:

<ul style="list-style-type: none"> Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging (C1-2) 	<ul style="list-style-type: none"> I can research the lives of people who are scientists and explain how their belief in God is valuable I understand how, for these people, belief in God could be challenging
<ul style="list-style-type: none"> Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not (C3) 	<ul style="list-style-type: none"> I know what a source of authority is I can compare different sources of authority for Christians like the Bible, Christian teachings, the views of some religious leaders and individual conscience with some non-religious sources (E.G. individual conscience, some philosophers and other thinkers) to see what people say God is like. I can give my own opinion on this
<ul style="list-style-type: none"> Make connections between belief and behaviour in their own lives, talking about what they have learned and how and why their thinking may or may not have changed in the light of their learning (C4) (Challenge) 	<ul style="list-style-type: none"> I can talk about and explain the possible benefits and challenges of believing or not believing in God in Britain today (Challenge) I can express my own views about this (Challenge) I can talk about what I have learned and how and why my thinking may or may not have changed in the light of my learning (Challenge)

Cultural Capital

RE makes a useful contribution to the development of cultural capital for pupils.

Experiences in RE that enhance cultural capital

- Being able to explore the culture and values of different religions and worldviews
- Receiving visitors from different faith communities
- Visiting places of worship from different faith communities
- Engaging with music, dance, drama and the arts inspired by religions and worldviews
- Recognising expressions of religion and culture: food, symbols, dress

Opportunities to demonstrate cultural capital

- Collaborative teamwork activities
- Engaging in activities which enable learners to see, experience and use for themselves 'the best that has been thought and said' in religions and worldviews
- Chances to participate in making cultural experiences that have lasting positive impact on the learners e.g in performance of music, drama or worship

A religiously educated young person: skills and competencies include:

- The skills needed to navigate a society in which different cultures and religions are present
- The skills of listening and dialogue which enable mutual understanding and respect
- The skills needed to contribute to enabling inclusive communities e.g in class or school to flourish for the wellbeing of all

Skills and competencies in cultural capital which RE offers:

- The ability to speak confidently about their engagement with and appraisal of religious and spiritual aspects of culture
- The ability to engage with and respond for themselves to dilemmas of belief and value in their society
- The ability to relate without embarrassment or fear to people who are different, being polite, showing interest and always avoiding negativity such as ridicule
- The ability to make and enjoy cultural 'products' such as art, music, dance, drama in the context of RE

Outdoor Education

At Stephen's, we encourage where possible the use of outside learning to enhance the curriculum and stimulate learning. This can include treasure hunts, local walks for awe and wonder or outdoor visits to local places of worship in our immediate area.

Additional school activities to enhance the curriculum

At Stephen's we offer a Christian afterschool club run by our local church. This incorporates fun singing, games and activities led with a Christian ethos.

Vocabulary development

At St Stephen's it is a spiralling vocabulary for Christianity where children will revisit and extend language relating to each unit of study. Independent of this, other faiths have language specific to the religion studied in addition to Christianity in that year group.

Nursery

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<u>Harvest</u> Harvest Festival Thankful Food Grow God Farmers	<u>Diwali</u> <u>Christmas</u> Diwali Light Hindu Christmas Christian Nativity Jesus Bible	<u>Chinese New Year</u> – Chinese New year China Rat Ox Tiger Rabbit Dragon Snake Horse Ram Monkey Rooster Dog Pig Chop stick Lantern	<u>Shrove</u> <u>Tuesday –</u> <u>Easter</u> <u>Holi – March</u> Shrove Tuesday Pancakes Easter Christian Jesus Cross Holi Love Colour	<u>Eid al-Fitr</u> <u>Eid al-Fitr</u> Muslim Celebration Islam Ramadan Fast	

Reception

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<p>God/Creation <u>Why is the word 'God' so important to Christians?</u> UC Unit F1 God Christianity Creator Creation Name Important Church Life Universe</p>	<p>Incarnation <u>Why do Christians perform Nativity Plays?</u> UC Unit F2 God Christianity Christmas Nativity Love Sharing Mary Jesus Joseph Carols</p>	<p>Special Places <u>Which places are special and why?</u> Leeds F5 Special Places Happy Church Mosque Synagogue Worship Prayer Celebrate</p>	<p>Salvation <u>Why do Christians put a cross in an Easter garden?</u> UC Unit F3 God Saves Jesus Easter Palm Sunday Hosanna Good Friday Easter Garden Cross Easter egg</p>	<p>Story Time <u>Which stories are special and why? Leeds F6</u> Favourite God Bible Story Christian Old testament New testament Jesus Qu'ran Prophet Muhammad</p>	<p>Being Special <u>Where do we belong? Leeds F4</u> Unique Valuable Special God Love care Palm Welcome Belong Christianity Baptism Islam Aqiqah Adhan</p>

Year 1

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<p>Creation <u>Who made the world? UC Unit 1.2</u> God Creator Christianity Jewish Bible Genesis 1 Beginning Christians Creation Natural World Thankfulness Thank you Praise Prayer Grace</p>	<p>Incarnation <u>Why does Christmas matter to Christians? UC Unit 1.3 (CL)</u> Jesus Christians Nativity Gospels Nazareth Bethlehem Manger Shepherds Angel Gabriel Mary Joseph</p>	<p>Judaism <u>Who is Jewish and how do they live? 1.6 Leeds</u> Jewish Judaism Shema Jewish prayer Mezuzah candlesticks challah breadchallah board challah cover wine goblet kosher food Star of David on a chain prayer books, Shabbat Chanukah Sukkot Kippah Mezuzah scroll</p>	<p>Salvation <u>Why does Easter matter to Christians? UC Unit 1.5 (CL)</u> Salvation Christian Easter Easter Story Jesus God Earth Heaven Jerusalem Betrayal Crucifixion Cross Tomb Eggs New Life Good Friday</p>	<p>Belonging <u>Who am I? What does it mean to belong? Leeds 1.8</u> Belonging Welcome Ceremony Symbol Love Neighbour Community Religion Christianity Baptism Christening gown Candle fish/ICHTHUS badges Islam Aqiqah Wedding Promise</p>	<p>Special Places <u>What makes some places sacred to believers? Leeds 1.9</u> Worship Prayer Christian Church Muslim Mosque Sacred Holy Respect Belonging altar, cross, crucifix, font, lectern, candles wudu; calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin Psalms hymns prayers Human voice Qu'ran</p>

Year 2

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<p><u>Our World</u> <u>How should we care for the world and others and why should it matter?</u> <u>Leeds 1.10</u> Christian Jews Creation Natural world Unique Valuable Responsibility Friendship Caring Genesis Charity</p>	<p><u>Incarnation</u> <u>Why does Christmas matter to Christians?</u> <u>UC Unit 1.3 (DD)</u> Christians Jesus God on earth Incarnation Nativity Gospels Nazareth Bethlehem Gabriel Mary Joseph Herod Wise men Gold Frankincense Myrrh Carols Celebration Giving</p>	<p><u>Islam</u> <u>Who is a Muslim and what do they believe?</u> <u>1.7 Leeds.</u> Islam Muslim Mosque Allah Shahadah Prophet Muhammad Ibadah Qur'an 5 Pillars Ramadan Prayer Beliefs</p>	<p><u>Salvation</u> <u>Why does Easter matter to Christians?</u> <u>UC Unit 1.5 (DD)</u> Incarnation Gospel Salvation Christian Easter Easter Story Jesus God Earth Heaven Jerusalem Betrayal Crucifixion Good Friday Cross Tomb Eggs New Life Disciples Jesus' Friends Temple Cleansing Saviour Holy Week</p>	<p><u>Gospel</u> <u>What is the Good News Jesus brings?</u> <u>UC Unit 1.4</u> Bible Christianity Gospel New Testament Christian teachings Good news Forgiveness Peace Disciples Sorry</p>	<p><u>God</u> <u>What do Christians believe God is like?</u> <u>UC Unit 1.1</u> Bible Christianity God Forgiving father Parable Meaning Kind Fair Lord King Worship</p>

Year 3

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<p>Creation/Fall <u>What do Christians learn from the creation story?</u> UC Unit Lower 2.1 Old testament Genesis Creation Creator Christian Jewish Christianity</p>	<p>Incarnation <u>What is Trinity?</u> UC Unit Lower 2.3 Christianity Incarnation Trinity Father Creator Son Saviour Holy Spirit follower Baptism Baptised Rabi Priest Vicar Prophet</p>	<p>Hinduism <u>What does it mean to be a Hindu in Britain today?</u> Unit Lower 2.7 Hindu Hinduism Deities Brahman Brahma Vishnu Shiva Saraswati, Lakshmi Parvati Murtis Karma Home puja Arti Bhajans Mandir Diwali Holi</p>	<p>Salvation <u>Why do Christians call the day Jesus dies 'Good Friday'?</u> UC Unit Lower 2.5 (CL) Salvation Gospel Jerusalem Jesus Resurrection Palm Sunday Good Friday Easter Sunday Cross Crucified Holy week Joy Sadness Hope</p>	<p>Gospel <u>What kind of world did Jesus want?</u> UC Unit Lower 2.4 Gospel Teachings New testament Jesus Fisher of people Disciple Leper leprosy Infectious Neighbour Forgiveness Outcast</p>	<p>Milestones <u>How and why do believers show their commitments during the journey of life?</u> Unit Lower 2.10 Metaphor Journey of Life Celebrations Ceremonies Rituals Traditions Milestones Faith Community Commitment Catholicism Christianity Baptism Hindu Sacred thread Love Commitment Belonging Belief</p>

