



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Making sense of the text / Understanding the impact / Making connections.</b></p>						
<p><b>Early Years</b></p>	<p><b>UC: Creation</b></p> <p><b>F1: Why is the word 'God' so important to Christians?</b></p> <p><b>Children will know that:</b></p> <ul style="list-style-type: none"> <li>• The word God is a name.</li> <li>• Christians believe God is the creator of the universe.</li> <li>• Christians believe God made our wonderful world and so we should look after it.</li> </ul>	<p><b>UC: Incarnation</b></p> <p><b>F2: Why do Christians perform nativity plays at Christmas?</b></p> <p><b>Children will know that:</b></p> <ul style="list-style-type: none"> <li>• Christians believe God came to Earth in human form as Jesus.</li> <li>• Christians believe Jesus came to show that all people are precious and special to God.</li> </ul>	<p><b>LDBE: What happens in a church?</b></p> <p>Pupils will learn that:</p> <ul style="list-style-type: none"> <li>• Worship gives time to learn about God, ourselves and others</li> <li>• Worship can take place in different places including school and church.</li> <li>• Church is a special building for Christians to worship God</li> <li>• The church school is part of the parish church community</li> <li>• Visitors from the church contribute to school life</li> <li>• Prayer is an important part of worship</li> </ul> <p><b>Pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify when and why the school visits the local church.</li> <li>• Talk about their own visit or experience of the local church.</li> <li>• Participate in or observe sensitively school services at church.</li> </ul> <p><b><u>VOCABULARY:</u></b></p> <p>Church Worship God Jesus Pray Prayer Service Parish Amen Hymn Vicar/rector Festival names The name of your parish church Names and roles of visitors from church</p>	<p><b>UC: Salvation</b></p> <p><b>F3 Why do Christians put a cross in an Easter garden?</b></p> <p><b>Children will know that:</b></p> <ul style="list-style-type: none"> <li>• Christians remember Jesus' last week at Easter.</li> <li>• Jesus' name means 'He saves'.</li> <li>• Christians believe Jesus came to show God's love.</li> <li>• Christians try to show love to others.</li> </ul>	<p><b>LDBE: Why are some stories so special?</b></p> <p><b>Pupils will learn that:</b></p> <ul style="list-style-type: none"> <li>• The Bible is a very special book and we can read stories about God and Jesus in it.</li> <li>• That stories can teach things to people</li> <li>• Jesus told stories to explain important truths to people. These stories are called parables and have a deep meaning</li> <li>• These parables are found in the Bible.</li> <li>• There are other faiths which also have lots of stories that have important meanings.</li> </ul> <p><b>Pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• Recognise that some stories have special meanings and are important to people.</li> <li>• Express how they think the story might affect someone's behaviour.</li> </ul> <p><b><u>VOCABULARY:</u></b></p> <p>Jesus parable meaning truth Mohammed Islam</p>	<p><b>LDBE: What makes every person special, unique and important?</b></p> <p><b>Pupils will learn that:</b></p> <ul style="list-style-type: none"> <li>• That every person is special, precious and unique</li> <li>• The Christians believe every person is created by God in His image</li> <li>• That God wants a relationship with the people He has created.</li> <li>• That Christians and other people of faith try to help each other as everyone is important.</li> <li>• That the most special person is Jesus.</li> <li>• As we are all special we need to respect other people as valued and important.</li> </ul> <p><b>Pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• Talk confidently about who they are and begin to recognise differences in others.</li> <li>• They are aware that not everyone is equally fortunate and that Christians (and those of other faiths) try to help those who need support.</li> </ul> <p><b><u>VOCABULARY:</u></b></p> <p>Precious Unique Special Love Respect Thanksgiving</p>



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Yr 1</b> <b>Judaism</b>	<p><b>UC: God</b></p> <p><b>1.1: What do Christians believe God is like?</b></p> <p><b>By the end of the unit, pupils are expected to be able to:</b></p> <ul style="list-style-type: none"> <li>Identify what a parable is.</li> <li>Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.</li> <li>Give clear, simple accounts of what the story means to Christians.</li> <li>Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.</li> <li>Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.</li> <li>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</li> </ul> <p><b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>Christians believe in God, and that they find out about God in the Bible.</li> <li>Christians believe God is loving, kind, fair and forgiving, and also Lord and King.</li> <li>Some stories show these Christian beliefs.