

EYFS	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Previous learning	<p>Activities children engage in during their nursery years are experiences which provide the building blocks for later development. Starting with things that are familiar – building on children’s interests and enthusiasm as well as their leaning and developmental needs.</p> <p>Themes that children might have experienced and lend themselves to RE work include the following: <i>Myself, My life, My senses, My special things, People who are special to me, People who help us, Friendship, Welcome, Belonging, Special places, Special times, Our community, Special books, Stories, The natural world</i></p>					
Unit to be taught	F4: Being Special Where do we belong?	F2: Why is Christmas special for Christians?	F6: Why stories are special and why?	F3: Why is Easter special for Christians?	F5: Which places are special and why?	F1: Why is the word ‘God’ special to Christians?
Key knowledge How will we know? <i>Colour key: Making sense Understanding impact Making connections</i>	<p>Enable children to:</p> <p>Retell religious stories making connections with personal experiences Share and record occasions when things have happened in their lives that made them feel special Recall simply what happens at a traditional Christian infant baptism and dedication Recall simply what happens when a baby is welcomed into a religion other than Christianity</p>	<p>Enable children to:</p> <p>Begin to recognise the word ‘incarnation’ as describing the belief that God came to Earth as Jesus Retell religious stories, making connections with personal experiences. Talk about people who are special to them Say what makes their family and friends special to them Recall simply what happens at a traditional Christian festival (Christmas)</p>	<p>Enable children to:</p> <p>Talk about some religious stories Recognise some religious words, e.g. about God Identify a sacred text e.g. Bible, Torah Identify some of their own feelings in the stories they hear Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends: Zacchaeus; what Jesus’ story about the ten lepers teaches about saying ‘thank you’ Chanukah story teaches Jews about standing up for what is right), etc.</p>	<p>Enable children to:</p> <p>Recognise and retell stories connected with celebration of Easter Say why Easter is a special time for Christians Talk about ideas of new life in nature Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature Talk about some ways Christians remember these stories at Easter</p>	<p>Enable children to:</p> <p>Talk about somewhere that is special to themselves, saying why Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church Express a personal response to the natural world Recognise that some religious people have places which have special meaning for them Talk about the things that are special and valued in a place of worship Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God</p>	<p>Enable children to:</p> <p>Retell stories, talking about what they say about the world, God, human beings Talk about things they find interesting, puzzling or wonderful; talk about their own experiences and feelings about the world – consider wonders of nature, consider what people do to mess up world Say how and when Christians like to thank their Creator</p>
Future units in same thread What comes next?	1:10 What does it mean to be part of a faith community? Year 1	1:3 Why does Christmas matter to Christians? Year 2	1.4: What is the ‘good news’ Christians believe Jesus brings? Year 2	1.5: Why does Easter matter to Christians? Year 2	1.8: What makes some places sacred to believers? Year 2	1:1 What do Christians believe God is like? Year 1

