



Aiskew, Leeming Bar
Church of England Primary School

*'Rooted in love and growing together
to become lifelong learners'*

RE Progression and Key Learning

Our overall intent is that pupils when they leave Y6 can discuss significant theological concepts within Christianity and different world religions and explore the inner meanings with the material they study; and have had opportunities to develop their thinking and understanding of the world and their experiences within it. Through RE, we engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. Knowledge is divided into 3 key parts: substantive (knowledge about religious and non-religious traditions); disciplinary (knowledge of 'how to know' about religion and non-religion) and personal knowledge (a growing knowledge of how pupils' own ideas and values relate with those which they learn about in a religious and non-religious context).

RE is a key subject where we promote Building Learning Power skills: children are constantly encouraged to question, make links, distil information, notice and reason. We want children to feel that they belong to a loving, extended school family and through the exploration of concepts in RE, this supports children making sense of who they are and how they fit in the world.

Our golden threads are: God – we are rooted in God's love; Creation - we are the caretakers of the world; Fall; People of God – to stand against injustice; Incarnation; Gospel; Salvation; Kingdom of God. Intertwined in these are our 8 school values.

We teach our units using a cyclic curriculum. This grid shows how we build progression into our learning and provide further opportunities to build upon knowledge gained. KS1 pupils enter a 2 year rolling programme at different points and KS2 pupils enter the 4 year rolling programme at different points; it is important that children have the opportunity to revisit learning in order to help it become 'sticky knowledge', to further develop skills when using this knowledge and purposefully recap on learning. Not only does this ensure our curriculum fulfils the distinct needs of our learners, it also supports children in being able to remember more because revisiting learning helps it transfer to the long-term memory. In order to do this effectively, we use the Bloom's rainbow steps to success to ensure children can use knowledge in a variety of higher order ways appropriate to their stage of learning. This way of working is successful for our mixed-aged classes.

The Characteristics of Effective Learning are the bedrock of children's experiences within EYFS in all areas of learning. They include:

Playing and exploring

- finding out and exploring
- using what they know in their play
- being willing to have a go

Active learning

- being involved and concentrating
- keeping on trying
- enjoying achieving what they set out to do

Creating and thinking critically

- having their own ideas
- using what they already know to learn new things
- choosing ways to do things and finding new ways

These characteristics form the first steps in preparing our youngest children in their learning about our Building Learning Power skills and link EYFS learning to that which follows in Key Stage 1 and Key Stage 2 where we continue to develop these skills further. The chart below shows how these link.

We believe that in order to help children to be effective learners and remember more, we use Bloom's Taxonomy throughout school as a way of effectively deepening children's understanding. Children are introduced to this in EYFS through the Characteristics of Effective Learning. This hierarchical structure links well with the Characteristics of Effective Learning and therefore links the EYFS curriculum to the curriculums taught in Key Stage 1 and 2. The table below shows how Bloom's Taxonomy links to these characteristics.

Characteristics of Effective Learning	Building Learning Power	Bloom's Taxonomy
Finding out and exploring	This links to the Cognitive and Emotional Mind Noticing: really sensing what's out there Questioning: playing with situations Imagining: using the mind's eye as a learning theatre Capitalising: making good use of resources Making links: seeking coherence, relevance and meaning	Remember: Can the student recall or remember the information?
Using what they know in their play	This links to the Cognitive Mind Making links: seeking coherence, relevance and meaning Capitalising: making good use of resources Reasoning: thinking rigorously and methodically	Remember: Can the student recall or remember the information? Understand: Can the student explain ideas or concepts? Apply: Can the student use the information in a new way?
Being willing to have a go	This links to the Emotional Mind Perseverance: stickability; tolerating the feeling of learning	
Being involved and concentrating	This links to the Emotional and Social Mind Absorption: flow; the pleasure of being rapt in learning Managing distractions: recognising and reducing interruptions Collaboration: the skills of learning with others	
Keeping on trying	This links to the Emotional and Social Mind Perseverance: stickability; tolerating the feeling of learning Interdependence: balancing self-reliance and sociability	
Enjoying achieving what they set out to do	This links to the Strategic Mind Planning: working learning out in advance Revising: monitoring and adapting along the way	Apply: Can the student use the information in a new way?
Having their own ideas	This links to the Strategic Mind Planning: working learning out in advance Revising: monitoring and adapting along the way	Apply: Can the student use the information in a new way? Create: Can the student create a new product or point of view?
Using what they already know to learn new things	This links to the Strategic and Cognitive Mind Distilling: drawing out the lessons from experience Capitalising: making good use of resources	Apply: Can the student use the information in a new way?
Choosing ways to do things and finding new ways	This links to the Strategic and Cognitive Mind Distilling: drawing out the lessons from experience Capitalising: making good use of resources Planning: working learning out in advance Revising: monitoring and adapting along the way	Analyse: Can the student distinguish between the different parts? Create: Can the student create a new product or point of view?

Reception Development Matters 2020	<p>Understanding the World Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them.</p> <p>Expressive Arts and Design Return to and build on their previous learning, refining ideas and developing their ability to represent them. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play.</p> <p>Personal, Social and Emotional Development See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.</p>
Early Learning Goals	<p>Communication and Language Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Speaking Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.</p>

	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Literacy</p> <p>Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Understanding the World</p> <p>Past and Present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explore the natural world around them, making observations and drawing picture of animals and plants.</p> <p>Expressive Arts and Design</p> <p>Creating with Materials Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs.</p> <p>Personal, Social and Emotional Development</p> <p>Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Managing Self Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Building relationships Show sensitivity to their own and to others' needs.</p>
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Understanding Christianity/RE Today Unit of Learning EYFS	How KS1 units revisit key learning	How RE will help in life.	Key substantive knowledge	Key disciplinary knowledge Understanding Christianity Element 1: Making sense of the text Element 2: Understanding the impact Element 3: Making connections RE Today	Key learning opportunities with other curriculum areas
RET F5 Being special: where do we belong? Living (Religious practices and ways of living; questions about values and commitments)	RET 1.3 Who is Jewish and what do they believe? (Believing) RET 1.7 What does it mean to belong to a faith community? (Living)	To know that they belong. To know that family is important.	To know what makes us feel special. To know what makes Christians feel special to God. To name occasions when they have felt special. To begin to know some Christian beliefs about how people are special to God. To retell the story of Jesus blessing the children.	To know some Christian beliefs about how people are special to God. To use talk to clarify their thinking and ideas about how they are special. To identify similarities and differences between themselves and others and amongst families. To recognised symbols or badges which show belonging including religious ones.	PSED – talking about feelings, talking about belonging. Being kind to one another. Golden thread: Rooted in love

			<p>To name the groups they belong to.</p> <p>To know that Christians belong to the Christian religion and may show this by wearing a cross.</p> <p>To know that a Muslim belongs to the religion of Islam and may wear the symbol of the Crescent and Star.</p> <p>To know that a Hindu belongs to the religion of Hinduism and may wear the Aum symbol.</p> <p>To know that babies are welcomed into the world in different ways.</p> <p>To know Christians welcome babies into the world through a baptism or dedication ceremony.</p> <p>To know what may happen at a baptismal ceremony.</p> <p>To know that Muslims welcome babies into the world through the aqiqah ceremony.</p> <p>To know what may happen at an aqiqah ceremony.</p> <p>To know what happens at the Hindu festival of Raksha Bandhan and know what rakhi is.</p> <ul style="list-style-type: none"> • Psalm 139 • Mark 10:13-16 	<p>To be able to explain how belonging makes them feel.</p> <p>To develop respect for the way that different families welcome babies.</p> <p>To ask questions about religious artefacts.</p> <p>To talk about the feelings of themselves and others.</p> <p>To make connections with personal experiences.</p> <p>To share and record occasions when they belong to a group.</p> <p>To share occasions when things have happened in their lives that made them feel special.</p>	
<p>UC F2 Why do Christians perform nativity plays at Christmas? (Incarnation)</p>	<p>1.3 Why does Christmas matter to Christians?</p>	<p>People are God's treasured possessions, each known even before they were born. Christians should work to end neglect and poverty – anything which devalues one of God's creatures.</p>	<p>To know Christians believe God came to Earth in human form as Jesus.</p> <p>To know Christians believe Jesus came to show that all people are precious and special to God.</p> <ul style="list-style-type: none"> • Stories of the adult Jesus. For example, the feeding of the five thousand (John 6:1-13) • Jesus' birth is announced (Luke 1:26–38/Matthew 1:18–25) • Jesus is born in Bethlehem (Luke 2:1–7) • Shepherds (Luke 2:8–20) and magi (wise men) visit (Matthew 2:1–12) 	<p>Making sense of the text: Recognise Incarnation is part of the 'big story' of the Bible.</p> <p>Identify a story from the Bible.</p> <p>Tell stories from the Bible and recognise a link with a concept.</p> <p>Say what the texts mean to Christians.</p> <p>Give an example of ways in which Christians use stories to guide their beliefs in their individual lives and in their church communities.</p>	<p>English – role plays</p> <p>Music – learning Christmas songs</p> <p>PSHE – anti-bullying week</p> <p>Golden thread: 'Rooted in love'</p> <p>Spirituality: the wonder of the realisation that all people are precious; reflection about how we treat others; action – how could we treat each other better?</p>