</li> <li>Christians worship God and try to live in ways that please him.</li> </ul>	<p><b>UC: Incarnation</b></p> <p><b>1.3: Why does Christmas matter to Christians?</b></p> <p><b>By the end of the unit, pupils are expected to be able to:</b></p> <ul style="list-style-type: none"> <li>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</li> <li>Recognise that stories of Jesus' life come from the Gospels.</li> <li>Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</li> <li>Decide what they personally have to be thankful for at Christmas time.</li> </ul> <p><b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</li> <li>The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).</li> <li>Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.</li> </ul>	<p><b>LD BE: What are festivals and why do we have them?</b></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>To learn what celebrations and festivals are. People celebrate for many reasons but most festivals are connected with stories.</li> <li>Diwali, Purim and Advent are festivals of different faiths, but all are joyful remembrance of stories from the sacred texts.</li> <li>How Diwali, Purim and Advent are celebrated by believers.</li> <li>The Hindu story linked with Diwali is the Ramayana.</li> <li>Purim is celebrated by Jews and remembers the story of Esther.</li> <li>Advent is a Christian period of preparation for Jesus' coming.</li> <li>Diwali is shared by Hindus &amp; Sikhs.</li> </ul> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>Know that important religious stories are often connected to festivals, which are a way of remembering.</li> <li>Be able to link the stories behind the festivals studied with some of the celebrations.</li> </ul> <p><b><u>VOCABULARY:</u></b></p> <p>Festival Celebration Diwali Ramayana Rama Sita Purim Haman Diva Gragger Advent Wreath</p>	<p><b>UC: Salvation</b></p> <p><b>1.5: Why does Easter matter to Christians?</b></p> <p>By the end of the unit, pupils are expected to be able to:</p> <ul style="list-style-type: none"> <li>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.</li> <li>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</li> <li>Recognise that Jesus gives instructions about how to behave.</li> <li>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</li> <li>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.</li> </ul> <p><b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>Easter is very important in the 'big story' of the Bible.</li> <li>Christians believe Jesus rose again, giving people hope of a new life.</li> </ul>	<p><b>LD BE: What do some Jews believe?</b></p> <p>Pupils will learn that:</p> <ul style="list-style-type: none"> <li>Torah is the Jewish holy book and contains rules to live by, teaching and guidance</li> <li>Judaism is based on a covenant, a two way promise between God and His people.</li> <li>Torah is written in Hebrew in the form of a scroll.</li> <li>Shabbat is an important part of Jewish family life and help Jewish to feel closer to God</li> <li>Shabbat lasts from sunset on Friday to sunset on Saturday, and symbols mark its beginning and end</li> <li>Shabbat is a time of rest and recalls how God rested on the seventh day after creation</li> <li>The words of Torah forms the opening of the Christian Bible</li> </ul> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>Share the basic beliefs of Judaism and explain the place of the Torah and Shabbat in the lives of a Jewish child.</li> <li>Identify key symbols of the Shabbat meal and suggest what they mean.</li> <li>Suggest what makes Shabbat a day of rest, or how it might help Jewish families to feel closer to God.</li> </ul> <p><b><u>VOCABULARY:</u></b></p> <p>Torah respect Mitzvot commandments Shabbat covenant rest Shalom Challah work Havdalah Kippah Creation Spices Holy scroll Simchat Torah synagogue</p>	<p><b>LD BE: How can I make a difference in the World?</b></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>To look at and respond to our world and learn about caring for it.</li> <li>To identify and respond to values about caring, expressed through faith stories.</li> <li>That we are part of a wider global community.</li> <li>That their class is a community made up of different individuals.</li> <li>To consider who cares for them, and how they respond to that care.</li> <li>That they can give and care for others, and how they may do this.</li> <li>Describe other communities, and how people in religious communities show care.</li> </ul> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>Talk about how they feel when they give to others. Make link with golden rule and need to share love and generosity.</li> <li>Identify a situation, local or worldwide, in which they have a role in making a difference, and relate to Jesus' teaching.</li> </ul> <p><b><u>VOCABULARY:</u></b></p> <p>Golden rule Neighbour Generosity Charity Waste Litter Recycle Christian Aid Love Fundraising Unselfishness Tearfund</p>



