



**Religious Education Planning**

Planning documents: UC: Understanding Christianity / NATRE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>UC: Understanding Christianity/NATRE</b> <b>Making sense of the text / Understanding the impact / Making connections.</b>						
<b>Early Years</b>	<p><b>UC: Creation</b></p> <p>F1: Why is the word 'God' so important to Christians?</p> <p><b>Children will know that:</b></p> <p>The word God is a name.</p> <p>Christians believe God is the creator of the universe.</p> <p>Christians believe God made our wonderful world and so we should look after it.</p> <p><b>VOCABULARY</b></p> <p>CHRISTIANS • GOD • CREATION • ADAM • EVE • BIBLE • PARABLE • PRECIOUS • JESUS • PEARL</p>	<p><b>UC: Incarnation</b></p> <p>F2: Why do Christians perform nativity plays at Christmas?</p> <p><b>Children will know that:</b></p> <p>Christians believe God came to Earth in human form as Jesus.</p> <p>Christians believe Jesus came to show that all people are precious and special to God.</p> <p><b>VOCABULARY</b></p> <p>• INCARNATION • JESUS • CHRISTMAS • MARY • JOSEPH • SHEPHERDS • ANGEL • STAR • MAGI • MANGER</p>	<p><b>Being special: Where do we belong? (Thematic)</b></p> <p><b>CORE KNOWLEDGE:</b></p> <p>Share and record occasions when things have happened in their lives that made them feel special</p> <p>Retell religious stories making connections with personal experiences</p> <p>Retell religious stories making connections with personal experiences</p> <p>Recall simply what happens at a traditional Christian infant baptism and dedication</p> <p>Recall simply what happens when a baby is welcomed into a religion other than Christianity</p> <p><b>VOCABULARY</b></p> <p>• MUSLIMS • HINDUS • CHRISTIANS • JESUS • BAPTISM • RAKSHA BADHAN • WELCOME • LOVE • SPECIAL • RAKHI</p>	<p><b>UC: Salvation</b></p> <p>F3</p> <p>Why do Christians put a cross in an Easter Garden?</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>VOCABULARY</b></p> <p>• JESUS • GOD • SALVATION • EASTER • HOSANNA • PALM • GOOD FRIDAY • DONKEY • SUNDAY • DISCIPLES</p>	<p><b>Which places are special and why? (Thematic)</b></p> <p><b>CORE KNOWLEDGE</b></p> <p>Talk about somewhere that is special to themselves, saying why</p> <p>Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church</p> <p>Express a personal response to the natural world</p> <p>Begin to recognise that for Christians, Muslim or Jews, these special things link to beliefs about God</p> <p>Recognise that some religious people have places which have special meaning for them</p> <p>Talk about the things that are special and valued in a place of worship</p> <p><b>VOCABULARY</b></p> <p>CHRISTIANS • PILGRIMAGE • MUSLIMS • HOLY • CHURCH • BIBLE • MOSQUE • IMAM • QUR'AN • VICAR</p>	<p><b>Which stories are special and why? (Thematic)</b></p> <p><b>CORE KNOWLEDGE</b></p> <p>Identify some of their own feelings in the stories they hear</p> <p>Talk about some religious stories</p> <p>Recognise some religious words, e.g. about God</p> <p>Identify a sacred text e.g. Bible, Torah</p> <p>Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zaccheus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanks; what the Chanukah story teaches Jews about standing up for what is right) etc .</p> <p><b>VOCABULARY</b></p> <p>CHRISTIANS • BIBLE • MUSLIMS • TORAH • BELIEVER • TEXT • STORIES • JEWS • QUR'AN • SPECIAL</p>



**St. John's CE Primary School 2025-2026 (NATRE)  
Religious Education Long Term Plan with Vocabulary.**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr 1 Judaism	<p><b>UC: CREATION</b></p> <p>1.1: Who do Christians say made the world?</p> <p><b>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</b></p> <p>Retell the story of creation from Genesis 1:1–2.3 simply.</p> <p>Recognise that 'Creation' is the beginning of the 'big story' of the Bible.</p> <p>Say what the story tells Christians about God, Creation and the world.</p> <p>Give at least one example of what Christians do to say thank you to God for the Creation.</p> <p>Think, talk and ask questions about living in an amazing world.</p> <p><b>PUPILS WILL KNOW THAT:</b></p> <p>God created the universe.</p> <p>The Earth and everything in it are important to God.</p> <p>God has a unique relationship with human beings as their Creator and Sustainer.</p> <p>Humans should care for the world because it belongs to God</p> <p><b>VOCABULARY</b></p> <p>Creation • World • Belief • Thank • Harvest • God • believe • Bible • Genesis • praise</p>	<p><b>UC: Incarnation</b></p> <p>1.3: Why does Christmas matter to Christians?</p> <p><b>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</b></p> <p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</p> <p>Recognise that stories of Jesus' life come from the Gospels.</p> <p>Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</p> <p>Decide what they personally have to be thankful for at Christmas time.</p> <p><b>PUPILS WILL KNOW THAT:</b></p> <p>Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</p> <p>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).