			<ul style="list-style-type: none"> No one has ever seen God because God is spirit (see John 4:24), but Jesus makes him known (see John 1:18) Jesus welcomes the children (Mark 10:13–16) Jesus lost in the Temple (Luke 2:41–51) The lost coin (Luke 15:8–10) He knows every hair on your head (see Matthew 10:30) Love one another as I have loved you (see John 13:34–35) Golden Rule – Do as you would be done by (see Matthew 7:12) You are precious to me and I love you (see Isaiah 43:4) 	<p>Think, talk and ask questions about whether the text has something to say to them.</p>	
<p>UC F1 Why is the word 'God' so important to Christians? (Creation)</p> <ul style="list-style-type: none"> God is the giver of life A church is a Christian place of worship – include Harvest festival Christians are taught to respect God's name and use it with love and care because God is holy and great – The Lord's Prayer and the 10 Commandments Christians are taught to respect God's name and use it with love and care because God is holy and great Christians recognise their responsibility for God's world, given to them in trust The Church of England proclaims Five Marks of Mission as what the church should be doing -5th = Treasure 	<p>1.2 Who made the world?</p> <p>1.4 What is the good news that Jesus brings? (Gospel): Lord's Prayer and the parable of The Pearl of Greatest Price</p>	<p>Learning how to be thankful.</p> <p>Looking after the world to preserve it.</p>	<p>To know the word God is a name.</p> <p>To know Christians believe God is Creator of the universe.</p> <p>To know Christians believe God made our wonderful world and so we should look after it.</p> <ul style="list-style-type: none"> The Ten Commandments (Exodus 20:7) The Lord's Prayer (Matthew 6:9–13) Jesus makes God visible, shows them what God is like (John 14:9) The pearl of greatest price (Matthew 13:45–46) Creation (Psalm 104:24 NLT) 	<p>Making sense of the text: Recognise Creation, is part of the 'big story' of the Bible.</p> <p>Identify a story from the Bible.</p> <p>Tell stories from the Bible and recognise a link with a concept.</p> <p>Say what the texts mean to Christians.</p> <p>Give an example of ways in which Christians use stories to guide their beliefs in their individual lives and in their church communities.</p> <p>Give an example of how Christians put beliefs into practice in church worship.</p> <p>Think, talk and ask questions about whether the text has something to say to them.</p>	<p>Science – habitats KS1</p> <p>Geography – physical features KS1</p> <p>Golden thread: Humans are called to be caretakers of God's wonderful world; we are responsible as God's co-workers for preserving what God says is 'good'.</p> <p>Spirituality: the wonder of creation; reflection if they look after the world; take action</p>
<p>UC F3 Why do Christians put a cross in an Easter garden? (Salvation)</p>	<p>1.5 Why does Easter matter to Christians?</p>	<p>To understand forgiveness.</p> <p>'Love you neighbour' through your actions – helping others.</p>	<p>To know Christians remember Jesus' last week at Easter.</p> <p>To know Jesus' name means 'He saves'.</p> <p>To know Christians believe Jesus came to show God's love.</p> <p>To know Christians try to show love to others.</p>	<p>Making sense of the text: Recognise Salvation is part of the 'big story' of the Bible.</p> <p>Identify a story from the Bible.</p> <p>Tell stories from the Bible and recognise a link with a concept.</p> <p>Say what the texts mean to Christians.</p>	<p>English – role plays</p> <p>Music – learning songs/rhymes</p> <p>Spirituality: why isn't God's earth perfect? What part do we play? What can we do to make it better?</p> <p>Spirituality: Wonder - What does 'forgiveness' mean? Reflection - When have I been forgiven or had to forgive someone else?</p>

			<p>Palm Sunday: for example, Matthew 21:1–11</p> <ul style="list-style-type: none"> • Jesus' arrest, death and burial: for example Matthew 26:47–56; 27:15–66 • Jesus' resurrection: for example Matthew 28:1–15 • Easter morning in the garden: John 20:1–18 (Jesus and Mary) • The two great commandments: Love God and love your neighbour as you love yourself; Luke 10:27, offering a reason for helping • The Good Samaritan (Jesus' parable), Luke 10:25–37, offering a selfless example of helping others • 'Do not worry about anything. But pray and ask God for everything you need. And when you pray, always give thanks'. (Philippians 4:6 ICB) 	<p>Give an example of ways in which Christians use stories to guide their beliefs in their individual lives and in their church communities.</p> <p>Think, talk and ask questions about whether the text has something to say to them.</p>	<p>Action - What have I learned from this and how does it change my actions?</p>
<p>RET F3 What places are special and why?</p> <p>Expressing (Religious and spiritual forms of expression; questions about identity and diversity)</p>	<p>RET 1.5 What makes some places sacred (Expressing)</p> <p>RET 1.2 Who is a Muslim and what do they believe? (Believing)</p>	<p>To be able to identify to place that is special which helps with well-being.</p>	<p>To know that they have a special place and can describe it.</p> <p>To name places that are special to different people.</p> <p>To know that a church is a holy building for Christians and to be able to recognise one.</p> <p>To notice and recognise internal and external features of a church.</p> <p>To use the words 'special' and 'holy'.</p> <p>To accurately name objects found in a church e.g. font, Bible, cross, altar, stained glass window and a vicar.</p> <p>To recognise a mosque.</p> <p>To recognise the call to prayer.</p> <p>To name the minaret and know that the muezzin stands there when saying the call to prayer.</p> <p>To know that a mosque normally has a dome, minaret, prayer mats on the carpet, area for wudu and shoe racks etc.</p> <p>To know that everyone faces Makkah when they pray.</p>	<p>To talk about somewhere that is special to you, saying why.</p> <p>To be aware that churches have special meaning for Christians.</p> <p>To be aware that mosques have special meaning for Muslims.</p> <p>To talk about the things that are special and valued in a church and know how they are used for worship. /mosque.</p> <p>To talk about the things that are special and valued in a mosque and know how they are used for.</p> <p>To identify some significant features of churches/mosques.</p> <p>To get to know and use appropriate words to talk about their thoughts and feelings when visiting a church/ a mosque/ a special place.</p> <p>To understand the difference between the words 'special' and 'holy'.</p> <p>To be able to express their own thoughts and feelings about visiting a church.</p>	<p>Golden Threads: God</p> <p>Spirituality: Wonder - What does special or holy mean and where do I feel this? Reflection - What is it about this place that makes it special? Action - How do I feel when I'm in this place or after I've been there?</p>

				<p>To identify similarities and differences between the Muslim call to prayer and churches ringing bells.</p> <p>To identify some significant features of sacred places and holy places and apply these ideas when creating a special place of their own.</p>	
<p>RET F1 What times/stories are special and why?</p> <p>Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</p>	<p>UC 1.1 What do Christians believe God is like? (God)</p> <p>RET 1.8 How should we care for others and the world, and why does it matter? (Living)</p>	<p>Some texts are sacred.</p>	<p>To know that some objects are special to them.</p> <p>To know that some books are special to them.</p> <p>To know that the Bible is a holy or sacred book because it contains the words of God.</p> <p>To recognise some religious words, e.g. words about God, names of holy texts, Jesus, Muhammad.</p> <p>To retell the story of the Calming of the Storm.</p> <p>To retell the parable of the two sons.</p> <p>To retell the story of David and Goliath.</p> <p>To retell the story of the first revelation of the Qur'an.</p> <p>To identify and name the Bible and at least one other sacred text.</p> <p>To know what a promise is.</p> <p>To know that Christians show their love of God by trying to follow his commands.</p> <p>To know what a messenger is.</p> <p>To know that Muhammad was given the first revelation of the Qur'an in a cave at Mount Hira.</p> <p>To know that the Qur'an needs to be kept in a high place, your hands are washed before it is touched and that it is placed on a stand.</p>	<p>To be able to talk about the Calming of the Storm, the parable of the two sons, David and Goliath, the first revelation of the Qur'an.</p> <p>To identify some of their own feelings in the Calming of the Storm and the first revelation of the Qur'an.</p> <p>To talk about what Jesus teaches about keeping promises in the parable of the two sons and say why keeping promises is a good thing to do.</p> <p>To be able to explain the meaning of some religious stories e.g. Calming the storm tells people to trust Jesus.</p> <p>To know that Jesus teaches Christians about keeping promises through a parable and explains why keeping promises is a good thing.</p> <p>To discuss the similarities and differences between the stories they have learned.</p>	<p>Art: Jesus Calms the Storm by Laura James or The Storm on the Sea of Galilee by Rembrandt.</p> <p>Music: The Hebrides Overture (Fingal's Cave)</p> <p>Spirituality: Wonder – which stories are special to me? Reflection – what do I learn from these stories? Action – do the stories make me into a better person?</p> <p>Golden Threads: God</p> <p>Significant people: Laura James – artist Rembrandt – artist Mendelssohn – composer Jesus Muhammad</p>

			<p>To know that Muslims believe the Qur'an contains the words of Allah and were said to Muhammad, his messenger.</p> <ul style="list-style-type: none">• Matthew 21:28-32		
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Understanding Christianity/RE Today Unit of Learning KS1	EYFS Units of Learning which form the basis of this learning	How KS1 units revisit key learning	How RE will help in life.	Key substantive knowledge	Key disciplinary knowledge	Key learning opportunities with other curriculum areas
<p>RET 1.5 What makes some places sacred (Expressing)</p> <p>Expressing (Religious and spiritual forms of expression; questions about identity and diversity)</p>	<p>RET F3 What places are special and why?</p>	<p>RET 1.2 Who is a Muslim and what do they believe? (Believing)</p>	<p>To use knowledge of different religious buildings in order to be respectful towards one another.</p>	<p>To describe similarities and differences between a church, mosque and synagogue.</p> <p>To know why the church is important to Christians.</p> <p>To name key artefacts found within a church and know how they are used.</p> <p>To know why the synagogue is important to Jews.</p> <p>To name key artefacts found within a synagogue and know how they are used.</p> <p>To know why the mosque is important to Muslims.</p> <p>To name key artefacts found within a mosque and know how they are used.</p> <p>To know why these buildings are important in the community.</p>	<p>Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).</p> <p>Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1)</p> <p>Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3 Exc).</p>	<p>Complements work in PSHE on Keeping/staying safe.</p>
<p>UC 1.1 What do Christians believe God is like? (God)</p>	<p>Christians believe in God, and that they find out about God in the Bible. (God/Creation)</p> <p>Christians believe God is loving, kind, fair and forgiving, and also Lord and King. (Incarnation and Salvation)</p> <p>Some stories show these Christian beliefs. (God/Creation, Incarnation and Salvation)</p> <p>Christians worship God and try to live in ways that please him. (Creation,</p>	<p>RET 1.2 Who is a Muslim and what do they believe? (Believing)</p>	<p>To know what it means to be forgiven and to practice forgiveness.</p>	<p>To know 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.</p> <p>To know Christians worship God and try to live in ways that please him.</p> <ul style="list-style-type: none"> The parable of the Lost Son (New Testament, book of Luke 15:11-32 The Book of Jonah in the Old Testament) 	<p>Recognise that God, is part of a 'big story' of the Bible.</p> <p>Identify at least 2 different types of texts from the Bible; e.g. a story and a parable.</p> <p>Tell stories from the Bible that recognise a link with a concept; e.g. The story of the Lost Son, the story of Jonah = God as a forgiving Father, God as lord and wanting to save people.</p> <p>Give clear, simple accounts of what the texts mean to Christians.</p> <p>Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities eg Christians' belief in God as loving and forgiving; for example, by saying sorry; by seeing God as</p>	<p>PSHE: it complements work covered in 'Being responsible', Feelings and Emotions' and 'Relationships'.</p> <p>Art – stained glass window: Redemption Window in Canterbury Cathedral</p> <p>Spirituality: wonder – God's forgiveness; reflection – do we readily forgive; action – ways to show we forgive.</p> <p>Golden threads: Rooted in love – the love of God.</p>