Year 1	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Previous learning	F4: Being Special Where do we belong? <i>Reference to personal experiences and what is special to them – Christian baptism and welcoming ceremonies</i>	F1: Why is the word 'God' special to Christians? <i>Talking about own experiences and wonders of the world – identifying what Christians would say thank you for to God about the world</i>	F5: Which places are special and why? <i>Talking about things that are valued and special in worship</i>	F6: Why stories are special and why? <i>Chanukah story teaches Jews about standing up for what is right), etc.</i>	F1: Why is the word 'God' special to Christians? <i>Talking about own experiences and wonders of the world – identifying what Christians would say thank you for to God about the world</i>	
Unit to be taught Enrichment opportunities	1:10 What does it mean to be part of a faith community?	1:1 What do Christians believe God is like? GOD Visit to Pip and Jims, looking at features of the church – symbols linked to what God is like	1:7 Who is Jewish and how do they live? Celebrating Shabbat; exploring objects, customs and prayers important to Jewish people.	1:7 Who is Jewish and how do they live? Celebrating Shabbat, Chanukah and Sukkot Call out for Jewish family within school community	1:2 Who do Christians say made the world? CREATION	1:9 How should we care for the world and others – why does it matter? Christianity – Outreach - The Cornerstone Pantry Faith in Action
Key knowledge How will we know? <i>Colour key:</i> Making sense Understanding impact Making connections	Recognise that loving others is important in lots of communities Say simply what Jesus and one other religious leader taught about loving other people Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean 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) Give examples of ways in which people express their identity	Identify what a parable is: Tell the story of the Lost Son/Lost coin from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father/a welcoming Father – what do these stories mean to Christians? Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) Think, talk and ask questions about whether	Recognise the words of the Shema as a Jewish prayer Retell simply some stories used in Jewish celebrations (e.g. Chanukah) Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) Make links between Jewish ideas of God found in the stories and how people live Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too	Retell the story of creation from Genesis 1:1–2:3 simply Recognise that 'Creation' is the beginning of the 'big story' of the Bible Say what the story tells Christians about God, Creation and the world Give at least one example of what Christians do to say 'thank you' to God for Creation Think, talk and ask questions about living in an amazing world Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.	Identify a story or text that says something about each person being unique and valuable Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world Give an example of how people show that they care for others/natural earth (e.g. by giving to charity), making a link to one of the stories Say why Christians and Jews might look after the natural world Think, talk and ask questions about what difference believing	

	<p>and belonging within faith communities and other communities, responding sensitively to differences – talk about what is good about being within a community</p>	<p>they can learn anything from the story for themselves, exploring different ideas</p>			<p>in God makes to how people treat each other and the natural world Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world</p>
<p>Future units in same thread What comes next?</p>	<p>L2:2 What is it like for someone to follow God? <i>Learning about Noah and his faithfulness</i> Year 3 L2:11 How and why do people mark the significant events of life? Year 4</p>	<p>L2:4 What kind of world did Jesus want? <i>Examining Jesus's life and teachings- considering how this knowledge helps Christians to make good life choices</i> Year 3</p>	<p>L2:10 How do festivals and family show what matters to Jewish people? <i>Story of the Exodus and Jewish belief about God's relationship with his chosen people</i> Year 3</p>	<p>L2:1 What do Christians learn from the creation story? <i>Placing concepts of God and Creation on a timeline of bible – recognise the story of the Fall in Genesis – explain why things went wrong. Explain how Christians behave because they believe in God as creator</i> Year 3</p>	<p>L2:12 How and why do people try to make the world a better place? <i>Consider why the world is not a good place: describe examples of how people try to make the world a better place – link with people's beliefs and how they impact actions.</i> Year 3</p>