Year 4

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<p>People of God <u>What is it like to follow God?</u> UC Unit Lower 2.2 Old testament Israel Noah Covenant Promise, pact or agreement Wedding vows Wedding Ceremony</p>	<p>Festivals <u>What are the deeper meaning of festivals (Pesach, Christmas)</u> Unit Lower 2.9 Judaism Tradition Ten Commandments Celebration Passover Exodus Pesach Seder meal Rosh Hashanah Shofar Synagogue Hanukkah Menorah Advent Wreath Gospel</p>	<p>Sikhism <u>What does it mean to be a Sikh in Britain today?</u> Unit Lower 2.8 Sikhism Gurdwara Ten Gurus Guru Nanak Kartarpur Mool Mantar Hymn Ik Onkar 5 Ks Kara, Kachera, Kirpan, Khalsa, Kesh and Kanga. Guru Granth Sahib Guru Gobind Singh Sewa human equality</p>	<p>Salvation <u>Why do Christians call the day Jesus dies 'Good Friday'?</u> UC Unit Lower 2.5 (DD) Salvation Gospel Jerusalem Jesus Resurrection Palm Sunday Good Friday Easter Sunday Cross Crucified Holy week Joy Sadness Hope Disciple Last Supper Passover Judas Betrayal Trust Serve Denial Maundy Thursday Holy communion</p>	<p>Gospel <u>What kind of world did Jesus want?</u> UC Unit Lower 2.4 (DD) Gospel Teachings New testament Jesus Disciple Parable Samaritan Levite Pharisee Charity Hypocrisy Forgiveness Love Social Justice</p>	<p>Kingdom of God <u>When Jesus left, what was the impact of Pentecost?</u> UC Unit Lower 2.6 Christian Kingdom of God Salvation Jesus Ascended Pentecost Holy Spirit Comforter Heaven Symbolism Lord's Prayer</p>

Year 5

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<p>God <u>What does it mean for Christians if God is holy and loving?</u> UC Unit Upper 2.1 Psalms Prayers Letters Proverbs Gospel Prophet Omnipotent Omniscient Spirit Eternal Holy Loving</p>	<p>Incarnation <u>Was Jesus the Messiah?</u> UC Unit Upper 2.4 Old Testament New testament Incarnation Gospel Prophecy Messiah Rescuer Christmas Saviour</p>	<p>Kingdom of God <u>What kind of king is Jesus?</u> UC Unit Upper 2.8 New Testament Kingdom of God Gospels Parables Utopian Forgiveness Faithful</p>	<p>Salvation <u>What do Christians believe Jesus did to save Human Beings?</u> UC Unit Upper 2.6 Gospel Incarnation Incarnate Salvation Sacrifice Sin Stations of the cross Pilate Judas Sanhedrin Resurrection Holy Communion Lord's Supper Eucharist Mass</p>	<p>Pilgrimage <u>Why is pilgrimage important to some religious believers?</u> Unit Upper 2.13 Pilgrimage Pilgrim Islam Hajj Muslims Jews Jerusalem Hindu River Ganges Hindu Varanasi Sikh Golden Temple Catholicism Journey Holy Sacred remembrance Spiritual reflection repentance,</p>	<p>Faith <u>How do religions help people live through good and bad times?</u> Unit Upper 2.14 Faith Symbolism Evil Good fear Comfort Struggle Diwali Hanukah Resurrection Judgement Heaven Karma Reincarnation Soul, Samsara Reincarnation Moksha Prayers Liturgies Meditation Afterlife</p>

Year 6

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<p>Islam <u>What does it mean for Muslims to follow God?</u> Unit Upper 2.9 Islam Muslim Mosque Prophet Muhammad Ibrahim Musa Isa, Qur'an Angel Jibril Tawhid Messenger message Five pillars Shahadah salat Sunnah Hadith Hajj Pilgrimage</p>	<p>Gospel <u>What would Jesus do?</u> UC Unit Upper 2.5 Gospels Teachings Parable Narrative Pharisees Commandments Merciful Miracle 'Good news' Forgiveness Heal Sin Vulnerable Metaphor Simile</p>	<p>Creation <u>Creation and science: conflicting or complementary?</u> UC Unit Upper 2.2 Creation Creator Genesis Faith Science Evolution Origin Species Cosmology Big Bang Universe Conflict Interpretation Atheist Agnostic</p>	<p>Salvation <u>What difference does the resurrection make for Christians?</u> UC Unit Upper 2.7 Gospel Incarnation Incarnate Salvation Sacrifice Sin Resurrection Holy Communion Eucharist Mass Orthodox, Pentecostal, Roman Catholic</p>	<p>People of god <u>How can following God bring freedom and justice?</u> UC Unit upper 2B.3 Christian Jewish Commandments Old Testament Nomads Exodus Hebrew slave Pharaoh Freedom Justice Plagues Suffering Vulnerability Obedience Liberation</p>	<p>Faith <u>Why do some people believe in God and some people not?</u> Unit Upper 2.11 Theist Atheist Agnostic Theism Agnosticism Atheism Metaphors Spirit, Eternal Almighty Creator Universe Science</p>

Knowledge to be learnt in each unit of learning

RE in the Early Years Foundation Stage Children

RE in the Early Years Foundation Stage Children in EYFS should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

In line with the DfE's 2013 EYFS Profile, RE can, through planned, purposeful play and through a mix of adult-led and child-initiated activity, provide these opportunities for pupils:

Communication and Language

- Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions.
- They use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Children answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources.
- They talk about how they and others show feelings.
- They develop their own narratives in relation to stories they hear from different communities.

Personal, Social and Emotional Development

- Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect.
 - They work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously.
 - They talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable.
 - Children think and talk about issues of right and wrong and why these questions matter. They respond to significant experiences showing a range of feelings when appropriate. * They have a developing awareness of their own needs, views and feelings and are sensitive to those of others.
 - Children have a developing respect for their own cultures and beliefs, and those of other people.
 - They show sensitivity to others' needs and feelings, and form positive relationships.
- Understanding the World
- Children talk about similarities and differences between themselves and others, among families, communities and traditions.
 - They begin to know about their own cultures and beliefs and those of other people.

- They explore, observe and find out about places and objects that matter in different cultures and beliefs.

Expressive Arts and Design

- Children use their imagination in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings.
- They respond in a variety of ways to what they see, hear, smell, touch and taste. Literacy Children are given access to a wide range of books, poems and other written materials to ignite their interest.

Mathematics

- Children recognise, create and describe some patterns, sorting and ordering objects simply.

These learning intentions for RE are developed from relevant areas of the Early Years Foundation Stage Profile (DfE, 2013).

Knowledge to be learnt at the end of each 'Understanding Christianity' unit of study

God

EYFS	End of KS1
	<p>Pupils will know that:</p> <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.
End of LKS2	End of KS2
(see incarnation)	<p>Pupils will know that:</p> <ul style="list-style-type: none"> • Christians believe God is omnipotent, omniscient and eternal, 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 be in loving, forgiving, and full of grace. • Christians believe 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 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.