	Incarnation and Salvation)				<p>welcoming them back; by forgiving others. Seeing God as Lord, eg in control of events and being fair: God wants to save the people of Nineveh.</p> <p>Give at least three examples of how Christians put their beliefs into practice in church worship e.g. by saying sorry to God and through art work.</p> <p>Think, talk and ask questions about whether the text has something to say to them, exploring different ideas.</p>	
<p>RET 1.2 Who is a Muslim and what do they believe? (Believing)</p> <p>Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</p>	F1 What times/stories are special and why?	<p>1.3 Who is Jewish and what do they believe?</p> <p>RET 1.5 What makes some places sacred (Expressing)</p> <p>UC 1.1 What do Christians believe God is like? (God)</p>	<p>To know the main beliefs of major world faiths.</p> <p>To be tolerant of different religious views/practices.</p>	<p>To know the Muslim name for God is Allah.</p> <p>To know some of the names of Allah.</p> <p>To know the words of the Shahadah.</p> <p>To know the Prophet Muhammad is a special leader who has over 1.5 billion all over the world.</p> <p>To know the Prophet cared for all Allah's creation, he forbade cruelty to animals and believed in fairness and justice.</p> <p>To know a mosque is a special or sacred place for Muslims.</p> <p>To know how Muslims pray.</p> <p>To describe how the Qu'ran is treated by Muslims.</p>	<p>Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).</p> <p>Re-tell a story about the life of the Prophet Muhammad (A2).</p> <p>Recognise some objects used by Muslims and suggest why they are important (A2).</p> <p>Make links between what the Holy Qur'an says and how Muslims behave (A2 exc).</p> <p>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).</p> <p>Find out about and respond with ideas to examples of cooperation between people who are different (C2).</p> <p>Ask some questions about God that are hard to answer and offer some ideas of their own (C1).</p>	<p>Spirituality: wonder – why do people choose to worship God; reflection – what is special to me and how do I show it?; action – begin to develop my own thoughts towards my own spirituality.</p> <p>British Values: mutual respect</p> <p>1 Decision KS2: A world without judgement</p>
<p>UC 1.5 Why does Easter matter to Christians? (Salvation)</p>	UC F3 Why do Christians put a cross in an Easter garden? (Salvation)		<p>To know what it means to be forgiven and to practice forgiveness.</p>	<p>To know 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.</p> <p>To know Christians believe Jesus builds a bridge between God and humans.</p>	<p>Recognise that God, Incarnation and Salvation are part of a 'big story' of the Bible.</p> <p>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</p>	<p>PSHE: it complements work covered in 'Being responsible', 'Feelings and Emotions' and 'Relationships'.</p> <p>Spirituality: What does 'forgiveness' mean?</p>

				<p>To know Christians believe Jesus rose from the dead, giving people hope of a new life.</p> <ul style="list-style-type: none"> • John 12:12–15: Jesus' entry into Jerusalem • Luke 22:47–53: Jesus' betrayal and arrest • Luke 23:26–56: crucifixion, death and burial • Luke 24:1–12: finding the empty tomb • John 20:11–23: Jesus appearing to Mary • Magdalene and the disciples • Luke 19:45–46/48: the cleansing of the temple • John 13:1–11: washing the disciples' feet • Luke 22:7–23: the Last Supper • Luke 22:66-71 and 23:1-5: Jesus' trials 	<p>Recognise that Jesus gives instructions about how to behave.</p> <p>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</p> <p>Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship.</p> <p>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.</p> <p>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.</p>	<p>When have I been forgiven or had to forgive someone else? What have I learned from this and how does it change my actions?</p>
<p>UC 1.2 Who made the world? (Creation)</p>	<p>UC F1 Why is the word 'God' so important to Christians? (Creation)</p>	<p>RET 1.3 Who is Jewish and what do they believe? (Believing) Linking Shabbat with Creation.</p>	<p>Understanding what being thankful is and truly saying you're thankful.</p> <p>Being generous to others.</p> <p>Conservation and ecology – looking after the Earth</p>	<p>To know Christians believe God created the universe.</p> <p>To know the Earth and everything in it are important to God.</p> <p>To know God has a unique relationship with human beings as their Creator and Sustainer.</p> <p>To know humans should care for the world because it belongs to God.</p> <p>To retell the story of creation.</p> <ul style="list-style-type: none"> • Genesis 1:1–2.3 • Matthew 10:8, Jesus said to his followers, 'Freely you have received, freely give.' 	<p>Retell the story of creation from Genesis 1:1–2.3 simply.</p> <p>Recognise that Creation, is part of a 'big story' of the Bible and it is at the beginning.</p> <p>Say what the story tells Christians about God, Creation and the world. DD</p> <p>Identify at least 2 different types of texts from the Bible; e.g. a story and instructions about how to behave.</p> <p>Give at least one example of what Christians do to say thank you to God for the Creation.</p> <p>Give at least two examples of what Christians do to look after the world for God. DD</p> <p>Think, talk and ask questions about living in an amazing world.</p>	<p>Art: Craft and design: Fabric of nature Y4 Craft and design: Photo opportunity Y6</p> <p>Golden thread: Humans are called to be caretakers of God's wonderful world; we are responsible as God's co-workers for preserving what God says is 'good'- Creation.</p> <p>Spirituality: the wonder of creation; reflection if they look after the world; take action</p> <p>Significant people: David Attenborough Greta Thunberg</p>
<p>RET 1.8 How should we care for others and the world, and why does it matter? (Living)</p>	<p>UC F1 Why is the word 'God' so important to Christians? (Creation)</p>	<p>UC 1.2 Who made the world? (Creation)</p>	<p>Using our school values to ensure people feel valued and cared for.</p>	<p>To name some stories in the Bible that show caring e.g. The Good Samaritan, The four friends with the paralysed man, Jesus calling his disciples.</p>	<p>Re-tell Bible stories and stories from another faith about caring for others and the world (A2).</p>	<p>PSHE – Relationships</p> <p>History – Florence Nightingale</p>

<p>Living (Religious practices and ways of living; questions about values and commitments)</p>		<p>RET 1.3 Who is Jewish and what do they believe? (Believing)</p>	<p>To become a responsible citizen.</p>	<p>To know that Tzedekah is the Jewish idea of charitable giving.</p> <p>To know about the festival of Sukkot.</p> <p>To know about the lives of famous people in the past who cared e.g. Mother Teresa and Dr Barnardo</p> <p>To know Christians and Jewish people believe God created the universe.</p> <p>To know Humans should care for the world because it belongs to God.</p> <p>To be able to describe the festival of Tu B'shevat (new year for trees)</p> <ul style="list-style-type: none"> • Matthew 6.26 • Mark 10 v13-15 • Luke 10:25-37 • Luke 5:17-26 • Luke 5:7-11 • Deuteronomy 15:11 	<p>Identify ways that some people make a response to God by caring for others and the world (B1).</p> <p>Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1 exc).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p> <p>Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2)</p> <p>Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).</p> <p>Answer the title question thoughtfully, in the light of their learning in this unit (C1 exc).</p>	<p>The Golden Rule</p> <p>English KS2 – Street Child (Dr Barnardo)</p> <p>Golden Thread: Rooted in love.</p> <p>Golden Thread: Creation – we are the caretakers of the world.</p> <p>Golden Thread: People of God – to stand against injustice</p> <p>Art - Craft and design: Fabric of nature Y4</p> <p>Significant people: Florence Nightingale Dr Barnardo Mother Teresa</p>
<p>RET 1.7 What does it mean to belong to a faith community? (Living)</p> <p>Living (Religious practices and ways of living; questions about values and commitments)</p>	<p>RET F5 Being special: where do we belong?</p> <p>UC F2 Why do Christians perform nativity plays at Christmas? (Incarnation)</p>	<p>RET 1.3 Who is Jewish and what do they believe? (Believing)</p> <p>RET 1.2 Who is a Muslim and what do they believe? (Believing)</p>	<p>To know the main beliefs of major world faiths.</p> <p>To be tolerant of different religious views/practices.</p> <p>To understand that forgiveness has deep rooted origins within different faiths.</p> <p>To know that 'belonging' is an important part of a faith community and this sense of belonging helps people feel connected.</p>	<p>To know what it means to belong to something.</p> <p>To identify a range of Christian symbols: cross/crucifix, fish/ichthus, WWJD, an image of Jesus and Mary, a church, rosary, Bible</p> <p>To know the words Allah and Muhammad in Islamic calligraphy and that this shows what is important to Muslims.</p> <p>To know that pilgrims circle the ka'aba at hajj and this is a sign of belonging in Islam.</p> <p>To know the story of the boy who threw stones at trees.</p> <p>To describe what happens at Shabbat.</p> <p>To explain why Jews spend special time together on a Friday evening.</p>	<p>Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).</p> <p>Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).</p> <p>Identify two ways people show they belong to each other when they get married (A1).</p> <p>Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2 exc).</p>	<p>Spirituality: What does 'forgiveness' mean? When have I been forgiven or had to forgive someone else? What have I learned from this and how does it change my actions?</p> <p>School value of forgiveness</p> <p>PSHE: Feelings and Emotions units</p>