Year 2	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Previous learning</p>	<p>F4: Being Special Where do we belong? 1:10 What does it mean to be part of a faith community? <i>Whisperings into the baby's ear – There is only one God - Allah</i></p>	<p>F2: Why is Christmas special for Christians? <i>Christmas story and traditions within festival – consider who is special in their lives – introduction to term 'Incarnation'</i></p>	<p>F6: Why stories are special and why? <i>Identify religious teachings in sacred books (bible). What do we learn about from stories in the bible? Jesus' teachings and life</i></p>	<p>F3: Why is Easter special for Christians? <i>Easter story and traditions – exploring signs of new life in nature</i></p>	<p>F4: Being Special Where do we belong? 1:10 What does it mean to be part of a faith community?</p>	<p>F5: Which places are special and why? <i>Talking about special places, being introduced to the idea that a church/mosque/mandir are special places for a religious people - use words to describe what makes them special places</i></p>
<p>Unit to be taught</p> <p>Enrichment opportunities</p>	<p>1:6 Who is a Muslim and how do they live? (Part 1)</p> <p>Call out for Muslim family within school community</p>	<p>1:3 Why does Christmas matter to Christians? INCARNATION</p>	<p>1.4: What is the 'good news' Christians believe Jesus brings? GOSPEL</p>	<p>1.5: Why does Easter matter to Christians? SALVATION</p> <p>Godly Play – Alison Summerhill</p>	<p>1:6 Who is a Muslim (Part 2)?</p>	<p>1.8: What makes some places sacred to believers?</p> <p>Visit to Pip and Jims looking at features of the church – Discuss why this building is sacred Online Synagogue experience</p>
<p>Key knowledge</p> <p>How will we know?</p> <p><i>Colour key: Making sense Understanding impact Making connections</i></p>	<p>Recognise the words of the <i>Shahadah</i> and that it is very important for Muslims Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names of Allah, and give a simple description of what some of them mean Give examples of how stories about the Prophet show what Muslims believe about Muhammad Give examples of how Muslims use the <i>Shahadah</i> to show what matters to them</p>	<p>Recognise that stories of Jesus' life come from the Gospels Give a clear account of the story of Jesus' birth and why Jesus is important to Christians Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas Think, talk and ask questions about Christmas for people who Christians are and for people who are not Decide what they personally must be thankful for, giving a reason for their ideas</p>	<p>Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians Recognise that Jesus gives instructions to people about how to behave 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>Recognise that incarnation and salvation are part of a 'big story' of the bible Tell stories of Holy Week and Easter from the bible and recognise a link with the ideas of Salvation (Jesus rescuing people) Recognise that Jesus gives instructions about how to behave Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter</p>	<p>See Part 1</p>	<p>Recognise that there are special places where people go to worship, and talk about what people do there 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 Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship Give examples of stories, objects, symbols and actions used</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>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 about how to live, giving a good reason for their ideas</p>	<p>Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or has anything to say to pupils about sadness, hope, or heaven, exploring different ideas and giving a good reason for their ideas</p>		<p>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>Future units in same thread What comes next?</p>	<p>L2:9 How do festivals and worship show what matters to a Muslim? <i>Identify beliefs about Allah – ibadah, giving examples of ways in which Muslims worship</i> Year 3</p>	<p>L2:3 What is the Trinity and why is it important to Christians? <i>Recognise the term Gospel and give examples of what these texts mean to Christians. Talk about how Christians show their beliefs about God the Trinity in worship</i> Year 4</p>	<p>For Christians, when Jesus left, what was the impact of Pentecost? <i>Christian beliefs about the Kingdom of God</i> <i>And how God left his holy spirit as a guide and protector for Christians</i> Year 4</p>	<p>L2:5 Why do Christians call the day Jesus died ‘Good Friday’? <i>Recognise what salvation means to Christians, give examples of why Christians believe Holy week is so important. Make links with Gospel accounts and community events</i> Year 3</p>	<p>L2:9 How do festivals and worship show what matters to a Muslim? <i>Identify beliefs about Allah – ibadah, giving examples of ways in which Muslims worship</i> Year 3</p>	<p>L2:8 What does it mean to be Hindu in Britain today? Year 4 U2:9 Why is the Torah so important to Jewish people? <i>Placing the Torah within the Synagogue – considering its importance and how it is used</i> U2:8 What does it mean to be a Muslim in Britain today? Year 5</p>