Creation

EYFS	End of KS1
<p>Pupils will know that:</p> <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 a wonderful world and so we should look after it	<p>Pupils will know that Christians believe:</p> <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

Creation and Fall

End of LKS2	End of KS2
<p>Pupils will know that Christians believe:</p> <ul style="list-style-type: none">• God the creator cares 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 spoiled 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 guidance on good ways to live (such as the 10 Commandments), and offers forgiveness even when they keep on falling short• Christians show that they want to be close to God, through obedience and worship which includes saying sorry for falling short	<p>Pupils will know that:</p> <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 text: 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 questions one-day even more about the power and majesty of the Creator

People of God

End of LKS2	End of KS2
<p>Pupils will know that:</p> <ul style="list-style-type: none">• The Old Testament tells the story of a particular group of people, the children of Israel known as the people of God and their relationship with God• The people of God tried to live in the way God wants following his commandments and worshipping him• They believe he promises to stay with them and Bible story show how God keeps his promises• The old Testament narrative explains that the people of God I 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, or people can become the People of God	<p>Pupils will know that,</p> <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 be in 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.• Christian see the story I was looking forward to how Jesus is death and resurrection also rescues people from slavery to sin• Questions apply this idea to live in 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

Incarnation

EYFS	End of KS1
<p>Children will know that:</p> <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 	<p>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 point out that his birth shows he was extra ordinary (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) • Christian celebrate Jesus's birth; advent for Christians it is a time for getting ready for Jesus is coming
End of LKS2	End of KS2
<p>Pupils will know that:</p> <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, and the Son sends the Holy Spirit to his followers • Christians worship God as Trinity. It is a huge idea to grasp, and questions have created art to help them 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 	<p>Pupils will know that:</p> <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 we are 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)

Gospel

EYFS	End of KS1
<p>Children 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 of friends to the poor and friendless • Christians believe Jesus' teaching is make people think hard about how to live and show them the right way 	<p>Children will know that:</p> <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's life shows what it means to love God (his father) and to love your neighbour • Christians tried to be like Jesus-they want to know him better and better • Questions try to put his teaching and example into practice in lots of ways, from church worship to social justice
End of LKS2	End of KS2
	<p>Pupils will know that:</p> <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 sin • Christians see that Jesus is teachings and example a cut across expectations – the sermon on the Mount isn't example of this, where Jesus is values favour serving the weak and vulnerable, not making people comfortable • Christians believe that Jesus is 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 and with the neighbours and In the local national and global community

Salvation

EYFS	End of KS1
<p>Children will know that:</p> <ul style="list-style-type: none"> • Christians remember Jesus' last week at Easter • Jesus's name means 'He Saves' • Christians believe Jesus came to show God's love • Christians try to show love to others 	<p>Children 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
End of LKS2	End of KS2
<p>Children will know that:</p> <ul style="list-style-type: none"> • Christians see holy week as the combination of Jesus's 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's last week, death and resurrection 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> • The 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God • The gospels give accounts of Jesus his death and resurrection • The New Testament says that Jesus' death or 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's 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 (Helen) • Christians believe that Jesus calls them to sacrifice their own needs to meet the needs of others, and some are prepared to die for others and for their faith •

Kingdom of God

End of LKS2	End of KS2
<p>Children will know that:</p> <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 the hearts and their lives through the Holy Spirit if they let him• Christians believe that after Jesus returned to be with God the Father, he sends the Holy Spirit at Pentecost to help the church to make Jesus' invisible kingdom visible by living lives that don't reflect the love of God• Christians celebrate Pentecost as the beginning of the Church• Staying connected to Jesus means that the fruits of the spirit can grow in the lives of questions	<p>Pupils will know that:</p> <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 an 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 the locality and in the world

Promoting British values

RE can make a key educational contribution to pupils' explorations of British values, and excellent teaching of RE can enable pupils to learn to think for themselves about them. Questions about whether social and moral values are best described as 'British values' or seen as more universal human values will continue to be debated (not least in the RE classroom!), but for the purposes of teachers of RE, the subject offers opportunities to build an accurate knowledge-base about religions and beliefs in relation to values. This in turn supports children and young people so that they are able to move beyond attitudes of tolerance towards increasing respect, so that they can celebrate diversity.

Values education and moral development are a part of a school's holistic mission to contribute to the wellbeing of each pupil and of all people within our communities. The RE curriculum focuses learning in some of these areas, but pupils' moral development is a whole-school issue.

Mutual tolerance

Schools do not accept intolerant attitudes to members of the community: attitudes which reject other people on the basis of race, faith, gender, sexual orientation or age are rightly challenged. A baseline for a fair community is that each person's right to 'be themselves' is to be accepted by all. Tolerance may not be enough: RE can challenge children and young people to be increasingly respectful and to celebrate diversity, but tolerance is a starting point. It is much better than intolerance.

Respectful attitudes

In the RE curriculum, attention focuses on developing mutual respect between those of different faiths and beliefs, promoting an understanding of what a society gains from diversity. Pupils will learn about diversity in religions and worldviews, and will be challenged to respect other persons who see the world differently to themselves. Recognition and celebration of human diversity in many forms can flourish where pupils understand different faiths and beliefs, and are challenged to be broad-minded and open-hearted.

Democracy

In RE, pupils learn the significance of each person's ideas and experiences through methods of discussion. In debating the fundamental questions of life, pupils learn to respect a range of perspectives. This contributes to learning about democracy, examining the idea that we all share a responsibility to use our voice and influence for the wellbeing of others.

The rule of law

In RE, pupils examine different examples of codes for human life, including commandments, rules or precepts offered by different religious communities. They learn to appreciate how individuals choose between good and evil, right and wrong, and they learn to apply these ideas to their own communities. They learn that fairness requires that the law apply equally to all, irrespective – for example – of a person's status or wealth. They have the opportunity

to examine the idea that the 'rule of law' focuses specifically on the relationship between citizens (or subjects) and the state, and to how far this reflects or runs counter to wider moral codes and precepts.

Individual liberty

In RE, pupils consider questions about identity, belonging and diversity, learning what it means to live a life free from constraints. They study examples of pioneers of human freedom, including those from within different religions, so that they can examine tensions between the value of a stable society and the value of change for human development.

Half termly curriculum booklet articles

Nursery

Understanding the World
(links to National Curriculum RE)

What we will be learning about this half term

Harvest Festivals

Through story telling, play, discussion and art, we will learn about the festival of Harvest and know that some people such as Christians and Muslims say thank you to God for giving us food.


Keywords

- Harvest
- Festival
- Thankful
- Food
- Grow
- God
- Farmers

Useful website


The Farmer Plants his seed

<https://www.youtube.com/watch?v=VUubhWcLto>



Harvest Cheebies

<https://www.youtube.com/watch?v=X3oDLaB44-0>



Autumn 1

Understanding the World
(links to National Curriculum RE)

What we will be learning about this half term

Festivals

Christmas and Diwali

Through story telling, drama, music and art, we will learn about the Hindu Celebration of Diwali and the Christian Celebration of Christmas.


Words you need to learn

- Diwali
- Light
- Hindu
- Christmas
- Christian
- Nativity
- Jesus
- Bible

Useful website


Nursery Nativity story

<https://www.youtube.com/watch?v=18Ubc9Pjg>



Diwali Cheebies

<https://www.bbc.co.uk/cheebies/watch/way-8716-festivals-diwali>



Autumn 2

Understanding the World

(links to National Curriculum RE)

What we will be learning about this half term

Festivals

Chinese New Year


This half term we will be learning about the festival of Chinese New year through story telling , role play and music. We will carry out some artwork relating to the festival.

Keywords


Chinese	Horse
New year	Ram
China	Monkey
Rat	Rooster
Ox	Dog
Tiger	Pig
Rabbit	Chop stick
Dragon	Lantern
Snake	

Useful websites

Chinese New year

<https://www.youtube.com/watch?v=wT4M0fA07eU> 

Preparing for Chinese New year

https://www.youtube.com/watch?v=c8stHXZ9_0U 

Spring 1

Understanding the World

(links to National Curriculum RE)

What we will be learning about this half term

Festivals

Shrove Tuesday, Easter and Holi

This half term we will be learning about Shrove Tuesday and the tradition of making pancakes. We will be learning about The Easter Story . We will also hear stories about Holi, the Indian festival of love and colour.

Keywords

Shrove Tuesday

Pancakes

Easter

Christian

Jesus


Cross


Holi

Love

Colour

Useful websites

<https://www.youtube.com/watch?v=mDQMr3hYCl0> 

<https://www.youtube.com/watch?v=HjK3YeEahU> 

Spring 2

N/A

Understanding the World
(links to National Curriculum RE)

What we will be learning about this half term

Festivals
Eid al-Fitr


Through story telling and discussion, this half term we will be finding out about the Muslim festival of Eid al-Fitr. We will be talking about how some may celebrate it in their households.


Keywords

Eid al-Fitr
Muslim
Celebration
Islam
Ramadan
Fast

Useful website

<https://www.youtube.com/watch?v=U1iG3CMaYE>





Summer 1

Summer 2

Reception

Understanding the World

(links to National Curriculum RE)

What we will be learning about this half term
Christianity: Creation
Our question is, 'Why is the word God so important to Christians?'
Through story and discussion we are learning that God is an important name for Christians and that Christians believe God is the creator of the universe. We will talk about our wonderful world and how we should look after it. We will talk about our important people.

Keywords
God
Christianity
Creator
Creation
Name
Important
Church
Life
Universe

Useful websites
Creation song
https://www.youtube.com/watch?v=3-9_JDeaUhs
Jelly fish song
<https://www.bbc.co.uk/cbeebies/watch/ask-anything-are-jellyfish-made-of-jelly>

Autumn 1

Understanding the World

(links to National Curriculum RE)

What we will be learning about this half term
Christianity: Incarnation
Our question is, 'Why do Christians perform nativity plays at Christmas?'
Through role play, singing and story telling we will learn that singing carols and the nativity story are about God coming to earth. We will learn that Christmas is celebrated by Christians once a year at church and in the home as a reminder of God's love and that Christmas is about sharing.