				<p>To know that sharing challah bread is a sign of being together.</p> <p>To know how and why Christians baptise babies.</p> <p>To know how and why Muslims welcome babies with the Aqiqah ceremony.</p> <p>To know what happens at Christian and Jewish weddings.</p> <p>To know what a chuppah is and what it symbolises.</p> <ul style="list-style-type: none"> • The story of the lost coin – Luke 15:8-10 	<p>Identify some similarities and differences between the ceremonies studied (B3 exc)</p> <p>Respond to examples of co-operation between different people (C2).</p>	
<p>UC 1.3 Why does Christmas matter to Christians? (Incarnation)</p>	<p>UC F2 Why do Christians perform nativity plays at Christmas?</p>	<p>RET 1.3 Who is Jewish and what do they believe? Linking Chanukah with Christmas</p>	<p>Link to values – being thankful</p> <p>Learning to be generous</p>	<p>To know Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</p> <p>To know the Bible points out that his birth showed that he was extraordinary (e.g. he is worshipped as a king in Matthew) and that he came to bring good news (e.g. to the poor in Luke)</p> <p>To know Christians celebrate Jesus' birth and Advent for Christians is a time for getting reading for Jesus' coming.</p> <ul style="list-style-type: none"> • Luke 1:26–38, 2:1–20 • Matthew 1:18-2:12 	<p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians (and recognise the link with Incarnation — Jesus is 'God on Earth' – DD).</p> <p>Recognise that stories of Jesus' life come from the Gospels.</p> <p>Recognise that Incarnation is part of the 'Big Story' of the Bible. DD</p> <p>Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas for example, using nativity scenes and carols to celebrate Jesus' birth.</p> <p>Decide what they personally have to be thankful for at Christmas time.</p> <p>Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous. DD</p>	<p>Art: Looking at the work of famous artists - Botticelli's 'Mystic Nativity'</p> <p>Golden Thread: Jesus is the saviour and rescuer, who will repair the effects of sin - Incarnation.</p> <p>Spirituality: the wonder of Jesus coming to earth as a human; reflection how are we generous in our lives; take action by demonstrating generosity.</p> <p>Significant people: Botticelli</p>
<p>RET 1.3 Who is Jewish and what do they believe? (Believing)</p> <p>Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</p>	<p>RET F5 Being special: where do we belong?</p>	<p>UC 1.2 Who made the world? (Creation)</p> <p>RET 1.2 Who is a Muslim and what do they believe? (Believing)</p>	<p>To know the main beliefs of major world faiths.</p> <p>To be tolerant of different religious views/practices.</p>	<p>To know what precious objects will be found within a Jewish home: mezuzah, candlesticks, challah bread/board/cover, wine goblet, kosher food, kippah, Shabbat table, seder plate, matzah cover, star of David, prayer books, Chanukiah Havdalah candle, spice box.</p>	<p>Talk about how the mezuzah in the home reminds Jewish people about God (A3).</p> <p>Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means (A2).</p>	<p>PSHE: Feelings and Emotions units</p> <p>Golden threads: Rooted in love – being part of a community</p>

		<p>RET 1.7 What does it mean to belong to a faith community? (Living)</p>	<p>To know that 'belonging' is an important part of a faith community and this sense of belonging helps people feel connected.</p>	<p>To know some of words found inside a mezuzah (the Shema) and what they mean.</p> <p>To know Jewish people believe in 1 God.</p> <p>To know where the mezuzah is found and how it is used.</p> <p>To know how and why Jewish people celebrate Shabbat.</p> <p>To know how and why Jewish people celebrate Chanukah.</p> <p>To know and can retell the story of Chanukah.</p>	<p>Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1).</p> <p>Make links between some Jewish teachings and how Jewish people live (A2 exc).</p> <p>Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1 exc).</p>	
<p>UC 1.4 What is the good news that Jesus brings? (Gospel)</p>		<p>UC 1.1 What do Christians believe God is like? (God) – forgiveness and ways to pray</p> <p>RET 1.5 What makes some places sacred (Expressing) – the church community</p> <p>RET 1.7 What does it mean to belong to a faith community? (Living)</p> <p>RET 1.2 Who is a Muslim and what do they believe? Part A (Believing)</p>	<p>The meaning of peace: peace in my own life (in my heart?), peace with other people (no fights?), peace in the world (no wars?), peace with God for Christians (being forgiven).</p> <p>Link to values: Being thankful and being forgiven.</p>	<p>To know Christians believe Jesus brings good news for all people.</p> <p>To know for Christians, this good news includes being loved by God, and being forgiven for bad things.</p> <p>To know Christians believe Jesus is a friend to the poor and friendless.</p> <p>To know Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</p> <ul style="list-style-type: none"> Matthew 9:9–13: Jesus calls a tax collector to be his disciple. Luke 6:37–38: Repentance and forgiveness are available to all. John 14:27: Jesus gives peace. Luke 11:9–13: God is like a loving father. Matthew 13:45–46: A pearl of great price. Luke 17:11–19 	<p>Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news (and of being thankful - DD).</p> <p>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians (and that people can trust God, and that they should say thank you to God for his good gifts – DD).</p> <p>Recognise that Jesus gives instructions to people about how to behave.</p> <p>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.</p> <p>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).</p> <p>Describe how Christians show their beliefs: for example, thanking God in prayer. DD</p> <p>Give at least two examples of ways in which Christians use Bible stories</p>	<p>PSHE 'Feelings and Emotions' /PE 'Mindfulness' strand: finding peace</p> <p>Golden Thread: To know what is meant by Jesus bringing Good News and Jesus' example to love one's neighbour.</p> <p>Golden Thread: People of God – to stand against injustice</p> <p>Spirituality: the wonder of being forgiven; reflection if they easily forgive; take action by showing forgiveness</p> <p>Art - Craft and design: Fabric of nature Y4</p> <p>Significant people: NLBC's Ghana project team and Pastor Osmond Osei Owusu New Life Baptist Church: North Yorkshire, UK > New Life Ghana (nlbc.org.uk)</p>

					and texts to guide their beliefs about prayer, in their church communities and their own lives. DD 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.	
RET 1.2 Who is a Muslim and what do they believe? Part B (Believing) Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)	PLEASE SEE PART A	PLEASE SEE PART A				

Understanding Christianity/RE Today Unit of Learning KS2	EYFS/KS1 Units of Learning which form the basis of this learning	How KS2 units revisit key learning	How RE will help in life.	Key substantive knowledge	Key disciplinary knowledge	Key learning opportunities with other curriculum areas
UC2a.1 What do Christians learn from the Creation story? (Creation/fall)	<p>F1 God / Creation Why is the word 'God' so important to Christians?</p> <p>UC 1.2 Who made the world? (Creation)</p> <p>RET 1.3 Who is Jewish and what do they believe? (Believing)</p>	2B.2 Creation and science: conflicting or complementary?	Minimising human impact on the planet and sustainable living. Making ethical choices e.g. buying from sustainable wood sources.	<p>To know God the Creator cares for the creation, including human beings.</p> <p>To know as human beings are part of God's good creation, they do best when they listen to God.</p> <p>To know the Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall').</p> <p>To know this means that humans cannot get close to God without God's help.</p> <p>To know the Bible shows that God wants to help people to be close to him – he keeps his relationship with them, gives them guidelines on good ways to live (such as the 10 Commandments), and offers forgiveness even when they keep on falling short.</p>	<p>Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.</p> <p>Make clear links between Genesis 1 and what Christians believe about God and Creation.</p> <p>Offer suggestions about what the story of Adam and Eve might show about human nature and how to act. DD</p> <p>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.)</p> <p>Describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness. DD</p>	<p>Art: Craft and design: Fabric of nature Y4 Craft and design: Photo opportunity Y6 Sculpture and 3D: Mega materials Y4</p> <p>Geography: threats to the rainforest – The Amazon and the Rainforest units of work Also renewable energy through Rivers and The UK.</p> <p>Spirituality: the wonder of creation; reflection if they look after the world; take action</p> <p>Golden thread: Humans are called to be caretakers of God's wonderful world; we are responsible as God's co-workers for preserving</p>

				<p>To know Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.</p> <ul style="list-style-type: none"> • Genesis 1:1–2:3 • Genesis 3 	<p>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.</p> <p>Make links between what stories in the Bible say about human beings, and pupils' own ideas about how people should behave. DD</p>	<p>what God says is 'good'-Creation.</p> <p>Significant people: Peter and Miranda Harris – Founders of A Rocha</p>
<p>RET U2.1 Why do some people believe in God and some people do not? (Believing)</p> <p>Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</p>	<p>UC F1 Why is the word 'God' so important to Christians? (Creation)</p> <p>UC 1.2 Who made the world? (Creation)</p> <p>RET 1.2 Who is a Muslim and what do they believe? (Believing)</p>	<p>UC2a.1 What do Christians learn from the Creation story? (Creation/fall)</p> <p>UC2a.3 What is the Trinity? (God/Incarnation)</p> <p>UC2b.1 What does it mean if God is holy and loving? (God)</p> <p>L2.9 What can we learn from religions about deciding what is right and wrong? (Living)</p>	<p>To know that some people find pray and belief in God helps their well-being.</p>	<p>To know the Christian metaphors for God: God as love; God as father; God as light; and God as creator.</p> <p>To know what is meant about the Trinity.</p> <p>To know how and why people pray.</p> <p>To be able to retell the story of Moses and the Burning Bush.</p> <p>To be able to retell the story of Saul on the road to Damascus.</p> <p>To know the Shahadah is the Muslim statement of faith in one God</p> <p>To know some of the 99 names for Allah and know what this tells Muslims about God.</p> <p>To know that the Qur'an guides Muslims in their daily life and teaches them about Allah.</p> <p>To know Hindu beliefs about the Trimurti: Brahman (creator), Vishnu (preserver) and Shiva (destroyer).</p> <p>To know that Hindus use murtis in worship.</p> <p>To know that Hindus believe in 1 God but can be represented in many different ways.</p> <p>To know what a Humanist believes in and how this helps them to be 'good without god'.</p>	<p>Describe some of the ways in which Christians Hindus and Muslims describe God (A1).</p> <p>Ask questions and suggest some of their own responses to ideas about God (C1).</p> <p>Suggest why having a faith or belief in something can be hard (B2).</p> <p>Identify how and say why it makes a difference in people's lives to believe in God (B1).</p> <p>Identify some similarities and differences between ideas about what God is like in different religions (B3 exc).</p> <p>Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1 exc).</p>	<p>School value of thankfulness.</p> <p>Golden thread: Humans are called to be caretakers of God's wonderful world; we are responsible as God's co-workers for preserving what God says is 'good'-Creation.</p> <p>PSHE 'Feelings and Emotions' /PE 'Mindfulness' strand: finding peace</p> <p>Significant people: Stanton Coit</p>

				<p>To know what is meant by the term 'atheist'.</p> <ul style="list-style-type: none"> • 1 Corinthians 13 • The Lord's Prayer (Matthew 6:9–13) • Exodus 3 • Acts 9: 1-20 		
<p>UC2a.3 What is the Trinity? (God/Incarnation)</p>	<p>UC 1.1 What do Christians believe God is like? (God)</p> <p>UC 1.3 Why does Christmas matter to Christians? (Incarnation)</p>	<p>UC2b.4 Was Jesus the Messiah?</p> <p>Connect this work to the 'Big Story' of the Bible by asking pupils to think about God the Father, creator of all things; Jesus, whose life changed the world by rescuing people from the 'fall' of humanity and from sin; and the Holy Spirit, who 'gives life to the People of God'.</p> <p>RET U2.1 Why do some people believe in God and some people do not? (Believing)</p>	<p>To understand the wording of Christmas cards and carols when they are talking about the 'Word' and 'Light'.</p>	<p>To know what Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit.</p> <p>To know Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</p> <p>To know Christians worship God as Trinity. It is a huge idea to grasp, and Christians have created art to help to express this belief.</p> <p>To know 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> <ul style="list-style-type: none"> • Matthew 3:11–17 • 2 Corinthians 13:14 • John 1:1–14 	<p>Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.</p> <p>Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels. DD</p> <p>Offer suggestions about what texts about baptism and Trinity might mean.</p> <p>Offer suggestions for what texts about God might mean. DD</p> <p>Give examples of what these texts mean to some Christians today. DD</p> <p>Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</p> <p>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.</p> <p>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. DD</p>	<p>Golden thread: God – the Trinity</p> <p>Golden thread: incarnation</p>
<p>UC2a.5 Why do Christians call the day Jesus died 'Good Friday'? (Salvation)</p>	<p>UC 1.5 Why does Easter matter to Christians? (Salvation)</p>	<p>UC 2b.6 What did Jesus do to save human beings? (Salvation)</p>	<p>Know the significance behind the different events of Holy Week.</p>	<p>To know Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</p>	<p>Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.</p>	<p>Golden thread: Salvation</p>