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Yr 2</b> <b>Islam</b> <b>Hinduism</b>	<b>UC: Creation</b>  <b>1.2: Who made the world?</b>  By the end of the unit, pupils are expected to be able to: <ul style="list-style-type: none"> <li>Retell the story of creation from Genesis 1:1–2.3 simply.</li> <li>Recognise that 'Creation' is the beginning of the 'big story' of the Bible.</li> <li>Say what the story tells Christians about God, Creation and the world.</li> <li>Give at least one example of what Christians do to say thank you to God for the Creation.</li> <li>Think, talk and ask questions about living in an amazing world.</li> </ul> <p><b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>God created the universe.</li> <li>The Earth and everything in it are important to God.</li> <li>God has a unique relationship with human beings as their Creator and Sustainer.</li> <li>Humans should care for the world because it belongs to God.</li> </ul>	<b>UC: Incarnation</b>  <b>1.3: Why does Christmas matter to Christians?</b>  <b>(Digging Deeper)</b>  By the end of the unit, pupils are expected to be able to: <ul style="list-style-type: none"> <li>Recognise that Incarnation is part of the 'Big Story' of the Bible.</li> <li>Tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'.</li> <li>Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth.</li> <li>Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous.</li> </ul> <p><b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</li> <li>The Bible points out that his birth showed he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).</li> <li>Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.</li> </ul>	<b>UC: Gospel</b>  <b>1.4: What is the good news that Jesus brings?</b>  By the end of the unit, pupils are expected to be able to: <ul style="list-style-type: none"> <li>Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.</li> <li>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</li> <li>Recognise that Jesus gives instructions to people about how to behave.</li> <li>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.</li> <li>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).</li> <li>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.</li> </ul> <p><b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>Christians believe Jesus brings good news for all people.</li> <li>For Christians, this good news includes being loved by God, and being forgiven for bad things.</li> <li>Christians believe Jesus is a friend to the poor and friendless.</li> <li>Christians believe Jesus' teachings make people think hard about how to live and show them the right way</li> </ul>	<b>UC: Salvation</b>  <b>1.5: Why does Easter matter to Christians?</b>  <b>(Digging Deeper)</b>  By the end of the unit, pupils are expected to be able to: <ul style="list-style-type: none"> <li>Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible.</li> <li>Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people).</li> <li>Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship.</li> <li>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.</li> </ul> <p><b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Christians believe Jesus builds a bridge between God and humans.</li> <li>Christians believe Jesus rose again, giving people hope of a new life.</li> </ul>	<b>LD BE: What do some Muslims believe?</b>  Pupils will learn: <ul style="list-style-type: none"> <li>That Muslims believe in one God, Allah.</li> <li>Muslims are people who follow the faith called Islam.</li> <li>Allah is the Arabic name for God the Creator.</li> <li>Allah has ninety-nine beautiful names that reflect aspects of his character.</li> <li>Muhammad (pbuh) is a prophet and the last messenger of Allah in Islam.</li> <li>The Qur'an is the special book for Muslims and is written in Arabic. It contains the holy words of Allah given to Muhammad.</li> </ul> Pupils should be able to: <ul style="list-style-type: none"> <li>Share the basic beliefs of Islam and explain the place of Allah, Muhammed and the Qur'an in the lives of a Muslim child?</li> <li>They may be able to share and explain the Shahadah</li> </ul> <p style="text-align: center;"><b><u>VOCABULARY:</u></b></p> <p style="text-align: center;">Allah Muhammad (pbuh*) (or Mohammad) Beautiful names Qur'an</p>	<b>LD BE: What do some Hindus believe?</b>  Pupils will learn: <ul style="list-style-type: none"> <li>That Hindus recognise Brahman as the one supreme deity or universal soul found in everything.</li> <li>Aspects of Brahman are personified in many forms (deities, murti) each of which help understand aspects of his being, and allow people to worship in ways that help them.</li> <li>Principle murti include Brahma, Vishnu, Shiva, Krishna, Rama, Lakshmi, Saraswati and Ganesha</li> <li>The Hindu year includes many festivals, particularly Diwali and Holi.</li> <li>Astrology and horoscopes are important to Hindus and help decide the name given to new babies.</li> <li>Dance and music are important in helping Hindus worship &amp; celebrate</li> </ul> Pupils should be able to: <ul style="list-style-type: none"> <li>Share the basic beliefs of Hinduism and explain the place of the deities in guiding and inspiring the lives of individual believers.</li> <li>They may be able to share and explain the importance of identifying and belonging to the faith.</li> </ul> <p style="text-align: center;"><b><u>VOCABULARY:</u></b></p> <p style="text-align: center;">Hindu Brahman Deity Murti Diwali Holi Brahma Vishnu Shiva Krishna Rama Lakshmi Saraswati Hanuman Ganesha (or Ganapati) Namkaran Mandir Aum/om</p>