</p> <p>Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.</p> <p><b>VOCABULARY</b></p> <p>• Incarnation • Jesus • Mary • Joseph • Shepherds • Advent • Secular • Religious • Birth • Celebration</p>	<p><b>Who is Jewish and how do they live? (Judaism)</b></p> <p><b>CORE KNOWLEDGE</b></p> <p>Recognise the words of the Shema as a Jewish prayer</p> <p>Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah) •</p> <p>Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.</p> <p>Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</p> <p>Make links between Jewish ideas of God found in the stories and how people live</p> <p>Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)</p> <p>Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas</p> <p>Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</p> <p><b>VOCABULARY</b></p> <p>• Synagogue • Torah • Jewish • Mezuzah • Shabbat • Shema • God • Chanukah • Dreidel • Star of David</p>	<p><b>UC: GOD</b></p> <p>1.1 What do Christians Believe God is like?</p> <p><b>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</b></p> <p>Identify what a parable is.</p> <p>Tell the story of the Lost Son from the Bible simply and recognise a link with the concept of God as a forgiving Father.</p> <p>Give clear, simple accounts of what the story means to Christians.</p> <p>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.</p> <p>Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.</p> <p>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p> <p><b>PUPILS WILL KNOW THAT:</b></p> <p>Christians believe in God, and that they find out about God in the Bible.</p> <p>Christians believe God is loving, kind, fair and forgiving, and also Lord and King.</p> <p>Some stories show these Christian beliefs.</p> <p>Christians worship God and try to live in ways that please him.</p> <p><b>VOCABULARY</b></p> <p>• Incarnation • Jesus • Mary • Joseph • Shepherds • Advent • Secular • Religious • Birth • Celebration</p>	<p><b>What does it mean to belong to a faith community? (Thematic)</b></p> <p><b>CORE KNOWLEDGE</b></p> <p>Recognise that loving others is important in lots of communities.</p> <p>Say simply what Jesus and one other religious leader taught about loving other people.</p> <p>Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony and suggest what the actions and symbols mean.</p> <p>Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious).</p> <p>Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences.</p> <p>Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas</p> <p><b>VOCABULARY</b></p> <p>• Community • Muhammad • Shabbat • Allah • Ichthus • Faith • Baptism • Agigah • Parable • wedding</p>	<p><b>How should we care for the world and for others, and why does it matter? (Thematic)</b></p> <p><b>CORE KNOWLEDGE</b></p> <p>Identify a story or text that says something about each person being unique and valuable</p> <p>Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)</p> <p>Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world</p> <p>Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories</p> <p>Give examples of how Christians and Jews can show care for the natural earth</p> <p>Say why Christians and Jews might look after the natural world.</p> <p>Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world</p> <p>Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</p> <p><b>VOCABULARY</b></p> <p>Community • World • Psalm • Stewardship • love • Genesis • Religious • non-religious • Christian • Jews.</p>



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr 2 Islam	<p><b>UC: Gospel</b></p> <p><b>1.4: What is the good news that Jesus brings?</b></p> <p><b><u>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</u></b></p> <p>Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.</p> <p>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</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>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.</p> <p><b><u>PUPILS WILL KNOW THAT:</u></b></p> <p>Christians believe Jesus brings good news for all people.            For Christians, this good news includes being loved by God, and being forgiven for bad things.            Christians believe Jesus is a friend to the poor and friendless.            Christians believe Jesus' teachings make people think hard about how to live and show them the right way</p>	<p><b>UC: Gospel</b></p> <p><b>1.4 What is the good news that Jesus brings?</b></p> <p><b><u>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</u></b></p> <p>Tell stories from the Bible and recognise a link with a concept: for example, the idea of 'good news' links to the practice of being thankful.</p> <p>Give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts.</p> <p>Describe how Christians show their beliefs: for example, thanking God in prayer. Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives.</p> <p>Think, talk and ask questions about whether Jesus' 'good news' matters to anyone other than Christians, exploring different ideas.</p> <p><b><u>PUPILS WILL KNOW THAT:</u></b></p> <p>Christians believe Jesus brings good news for all people.            