				<p>To know the various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.</p> <p>To know Christians today trust that Jesus really did rise from the dead, and so is still alive today.</p> <p>To know Christians remember and celebrate Jesus' last week, death and resurrection.</p> <ul style="list-style-type: none"> • Matthew 21:7–11 • Luke 23:13–25, 32–48 • Luke 24:1–12 • Matthew 26:17–30 	<p>Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.</p> <p>Offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean. DD</p> <p>Give examples of what the texts studied mean to some Christians.</p> <p>Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</p> <p>Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</p> <p>Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion.DD</p> <p>Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus. DD</p> <p>Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</p> <p>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. DD</p>	
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<p>U2.6 What does it mean to be a Muslim in Britain today? (Living)</p> <p>Living (Religious practices and ways of living; questions about values and commitments)</p>	<p>RET 1.7 What does it mean to belong to a faith community? (Living)</p> <p>RET 1.2 Who is a Muslim and what do they believe? (Believing)</p>	<p>RET U2.1 Why do some people believe in God and some people do not? (Believing)</p> <p>L2.5 Why are festivals important to religious communities? (Expressing)</p> <p>L2.9 What can we learn from religions about deciding what is right and wrong? (Living)</p>	<p>Follow rules.</p> <p>Being generous and giving to charity.</p>	<p>To be able to describe the 5 pillars of Islam and why they are important to Muslims: shahadah - a belief in one God; salah - prayer, five times a day; sawm- fasting in the month of Ramadan; hajj – pilgrimage; and zakah- the giving of alms.</p> <p>To be able to describe the key belief of Muslims (shahadah) and explain how it affects their life.</p> <p>To be able to recount the story of the placing of the black stone.</p> <p>To be able to describe some rak'ahs.</p> <p>To retell the story of the 2 brothers.</p> <p>To describe the places Muslims visit on pilgrimage and know why they are important.</p> <p>To know the commandments found in Surah 17.</p> <ul style="list-style-type: none"> • The Holy Quran, 2:215 • Surah 17 of the Qur'an. 	<p>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</p> <p>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).</p> <p>Make connections between the key functions of the mosque and the beliefs of Muslims (A1).</p> <p>Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).</p> <p>Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1 exc).</p> <p>Answer the title key question from different perspectives, including their own (C1 exc).</p>	<p>Link to school value of truthfulness, hope, compassion and endurance.</p>
<p>L2.4 Why do people pray? (Expressing)</p> <p>Expressing (Religious and spiritual forms of expression; questions about identity and diversity)</p>	<p>RET 1.2 Who is a Muslim and what do they believe? (Believing)</p> <p>RET 1.3 Who is Jewish and what do they believe? (Believing)</p>	<p>UC 1.4 What is the good news that Jesus brings? (Gospel)</p> <p>RET U2.1 Why do some people believe in God and some people do not? (Believing)</p> <p>U2.6 What does it mean to be a Muslim in Britain today? (Living)</p>	<p>Prayer helps people find peace and improves well-being through 'connectedness'.</p>	<p>To know how Muslims prepare for prayer</p> <p>To know the first Surah of the Holy Qur'an.</p> <p>To explain wudu.</p> <p>To know that Muslims pray 5 times each day following a pattern of body language.</p> <p>Know that Muslims use Subha beads to help remember the 99 names of Allah.</p> <p>To know about different types of prayer found in the Bible.</p> <p>To know the key beliefs expressed in the Lord's Prayer.</p> <p>To know what artefacts a Christian may use in prayer.</p>	<p>Describe the practice of prayer in the religions studied (A2).</p> <p>Make connections between what people believe about prayer and what they do when they pray (A3).</p> <p>Describe ways in which prayer can comfort and challenge believers (B2).</p> <p>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).</p> <p>Explain similarities and differences between how people pray (B3 exc).</p> <p>Consider and evaluate the significance of prayer in the lives of people today (A1 exc).</p>	<p>PSHE: it complements work covered in 'Feelings and Emotions'</p> <p>Spirituality: wonder – being able to communicate with God; reflection – how do I feel about communicating with God?; action – have opportunities to write prayers to express my feelings if I wish to do so.</p>

				<p>To know what could be found in a Hindu shrine and on a Puja tray.</p> <p>To know the Gayatri Mantra is used as morning prayer.</p> <p>To know how Hindus pray at home and at the mandir.</p> <ul style="list-style-type: none"> • Daniel 6 • Acts 12 • Matthew 6: 5-13 		
<p>UC2b.1 What does it mean if God is holy and loving? (God)</p>	<p>UC 1.1 What do Christians believe God is like? (God)</p>	<p>UC2a.3 What is the Trinity? (God/Incarnation)</p> <p>U2.7 What matters most to Humanists and Christians? (Living) (Guidelines for living)</p> <p>UC2b.5 What would Jesus do? (Gospel) (forgiveness – woman caught in adultery).</p> <p>RET U2.1 Why do some people believe in God and some people do not? (Believing) (Holy – the burning bush)</p>	<p>To consider when more love, holiness or forgiveness might be good in the world today.</p>	<p>To know Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.</p> <p>To know 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 loving, forgiving, and full of grace.</p> <p>To know Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching.</p> <p>To know Christians believe getting to know God is like getting to know a person rather than learning information.</p> <p>To know Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love. DD</p> <ul style="list-style-type: none"> • Psalm 103 • Isaiah 6:1–5 • I John 4:7–13 • Exodus 19:1-19 • Proverbs 6:16–19 • Luke 23:33–34 • Matthew 18:22 	<p>Identify some different types of biblical texts, using technical terms accurately.</p> <p>Explain connections between biblical texts and Christian ideas of God, using theological terms.</p> <p>Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.</p> <p>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. DD</p> <p>Show how Christians put their beliefs into practice in worship.</p> <p>Show how Christians put their beliefs about God into practice in worship: for example, through confession. DD</p> <p>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.</p> <p>Weigh up how biblical ideas about love, holiness or</p>	<p>PSHE: it complements work covered in 'Feelings and Emotions' and 'Relationships'.</p> <p>PSHE: 'Being responsible',</p> <p>Art – the architecture, sculptures and stained glass windows from Coventry Cathedral.</p> <p>Spirituality: wonder – God's forgiveness; reflection – do we readily forgive; action – ways to show we forgive.</p> <p>Golden threads: Rooted in love – the love of God.</p> <p>Significant people: Provost Howard Jock Forbes Basil Spence</p>

					forgiveness relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own. DD	
<p>L2.9 What can we learn from religions about deciding what is right and wrong? (Living)</p> <p>Living (Religious practices and ways of living; questions about values and commitments)</p>	<p>1.8 How should we care for others and the world, and why does it matter? (Living)</p>	<p>UC2.7 What matters most to Humanists and Christians? (Living) (Guidelines for living)</p> <p>UC2a.1 What do Christians learn from the Creation story? (Creation/fall)</p>	<p>Being a good citizen by treating others as you want to be treated and loving your neighbour as yourself.</p>	<p>To know the 'Golden Rules' for Christianity, Judaism and Humanists.</p> <p>To know what the 10 Commandments are and know why they are important to Jews.</p> <p>To know that the 10 Commandments are found both in the Torah and in the Bible.</p> <p>To know what the Beatitudes are and know why they are important to Christians.</p> <p>To know what the 2 greatest commandments are within Christianity.</p> <p>To know the story of the Fall.</p> <p>To know the story of Jesus being tempted in the wilderness.</p> <p>To know about the life of Desmond Tutu and be able to explain how he orchestrated change.</p> <ul style="list-style-type: none"> • Genesis 3 • Exodus 20 • Matthew 5:3-15 • Matthew 4:1-11 	<p>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).</p> <p>Make connections between stories of temptation and why people can find it difficult to be good (A2).</p> <p>Give examples of ways in which some inspirational people have been guided by their religion (B1).</p> <p>Discuss their own and others' ideas about how people decide right and wrong (C3).</p> <p>Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system (B3 exc).</p> <p>Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity (C3 exc)</p>	<p>British Values: individual liberties and mutual respect.</p> <p>Spirituality: wonder – why is love your neighbour the 2nd greatest commandment?; reflection – how do I treat others?; action – what can I do to ensure I demonstrate 'love your neighbour'?</p> <p>Golden threads: Rooted in love – the love of God.</p> <p>All 8 values.</p>
<p>UC2b.5 What would Jesus do? (Gospel)</p>	<p>UC 1.4 What is the good news that Jesus brings? (Gospel)</p> <p>UC 1.5 Why does Easter matter to Christians? (Salvation)</p> <p>RET 1.7 What does it mean to belong to a faith community? (Living)</p>	<p>UC2a.4 What kind of world did Jesus want? (Gospel)</p> <p>UC2b.1 What does it mean if God is holy and loving? (God) (reconciliation with Coventry Cathedral)</p> <p>UC2a.5 Why do Christians call the day Jesus died</p>	<p>Consider how their actions reflect WWJD.</p>	<p>To know 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.</p> <p>To know Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable.</p>	<p>Identify features of Gospel texts (for example, teachings, parable, narrative).</p> <p>Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</p> <p>Make clear connections between Gospel texts, Jesus' 'good news', and how Christians</p>	<p>PSHE: 'Feelings and emotions - worry'</p> <p>Art – looking at famous works of art: Dinah Roe Kendall's image of 'The Woman Taken in Adultery' Carl Bloch: 'Peter Denies Christ' Craft and design: Fabric of nature Y4</p>