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Yr 3 Judaism</b></p>	<p><b>UC: Creation / Fall</b></p> <p><b>2a.1: What do Christians learn from the Creation story?</b></p> <p>By the end of the unit, pupils are expected to be able to:</p> <ul style="list-style-type: none"> <li>Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.</li> <li>Make clear links between Genesis 1 and what Christians believe about God and Creation.</li> <li>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.)</li> <li>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.</li> </ul> <p><b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>God the Creator cares for the creation, including human beings.</li> <li>As human beings are part of God's good creation, they do best when they listen to God.</li> <li>The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments).</li> <li>[Building block from EYFS: Christians believe God made our wonderful world and so we should look after it.]</li> </ul>	<p><b>LDBE: What are festivals of light? (Good over evil)</b></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>To deepen understand of festivals as celebrations of religious stories.</li> <li>To explore how light and dark are symbols of good and evil in many faiths.</li> <li>To link Jesus as the light of the world, and His command that His followers also shine as lights.</li> <li>To understand that All Saints celebrates goodness, hope and light, while its eve is associated with the forces of darkness, and that Hallowe'en is not celebrated by Christians..</li> <li>To explore the symbolism of the Christingle.</li> <li>To deepen understanding of Advent and Diwali.</li> <li>To explore the story and celebration of the Jewish festival of Hanukkah.</li> </ul> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>Explain the symbolism of light as representing goodness, and darkness evil, across several religions and give an example of a festival that celebrates this, linking it to the religious story behind it where possible.</li> </ul> <p><b>VOCABULARY:</b></p> <p>Celebration Hanukkah Menorah Hanukiah Christingle All Saints day Advent annunciation Diwali Rangoli pattern Symbol Lakshmi</p>	<p><b>UC: Incarnation</b></p> <p><b>2a.3: What is the Trinity?</b></p> <p>By the end of the unit, pupils are expected to be able to:</p> <ul style="list-style-type: none"> <li>Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.</li> <li>Offer suggestions about what texts about baptism and Trinity might mean.</li> <li>Give examples of what these texts mean to some Christians today.</li> <li>Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</li> <li>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.</li> </ul> <p><b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>Christians believe God is Trinity: Father, Son and Holy Spirit.</li> <li>Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</li> <li>Christians find that understanding God is challenging; people spend their whole lives learning more and more about God.</li> <li>Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.</li> <li>Christians worship God as Trinity. It is a huge idea to grasp</li> </ul>	<p><b>UC: Gospel</b></p> <p><b>2a.4 What kind of world did Jesus want?</b></p> <p>By the end of the unit, pupils are expected to be able to:</p> <ul style="list-style-type: none"> <li>Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.</li> <li>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</li> <li>Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.</li> <li>Make simple links between Bible texts and the concept of 'Gospel' (good news).</li> <li>Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.</li> <li>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.</li> </ul> <p><b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first.</li> <li>Jesus shows love and forgiveness to unlikely people.</li> <li>Christians try to be like Jesus — they want to know him better and better.</li> <li>Christians try to put his teaching and example into practice in lots</li> </ul>	<p><b>LDBE: What can we learn from a synagogue?</b></p> <p>Pupils will learn:</p> <p>The synagogue is a place for worship, learning and community for Jews.</p> <ul style="list-style-type: none"> <li>The meaning and features of artefacts and symbols found in a synagogue</li> <li>The Torah's teachings form the core beliefs of Judaism and include the Shema.</li> <li>The Torah's significance is reflected in its treatment in the synagogue.