For Christians, this good news includes being loved by God, and being forgiven for bad things.            Christians believe Jesus is a friend to the poor and friendless.            Christians believe Jesus' teachings make people think hard about how to live and show them the right way</p> <p><b><u>VOCABULARY</u></b></p> <p><b>Christians • Jesus • Matthew • Fishermen • Disciples • Tax</b></p>	<p><b>Who is a Muslim and How do they live?</b></p> <p><b>(Islam)</b></p> <p><b><u>CORE KNOWLEDGE:</u></b></p> <p>Recognise the words of the Shahadah and that it is very important for Muslims</p> <p>Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean</p> <p>Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</p> <p>Give examples of how Muslims use the Shahadah to show what matters to them</p> <p>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</p> <p>Give examples of how Muslims put their beliefs about prayer into action.</p> <p>Think, talk about and ask questions about Muslim beliefs and ways of living</p> <p>Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</p> <p>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them to too.</p> <p><b><u>VOCABULARY</u></b></p> <p><b>Shahadah • Zakat • Muslims • Hajj • Islam • Sawm • Salah • Tawhid • Ramadan • Prophet</b></p>	<p><b>UC: Salvation</b></p> <p><b>1.5: Why does Easter matter to Christians?</b></p> <p><b><u>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</u></b></p> <p>Recognise that 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>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>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><b><u>PUPILS WILL KNOW THAT:</u></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><u>VOCABULARY</u></b></p> <p><b>• God • Salvation • Saviour • Resurrection • Eternal Life • Secular • Easter • Worship • Good Friday • Religious</b></p>	<p><b>Who is a Muslim and How do they live?</b></p> <p><b>(Islam)</b></p> <p><b><u>CORE KNOWLEDGE:</u></b></p> <p>Recognise the words of the Shahadah and that it is very important for Muslims</p> <p>Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean</p> <p>Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</p> <p>Give examples of how Muslims use the Shahadah to show what matters to them</p> <p>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</p> <p>Give examples of how Muslims put their beliefs about prayer into action.</p> <p>Think, talk about and ask questions about Muslim beliefs and ways of living</p> <p>Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</p> <p>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too</p> <p><b><u>VOCABULARY</u></b></p> <p><b>Shahadah • Zakat • Muslims • Hajj • Islam • Sawm • Salah • Tawhid • Ramadan • Prophet</b></p>	<p><b>What makes some places special to believers?</b></p> <p><b>(Thematic)</b></p> <p><b><u>CORE KNOWLEDGE</u></b></p> <p>Recognise that there are special places where people go to worship, and talk about what people do there</p> <p>Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean</p> <p>Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</p> <p>Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe</p> <p>Give simple examples of how people worship at a church, mosque or synagogue</p> <p>Talk about why some people like to belong to a sacred building or a community.</p> <p>Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas</p> <p>Talk about what makes some places special to people, and what the difference is between religious and non-religious special places</p> <p><b><u>VOCABULARY</u></b></p> <p><b>Worship • Jewish • Holy • Christian • Muslim • community • • • • Mosque • Sacred • Church</b></p>



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	<p><b><u>VOCABULARY</u></b></p> <p>Christians • Jesus • Matthew • Fishermen • Disciples • Tax collector • peace • forgiveness • Apostles</p>	<p>collector • peace • forgiveness • Apostles • Prayer</p>				<p>•Synagogue •Place of worship •Shabbat</p>
<p><b>Yr 3 Islam and 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><b><u>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</u></b></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>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>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><b><u>PUPILS WILL KNOW THAT CHRISTIANS BELIEVE:</u></b></p> <p>God the Creator cares for the creation, including human beings.</p> <p>As human beings are part of God's good creation, they do best when they listen to God.</p> <p>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).</p>	<p><b>UC: Incarnation</b></p> <p><b>2a.3: What is the Trinity?</b></p> <p><b><u>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</u></b></p> <p>Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.</p> <p>Offer suggestions about what texts about baptism and Trinity might mean.</p> <p>Give examples of what these texts mean to some Christians today.</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><b><u>PUPILS WILL KNOW THAT:</u></b></p> <p>Christians believe God is Trinity: Father, Son and Holy Spirit.