		<p>'Good Friday'? (Salvation)</p> <p>UC2b.6 What did Jesus do to save human beings? (Salvation)</p> <p>UC2b.8 What kind of king is Jesus? (Kingdom of God)</p> <p>Living units.....</p> <p>L2.9 What can we learn from religions about deciding what is right and wrong? (Living) (Desmond Tutu living out Jesus' teachings).</p> <p>U2.6 What does it mean to be a Muslim in Britain today? (Living)</p>		<p>To know Jesus' good news transforms lives now, but also points towards a restored, transformed life in the future (See Salvation and Kingdom of God).</p> <p>To know Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.</p> <ul style="list-style-type: none"> • Matthew 22:36–40 • Matthew 7:24–27 • Matthew 5–7 • Luke 7:1–10 • John 13:34–38, 18:15–18, 25–27 • Mark 11:15–19 • John 8:1–11 	<p>live in the Christian community and in their individual lives.</p> <p>Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) 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.</p> <p>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. DD</p>	<p>Golden threads: Rooted in love – the love of God through our actions.</p> <p>Golden Thread: People of God – to stand against injustice</p> <p>Spirituality: wonder – why are some of Jesus' actions so wonderful; reflection – how do I act in difficult situations; action – how can my actions reflect WWJD?</p> <p>Significant people: Desmond Tutu Corrie Ten Boon</p>
<p>L2.5 Why are festivals important to religious communities? (Expressing)</p> <p>Expressing (Religious and spiritual forms of expression; questions about identity and diversity)</p>	<p>RET 1.2 Who is a Muslim and what do they believe? (Believing)</p> <p>RET 1.3 Who is Jewish and what do they believe? (Believing)</p>	<p>L2.9 What can we learn from religions about deciding what is right and wrong? (Living)</p> <p>UC2a.1 What do Christians learn from the Creation story? (Creation/fall)</p> <p>U2.6 What does it mean to be a Muslim in Britain today? (Living)</p>	<p>Children feel like they belong and are connected to communities.</p>	<p>To know that some celebrations are religious and others are non-religious.</p> <p>To know how Christians celebrate Easter and know some symbols associated with this festival.</p> <p>To know the story of Jesus washing his disciples' feet and the story of the Last Supper.</p> <p>To know the story of Pilate condemning Jesus and the crucifixion.</p> <p>To know what events happened on Easter Sunday.</p> <p>To know the story of Rama and Sita.</p> <p>To know how and why Hindus celebrate Diwali.</p> <p>To know what fasting means and why people do it.</p>	<p>Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</p> <p>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions (A3).</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</p> <p>Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each</p>	<p>Spirituality: wonder – what do I celebrate with my family?; reflection – why is this important?; action – how can I encourage my family to create traditions that help us to feel like we belong?</p> <p>ICT: Create an info leaflet about Diwali as a 2Do on Purple Mash</p>

				<p>To be able to describe the key factors which make the celebration of Eid-ul-Fitr.</p> <p>To know the story of the Passover and know that this story is found in the book of Exodus which is both in the Torah and the Bible.</p> <p>To know the meaning of the symbols found on the seder plate.</p> <ul style="list-style-type: none"> • Mark 14:12–26 • John 13:1–17 • Matthew 27:11–26 • Luke 24 1–12 • Exodus 2 	<p>festival studied, using a variety of media (C2 exc).</p> <p>Suggest how and why religious festivals are valuable to many people (B2 exc).</p>	
<p>UC2b.8 What kind of king is Jesus? (Kingdom of God)</p>	<p>UC F1 Why is the word 'God' so important to Christians? (Creation)</p>	<p>UC2a.6 When Jesus left, what was the impact of Pentecost? (Kingdom of God)</p>	<p>To do things to make the world a better place.</p> <p>Living out our Christian values.</p>	<p>To know Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.</p> <p>To know the Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.</p> <p>To know many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world (for example, by practising Forgiveness DD).</p> <p>To know the parables suggest that there will be a future kingdom, where God's reign will be complete DD.</p> <ul style="list-style-type: none"> • Matthew 6:9–13 • Luke 14:12–24 • Matthew 21: 33–46 • Matthew 18:21–35 • Matthew 5:9 • 1 John 3:18 • Proverbs 31:8–9 • Matthew 25:35–36 • Luke 10:27 • James 2:17 	<p>Explain connections between biblical texts and the concept of the Kingdom of God (where God rules in human lives DD).</p> <p>Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations (and compare their ideas with ways in which Christians interpret them DD).</p> <p>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 (and through receiving and practising forgiveness DD).</p> <p>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.</p> <p>Identify ideas arising from their study of the Kingdom of God and comment on how far these</p>	<p>English: poem</p> <p>PSHE: 'A world without judgement Y4/5' and 'Being Responsible Y5'</p> <p>PSHE: it complements work covered in 'Feelings and Emotions' and 'Relationships'.</p> <p>PSHE: protected characteristics powerpoint.</p> <p>Golden Thread: People of God – to stand against injustice</p> <p>Spirituality: wonder – God's forgiveness; reflection – do we readily forgive; action – ways to show we forgive.</p> <p>Art - Craft and design: Fabric of nature Y4</p> <p>Significant people: Sylvia Mary Alison (Prison Fellowship UK)</p>

				<ul style="list-style-type: none"> • Hebrews 13:3 • Hebrews 13:2 • James 1:27 • Micah 6:8 • Galatians 3:28 1 John 3:17	are helpful or inspiring for the world today, justifying their responses DD.	
<p>U2.3 What do religions say to people when life gets hard? (Believing)</p> <p>Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</p>			<p>To think about life after death and what this means.</p>	<p>To know they can ask questions about life after death.</p> <p>To be able to start to understand the idea of a soul.</p> <p>To know the Hindu belief of reincarnation and Karma.</p> <p>To know the Muslim and Christian beliefs in judgement.</p> <p>To describe what happens at a Christian funeral.</p> <p>To describe what happens at a non-religious funeral.</p>	<p>Express ideas about how and why religion can help believers when times are hard, giving examples (B2).</p> <p>Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).</p> <p>Explain some similarities and differences between beliefs about life after death (B2).</p> <p>Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).</p> <p>Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples (B1 exc).</p> <p>Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B3 exc).</p>	English: poem
<p>UC2b.2 Creation and science: conflicting or complementary? (Creation/Fall)</p>	<p>1.2 Who made the world? (Creation)</p>	<p>UC2b.1 What does it mean if God is holy and loving? (God)</p> <p>Christian architects.</p>	<p>Minimising human impact on the planet and sustainable living. Making ethical choices e.g. buying from sustainable wood sources.</p> <p>Aspire to be a scientist</p>	<p>To know there is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.</p> <p>To know these debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts?</p> <p>To know there are many scientists throughout history and now who are Christians.</p> <p>To know the discoveries of science make Christians wonder even more</p>	<p>Outline the importance of Creation on the timeline of the 'big story' of the Bible.</p> <p>Identify what type of text some Christians say Genesis 1 is, and its purpose.</p> <p>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.</p> <p>Identify the type of text that Psalm 8 is, and its purpose. DD</p>	<p>Science: Evolution and inheritance including Charles Darwin and Alfred Wallace</p> <p>English: reading/writing a poem</p> <p>Art: Christian architects and stained glass windows</p> <p>Geography: threats to the rainforest – The Amazon and the Rainforest units of work. Also renewable energy through Rivers and The UK. Recycling from KS1.</p>

				<p>about the power and majesty of the Creator.</p> <p>To know creation reveals something about the nature of God — for example, power, creativity, concern for life — and reminds humans of their place as dependent upon the Creator. DD</p> <ul style="list-style-type: none"> • Genesis 1:1–2:3 • Psalm 8 	<p>Explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in Creation. DD</p> <p>Make clear connections between Genesis 1 and Christian belief about God as Creator.</p> <p>Show understanding of why many Christians find science and faith go together.</p> <p>Make clear connections between Psalm 8 and some ways Christians respond to God as Creator. DD</p> <p>Show understanding of why some Christians find science and faith compatible. DD</p> <p>Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</p> <p>Respond to the idea that humans have great responsibility for the Earth. DD</p> <p>Weigh up how well humans are responding to this responsibility, taking into account religious and non-religious viewpoints. DD</p>	<p>Spirituality: the wonder of creation; reflection if they look after the world; take action</p> <p>Golden thread: Rooted in love - God is concerned to bring healing and salvation to Creation through Jesus.</p> <p>Golden thread: Humans are called to be caretakers of God's wonderful world; we are responsible as God's co-workers for preserving what God says is 'good'- Creation.</p> <p>Significant people: Jennifer Wiseman</p>
<p>L2.8 What does it mean to be Hindu in Britain today? (Living)</p> <p>Living (Religious practices and ways of living; questions about values and commitments)</p>	<p>L2.4 Why do people pray? (Expressing)</p> <p>RET U2.1 Why do some people believe in God and some people do not? (Believing)</p>	<p>How to be respectful in modern day society.</p> <p>To know that aspects of history wronged groups of people and didn't treat people fairly or respectfully e.g. Windrush, slavery, apartheid, Jews in WW2.</p>	<p>To know about Hindu puja including the puja tray, aarti and bhajans.</p> <p>To know the aims in Hindu life of dharma and moksha.</p> <p>To explain karma and reincarnation.</p> <p>To know who Gandhi was and why his life was inspirational.</p>	<p>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1).</p> <p>Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).</p>	<p>History – empire and power of the monarchy.</p> <p>PSHE: protected characteristics presentation.</p> <p>PSHE: British Values.</p>	

		<p>U2.3 What do religions say to people when life gets hard? (Believing)</p>		<p>To know some of Gandhi's key beliefs.</p> <p>To know where British Hindu populations live and why they came to live in Great Britain.</p> <p>To know that British Hindus celebrate their festivals in this country too.</p> <p>To know that 21st Century Britain is made up of lots of different groups of people.</p>	<p>Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</p> <p>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p> <p>Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3 exc).</p> <p>Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences (C1 exc).</p>	<p>Golden threads: Rooted in love – the love of God through our actions.</p> <p>Golden Thread: People of God – to stand against injustice</p> <p>Art - Craft and design: Fabric of nature Y4</p>
<p>UC2b.6 What did Jesus do to save human beings? (Salvation)</p>	<p>UC 1.5 Why does Easter matter to Christians? (Salvation)</p>	<p>UC2a.5 Why do Christians call the day Jesus died 'Good Friday'? (Salvation)</p> <p>UC2b.4 Was Jesus the Messiah? (Incarnation)</p>	<p>To look for ways to make sacrifices e.g. donate to charity, volunteer as a habit and way of life.</p>	<p>To know Christians read 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.</p> <p>To know the Gospels give accounts of Jesus' death and resurrection.</p> <p>To know the New Testament says that Jesus' death was somehow 'for us'.</p> <p>To know 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 DD).</p> <p>To know Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).</p>	<p>Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.</p> <p>Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.</p> <p>Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts.</p> <p>Explain connections between Isaiah 53, John 19 and the key concepts of Messiah, Sacrifice and Salvation, using theological terms. DD</p> <p>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. DD</p>	<p>Art: looking at famous works of art e.g. Caravaggio</p> <p>English: biographies – lives of people who have made a sacrifice</p> <p>Golden threads: Rooted in love – the love of God through our actions.</p> <p>Spirituality: wonder –Jesus' sacrifice; reflection – what do I sacrifice; action – how can I make a sacrifice appropriate to today in living out love your neighbour?</p> <p>Significant people: Mother Teresa Gladys Aylward Brother Andrew</p>