Keywords
God
Christianity
Christmas
Nativity
Love
Sharing
Mary
Jesus
Joseph
Carols

Useful websites
Nativity Story Cbeebies
<https://www.bbc.co.uk/cbeebies/watch/presenters-nativity-story>
Nursery Nativity story
<https://www.youtube.com/watch?v=9K9ubcRP4j8>

Autumn 2

Understanding the World

(links to National Curriculum RE)

What we will be learning about this half term

Special Places

Our question is, 'Which places are special and why?'

Through story telling, discussion and art, we will find out about our special places. We will learn that some places are special to different religions and we will look at some of these features for example, in a church.


Keywords

- Special
- Places
- Happy
- Church
- Mosque
- Synagogue
- Worship
- Prayer
- Celebrate

Useful website

Special Places

<https://www.bbc.co.uk/teach/school-radio/audio-stories-special-places/zip7d6f>



Spring 1

Understanding the World

(links to National Curriculum RE)

What we will be learning about this half term

Salvation

Our question is, 'Why do Christians put a cross in an Easter Garden?'


Through story, art and role play, this half term we will be learning about the story of Easter and some key events of Easter week and the importance to Christians.

Keywords


- God
- Saves
- Jesus
- Easter
- Palm Sunday
- Hosanna
- Good Friday
- Easter Garden
- Cross
- Easter egg

Useful websites

<https://www.youtube.com/watch?v=c28gQnIUjV08>



<https://www.bbc.co.uk/cbeebies/stories/lets-celebrate-easterperformance>



Spring 2

Understanding the World

(links to National Curriculum RE)

What we will be learning about this half term

Story Time

Our question is, "Which stories are special and why?"


This half term we will be looking at different stories which are special to us. We will also share stories from the Christian holy book, The Bible together with other religious stories which might have importance to us and our families.

Keywords

Favourite	Qu'ran
God	Prophet Muhammad
Bible	
Story	
Christian	
Old testament	
New testament	
Jesus	

Useful website

<https://www.bibleforchildren.org/languages/english/stories.php>



Summer 1

Understanding the World

(links to National Curriculum RE)

What we will be learning about this half term

Being Special



Our question is, "Where do we belong?"

This half term we will be thinking about how we are all special. We will talk about occasions which make us feel special like birthdays, Christenings or naming ceremonies. We will talk about how some religions have special ceremonies to make people belong.

Keywords

Unique	Christianity
Valuable	Baptism
Special	Islam
God	Aqiqah
Love care	Adhan
Palm	
Welcome	
Belong	

Useful website

<p>https://www.youtube.com/watch?v=1WovkEccom0</p>	
<p>https://www.youtube.com/watch?v=7eQ2D-A008w</p>	

Summer 2

Religious Education

What we will be learning about this half term

Christianity: Creation

Our question is, 'Who made the world?'


We will learn a simple story of creation and know it is at the beginning of the Bible. We will know what the story tells Christians about God and creation and give examples of how Christians say thank you to God for our amazing world. We will talk about living in our world.

Keywords


God	Natural World
Creator	Thankfulness
Christianity	Thank you
Jewish	Praise
Bible	Prayer
Genesis 1	Grace
Beginning	
Christians	
Creation	

Useful websites

Creation The Beginners Bible

<https://www.youtube.com/watch?v=0BqLFdcVnGo> 

The World that God Made BBC Bitesize

<https://www.bbc.co.uk/bitesize/dtpt/1622hyrd> 

Autumn 1

Religious Education

What we will be learning about this half term

Christianity: Incarnation

Our question is, 'Why does Christmas matter to Christians?'


We will learn a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. We will think about what is personally important at Christmas time. We will learn that stories of Jesus' life come from the Gospels and the nativity guides Christians beliefs and actions at Christmas.

Keywords

Jesus	Angel Gabriel
Christians	Mary
Nativity	Joseph
Gospels	
Nazareth	
Bethlehem	
Manger	
Shepherds	

Useful website

Nativity Story

<https://www.youtube.com/watch?v=FrTAZPQpE> 

Autumn 2

Religious Education

What we will be learning about this half term

Judaism

Our question is, "Who is Jewish and how do they live?"

We will learn in simple terms about Judaism and Shema or Jewish prayer. We will learn some stories used in Jewish celebrations such as Chanukah and Sukkot and how they are celebrated. We will hear some stories that are told in celebrations to remind people what God is like. We will learn what happens in the home during Jewish celebrations like Shabbat.

Keywords

Jewish	Star of David on a chain
Judaism	Prayer books
Shema	Shabbat
Jewish prayer	Chanukah
Mezuzah	Sukkot
candlesticks	Kippah
challah bread	Mezuzah
challah board	scroll
challah cover	
wine goblet	
kosher food	

Useful website

KS1 Judaism BBC Bitesize

<https://www.bbc.co.uk/bitesize/topics/zqbw2hw/resources/1>



Spring 1

Religious Education

What we will be learning about this half term

Salvation

Our question is, "Why does Easter matter to Christians?"

This half term we will be learning about the message of Easter and traditions. We are using story and art to learn about the important events for Christians. We will be learning about the links to spring time and how Christians see Easter as a time of hope and new life.

Keywords

Salvation	Jerusalem
Christian	Betrayal
Easter	Crucifixion
Easter Story	Good Friday
Jesus	Cross
God	Tomb
Earth	Eggs
Heaven	New Life

Useful websites

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-easter/zhwv2h>



<https://www.youtube.com/watch?v=Wnbo2AmS3QI>



Spring 2

Religious Education

What we will be learning about this half term

Belonging

Our question is, "Who am I? What does it mean to belong?"

This half term we will be thinking about what it is like to belong to a family, community or school. We will also learn how Jesus taught about loving each other and listen to stories from The Bible.

We will look at how different religions have ceremonies to show that people belong or love each other.

Keywords

Belonging	Baptism
Welcome	Christening gown
Ceremony	Candle
Symbol	Fish/ICHTHUS
Love	badges
Neighbour	Islam
Community	Aqiqah
Religion	Wedding
Christianity	Promise

Useful website

<https://www.youtube.com/watch?v=Ry2MaMvYGo>

<https://www.youtube.com/watch?v=yvHsIxiabof>

<https://www.bbc.co.uk/bitesize/clips/sm87df>

<https://www.youtube.com/watch?v=IFd4rxWR8g>

Summer 1

Religious Education

What we will be learning about this half term

Special Places

Our question is, "What makes some places sacred to believers?"

This half term we will be learning how different religions have special and sacred places. We will learn what some of these special places are called and look at objects we might see within these buildings.

Keywords

Worship	candles
Prayer	Wudu
Christian	Calligraphy
Church	prayer mat
Muslim	prayer beads
Mosque	minbar
Sacred	mihrab
Holy	muezzin
Respect	Psalms
Belonging	hymns
Altar	prayers
cross	Human voice
crucifix, font	Qu'ran
lectern	

Useful websites

https://www.youtube.com/watch?v=7lwl_Sc055k

<https://www.youtube.com/watch?v=5Q25FH66aw>

Summer 2

Religious Education

What we will be learning about this half term

Our World

Our question is, "How should we care for the world and others and why should it matter?"


We will share stories which show people are unique in our world and should care for one another. We will learn about the God's creation, looking after the natural world and how we should show this by caring for others, for example, giving to charity.

Words you need to learn


- Christian
- Jews
- Creation
- Natural world
- Unique
- Valuable
- Responsibility
- Friendship
- Caring
- Genesis
- Charity

Useful websites

Story of Jesus Blesses the Children

<https://kidscorner.net/bible-stories/jesus-blesses-the-children> 

Story of Mother Teresa

https://www.youtube.com/watch?v=n5-m6CjN_KQ 

Autumn 1

Religious Education

What we will be learning about this half term

Christianity: Incarnation

Our question is, "Why does Christmas matter to Christians?" Digging deeper

We are going to learn that Christians believe Incarnation means Jesus is born as God on earth. We will know the story of the birth of Jesus and we will look at ways the nativity story is used in churches and at home with nativity scenes and carols to celebrate Jesus' birth. We will ask questions about the Christmas story and how it is a time for giving.


Keywords

Christians	Herod
Jesus	Wise men
God on earth	Gold
Incarnation	Frankincense
Nativity	Myrrh
Gospels	Carols
Nazareth	Celebration
Bethlehem	Giving
Gabriel	Church
Mary	
Joseph	

Useful website

What is Christmas BBC Bitesize

<https://www.bbc.co.uk/bitesize/topics/ztkapw4/articles/rdjfl4>



Autumn 2

Religious Education

What we will be learning about this half term

Islam

Our question is, 'Who is a Muslim and what do they believe?'

We will learn that Muslims believe in Allah and follow the teachings of Prophet Muhammad. We will learn that the words of the Shahadah are most important. We will identify some key beliefs and actions and how Muslims use the Shahadah to guide them. We will make connections to our own lives.