</p> <p>Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</p> <p>Christians find that understanding God is challenging; people spend their whole lives learning more and more about God.</p> <p>Christians really want to try to understand God better and so try to describe God using symbols, similes</p>	<p><b><u>How do festivals and worship show what matters to a Muslim?</u></b></p> <p><b><u>Islam</u></b></p> <p><b><u>CORE KNOWLEDGE</u></b></p> <p>Identify some beliefs about God in Islam, expressed in Surah 1.</p> <p>Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God)</p> <p>Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</p> <p>Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)</p> <p>Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims</p> <p>Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their idea</p>	<p><b><u>How do festivals and worship show what matters to Jewish people?</u></b></p> <p><b><u>Judaism</u></b></p> <p><b><u>CORE KNOWLEDGE</u></b></p> <p>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean.</p> <p>Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people</p> <p>Offer informed suggestions about the meaning of the Exodus story for Jews today</p> <p>Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</p> <p>Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities</p> <p>Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future.</p> <p>Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas</p>	<p><b>UC: People of God</b></p> <p><b>2a.2 What is it like for someone to follow God</b></p> <p><b><u>BY THE END OF THIS UNIT, PUPILS WILL BE ABLE TO:</u></b></p> <p>Make clear links between the story of Noah and the idea of covenant.</p> <p>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</p> <p>Make links between the story of Noah and how we live in school and the wider world.</p> <p><b><u>PUPILS WILL KNOW THAT</u></b></p> <p>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>The People of God try to live in the way God wants, following his commands and worshipping him.</p> <p>They believe he promises to stay with them and Bible stories show how God keeps his promises</p> <p><b><u>VOCABULARY</u></b></p> <p><b>Prophets • Abram • Noah • Wedding • Old Testament • Pilgrimage • Muslims • Holy •</b></p>	<p><b><u>How and why do people try to make the world a better place?</u></b></p> <p><b><u>Thematic</u></b></p> <p><b><u>CORE KNOWLEDGE</u></b></p> <p>Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin).</p> <p>Make links between religious beliefs and teachings and why people try to live and make the world a better place</p> <p>Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek)</p> <p>Describe some examples of how people try to live (e.g. individuals and organisations)</p> <p>Identify some differences in how people put their beliefs into action</p> <p>Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better</p> <p>Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas</p> <p>Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their view</p>



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**Religious Education Long Term Plan with Vocabulary.**

	<p>Building block from EYFS: Christians believe God made our wonderful world and so we should look after it.</p> <p><b><u>VOCABULARY</u></b></p> <p>Creation • Catholic • Big Story • Responsibility • Sin • Pilgrimage • Muslims • Holy • Church • Steward • Interpret • Genesis • Fall • Temptation</p>	<p>and metaphors, in song, story, poems and art.</p> <ul style="list-style-type: none"> <li>Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief.</li> <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><b><u>VOCABULARY</u></b></p> <p>Trinity • Holy spirit • Messiah • John the Baptist • Believer's Baptism • Pilgrimage • Muslims • Holy • Church • Father • Jesus • Scripture • Infant Baptism • Denomination</p>	<p><b><u>VOCABULARY</u></b></p> <p>Prophet • Muhammad • Allah • Fasting • Tawhid • Quran • Salah • Ramadan • Sawm • Eid</p>	<p><b><u>VOCABULARY</u></b></p> <p>Freedom • Torah • Yom Kippur • Orthodox • Pesach • Shabbat • Rosh Hashanah • Shema • Progressive • Forgiveness</p>	<p>Church • Promise • Abraham • Covenant • Righteous • Christians</p>	<p><b><u>VOCABULARY</u></b></p> <p>Tikkun Olam • Jewish • Christian • Muslim • Zakat • Stewardship • Steward • Salvation • Humanist • Golden Rule</p>