Year 3	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Previous learning	1:2 Who do Christians say made the world? <i>Children to explain how the world was created and what it tells us about a loving God</i>	1:10 What does it mean to be part of a faith community? <i>Expressing identity and showing love – how might you do this?</i>	1:6 Who is a Muslim and how do they live? <i>Begin to understand the relevance of the Shahadah and be introduced to the prophet Muhammad – how Muslims are guided by both in terms of beliefs and actions</i>	1:7 Who is Jewish and how do they live? <i>Give examples of Jewish traditions and celebrations within the yearly calendar</i>	1:1 What do Christians believe God is like? <i>God as a welcoming, loving and forgiving Father</i>	1:9 How should we care for the world and others – why does it matter? <i>Acknowledging people as unique and important – considering how we should look after one another and the world</i>
Unit to be taught Enrichment opportunities	L2:1 What do Christians learn from the creation story? CREATION	L2:2 What is it like for someone to follow God? PEOPLE OF GOD	L2:9 How do festivals and worship show what matters to a Muslim? Gloucester University Muslim Chaplain: Atique Miah	L2:10 How do festivals and family show what matters to Jewish people? Natalie Towel: 3 counties Liberal Community	L2:4 What kind of world did Jesus want? GOSPEL Godly Play – Alison Summerhill Visit from church vicar/pastor – Dave Baker	L2:12 How and why do people try to make the world a better place?
Key knowledge How will we know? Colour key: Making sense Understanding impact Making connections	Place the concepts of God and Creation on a timeline of the Bible’s ‘big story’ Make clear links between Genesis 1 and what Christians believe about God and Creation Recognise that the story of ‘the Fall’ in Genesis 3 gives an explanation of why things go wrong in the world Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God’s creation is Describe how and why Christians might pray to	Make clear links between the story of Noah and the idea of covenant Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony Make links between the story of Noah and how we live in school and the wider world	Identify some beliefs about God in Islam, expressed in Surah 1 Make clear links between beliefs about God and <i>ibadah</i> (e.g. how God is worth worshiping; how Muslims submit to God) Give examples of <i>ibadah</i> (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a	Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people Offer informed suggestions about the meaning of the Exodus story for Jews today 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)	Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’ Suggest ideas and then find out about what Jesus’ actions towards outcasts mean for a Christian Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus’ teaching in	Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) Make links between religious beliefs and teachings and why people try to live and make the world a better place Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. <i>tikkun olam</i> and the charity Tzedek) Describe some examples of how people try to live (e.g.

	<p>God, say sorry and ask for forgiveness Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today</p>		<p>family and as a community, at home and in the mosque) 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 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 ideas</p>	<p>Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities 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 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>different ways Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas</p>	<p>individuals and organisations) Identify some differences in how people put their beliefs into action 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 Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas 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 views</p>
<p>Future units in same thread What comes next?</p>	<p>U2:1 What does it mean for Christians to believe that God is holy and loving? Identify different biblical texts to help to understand what Christians believe God is like. How do Christians put their beliefs into practice in worship Year 5</p>	<p>U2:3 Why do Christians believe Jesus was the Messiah? Explain the place of incarnation and Messiah within God's Big Story – God wanting to rebuild love. Consider how Christmas is celebrated and the message it brings to all Year 5</p>	<p>U2:8 What does it mean to be a Muslim in Britain today? Identity, explain and give examples of Muslim beliefs linked to the Qur'an and the 5 pillars of Islam – examine how Muslims can 'walk their religion' in Britain Year 5</p>	<p>U2:9 Why is the Torah so important to Jewish people? Placing the Torah within the Synagogue – considering its importance and how it is used Year 5</p>	<p>U2:4 How do Christians decide how to live? What would Jesus do? Connections between Gospel texts and Jesus' good news. Make connections between Christian teachings and issues, problems in the world today Year 5</p>	<p>U2:10 What matters most to humanist and Christians? Codes of living, roots of belief linked to chosen actions Year 5</p>