Keywords

Islam	Ibadah
Muslim	Qur'an
Mosque	5 Pillars
Allah	Ramadan
Shahadah	Prayer
Prophet Muhammad	Beliefs

Useful website

KS1 Islam classroom videos

<https://www.bbc.co.uk/bitesize/topics/zj3d7ty/resources/1>



Spring 1

Religious Education

What we will be learning about this half term

Salvation

Our question is, 'Why does Easter matter to Christians?' Digging Deeper

This half term, we will learn more about the meaning of Easter and the Easter story to Christians. We will explore beliefs about how Jesus was seen as a saviour and also find out more about how Christians celebrate Easter within church.

Keywords

Incarnation	Crucifixion
Gospel	Good Friday
Salvation	Cross
Christian	Tomb
Easter	Eggs
Easter Story	Now Life
Jesus	Disciples
God	Jesus' Friends
Earth	Temple
Heaven	Clearing
Jerusalem	Saviour
Betrayal	Holy Week

Useful websites

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-easter/zhgx47h>



<https://www.youtube.com/watch?v=Wnbo2AmS3OI>



Spring 2

Religious Education

What we will be learning about this half term

Gospel

Our question is, "What is the good news Jesus Brings?"

This half term, Year 2 will be hearing stories from the Gospels in the Bible. They will learn that these are stories of Jesus or told by Jesus. They will learn about how Christians learn from these stories and how they live their lives because of them. One story they will learn is the story of Jesus and the tax collector.

Keywords

Bible	Peace
Christianity	Disciples
Gospel	Sorry
New Testament	
Christian teachings	
Good news	
Forgiveness	

Useful websites

<https://www.youtube.com/watch?v=xgy6TWUUKK0>

<https://www.youtube.com/watch?v=ukiffULqJA>

Summer 1

Religious Education

What we will be learning about this half term

God

Our question is, "What do Christians believe God is like?"

This half term, Year 2 will be hearing different stories from the Bible such as The Lost Son. We will learn about how God is shown as loving and forgiving and talk about ways Christians can put their beliefs into practice. We will learn about ways we are forgiving to each other and make connections to our own lives at home and in school.

Keywords

Bible	Lord
Christianity	King
God	Worship
Forgiving father	
Parable	
Meaning	
Kind	
Fair	

Useful websites

<https://www.youtube.com/watch?v=UgHKMb9gMQ>

https://www.dtk-kids.com/bible/jesus/parables_3-index.htm

Summer 2

Religious Education

What we will be learning about this half term

Christianity : 'Creation and Fall'

Our question is, "What do Christians learn from the creation story?"


We will learn to make 'clear links between Genesis 1 and what Christians believe about God and Creation. We will describe what Christians do because they believe God is Creator and talk about why important in the creation story for Christians .


Keywords

Old testament
Genesis
Creation
Creator
Christian
Jewish
Christianity

Useful websites

Genesis Story of Creation

<https://www.youtube.com/watch?v=QJfRNVjJl> 

<https://www.youtube.com/watch?v=VG3D9EOw5yc> 

Autumn 1

Religious Education

What we will be learning about this half term

Christianity : 'Incarnation'

Our question is, "What is Trinity?"


We will learn the difference between a 'Gospel' and a letter in the Bible. We will learn what Baptism and Trinity mean and see examples of texts in the Bible describing this. We will look at how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.

Keywords


Christianity	Follower
Incarnation	Baptism
Trinity	Baptised
Father	Rabi
Creator	Priest
Son	Vicar
Saviour	Prophet
Holy Spirit	

Useful website

What is Christianity BBC Bitesize

<https://www.bbc.co.uk/bitesize/topics/ztikpy4/articles/zvfnkmm> 

A Christian Baptism BBC Bitesize

<https://www.bbc.co.uk/bitesize/clips/ctb9ys> 

Autumn 2

Religious Education

What we will be learning about this half term

Hinduism

Our question is, "What does it mean to be a Hindu in Britain today?"

We will learn about some Hindu deities and describe Hindu beliefs about God. We will learn how Hindus link beliefs and the aims of life (e.g. karma).

We will learn how Hindus show their faith within their families in Britain today, including celebrations such as Diwali.

Keywords

Hindu	Parvati
Hinduism	Murtis
Deities	Karma
Brahman	Home puja
Brahma	Arti
Vishnu	Bhajans
Shiva	Mandir
Saraswati,	Diwali
Lakshmi	Holi

Useful website

What is Hinduism BBC Bitesize

<https://www.bbc.co.uk/bitesize/topics/zh86n39>



Spring 1

Religious Education

What we will be learning about this half term

Salvation

Our question is, "Why do Christians call the day Jesus dies Good Friday?"

This half term, Year 3 will be learning about the meaning behind Easter and events of Holy week for Christians. We will be looking at events from the perspective of Mary and other people in the Bible. We will look at how Christians show their beliefs in their lives today.

Keywords

Salvation	Easter Sunday
Gospel	Cross
Jerusalem	Crucified
Jesus	Holy week
Resurrection	Joy
Palm Sunday	Sadness
Good Friday	Hope

Useful websites

<https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/z4t6rj6>



<https://www.youtube.com/watch?v=ITmbTuutBgg>



<https://www.bbc.co.uk/programmes/p02mww94>



Spring 2

Religious Education

What we will be learning about this half term

Gospel
Our question is, 'What kind of world did Jesus want?'
This half term, Year 3 will learn about the calling of the first disciples by and how Christians today try to follow Jesus and be 'fishers of people'. They will look at different stories from the Gospels.

Keywords

Gospel
Teachings New testament
Jesus
Fisher of people
Disciple
Leper leprosy
Infectious
Neighbour
Forgiveness
Outcast

Useful websites

<https://www.youtube.com/watch?v=EhiwTU98buY>



https://www.youtube.com/watch?v=5dqt_0UXFPg



Religious Education

What we will be learning about this half term

Milestones
Our question is, 'How and why do believers show their commitments during the journey of life?'

This half term, Year 3 will look how different milestones in our lives build up a journey of life. They will explore how sometimes these are different religious ceremonies and they will learn about the importance of these in their community for commitment and love.

Keywords

Metaphor
Journey of Life
Celebrations
Ceremonies
Rituals
Traditions
Milestones
Faith
Community
Commitment
Catholicism
Christianity
Baptism
Hindu
Sacred thread
Love
Commitment
Belonging
Belief

Useful websites

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-nikki-hemal-marriage-hindu-wedding-ceremony/zmqrknn>



<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-baptism/zm32nnd>



Summer 1

Summer 2

Religious Education

What we will be learning about this half term

Christianity : 'People of God'.

Our question is, 'What is it like to follow God?'

We will learn to make clear links between the story of Noah and the idea of covenant or God's promise. We will make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. We will make links between the story of Noah and how we live in school and the wider world.

Keywords

Old testament

Israel

Noah

Covenant

Promise, pact or agreement

Wedding vows

Wedding Ceremony

Useful websites

Story of Noah

https://school-learningzone.co.uk/key_stage_one/ks1_religious_education/noah_s_ark/noah_s_ark.html

Christian Wedding Ceremony

<https://www.youtube.com/watch?v=3BUXX153h8>

Autumn 1

Religious Education

What we will be learning about this half term

Christianity and Judaism Our question is, 'What are the deeper meanings of festivals?'

We will identify main beliefs at the heart of some Jewish and Christian religious festivals including Pesach, Rosh Hashanah, Hanukkah, Advent and Christmas. We will make clear links between these beliefs and the stories recalled at the festivals and also look at the impact these make to the lives of people celebrating these festivals. We will learn how families celebrate at home and in their communities. We will relate this to our own lives.

Keywords

Judaism	Hanukkah
Tradition	Menorah
Ten Commandments	Advent
Celebration	Wreath
Passover	Gospel
Exodus	Nativity
Pesach	Jesus
Seder meal	Incarnation
Rosh Hashanah	
Shofar	
Synagogue	

Useful website

BBC Bitesize What is Passover?

<https://www.bbc.co.uk/bitesize/topics/2mwhg8/articles/zn22382>

BBC Bitesize What is Christmas?

<https://www.bbc.co.uk/bitesize/topics/2t0xpv4/articles/znj14>

Autumn 2

Religious Education

What we will be learning about this half term

Sikhism - Our question is, "What does it mean to be a Sikh in Britain today?" We will find out about the main beliefs at the heart of Sikhism and the teachings of the Gurus. We will make links between these teachings and the beliefs of Sikhs. We will learn how these beliefs are reflected by the actions of Sikhs today. We will find out about how Sikhs within our more local community follow their religion and the impact it may have.