<p><b>Yr 4 Hinduism</b></p>	<p><b>UC: Gospel</b></p> <p>2a.4 What kind of world did Jesus want?</p> <p><b><u>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</u></b></p> <p>Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.</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>Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.</p> <p>Make simple links between Bible texts and the concept of 'Gospel' (good news).</p> <p>Give examples of how Christians try to show love to all, including how</p>	<p><b><u>What do Hindu's believe God is like?</u></b></p> <p><b><u>Hinduism</u></b></p> <p><b><u>CORE KNOWLEDGE</u></b></p> <p>Identify some Hindu deities and say how they help Hindus describe God</p> <p>Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God</p> <p>Offer informed suggestions about what Hindu murtis express about God</p> <p>Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali)</p> <p>Identify some different ways in which Hindus worship</p> <p>Raise questions and suggest answers about whether it is good to think about the cycle of</p>	<p><b>UC: Salvation</b></p> <p>2a.5: Why do Christians call the day Jesus died 'Good Friday'?</p> <p><b><u>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</u></b></p> <p>Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.</p> <p>Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.</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 links between some of the stories and teachings in the Bible</p>	<p><b>UC Kingdom of God</b></p> <p>2a.6 For Christians, when Jesus left what was the impact of Pentecost?</p> <p><b><u>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</u></b></p> <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</p>	<p><b><u>What does it mean to be a Hindu in Britain Today?</u></b></p> <p><b><u>Hinduism</u></b></p> <p><b><u>CORE KNOWLEDGE</u></b></p> <p>In this unit, pupils build on their understanding of Brahman and look at lived reality through examining Puja at home, worship in the mandir and the festival of Diwali.</p> <p>Pupils will reflect on the idea of dharma through two stories which will sow seeds for examining this concept in more depth in Upper Key Stage 2</p> <p><b><u>VOCABULARY</u></b></p> <p>Hindu • Puja • Ramayana • Shrine • Rama • Dharma • Deity • Mandir • Diwali • Sita</p>	<p><b><u>How and why do people mark significant events in their life? Thematic</u></b></p> <p><b><u>CORE KNOWLEDGE</u></b></p> <p>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean.</p> <p>Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today</p> <p>Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean.</p> <p>Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</p> <p>Identify some differences in how people celebrate commitment (e.g.</p>



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	<p>members of the clergy follow Jesus' teaching.</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><b><u>PUPILS WILL KNOW THAT:</u></b></p> <p>Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first.</p> <p>Jesus shows love and forgiveness to unlikely people.</p> <p>Christians try to be like Jesus — they want to know him better and better.</p> <p>Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.</p> <p><b><u>VOCABULARY</u></b></p> <p>Jesus • Disciples • Follower • Clergy • Galilee • Vicar • Parable • Samaritan • Gospel • Evangelist</p>	<p>create/preserve/destroy in the world today</p> <p>Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their idea</p> <p><b><u>VOCABULARY</u></b></p> <p>Hindu • Brahman • Deity • Namaste • Shiva • Aum • Atman • Lakshmi • Vishnu • Brahm</p>	<p>and life in the world today, expressing some ideas of their own clearly</p> <p><b><u>PUPILS WILL KNOW THAT:</u></b></p> <p>Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</p> <p>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>Christians today trust that Jesus really did rise from the dead, and so is still alive today.</p> <p>Christians remember and celebrate Jesus' last week, death and resurrection.</p> <p><b><u>VOCABULARY</u></b></p> <p>• Salvation • Jerusalem • Resurrection • Forgiveness • Crucifixion • Palm Sunday • Disciples • Sin • Easter • Calvary</p>	<p>following God in the world today, expressing some of their own ideas.</p> <p><b><u>PUPILS WILL KNOW THAT:</u></b></p> <p>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>Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him.</p> <p>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. Christians celebrate Pentecost as the beginning of the Church</p> <p><b><u>VOCABULARY</u></b></p> <p>Pentecost • Holy Spirit • Disciples • Lord's Prayer • Baptised • Tongues • Acts • Trinity • Apostles</p>		<p>different practices of marriage, or Christian baptism)</p> <p>Raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones.</p> <p>Make links between ideas of love, commitment and promises in religious and non-religious ceremonies.</p> <p>Give good reasons why they think ceremonies of commitment are or are not valuable today</p> <p><b><u>VOCABULARY</u></b></p> <p>• Significant • Journey • Baptism • Commitment • Marriage • Bar Mitzvah • Bat Mitzvah • Ceremony • Wedding • Sacred thread</p>