</li> <li>Synagogue is central for community life, including during festivals such as Pesach.</li> <li>Jesus was a Jew and his last supper was a celebration of Pesach (Passover).</li> </ul> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>Describe how attending synagogue makes a difference to Jews and discuss the different artefacts found in the synagogue explaining their symbolism and meaning for Jewish believers or their relevance to worship.</li> <li>They may also identify the impact of words from the Shema or Torah on Jewish peoples' lives and comment on connections between a synagogue and a church or between Jewish and Christian beliefs</li> </ul> <p><b>VOCABULARY:</b></p> <p>Menorah Torah breastplate yad reform orthodox mezuzah Tenakh Ketuvim Nevi'im Shema tallit Ark bimah tallit tzitzit mitzvot</p>	<p><b>LDBE: How do Christians talk to God?</b></p> <p><b>PRAYER SPACES</b></p> <p>Pupils will learn:</p> <p>That for Christians:</p> <ul style="list-style-type: none"> <li>Prayer is a way of connecting with God at any time and in any place.</li> <li>Prayer is about listening to God as well as talking to him.</li> <li>That Christians pray in different ways and for different reasons e.g. to say thank you, sorry or please</li> <li>The Bible has prayers and songs of worship that Christians often use.</li> <li>That the Bible contains a special prayer that Jesus taught his disciples called the 'Lord's Prayer.</li> </ul> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>Explain why prayer might make a difference to a Christian's life.</li> <li>Compare their thoughts and feelings about worship with others, giving possible reasons for the differences.</li> </ul> <p><b>VOCABULARY:</b></p> <p>Wonder Reflect Lord's Prayer Grace Celebrate Meditate Praise Repent</p>



			<p>and Christians have created art to help to express this belief.</p> <ul style="list-style-type: none"> <li>• Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</li> </ul>	<p>of ways, from church worship to social justice.</p>	<p>minyan Ner Tamid (everlasting light)</p>	
<p><b>Yr 4</b> <b>Islam</b> <b>Hinduism</b></p>	<p><b>UC: Creation / Fall</b> <b>2a.1: What do Christians learn from the Creation story?</b> <b>(Digging Deeper)</b></p> <p>By the end of the unit, pupils are expected to be able to:</p> <ul style="list-style-type: none"> <li>• Place the concepts of God, Creation and the Fall on a timeline of the Bible's 'Big Story'.</li> <li>• Offer suggestions about what the story of Adam and Eve might show about human nature and how to act.</li> <li>• Describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness.</li> <li>• Make links between what stories in the Bible say about human beings, and pupils' own ideas about how people should behave.</li> </ul> <p><b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>• The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall').</li> <li>• This means that humans cannot get close to God without God's help.</li> <li>• The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short.</li> </ul>	<p><b>LD BE: What can we learn from a Mosque?</b></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>• Muslims believe there is no God but Allah and that he is without equal.</li> <li>• Allah is One (Tawhid)</li> <li>• the Qur'an is Allah's final revelation to humanity, and was revealed to the Prophet Muhammad (pbuh) in Arabic</li> <li>• The mosque is a place of worship and learning and is led by an Imam</li> <li>• Salat (prayer) is offered five times a day at set times.</li> <li>• In prayer, Muslims submit to the will of Allah.</li> <li>• The key features, artefacts &amp; symbols found in a mosque all have explicit meaning.</li> </ul> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Explain how salat is important to Muslims as it helps them submit to the will of Allah.</li> <li>• Explain how the features of the Mosque aid salat.</li> <li>• Pupils may be able to compare salat and the mosque to prayer and places of worship within Christianity or another faith.</li> </ul> <p><b>VOCABULARY:</b></p> <p>adhan Arabic muezzin          calligraphy mihrab submission          ka'bah wudu Jumm'ah iman          Tawhid minaret ka'bah salah or          salat minbar rak'ah</p>	<p><b>UC: Incarnation / God</b> <b>2a.3: What is the Trinity?</b> <b>(Digging Deeper)</b></p> <p>By the end of the unit, pupils are expected to be able to:</p> <ul style="list-style-type: none"> <li>• Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels.</li> <li>• Offer suggestions for what texts about God might mean.</li> <li>• Give examples of what the texts studied mean to some Christians.</li> <li>• Describe how Christians show their beliefs about God the Trinity in the way they live.</li> <li>• 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.</li> </ul> <p><b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>• Christians believe God is Trinity: Father, Son and Holy Spirit.</li> <li>• Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</li> <li>• Jesus, the Son of God, is seen by Christians as revealing what God the Father is like.