Keywords

Sikhism	Kirpan
Gurdwara	Khalsa
Ten Gurus	Kesh and Kanga
Guru Nanak	Guru Granth Sahib
Kartarpur	Guru Gobind Singh
Mool Mantar	Sewa
Hymn	human equality
Ik Onkar	Dignity
5 Ks	Vaisakhi
Kara	
Kachera	

Useful websites

The Five Ks of Sikhism

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-five-ks-of-sikhism/czbbf4>

BBC Bitesize Sikhism

<https://www.bbc.co.uk/bitesize/topics/cjpyrd>

Religious Education

What we will be learning about this half term

Salvation

Our question is, "Why do Christians call the day Jesus dies Good Friday?" Digging Deeper

This half term in year 4, we will be looking at events during Holy week in Christianity with particular focus on The Last Supper and the actions of Jesus and his disciples. We be thinking about the meaning behind events and the significance to them today to Christians in their lives.

Keywords

Holy Communion	Sadness
Salvation Gospel	Hope Disciple
Jerusalem	Last Supper
Jesus Resurrection	Passover
Palm Sunday	Judas
Good Friday	Betrayal
Easter Sunday	Trust
Cross Crucified	Serve
Holy week	Denial
Joy	Mouney Thursday

Useful websites

<https://www.bbc.co.uk/bitesize/topics/2knap6/articles/z8t6c6>

<https://www.biblegateway.com/passage/?search=Matthew%2026%26>

Spring 1

Spring 2

Religious Education

What we will be learning about this half term

Christianity: Gospel

Our question is, 'What kind of world did Jesus want?' Digging Deeper

This half term, Year 4 will be learning about different stories from the Gospels in the Bible. They will look at the deeper meaning of the story of the Good Samaritan and think about how Christians today behave to show they are following the word of Jesus.

Keywords

Gospel	Pharisee
Teachings	Charity
New testament	Hypocrisy
Jesus	Forgiveness
Disciple	Love
Parable	Social Justice
Samaritan	
Levite	

Useful website

<https://www.bbc.co.uk/bitesize/clips/z4vcz2p>



<https://www.youtube.com/watch?v=ozfQp4yKlq8>



Summer 1

Religious Education

What we will be learning about this half term

Christianity: Kingdom Of God

Our question is, 'When Jesus left, what was the impact of Pentecost?'

This half term, Year 4 are going to learn about Pentecost and the importance of it in the Christian calendar. They are going to learn about the importance of the Holy spirit and the idea of a Kingdom of God.

Keywords

Christian
Kingdom of God
Salvation
Jesus
Ascended
Pentecost
Holy Spirit Comforter
Heaven
Symbolism
Lord's Prayer

Useful websites

<https://dtk-kids.com/bible/cs/pentecost.htm>



https://www.youtube.com/watch?v=iqQ_lvZHU-A



Summer 2

Religious Education

What we will be learning about this half term
Christianity: 'God'

Our question is, 'What does it mean for Christians if God is holy and loving?'

We will look at different types of biblical texts talking about the life of Jesus and message from God. We will make connections between biblical texts and Christian ideas of God. We will learn how Christians put their beliefs into practice in worship and the difference it has in our world today.


Keywords

Psalms	Spirit
Prayers	Eternal
Letters	Holy
Proverbs	Loving
Gospel	
Prophet	
Omnipotent	
Omniscient	

Useful website

International Children's Bible Proverb 6.15-19

<https://www.biblegateway.com/passage/?search=Proverbs%206%3A15-19%2CProverbs%2017%3A1%2CProverbs%2018%3A18-19&version=ICB>



Autumn 1

Religious Education

What we will be learning about this half term
Christianity: 'Incarnation'

Our question is, 'Was Jesus the Messiah?'

We will learn the importance of the Incarnation of Christ to Christians and the belief he was the Messiah or saviour. We will look at biblical texts describing Incarnation and the Messiah and ways Christians celebrate the Incarnation of Christ.


Keywords

- Old Testament
- New testament
- Incarnation
- Gospel
- Prophecy
- Messiah
- Rescuer
- Christmas
- Saviour


Useful website

Incarnation

https://ids.kiddle.co/incarnation_Christianity/



<https://www.youtube.com/watch?v=cTyDjH8nes>



Autumn 2

Religious Education

What we will be learning about this half term

Christianity: 'Kingdom of God'

Our question is, "What kind of king is Jesus?"

We are going to learn about the concept of the Kingdom of God and heaven and study biblical texts showing this. We will learn how Christians put beliefs into practice in worship and the community.

Keywords

New Testament
Kingdom of God
Gospels
Parables
Utopian
Forgiveness
Faithful

Useful websites

Lords Prayer Video
<https://www.youtube.com/watch?v=d4R-Wfkm41s>

Story of the unforgiving servant
<https://sundayschool.works/lessons/unforgiving-servant-sunday-school-lesson-matthew-18/>

Spring 1

Religious Education

What we will be learning about this half term

Christianity: 'Salvation'

Our question is, "What do Christians believe Jesus did to save human beings?"

This half term in year 5, children will be learning using artwork and texts about the deeper meaning behind Easter and the events of Holy week. We will talk about the resurrection and the sacrifices made and how this is represented in the lives of Christians today.

Keywords

Gospel
Incarnation
Salvation
Sacrifice
Sin
Stations of the cross
Gospel
Pilate

Judas
Sanhedrin
Resurrection
Holy Communion
Lord's Supper
Eucharist
Mass
Incarnate

Useful websites

<https://www.artbiblia.info/art/lest-supper.html>

<https://www.youtube.com/watch?v=cM5bagXJ5Uk>

Spring 2

Religious Education

What we will be learning about this half term

Pilgrimage

Our question is, "Why is pilgrimage important to some religious believers?"

This half term, year 5 will be learning about the meaning of Pilgrimage and learn how some religions choose to carry out a pilgrimage as an important part of their faith. They will study examples of pilgrimage which take place in different regions from their community.

Keywords

Pilgrimage	Sikh
Pilgrim	Golden Temple
Islam	Catholicism
Hajj	Journey
Muslims;	Holy
Jews	Sacred
Jerusalem	remembrance
Hindu	Spiritual
River Ganges	reflection
Hindu	Repentance,
Varanasi	

Useful website

<https://www.youtube.com/watch?v=8IGhm5pdE>



<https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-muslim-pilgrimage-hajj/zndfcqt>



Summer 1

Religious Education

What we will be learning about this half term

Faith

Our question is, "How do religions help people live through good or bad times?"

This half term, Year 5 will learn to describe different examples of ways in which religions can guide people in how to respond to good and difficult times in life. They will make connections between what people believe and how this helps and inspires them when faced with challenges.

Keywords

Faith	Heaven
Symbolism	Karma
Evil	Reincarnation
Good	Soul,
fear	Samsara
Comfort	Reincarnation
Struggle	Moksha
Diwali	Prayers
Hanukah	Liturgies
Resurrection	Meditation
Judgement	

Useful websites

<https://www.kids-world-travel-guide.com/diwali-facts.html>



<https://www.biblegateway.com/passage/?search=Psalm%20103&version=NIV>



Summer 2

Religious Education

What we will be learning about this half term

Islam

Our question is, 'What does it mean for Muslims to follow God?'

We will explore Muslim beliefs about God, the Prophet and the Holy Qur'an.

We will identify ways in which Muslim sources of authority guide Muslim living and how this is reflected in beliefs and practices of worship.


Keywords

Islam	Tawhid
Muslim	Messenger
Mosque	Message
Prophet	Five pillars
Muhammad	Shahadah
Ibrahim	Salat
Musa	Sunnah
Isa	Hadith
Qur'an	Hajj
Angel Jibril	Pilgrimage

Useful website

What is Islam? BBC Bitesize

<https://www.bbc.co.uk/bitesize/topics/spdtsbb/articles/1rxvqev>



Autumn 1

Religious Education

What we will be learning about this half term

Christianity: 'Gospel'

Our question is, 'What would Jesus do?'

We will identify features of Gospel texts in the Bible including parables and suggest meanings. We will think about how Christians interpret these. We will make connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.


Keywords

Gospels	Forgiveness
Teachings	Heal
Parable	Sin
Narrative	Vulnerable
Pharisees	Metaphor
Commandments	Simile
Merciful	
Miracle	
'Good news'	

Useful websites


The Wise and Foolish Builders, Matthew 7:24-27

<https://www.youtube.com/watch?v=H53cRVLmFQ>



Jesus heals a centurion

<https://www.youtube.com/watch?v=iQdltTOWXoLw>



Autumn 2

Religious Education

What we will be learning about this half term

Christianity: 'Creation'

Our question is, 'Creation and science: conflicting or complementary?'

We will look at the importance of Creation on the timeline of the 'big story' of the Bible. We will study and compare Genesis 1 and suggest ways Christians interpret it. We will make clear connections between Genesis 1 and faith but look at how science, cosmology and evolution support or conflict with ideas.