<p>Yr 5 Islam and Judaism</p>	<p>UC: Creation / Fall</p> <p>2b.2: Creation and Science: conflicting or complementary?</p> <p><b><u>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</u></b></p> <p>Outline the importance of Creation on the timeline of the 'big story' of the Bible.</p>	<p><b><u>What does it mean to be a Muslim in Britain today?</u></b></p> <p><b><u>ISLAM</u></b></p> <p><b><u>CORE KNOWLEDGE</u></b></p> <p>Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Muhammad as the Messenger, Qur'an as the message).</p> <p>Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on five pillars; hajj</p>	<p><b><u>Why is the Torah so important to Jewish people?</u></b></p> <p><b><u>JUDAISM</u></b></p> <p><b><u>CORE KNOWLEDGE</u></b></p> <p>Identify and explain Jewish beliefs about God</p> <p>Give examples of some texts that say what God is like and explain how Jewish people interpret them Make</p>	<p>UC GOD</p> <p>2b.1 What does it mean if Christians believe God is Holy and Loving?</p> <p><b><u>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</u></b></p> <p>Identify some different types of biblical texts, using technical terms accurately.</p>	<p>UC: People of God</p> <p>2b.3: How can following God bring freedom and justice?</p> <p><b><u>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</u></b></p> <p>Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.</p> <p>Make clear connections between Bible texts studied and what</p>	<p><b><u>What matters most to Humanists and Christians?</u></b></p> <p><b><u>THEMATIC</u></b></p> <p><b><u>CORE KNOWLEDGE</u></b></p> <p>Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)</p> <p>Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and</p>



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<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>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>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><b><u>PUPILS WILL KNOW THAT:</u></b></p> <p>There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.</p> <p>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>There are many scientists throughout history and now who are Christians.</p> <p>The discoveries of science make Christians wonder even more about the power and majesty of the Creator.</p>	<p>practices follow example of the Prophet)</p> <p>Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)</p> <p>Give evidence and examples to show how Muslims put their beliefs into practice in different ways</p> <p>Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Sheffield today</p> <p>Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims</p> <p>Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their view</p> <p><b><u>VOCABULARY</u></b></p> <p><b>Muslim • Ibadah • Submission • Ramadan • Shahadah • Salah • Sawm • Zakah • Hajj • Pilgrimage</b></p>	<p>clear connections between Jewish beliefs about the Torah and how they use and treat it</p> <p>Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)</p> <p>Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between orthodox and progressive Jewish practice)</p> <p>Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today</p> <p>Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today and articulate responses on how far they are valuable to people who are not Jewish</p> <p><b><u>VOCABULARY</u></b></p> <p><b>Torah • Sefer Torah • Orthodox • Secular • Pesach (Passover) • Synagogue • Kosher • Progressive • Kashrut</b></p>	<p><b>Explain connections between biblical texts and Christian ideas of God, using theological terms.</b></p> <p><b>Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.</b></p> <p><b>Show how Christians put their beliefs into practice in worship. 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.</b></p> <p><b><u>PUPILS WILL KNOW THAT:</u></b></p> <p>Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.</p> <p>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>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>Christians believe getting to know God is like getting to know a person rather than learning information.</p> <p><b><u>VOCABULARY</u></b></p> <p><b>Holy • Omnipresent • Omniscient • Believer • Eternal • Loving • Omnipotent • Isaiah • John • Testament</b></p>	<p>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>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><b><u>PUPILS WILL KNOW THAT:</u></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, food, justice, and telling the story of Jesus.</li> </ul>	<p>Humanists saying people can be 'good without God')</p> <p>Make clear connections between Christian and Humanist ideas about being good and how people live</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</p> <p>Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between orthodox and progressive Jewish practice)</p> <p>Raise important questions and suggest answers about how and why people should be good</p> <p>Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views</p> <p><b><u>VOCABULARY</u></b></p> <ul style="list-style-type: none"> <li>• Humanist • Non-religious • Belief</li> <li>• Moral • Golden rule • Humanism</li> <li>• Worldview • Christian • Values</li> <li>• Authority</li> </ul>
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	<p align="center"><b><u>VOCABULARY</u></b></p> <p>Science • Genesis • Big bang theory          • Complementary • Creation • Literal • Creator • Conflicting • Interpretation • Theory</p>					