				<p>Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.</p> <p>Mark 14:32–36 Mark 14:43–46 Mark 14:55–64 Mark 14:66–72 Mark 15:14–15 Mark 15:17–19 Mark 15:20–21 Luke 23:27–31 Mark 15:24 Luke 23:39–43 John 19:26–27 Mark 15:34–37 Mark 15:46 Mark 16:4–8 Isaiah 53</p>	<p>Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.</p> <p>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. DD</p> <p>Show how Christians put their beliefs into practice.</p> <p>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p> <p>Weigh up how far the idea of sacrifice and the example of Jesus are inspiring in the world today and in their own thinking. DD</p>	
<p>UC2a.2 What is it like to follow God? (People of God)</p>		<p>UC2b.3 How can following God bring freedom and justice? (People of God)</p> <p>UC2a.3 What is the Trinity? (God/Incarnation)</p> <p>UC2a.1 What do Christians learn from the Creation story? (Creation/fall)</p> <p>L2.8 What does it mean to be Hindu in Britain today? (Living)</p>	<p>To make and keep promises</p>	<p>To know 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.</p> <p>To know the People of God try to live in the way God wants, following his commands and worshipping him.</p> <p>To know they believe he promises to stay with them and Bible stories show how God keeps his promises.</p> <p>To know the Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God, and to attract all other nations to worshipping God DD.</p> <p>To know Christians believe that, through Jesus, all people can become the People of God DD.</p> <ul style="list-style-type: none"> • Genesis 6:5–9:17 	<p>Make clear links between the story of Noah and the idea of covenant.</p> <p>Make clear links between the story of Abraham and the concept of faith. DD</p> <p>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</p> <p>Make simple links between People of God and how some Christians choose to live in their whole lives and in their church communities. DD</p> <p>Make links between the story of Noah and how we live in school and the wider world.</p> <p>Suggest answers about how far ideas of covenant, promises and following God might make</p>	<p>Golden threads: Rooted in love – the love of God through our actions.</p> <p>Value of trust</p> <p>Golden Thread: People of God – to stand against injustice</p> <p>Spirituality: Wonder about what it really means to trust and be trusted. Reflection – am I trustworthy and do I put my trust in the right people? Action – do things so that other people know that I am trustworthy.</p> <p>Art - Craft and design: Fabric of nature Y4</p> <p>Significant people: William and Catherine Booth</p>

				<ul style="list-style-type: none"> • Genesis chapters 12-25 	a difference in the world today. DD	Music: Y4 Unit 1 – Life of Martin Luther King
UC2a.6 When Jesus left, what was the impact of Pentecost? (Kingdom of God)	UC F1 Why is the word 'God' so important to Christians? (Creation) (The Lord's Prayer)	<p>Make links with the 'big story' of the Bible: Christians believe that they need the Holy Spirit to help them develop the 'fruit' of the Spirit. Humans tend to go their own way (the 'Fall'). Christians recognise that they are definitely not perfect and need God's help. People still needed the forgiveness of God through Jesus, and the power of the Holy Spirit to enable them to love God and their neighbour.</p> <p>UC2b.8 What kind of king is Jesus? (Kingdom of God)</p> <p>UC2a.5 Why do Christians call the day Jesus died 'Good Friday'? (Salvation) (The day when love saved the human race)</p> <p>UC2a.3 What is the Trinity? (God/Incarnation) (Connect with learning about the Trinity)</p>	To make God's invisible Kingdom visible through their loving actions.	<p>To know 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').</p> <p>To know Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him.</p> <p>To know Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God.</p> <p>To know Christians celebrate Pentecost as the beginning of the Church.</p> <p>To know staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians DD.</p> <ul style="list-style-type: none"> • Acts 2: 1–15, 22 and 37–41 • John 14:16–17 • I Corinthians 12 • Galatians 5 	<p>Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.</p> <p>Offer suggestions about what the description of Pentecost in Acts 2 might mean.</p> <p>Give examples of what Pentecost means to some Christians now.</p> <p>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.</p> <p>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.</p> <p>Order concepts within a timeline of the Bible's 'big story' DD.</p> <p>List two distinguishing features of a narrative and a letter as different types of biblical text DD.</p> <p>Offer suggestions about what the texts studied (I Corinthians 12 and Galatians 5) might mean, and give examples of what the texts studied mean to some Christians DD.</p> <p>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 DD.</p>	English: writing poems PSHE: 'Feelings and Emotions' Y6 worry

					<p>Describe how Christians show their belief about the Holy Spirit in worship and in the way they live DD.</p> <p>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 DD.</p> <p>Make links between fellowship and fruit of the Spirit and life in the world today, expressing some ideas of their own clearly DD.</p>	
<p>U2.7 What matters most to Humanists and Christians? (Living)</p> <p>Living (Religious practices and ways of living; questions about values and commitments)</p>	<p>1.8 How should we care for others and the world, and why does it matter? (Living)</p>	<p>RET L2.9 What can we learn from religions about deciding what is right and wrong? (Living)</p> <p>RET U2.1 Why do some people believe in God and some people do not? (Believing)</p>	<p>To become model citizens demonstrating a range of values in keeping with positive codes they've explored.</p>	<p>To know what is deemed good or poor in terms of actions, words and thoughts.</p> <p>To describe a code for living.</p> <p>To know what a Humanist is and to know what their code for living is.</p> <p>To know how Jesus demonstrated clear values.</p> <p>To know that Christians believe that they were made in God's image, but through sin they have fallen and need Jesus to save them and restore the closeness to God.</p> <p>To know what is meant by peace and peacemaker (link to Beatitudes)</p> <p>To know the 10 commandments.</p> <p>To know the code for living from Romans 12.</p> <ul style="list-style-type: none"> • Luke 10: 25-37 • Luke 23: 32-35 • Genesis 1:28 • Genesis 3 • Ephesians 3:17 • Matthew 5:1-12 • Exodus 20 • Romans 12 	<p>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).</p> <p>Describe some Christian and Humanist values simply (B3).</p> <p>Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3).</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).</p> <p>Examples of similarities and differences between Christian and Humanist values (B3 exc).</p> <p>Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2 exc)</p>	<p>Music: Y3 Developing notational skills 'How does music bring us closer together?'</p> <p>Golden threads: Rooted in love – the love of God through our actions.</p> <p>Golden Thread: People of God – to stand against injustice.</p> <p>Art - Craft and design: Fabric of nature Y4</p> <p>All our values.</p>

<p>UC2b.3 How can following God bring freedom and justice? (People of God)</p>	<p>UC F3 Why do Christians put a cross in an Easter garden? (Salvation)</p> <p>UC 1.4 What is the good news that Jesus brings? (Gospel)</p>	<p>UC2a.2 What is it like to follow God? (People of God)</p> <p>UC2b.6 What did Jesus do to save human beings? (Salvation)</p> <p>UC2b.5 What would Jesus do? (Gospel)</p> <p>L2.9 What can we learn from religions about deciding what is right and wrong? (Living)</p> <p>UC2b.1 What does it mean if God is holy and loving? (God)</p>	<p>To act to stop injustice in the world.</p>	<p>To know the Old Testament pieces together the story of the People of God (As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David), they have to learn new ways of following God DD).</p> <p>To know the story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin.</p> <p>To know Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.</p> <p>To know Christians see the Christian church as the People of God, and try to live in a way that attracts others to God; for example, as salt and light in the world DD.</p> <ul style="list-style-type: none"> • Matthew 22:37–40 • Matthew 5:13–16 • Birth narrative, Exodus 2:1–10 • The killing of the taskmaster and fleeing Egypt, Exodus 2:11–15 • Burning bush, Exodus 3:1 — Exodus 4:17 • The ten plagues, Exodus 7:14 — Exodus 12:32 • Leading the children of Israel out of Egypt, Exodus 12:33–42 • Crossing the Red Sea, Exodus 14:1–31 and 15:1–20 • Covenant at Sinai. Exodus 19:3–6 and 20:1–21. • Deuteronomy 6:5 • Deuteronomy 14:19 • Deuteronomy 23:23 • Leviticus 19:13, 14, 18 • Leviticus 19:9–10 • Deuteronomy 16:16 • Deuteronomy 15:11 	<p>Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.</p> <p>Explain connections between biblical texts and the idea of God's covenant with his people, using theological terms DD.</p> <p>Identify examples of Law texts and suggest how believers might interpret them DD.</p> <p>Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.</p> <p>Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.</p> <p>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 DD.</p> <p>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.</p> <p>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 DD.</p>	<p>Golden threads: Rooted in love – the love of God and having a relationship with an almighty, holy God. People to keep their side of the agreement. To love your neighbour.</p> <p>Golden Thread: People of God – to stand against injustice.</p> <p>Forgiveness is on offer for failure, but it should not be taken lightly.</p> <p>Art - Craft and design: Fabric of nature Y4</p> <p>Significant people: Malala</p>
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				<ul style="list-style-type: none"> • Deuteronomy 12:5 • Deuteronomy 10:19 • Leviticus 23:6-7 • Deuteronomy 14:4-8 • Deuteronomy 6:16 		
<p>UC2b.4 Was Jesus the Messiah? (Incarnation)</p>	<p>UC 1.3 Why does Christmas matter to Christians? (Incarnation)</p> <p>UC 1.5 Why does Easter matter to Christians? (Salvation)</p>	<p>UC2a.3 What is the Trinity? (God/Incarnation)</p> <p>UC2b.3 How can following God bring freedom and justice? (People of God)</p> <p>UC2a.5 Why do Christians call the day Jesus died 'Good Friday'? (Salvation)</p>	<p>Jesus incarnated to ensure salvation</p>	<p>To know Jesus was Jewish.</p> <p>To know Christians believe Jesus is God in the flesh.</p> <p>To know they believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.</p> <p>To know the Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like.</p> <p>To know Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)</p> <p>To know Christians see Jesus as their Saviour (See Salvation).</p> <p>To know the Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David), they have to learn new ways of following God DD.</p> <p>To know the story of Moses and the Exodus shows how God rescued his people from slavery in Egypt DD.</p> <p>To know Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus DD.</p> <p>To know Christians see the Christian Church as part of the ongoing story of the People of God, and try to live</p>	<p>Explain the place of Incarnation and Messiah within the 'big story' of the Bible.</p> <p>Identify Gospel and prophecy texts, using technical terms.</p> <p>Explain connections between biblical texts, Incarnation and Messiah, using theological terms.</p> <p>Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</p> <p>Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</p> <p>Make clear connections between the texts and what Christians believe about Jesus as Messiah; for example, how they celebrate Palm Sunday DD.</p> <p>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 DD.</p> <p>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 (expressing their own insights DD).</p>	<p>Art: looking at famous works of art: Raphael and Bellini</p> <p>History: The Roman Empire – where did it reach?</p>