</li> <li>• Understanding God is challenging; people spend their whole lives learning more and more about God.</li> <li>• Christians believe the Holy Spirit is God's power at work in the</li> </ul>	<p><b>UC: Salvation</b> <b>2a.5: Why do Christians call the day Jesus died 'Good Friday'?</b></p> <p>By the end of the unit, pupils are expected to be able to:</p> <ul style="list-style-type: none"> <li>• Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.</li> <li>• Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.</li> <li>• Give examples of what the texts studied mean to some Christians.</li> <li>• Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</li> <li>• Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</li> <li>• 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.</li> </ul> <p><b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>• Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</li> <li>• The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.</li> </ul>	<p><b>LD BE: What can we learn from a Mandir?</b></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>• Hindus worship both at home or in a Mandir.</li> <li>• The practices of puja and arti as Hindu worship.</li> <li>• Explore the place of the mandir in the life of a Hindu</li> <li>• The key features, artefacts &amp; symbols found in a mandir all have explicit meaning.</li> <li>• The celebration of the Raksha Bandhan festival.</li> </ul> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the links between the features found at the mandir and the beliefs that underlie them.</li> <li>• Identify what happens during the Hindu ceremonies explored and the beliefs or ideas that underlie them.</li> </ul> <p><b>VOCABULARY:</b></p> <p>Mandir Murti Trimurti: Brahma; Vishnu; Shiva Arti Puja Aum Vedas Bindi Tilak Mara Worship Raksha Bandhan Rakhi Charanamrita parsad Brahmin bhajans</p>	<p><b>UC: Gospel</b> <b>2a.4 What kind of world did Jesus want?</b> <b>(Digging Deeper)</b></p> <p>By the end of the unit, pupils are expected to be able to:</p> <ul style="list-style-type: none"> <li>• List two distinguishing features of a parable.</li> <li>• Make clear links between the story of the Good Samaritan and the idea of the Gospel as 'good news'.</li> <li>• Offer some ideas about the meaning of the Good Samaritan story to Christians.</li> <li>• Make simple links between the Good Samaritan story and the importance of charity in Christian life.</li> <li>• Give some examples of how Christians act to show that they are following Jesus.</li> <li>• Make links between some of Jesus' teachings about how to live, and life in the world today, expressing some ideas of their own clearly.</li> </ul>





	<ul style="list-style-type: none"> <li>Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.</li> </ul>		<p>world and in their lives today, enabling them to follow Jesus.</p>	<ul style="list-style-type: none"> <li>Christians today trust that Jesus really did rise from the dead, and so is still alive today.</li> <li>Christians remember and celebrate Jesus' last week, death and resurrection.</li> </ul>		
<p><b>Yr 5 Islam</b></p>	<p><b>UC: Creation / Fall</b></p> <p><b>2b.2: Creation and Science: conflicting or complementary?</b></p> <p>By the end of the unit, pupils are expected to be able to:</p> <ul style="list-style-type: none"> <li>Outline the importance of Creation on the timeline of the 'big story' of the Bible.</li> <li>Identify what type of text some Christians say Genesis 1 is, and its purpose.</li> <li>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.</li> <li>Make clear connections between Genesis 1 and Christian belief about God as Creator.</li> <li>Show understanding of why many Christians find science and faith go together.</li> <li>Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</li> <li>Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</li> </ul> <p><b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.</li> </ul>	<p><b>LD BE: How do people express their faith through the arts?</b></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>Art forms can be used to express deep feelings and emotions</li> <li>People can express their religious faith through the arts: – Art, sculpture and design – drama – music – dance – literature/poetry</li> <li>Some religious ideas/beliefs are easier to express through the arts</li> <li>Not all religions express themselves through arts in the same way</li> </ul> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>Appreciate that the expressive arts can be a useful vehicle for conveying deeply held beliefs and values.</li> <li>Compare and contrast ways in which different religions use the expressive arts to convey beliefs.</li> </ul> <p><b>VOCABULARY:</b></p> <p>feelings pattern reverence symbol wonder belief icon calligraphy masterpiece emotion geometric design.</p>	<p><b>LD BE: What are the five pillars of Islam?</b></p> <p>Pupils will learn:</p> <p>The 'pillars' (or duties) are:</p> <ul style="list-style-type: none"> <li>Shahadah - 'There is no God but Allah and Muhammad is his messenger'</li> <li>Salat - Prayer five times a day.