<p>Yr 6 Hinduism</p>	<p align="center"><b>UC: Gospel</b></p> <p align="center"><b>2b.5 What would Jesus do?</b></p> <p><b><u>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</u></b></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 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><b><u>PUPILS WILL KNOW THAT:</u></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> </ul>	<p align="center"><b>UC: Incarnation</b></p> <p align="center"><b>2b.4 Was Jesus the Messiah?</b></p> <p><b><u>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</u></b></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>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</p> <p><b><u>PUPILS WILL KNOW THAT:</u></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</li> </ul>	<p align="center"><b><u>Why do Hindus want to be good? Hinduism</u></b></p> <p align="center"><b><u>CORE KNOWLEDGE</u></b></p> <p>Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately.</p> <p>Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha etc</p> <p>Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live</p> <p>Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha etc.</p> <p>Give evidence and examples to show how Hindus put their beliefs into practice in different ways</p> <p>Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus.</p> <p>Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view</p>	<p align="center"><b>UC: Salvation</b></p> <p align="center"><b>2b.7 What difference does resurrection make for Christians?</b></p> <p><b><u>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</u></b></p> <p>Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.</p> <p>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.</p> <p>Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.</p> <p>Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.</p> <p>Show how Christians put their beliefs into practice in different ways.</p> <p>Explain why some people find belief in the Resurrection makes sense and inspires them.</p> <p>Offer and justify their own responses as to what difference belief in Resurrection might make to</p>	<p align="center"><b>UC: Kingdom of God</b></p> <p align="center"><b>2b.8 For Christians, What Kind of King is Jesus?</b></p> <p><b><u>BY THE END OF THIS UNIT PUPILS WILL BE EXPECTED TO:</u></b></p> <p>Explain connections between biblical texts and the concept of the Kingdom of God.</p> <p>Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.</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.</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><b><u>PUPILS WILL KNOW THAT:</u></b></p> <p>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 align="center"><b><u>Why do some people believe in God and others do not? How does faith help people when things get hard?</u></b></p> <p align="center"><b><u>THEMATIC</u></b></p> <p align="center"><b><u>CORE KNOWLEDGE</u></b></p> <p>Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs</p> <p>Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from</p> <p>Give examples of reasons why people do or do not believe in God.</p> <p>Make clear connections between what people believe about God and the impact of this belief on how they live</p> <p>Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)</p> <p>Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging</p> <p>Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not</p>



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	<ul style="list-style-type: none"> <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 style="text-align: center;"><b><u>VOCABULARY</u></b></p> <ul style="list-style-type: none"> <li>Gospel • Theology • Luke • Matthew • Mark • Interpretation • Leprosy • Christ-like • Parables • Commandments</li> </ul>	<p>relationship between humans and God.</p> <ul style="list-style-type: none"> <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 Saviour (See Salvation).</li> </ul> <p style="text-align: center;"><b><u>VOCABULARY</u></b></p> <p>Messiah • Incarnation • Saviour • Immanuel • Micah • Theological • Prophecy • Gospel • Prophet • Isaiah</p>	<p style="text-align: center;"><b><u>VOCABULARY</u></b></p> <ul style="list-style-type: none"> <li>Dharma • Samsara • Reincarnation • Atman • Duty • Karma • Moksha • Brahman • Ahimsa • Deity</li> </ul>	<p>how people respond to challenges and problems in the world today.</p> <p style="text-align: center;"><b><u>PUPILS WILL KNOW THAT:</u></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 style="text-align: center;"><b><u>VOCABULARY</u></b></p> <p>Salvation • Resurrection • Interpret • Sacrifice • Biblical • Theological • Gospel • Eternal life • Incarnation • Funeral</p>	<p>The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.</p> <p>Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world</p> <p style="text-align: center;"><b><u>VOCABULARY</u></b></p> <p>Parable • Kingdom • Salvation • Forgiving • Unforgiving • Banquet • Biblical • Inheritance • Social • Unjust</p>	<p>Make connections between belief and behaviour in their own lives, in the light of their learning.</p> <p style="text-align: center;"><b><u>VOCABULARY</u></b></p> <p>Theist • Atheist • Psychology • Evidence • Psychologist • Agnostic • Humanist • Philosophy • Reason • Theologian</p>
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