				<p>in a way that attracts others to God, for example, as salt and light in the world DD.</p> <ul style="list-style-type: none"> • Matthew 1:18–24, 2:1–12 • Isaiah 7:14 • Micah 5:2 • Isaiah 9:6–7 • Isaiah 11:1–5 • Matthew 21:1–11 • Matthew 17:1–13 or Luke 9:28–36 		
<p>L2.6 Why do some people think that life is a journey and what significant experiences mark this? (Expressing)</p> <p>Expressing (Religious and spiritual forms of expression; questions about identity and diversity)</p>	<p>RET 1.7 What does it mean to belong to a faith community? (Living)</p>	<p>UC2a.3 What is the Trinity? (God/Incarnation)</p> <p>UC2a.2 What is it like to follow God? (People of God)</p>	<p>To know that Christians may have 2 baptisms: infant baptism and a believer's baptism.</p> <p>To know the stories in the Bible that teach about baptism.</p> <p>To be able to explain the idea of a fresh start, dying to sin and being 'born again'.</p> <p>To know why some Christians choose infant baptism and some choose adult baptism.</p> <p>To know what a Bar and Mat Mitzvah is and what happens at these ceremonies.</p> <p>To know that Hindu religious practices and beliefs are based on a set of Holy Scriptures called the Vedas.</p> <p>To know that Hindus perform dharma (duties).</p> <p>To know that Hindus believe in reincarnation in the hope of reaching Moksha.</p> <p>To know that Hindus believe life is a journey in four stages (Ashramas).</p> <p>To know that the fourth stage, the Sannyasa) is an ideal that not everyone reaches.</p> <p>To know the first Samskara is a naming ceremony.</p>	<p>Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).</p> <p>Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3).</p> <p>Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2).</p> <p>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).</p> <p>Explain similarities and differences between ceremonies of commitment (B3 exc).</p> <p>Discuss and present their own ideas about the value and challenge of religious commitment in Britain today (C2 exc)</p>		

				<p>To know what happens at the Sacred Thread ceremony (Upanayana)</p> <p>To know what happens at a Christian wedding.</p> <p>To know what the word 'vow' means.</p> <p>To know what happens at a Jewish wedding.</p> <p>To know that the ketubah is a wedding contract.</p> <p>To know there are 7 steps in a Hindu wedding.</p> <p>To know that people choose to marry 'without god'.</p> <ul style="list-style-type: none"> • Matthew 3:13-17 • Acts 9:10-19 • Acts 8:26-40 • Acts 16:16-24 <p>1 Corinthians 13</p>		
<p>UC2a.4 What kind of world did Jesus want? (Gospel)</p>	<p>UC 1.4 What is the good news that Jesus brings? (Gospel)</p> <p>UC 1.1 What do Christians believe God is like? (God) (Parables)</p>	<p>UC2b.5 What would Jesus do? (Gospel)</p>	<p>'Love you neighbour' through your actions – helping others.</p>	<p>To know Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first.</p> <p>To know Jesus shows love and forgiveness to unlikely people.</p> <p>To know Christians try to be like Jesus — they want to know him better and better.</p> <p>To know Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.</p> <p>To know Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people DD.</p> <ul style="list-style-type: none"> • Matthew 4:18–22 • Mark 1:40–44 	<p>Identify this as part of a Gospel', which tells the story of the life and teaching of Jesus.</p> <p>List two distinguishing features of a parable DD.</p> <p>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</p> <p>Make clear links between the story of the Good Samaritan and the idea of the Gospel as 'good news' DD.</p> <p>Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.</p> <p>Offer some ideas about the meaning of the Good Samaritan story to Christians DD.</p>	<p>Golden threads: Rooted in love – the love of God through our actions.</p> <p>Golden Thread: People of God – to stand against injustice.</p> <p>Art - Craft and design: Fabric of nature Y4</p> <p>Significant people: Janet Lacey (founder of Christian Aid)</p>

				<ul style="list-style-type: none"> • Luke 10:25–37 • Luke 18:9–14 	<p>Make simple links between Bible texts and the concept of 'Gospel' (good news).</p> <p>Make simple links between the Good Samaritan story and the importance of charity in Christian life DD.</p> <p>Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.</p> <p>Give some examples of how Christians act to show that they are following Jesus DD.</p> <p>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.</p> <p>Make links between some of Jesus' teachings about how to live, and life in the world today, expressing some ideas of their own clearly DD.</p>	
<p>U2.5 Is it better to express your belief in arts and architecture or in charity and generosity? (Expressing)</p> <p>Expressing (Religious and spiritual forms of expression; questions about identity and diversity)</p>	<p>RET F3 What places are special and why?</p> <p>RET 1.5 What makes some places sacred (Expressing)</p> <p>RET 1.2 Who is a Muslim and what do they believe? (Believing)</p>	<p>UC2b.1 What does it mean if God is holy and loving? (God)</p>	<p>Knowing that art is an important expression of belief and spirituality for some people.</p> <p>Being generous and giving charity to those in need.</p>	<p>To know what is meant by the term 'sacred'.</p> <p>To know some sacred buildings.</p> <p>To know that Islamic art and architecture shows no images of Allah.</p> <p>To know that Islamic art usually uses geometric or natural pattern to create beauty.</p> <p>To know that there are more than 1750 mosques in Britain and 30, 000 church buildings.</p> <p>To know that Muslims use calligraphy to write out the 99 Beautiful Names of Allah.</p> <p>To know that Christians use art in worship and to remember Jesus and</p>	<p>Describe and make connections between examples of religious creativity (buildings and art) (A1).</p> <p>Show understanding of the value of sacred buildings and art (B3).</p> <p>Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).</p> <p>Apply ideas about values and from scriptures to the title question (C2).</p> <p>Outline how and why some Humanists criticise spending on religious buildings or art (A3 exc).</p>	<p>Art – looking at famous architects/architecture through cathedrals/churches.</p> <p>French: The stained glass window in Sainte Chapelle.</p> <p>Golden threads: Rooted in love – the love of God through art and love of God shown through generosity.</p> <p>Spirituality: Wonder about why people choose to create art inspired by their beliefs and what does this show. Wonder about the need in the world/community. Reflection – What are my beliefs and how do I</p>

				<p>this may include paintings inspired by Bible verses.</p> <p>To understand that cathedrals have been built 'for the glory of God'.</p> <p>To know the Muslim teachings of the Ummah, Zakat and wealth and poverty and to explain how the adoption of these teaching by everyone would have a great impact upon the world.</p> <p>To know about Jesus' teachings on wealth and poverty and how the world would change if everyone followed these.</p> <p>To know that Christians believe that God also cares about justice.</p> <ul style="list-style-type: none"> • Qur'an 2:110 • Qur'an 24:56 • Qur'an 57:18 • Matthew 19:16-30 • Luke 10:25-37 	<p>Examine the title question from different perspectives, including their own (C1 exc).</p>	<p>articulate them? Which causes do I feel drawn to? Action – Express my feelings and thoughts through art. Raise money or give to charity (eg time).</p>
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By the end of each phase pupils should be able to:

Disciplinary Knowledge	End KS1	End lower KS2	End upper KS2
<p>Element 1: Making sense of the text:</p> <p>Developing skills of reading and interpretation: understanding how Christians interpret, handle and use biblical texts: making sense of meaning of text for Christians.</p>	<p>Recognise that God, Creation, Incarnation and Salvations are part of a 'big story' of the Bible.</p> <p>Identify at least 2 different types of texts from the Bible: e.g. a story, a parable, a gospel account of Jesus' life, and instructions about how to behave.</p> <p>Tell stories from the Bible and recognise a link with a concept: e.g. Creation, Incarnation, Gospel and Salvation.</p> <p>Give clear, simple accounts of what the text texts mean to Christians.</p>	<p>Order at least 5 key concepts within a timeline of the Bible's 'big story'.</p> <p>List 2 distinguishing features of a t least 3 different types of biblical text: e.g. Gospel, parable, letter.</p> <p>Make clear links between biblical texts and the key concepts studied.</p> <p>Offer suggestions about what texts might mean and give examples of what the texts studied man to some Christians.</p>	<p>Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied.</p> <p>Identify at least 5 different types of biblical texts using technical terms accurately.</p> <p>Explain connections between biblical texts and the key concepts studied, using theological terms.</p> <p>Taking account of the context(s), suggest meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</p>
<p>Element 2: Understanding the impact:</p> <p>Examining ways in which Christians respond to biblical texts and teaching, and how they put their beliefs into action in diverse ways within the Christian community and in the world.</p>	<p>Give at least 3 examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities.</p> <p>Give at least 3 examples of how Christians put their beliefs into practice in church worship.</p>	<p>Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities.</p> <p>Describe how Christians show their beliefs in worship and in the way they live.</p>	<p>Make clear connections between Bible texts and concepts studied with what Christians believe, how Christians worship and how Christians behave in their whole lives, their church communities, and in the wider world.</p> <p>Show how Christians put their beliefs into practice in different ways: e.g. in different denominations.</p>

<p>Element 3: Making connections:</p> <p>Evaluating, reflecting on and connecting with texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.</p>	<p>Think, talk and ask questions about whether the text has something to say to them, exploring different ideas.</p>	<p>Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live.</p> <p>Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</p>	<p>Identify ideas arising from their study of texts and concepts, and comment on how for these are helpful or inspiring, justifying their response.</p> <p>Weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.</p>
<p>A. Know about and understand a range of religions and worldviews.</p>	<p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>		<p>A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>
<p>B. Express ideas and insights about the nature, significance and impact of religions and worldviews.</p>	<p>B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</p>		<p>B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p>
<p>C. Gain and deploy the skills needed to engage seriously with religions and worldviews.</p>	<p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>C2. Find out about and respond with ideas to examples of co-operation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>		<p>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p> <p>C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</p> <p>C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about</p>

			what is right and wrong and what is just and fair, and express their own ideas clearly in response.
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