</li> <li>Zakah - Almsgiving</li> <li>Sawm – Fasting during Ramadan</li> <li>Hajj - Pilgrimage Explore how these pillars influence Muslims' daily lives Key celebrations for Muslims are linked with two pillars:</li> </ul> <ul style="list-style-type: none"> <li>Id-ul-Fitr – celebrating the end of Ramadan</li> <li>Id-ul-Adha - celebrating the end of Hajj</li> </ul> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>Describe what Muslims do to practise the pillars and connect them to some key Muslim beliefs.</li> <li>Describe how the pillars of Islam give strength and shape to life for Muslims. Discuss how following the Pillars can be an obligation and a choice.</li> </ul> <p><b>VOCABULARY:</b></p> <p>Pillars of Islam Sawm Shahadah Zakah Salah/salat Wudu Id-ul-Adha Id-ul-Fitr Hajj Halal</p>	<p><b>UC: Salvation</b></p> <p><b>2b.6: What did Jesus do to save human beings?</b></p> <p>By the end of the unit, pupils are expected to be able to:</p> <ul style="list-style-type: none"> <li>Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.</li> <li>Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.</li> <li>Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts.</li> <li>Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.</li> <li>Show how Christians put their beliefs into practice.</li> <li>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</li> </ul> <p><b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>The Gospels give accounts of Jesus' death and resurrection.</li> </ul>	<p><b>LD BE: What is the worldwide church?</b></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>Christianity is an international religion, its followers form a worldwide family of believers.</li> <li>Christians share a set of core beliefs expressed within a cultural context</li> <li>The diversity and variety within the British church</li> <li>Christian festivals are celebrated around the world, through different cultural traditions.</li> <li>The art, music and language of worship vary worldwide, but the same features lie at its heart.</li> <li>awareness of the spread, diversity and impact of the Church worldwide</li> </ul> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>Explain something of the diversity within the church, and how the core beliefs at its heart are shared.</li> </ul> <p><b>VOCABULARY:</b></p> <p>Culture / Context Denomination Represent Symbol Worldwide Festival Ritual Persecution Cross / crucifix Communion Community Global Culture Language Translation Society</p>	<p><b>UC: People of God</b></p> <p>2b.3: how can following God bring freedom and justice?</p> <p>By the end of the unit, pupils are expected to be able to:</p> <ul style="list-style-type: none"> <li>Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.</li> <li>Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.</li> <li>Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.</li> <li>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.</li> </ul> <p><b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>The Old Testament pieces together the story of the People of God.</li> <li>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.</li> <li>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,</li> </ul>



	<ul style="list-style-type: none"> <li>• 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?</li> <li>• There are many scientists throughout history and now who are Christians.</li> <li>• The discoveries of science make Christians wonder even more about the power and majesty of the Creator.</li> </ul>			<ul style="list-style-type: none"> <li>• The New Testament says that Jesus' death was somehow 'for us'.</li> <li>• 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.</li> <li>• Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).</li> <li>• 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.</li> </ul>		<p>food, justice, and telling the story of Jesus.</p>
<p><b>Yr 6</b>  <b>Judaism</b>  <b>Buddhism</b></p>	<p><b>UC: Creation / Fall</b></p> <p>2b.2: Creation and Science: conflicting or complementary?</p> <p><b>(Digging Deeper)</b></p> <p>By the end of the unit, pupils are expected to be able to:</p> <ul style="list-style-type: none"> <li>• Identify the type of text that Psalm 8 is, and its purpose.</li> <li>• Explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in Creation.</li> <li>• Make clear connections between Psalm 8 and some ways Christians respond to God as Creator.</li> <li>• Show understanding of why some Christians find science and faith compatible.</li> <li>• Respond to the idea that humans have great responsibility for the Earth.</li> <li>• Weigh up how well humans are responding to this responsibility, taking into account religious and nonreligious viewpoints</li> </ul>	<p><b>UC: Incarnation</b></p> <p>2b.4 Was Jesus the Messiah?</p> <p>By the end of the unit, pupils are expected to be able to:</p> <ul style="list-style-type: none"> <li>• Explain the place of Incarnation and Messiah within the 'big story' of the Bible.