Keywords

Creation	Cosmology
Creator	Big Bang
Genesis	Universe
Faith	Conflict
Science	Interpretation
Evolution	Atheist
Origin	Agnostic
Species	

Useful websites

Bible Gateway Genesis 1

<https://www.biblegateway.com/passage/?search=Genesis%201&version=NIV>

Science tells you how and religion tells you why

<https://youtu.be/QuXDp5f6ieI>



Religious Education

What we will be learning about this half term

Christianity: 'Salvation'

Our question is, 'What difference does the resurrection make for Christians?'

In year 6 this half term, children will be thinking about the deeper meaning behind the resurrection of Jesus and how Christians worship on Good Friday and Easter Sunday. They will learn how people make links to this to cope with challenges in their lives today.

Keywords

Gospel
Incarnation
Incarnate
Salvation
Sacrifice
Sin
Resurrection
Holy Communion
Eucharist
Mass
Orthodox
Pentecostal
Roman Catholic

Useful website

<http://www.bbc.co.uk/programmes/b05p60d4/tips>



Spring 1

Spring 2

Religious Education

What we will be learning about this half term

Christianity: 'People of God'

Our question is, 'How can following God bring freedom or justice?'

This half term children will be learning about the story of Moses in The Bible. They will discuss and find out about the links to freedom and justice. They will make connections between texts in The Bible and how Christians choose to live their lives.

Keywords

Christian	Pharaoh
Jewish	Freedom
Commandments	Justice
Old Testament	Plagues
Nomads	Suffering
Exodus	Vulnerability
Hebrew	Obedience
Slave	Liberation

Useful websites

https://www.youtube.com/watch?v=P6flg2_u7IQ



<https://www.youtube.com/watch?v=65KgpHvFKd4>



Religious Education

What we will be learning about this half term

Faith

Our question is, 'Why do some people believe in God and some people not?'

This half term children will be learning to define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs.

They will learn how not all believe in religions and have other ideas about creation and the belief in a God. They will make connections between beliefs and behaviour in their own lives.

Keywords

Theist	Almighty
Atheist	Creator
Agnostic	Universe
Theism	Science
Agnosticism	
Atheism	
Metaphors	
Spirit,	
Eternal	

Useful website

<https://www.bbc.co.uk/bitesize/topics/znk647h>



<https://kids.kiddle.co/Atheism>



Summer 1

Summer 2

Yearbook articles

Website subject pages

Nursery

Unit	Website Links
Festivals Harvest	The Farmer Plants his seed https://www.youtube.com/watch?v=WUkvbhWe8Lo Harvest Cbeebies https://www.youtube.com/watch?v=XJoDLa844-0
Festivals Christmas and Diwali	Nursery Nativity story https://www.youtube.com/watch?v=JK9ubcRP4j8 Diwali Cbeebies https://www.bbc.co.uk/cbeebies/watch/my-first-festivals-diwali
Festivals Chinese New Year	Chinese New year https://www.youtube.com/watch?v=wT4MOfAD7eU Preparing for Chinese New year https://www.youtube.com/watch?v=c8ssHXZ9_qU
Festivals Shrove Tuesday , Easter and Holi	Pancake day recipe and story https://www.youtube.com/watch?v=mDQMr3hYCl0 Pancake song https://www.youtube.com/watch?v=_HjX3YeExhU https://www.earlyyearsresources.co.uk/blog/2016/01/early-years-pancake-day-ideas-and-activities/
Festivals Eid al-Fitr	Cbeebies Eid https://www.youtube.com/watch?v=iUtIG3CMaYE https://littleowlsresources.com/aid-al-fitr

Reception

Unit	Website Links
<p>Christianity: Creation</p> <p>Our question is, 'Why is the word God so important to Christians?'</p>	<p>Creation song https://www.youtube.com/watch?v=3-9_I0eaGhs</p> <p>Jelly fish song https://www.bbc.co.uk/cbeebies/watch/ask-anything-are-jellyfish-made-of-jelly</p>
<p>Christianity: Incarnation</p> <p>Our question is, 'Why do Christians perform nativity plays at Christmas?'</p>	<p>Nativity Story Cbeebies https://www.bbc.co.uk/cbeebies/watch/presenters-nativity-story</p> <p>Nursery Nativity story https://www.youtube.com/watch?v=JK9ubcRP4j8</p>
<p>Special Places</p> <p>Our question is, 'Which places are special and why?'</p>	<p>Special Places https://www.bbc.co.uk/teach/school-radio/audio-stories-special-places/zkp7d6f</p>
<p>Salvation</p> <p>Our question is, 'Why do Christians put a cross in an Easter Garden?'</p>	<p>God's Story, Easter https://www.youtube.com/watch?v=cZ4gQniUVO8</p> <p>Cbeebies Easter https://www.bbc.co.uk/cbeebies/stories/lets-celebrate-easterperformance</p> <p>https://fun-a-day.com/easter-activities-for-toddlers-and-preschoolers/</p>
<p>Story Time</p> <p>Our question is, 'Which stories are special and why?'</p>	<p>Bible for Children https://www.bibleforchildren.org/languages/english/stories.php</p> <p>https://freekidstories.com/2019/08/31/old-testament-flashcards-for-little-children-el-viejo-testamento-flashcards-para-ninos-pequenos/</p>
<p>Being Special</p> <p>Our question is, 'Where do we belong?'</p>	<p>Psalm 139 https://www.youtube.com/watch?v=tWowKFcoem0 Lego Psalm 139 https://www.youtube.com/watch?v=7eQ7D-A00Bw</p> <p>https://ministry-to-children.com/wonderfully-made-lesson/ https://www.biblegateway.com/passage/?search=Mark%2010%3A13-16&version=NIV</p>

Year 1

Unit	Website Links
<p>Christianity: Creation Our question is, 'Who made the world?'</p>	<p>Creation The Beginners Bible https://www.youtube.com/watch?v=OBqLFdcVnGo The World that God Made BBC Bitesize https://www.bbc.co.uk/bitesize/clips/z62hyrd</p>
<p>Christianity: Incarnation Our question is, 'Why does Christmas matter to Christians?'</p>	<p>Nativity Story https://www.youtube.com/watch?v=FrTFAZPQxpE</p>
<p>Judaism Our question is, 'Who is Jewish and how do they live?'</p>	<p>KS1 Judaism BBC Bitesize https://www.bbc.co.uk/bitesize/topics/zqbw2hv/resources/1</p>
<p>Salvation Our question is, 'Why does Easter matter to Christians?'</p>	<p>Story of Easter https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-easter/zhgv47h Christian Story of Easter https://www.youtube.com/watch?v=Wnbo2AmS3OI</p>
<p>Belonging Our question is, 'Who am I? What does it mean to belong?'</p>	<p>Lost Sheep https://www.youtube.com/watch?v=Ry2MaMyvGo Lost Coin https://www.youtube.com/watch?v=yvHxUxjaboE A Christian Baptism https://www.bbc.co.uk/bitesize/clips/zm87tfr https://www.bbc.co.uk/bitesize/clips/zr34wmn Brit Bat https://www.youtube.com/watch?v=IFD4zrkWRB8</p>
<p>Special Places Our question is, 'What makes some places sacred to believers?'</p>	<p>Places of Worship https://www.youtube.com/watch?v=TwI_ScO55k Places of Worship and Religious Books https://www.youtube.com/watch?v=5Qi5Fhf66gw https://www.youtube.com/watch?v=KxLir3p9z8U https://www.youtube.com/watch?v=nUcvh3ShgDo https://www.bbc.co.uk/bitesize/clips/zcfgkqt</p>

Unit	Website Links
<p>Our World</p> <p>Our question is, 'How should we care for the world and others and why should it matter?'</p>	<p>Story of Jesus Blesses the Children https://kidscorner.net/bible-stories/jesus-blesses-the-children</p> <p>Story of Mother Teresa https://www.youtube.com/watch?v=n5-n6QbN_KQ</p>
<p>Christianity: Incarnation</p> <p>Our question is, 'Why does Christmas matter to Christians?' Digging deeper</p>	<p>What is Christmas BBC Bitesize https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/zdjff4j</p>
<p>Islam</p> <p>Our question is, 'Who is a Muslim and what do they believe?'</p>	<p>KS1 Islam classroom videos https://www.bbc.co.uk/bitesize/topics/zj3d7ty/resources/1</p>
<p>Salvation</p> <p>Our question is, 'Why does Easter matter to Christians?' Digging Deeper</p>	<p>BBC Easter https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-easter/zhgv47h</p> <p>Teach Easter https://www.youtube.com/watch?v=Wnbo2AmS3OI</p>
<p>Gospel</p> <p>Our question is, 'What is the good news Jesus Brings?'</p>	<p>Jesus calls Matthew https://www.youtube.com/watch?v=xgy6TWuUkK0</p> <p>Jesus makes new friends https://www.youtube.com/watch?v=uKiflULiqjA</p> <p>https://www.ancientfaith.com/podcasts/letusattend/november_16_2014_matthew_99_13_told_for_younger_children https://www.biblegateway.com/passage/?search=Matthew%209%3A9-13&version=NIV https://www.biblegateway.com/passage/?search=Luke%206%3A37-39&version=ICB</p>
<p>God</p> <p>Our question is, 'What do Christians believe God is like?'</p>	<p>The Lost Son https://www.youtube.com/watch?v=UgHKMbo5gMQ</p> <p>DLTK Prodigal Son https://www.dltk-kids.com/bible/jesus/parables_3-index.htm</p>