</li> <li>• Identify Gospel and prophecy texts, using technical terms.</li> <li>• Explain connections between biblical texts, Incarnation and Messiah, using theological terms.</li> <li>• Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</li> <li>• Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</li> <li>• Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today</li> </ul>	<p>LDBE: What does it mean to live as a Jew today?</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>• Judaism has its origins in the land of Israel</li> <li>• Jews believe in one God who is creator and carer</li> <li>• that Jews believe they are descendants of Abraham, chosen by God to show what He is like</li> <li>• that Abraham, Moses &amp; David are important figures in the Jewish faith.</li> <li>• the importance of Shema as a core statement of belief</li> <li>• that Jews believe the Torah is law, teaching &amp; guidance</li> <li>• that the Torah is part of the Tanakh.</li> </ul> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Describe the key beliefs and teachings of Judaism, and</li> </ul>	<p><b>UC: Salvation</b></p> <p>2b.7 What difference does resurrection make for Christians?</p> <p>By the end of the unit, pupils are expected to be able to:</p> <ul style="list-style-type: none"> <li>• Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.</li> <li>• Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.</li> <li>• Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.</li> <li>• Make clear connections between Christian belief in the Resurrection and how</li> </ul>	<p><b>UC: Gospel</b></p> <p>2b.5 What would Jesus do?</p> <p>By the end of the unit, pupils are expected to be able to:</p> <ul style="list-style-type: none"> <li>• Identify features of Gospel texts (for example, teachings, parable, narrative).</li> <li>• 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.</li> <li>• Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</li> <li>• 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</li> </ul>	<p>LDBE: What is the Buddhist way of life?</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>• How Prince Siddhattha Gautama became the Buddha – the 'enlightened one'</li> <li>• That there is no supreme deity in Buddhism</li> <li>• Buddhists strive to gain enlightenment (Nirvana) frequently by meditating</li> <li>• Buddhism has Four Noble Truths and Buddhists follow the Eightfold Path</li> <li>• Worship and meditation are different, but there are artefacts that help Buddhists to meditate.</li> </ul> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• Describe the key beliefs and teachings of Buddhism, and the impact they have on the lives of Buddhists.</li> <li>• They may also be able to explain how Buddhist beliefs in enlightenment, meditation</li> </ul>



	<p><b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>• There are many scientists through history and now who are Christians.</li> <li>• The discoveries of science make Christians wonder even more about the power and majesty of the Creator.</li> </ul>	<p>and, if it is true, what difference that might make in people's lives.</p> <p><b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>• Jesus was Jewish.</li> <li>• Christians believe Jesus is God in the flesh.</li> <li>• 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.</li> <li>• The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like.</li> <li>• Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)</li> <li>• Christians see Jesus as their Saviour (See Salvation).</li> </ul>	<p>the impact they have on the lives of Jews.</p> <ul style="list-style-type: none"> <li>• They may also be able to explain how the Jewish belief in one God compares to the key beliefs of other religions.</li> </ul> <p><b><u>VOCABULARY:</u></b></p> <p>Relationship kosher Chosen covenant Abraham Magen David Israel Esther Torah Tenakh Shema mezuzah Tefillin holocaust Bar Mitzvah Bat Mitzvah</p>	<p>Christians worship on Good Friday and Easter Sunday.</p> <ul style="list-style-type: none"> <li>• Show how Christians put their beliefs into practice in different ways.</li> <li>• Explain why some people find belief in the Resurrection makes sense and inspires them.</li> <li>• Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.</li> </ul> <p><b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The Gospels give accounts of Jesus' death and resurrection.</li> <li>• Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.</li> <li>• This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).</li> </ul>	<p>community in the world today, offering insights of their own.</p> <p><b>Pupils will know that:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p>and self-awareness compare and contrast to the key beliefs of other religions.</p> <p><b><u>VOCABULARY:</u></b></p> <p>Prince Siddattha Gautama (or Siddhartha Gautma) Buddha Wheel of life Enlightenment temple Meditation shrine Nirvana Rebirth Four Noble Truths Eightfold Path</p>
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