Unit	Website Links
Christianity : 'Creation and Fall' Our question is, 'What do Christians learn from the creation story?'	Genesis Story of Creation https://www.youtube.com/watch?v=QJzfxVdjGI Adam and Eve https://www.youtube.com/watch?v=VG3D9EOwSyc
Christianity : 'Incarnation' Our question is, 'What is Trinity?'	What is Christianity BBC Bitesize https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/zvfnkmn A Christian Baptism BBC Bitesize https://www.bbc.co.uk/bitesize/clips/zcb9jxs
Hinduism Our question is, 'What does it mean to be a Hindu in Britain today?'	What is Hinduism BBC Bitesize https://www.bbc.co.uk/bitesize/topics/zh86n39
Salvation Our question is, 'Why do Christians call the day Jesus dies Good Friday?'	What is Easter? https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/z4t6rj6 Palm Sunday https://www.youtube.com/watch?v=ITmbTuutBgg BBC2 Easter https://www.bbc.co.uk/programmes/p02mww94 https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-easter-palm-sunday-dan-the-donkey/zsc2dp3
Gospel Our question is, 'What kind of world did Jesus want?'	Jesus calls Peter https://www.youtube.com/watch?v=EhlwTU9RbxY Jesus heals the Leper https://www.youtube.com/watch?v=Sdqt_0UXFPg https://www.leprosymission.org.uk/ https://www.biblegateway.com/passage/?search=Matt+hew%204%3A18-19&version=NIV https://www.youtube.com/watch?v=iT7yj0EO3ac
Milestones Our question is, 'How and why do believers show their commitments during the journey of life?'	Hindu wedding Ceremony https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-nikki-hemal-marriage-hindu-wedding-ceremony/zmqrkmn BBC Baptism

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-baptism/zm32nrd>

<https://www.youtube.com/watch?v=c1gDapt5ok4>

<https://www.bbc.co.uk/programmes/p010xyj2>

Unit	Website Links
<p>Christianity : ‘People of God’ . Our question is, ‘What is it like to follow God?’</p>	<p>Story of Noah https://school-learningzone.co.uk/key_stage_one/ks1_religious_education/noah_s_ark/noah_s_ark.html Christian Wedding Ceremony https://www.youtube.com/watch?v=3bUXX1Skfs8</p>
<p>Christianity and Judaism Our question is, ‘What are the deeper meanings of festivals?’</p>	<p>BBC Bitesize What is Passover? https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/zn22382 BBC Bitesize What is Christmas? https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/zdjf4j</p>
<p>Sikhism : Our question is, ‘What does it mean to be a Sikh in Britain today?’</p>	<p>The Five Ks of Sikhism https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-five-ks-of-sikhism/znbf4j BBC Bitesize Sikhism https://www.bbc.co.uk/bitesize/topics/</p>
<p>Salvation Our question is, ‘Why do Christians call the day Jesus dies Good Friday?’ Digging Deeper</p>	<p>Matthew 26 https://www.biblegateway.com/passage/?search=Matthew%2026%3A26-30&version=NIV BBC Bitesize What is Easter? https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/z4t6rj6 https://www.biblegateway.com/passage/?search=John%2013%3A4-17&version=NIV https://www.beinspirational.co.uk/ks2-holy-week/ https://www.bbc.co.uk/programmes/p02mwwm9 https://globalworship.tumblr.com/post/141506637745/holy-week-art-from-india-frank-wesley</p>
<p>Christianity: Gospel Our question is, ‘What kind of world did Jesus want?’ Digging Deeper</p>	<p>BBC Good Samaritan https://www.bbc.co.uk/bitesize/clips/z4vcd2p Reading eggs Good Samaritan https://www.youtube.com/watch?v=osfQg4yKtq8 https://www.biblegateway.com/passage/?search=Luke%2010%3A25-29&version=NIV https://www.biblegateway.com/passage/?search=Luke%2010%3A30-37&version=NIV</p>

	https://www.christianaid.org.uk/get-involved/schools
Christianity: Kingdom Of God Our question is, 'When Jesus left, what was the impact of Pentecost?'	DLTK Pentecost https://www.dltk-kids.com/bible/cv/pentecost.htm Holy Spirit comes https://www.youtube.com/watch?v=lqG_lvZhU-A https://www.youtube.com/watch?v=KwJJJoSGw84 https://www.thereligionteacher.com/pentecost-activities/ https://www.tes.com/teaching-resource/re-pentecost-ks2-11078951 https://fineartamerica.com/featured/pentecost-jim-whalen.html

Unit	Website Links
<p>Christianity: 'God' Our question is, 'What does it mean for Christians if God is holy and loving?'</p>	<p>International Children's Bible Proverb 6.16-19 https://www.biblegateway.com/passage/?search=Proverbs%206%3A16-19%2CProverbs%2017%3A1%2CProverbs%2018%3A18-19&version=ICB </p>
<p>Christianity: 'Incarnation' Our question is, 'Was Jesus the Messiah?'</p>	<p>Incarnation https://kids.kiddle.co/Incarnation_(Christianity) Meaning of Incarnation https://www.youtube.com/watch?v=cTyDjh9Bnes</p>
<p>Christianity: 'Kingdom of God' Our question is, 'What kind of king is Jesus?'</p>	<p>Lords Prayer Video https://www.youtube.com/watch?v=d4R-WFkm41s Story of the unforgiving servant https://sundayschool.works/lessons/unforgiving-servant-sunday-school-lesson-matthew-18/</p>
<p>Christianity: 'Salvation' Our question is, 'What do Christians believe Jesus did to save human beings?'</p>	<p>Last supper art https://www.artbible.info/art/last-supper.html Communion https://www.youtube.com/watch?v=mGbag-XJ5Uk https://www.jesus-story.net/category/famous-paintings-of-jesus-christ/</p>
<p>Pilgrimage Our question is, 'Why is pilgrimage important to some religious believers?'</p>	<p>Introduction to pilgrimage https://www.youtube.com/watch?v=8i5hniSpcfE Hajj https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-muslim-pilgrimage-hajj/zndfcqt https://kids.britannica.com/kids/article/hajj/626422 https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-pilgrimage-hinduism/z4ghf4j https://www.westminster-abbey.org/teaching-resources/why-do-christians-go-on-pilgrimage https://www.bbc.co.uk/bitesize/clips/zrbykqt</p>

Faith

Our question is, 'How do religions help people live through good or bad times?'

Diwali festival of light

<https://www.kids-world-travel-guide.com/diwali-facts.html>

Psalm 103

<https://www.biblegateway.com/passage/?search=Psalm%20103&version=NIV>

<https://www.happierhuman.com/benefits-of-gratitude/>

Unit	Website Links
<p>Islam</p> <p>Our question is, 'What does it mean for Muslims to follow God?'</p>	<p>What is Islam BBC Bitesize https://www.bbc.co.uk/bitesize/topics/zpdtsbk/articles/zrxxgwx</p>
<p>Christianity: 'Gospel'</p> <p>Our question is, 'What would Jesus do?'</p>	<p>The Wise and Foolish Builders, Matthew 7:24–27 https://www.youtube.com/watch?v=I6S3cRVLmfQ Jesus heals a centurion https://www.youtube.com/watch?v=iQdhT0WXoLw</p>
<p>Christianity: 'Creation'</p> <p>Our question is, 'Creation and science: conflicting or complementary?'</p>	<p>Bible Gateway Genesis 1 https://www.biblegateway.com/passage/?search=Genesis%201&version=NIV Science tells you how and religion tells you why https://youtu.be/QcXDp5f6iqI</p>
<p>Christianity: 'Salvation'</p> <p>Our question is, 'What difference does the resurrection make for Christians?'</p>	<p>BBC My life my religion http://www.bbc.co.uk/programmes/b05p6sp4/clips https://www.worshipworkshop.org.uk/songs-and-hymns/</p>
<p>Christianity: 'People of God'</p> <p>Our question is, 'How can following God bring freedom or justice?'</p>	<p>Prince of Egypt https://www.youtube.com/watch?v=P6flg2_ul7Q Story of Moses https://www.youtube.com/watch?v=65KgsHvFKd4 https://toybox.org.uk/</p>
<p>Faith</p> <p>Our question is, 'Why do some people believe in God and some people not?'</p>	<p>BBC What is Humanism? https://www.bbc.co.uk/bitesize/topics/znk647h Atheism https://kids.kiddle.co/Atheism https://www.tes.com/teaching-resource/beliefs-atheist-theism-and-agnosticism-6382507 https://www.reonline.org.uk/resources/atheism-agnosticism/</p>