Year 4	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Previous learning</p>	<p>1:3 Why does Christmas matter to Christians? <i>Be able to give a clear account of Jesus’ birth in respect to God’s rescue plan - how do Christians behave at Christmas – what makes it a special celebration?</i></p>		<p>1.8: What makes some places sacred to believers? <i>Special objects to support worship spoken about – their relevance and purpose</i></p>	<p>1.5: Why does Easter matter to Christians? <i>Develop understanding of salvation as rescue mission – note the events leading up to cross – Holy week – and thereafter the resurrection</i></p>	<p>1.4: What is the ‘good news’ Christians believe Jesus brings? <i>Make links between Gospel and good news, recognise that Jesus told people how to live; he led by example</i></p>	<p>1:10 What does it mean to be part of a faith community? <i>Exploring how commitment is celebrated</i> L2:2 What is it like for someone to follow God? <i>Commitment linking to making promises</i></p>
<p>Unit to be taught</p> <p>Enrichment opportunities</p>	<p>L2:3 What is the Trinity and why is it important to Christians? GOD/INCARNATION Sportily visit</p>	<p>L2:7 What do Hindus believe God is like?</p>	<p>L2:8 What does it mean to be Hindu in Britain today? Call out for Hindu family within school community</p>	<p>L2:5 Why do Christians call the day Jesus died ‘Good Friday’? SALVATION Pip and Jims Chaplin – Rosie Amess</p>	<p>L2:6 For Christians, when Jesus left, what was the impact of Pentecost? KINGDOM OF GOD Godly Play – Alison Summerhill</p>	<p>L2:11 How and why do people mark the significant events of life?</p>
<p>Key knowledge How will we know?</p> <p><i>Colour key: Making sense Understanding impact Making connections</i></p>	<p>Recognise what a ‘Gospel’ is and give an example of the kinds of stories it contains Offer suggestions about what texts about baptism and Trinity mean Give examples of what these texts mean to some Christians today Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own</p>	<p>Identify some Hindu deities and say how they help Hindus describe God Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God Offer informed suggestions about what Hindu <i>murtis</i> express about God Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine. Identify some different ways in which Hindus worship</p>	<p>Describe how Hindus show their faith within their families in Britain today (e.g. home puja) Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) Identify the terms <i>dharma</i>, Sanatan Dharma and Hinduism and say what they mean</p>	<p>Recognise the word ‘Salvation’, and that Christians believe Jesus came to ‘save’ or ‘rescue’ people, e.g. by showing them how to live Offer informed suggestions about what the events of Holy Week mean to Christians Give examples of what Christians say about the importance of the events of Holy Week Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities Describe how Christians show their beliefs about</p>	<p>Make clear links between the story of Pentecost and Christian beliefs about the ‘kingdom of God’ on Earth Offer informed suggestions about what the events of Pentecost in Acts 2 might mean Give examples of what Pentecost means to some Christians now Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now Describe how Christians show their beliefs about the Holy Spirit in worship Make links between ideas about the kingdom of God in the</p>	<p>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean Make simple links between beliefs about love and commitment</p>

	<p>about what Christians believe God is like</p>	<p>Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas</p>	<p>Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas</p>	<p>Jesus in worship in different ways Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions</p>	<p>Bible and what people believe about following God today, giving good reasons for their ideas</p>	<p>and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Identify some differences in how people celebrate commitment Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones Make links between ideas of love, commitment and promises in religious and non-religious ceremonies Give good reasons why they think ceremonies of commitment are or are not valuable today</p>
<p>Future units in same thread What comes next?</p>	<p>U2:3 Why do Christians believe Jesus was the Messiah? Explain the place of incarnation and Messiah within God's Big Story – God wanting to rebuild love. Consider how Christmas is celebrated and the message it brings to all Year 5</p>	<p>U2.7: Why do Hindus want to be good? Interpret story of man in well to help explain Hindu beliefs. Confidently use terms to explain beliefs and the ways in which Hindus live – 4 aims and stages of life Year 6</p>		<p>U2.5: What do Christians believe Jesus did to 'save' people? Explain how incarnation and salvation fit into God's Big Story – consider and discuss sacrifice – linking to own lives and world today. Develop understanding of holy communion/Lord's supper Year 6</p>	<p>U2:3 Why do Christians believe Jesus was the Messiah? Explain the place of incarnation and Messiah within God's Big Story – God wanting to rebuild love, God supporting – leaving the gift of the holy spirit as a guide Year 5</p>	<p>U2.12: How does faith help people when life is hard? Describe examples of how religion guides people in good and hard times – how can it help individuals respond to challenges faced Life after death – what do people believe Year 6</p>

Year 5	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Previous learning</p>	<p>L2:1 What do Christians learn from the creation story? <i>God's power and greatness – what he has given the world – what this tells us about the type of God he is</i></p>	<p>L2:9 How do festivals and worship show what matters to a Muslim? <i>Identify beliefs about God and links to how this supports worship choices. Give examples of ibadah. Consider submission</i></p>	<p>L2:3 What is the Trinity and why is it important to Christians? <i>Children to develop understanding of God as 3 in 1 – and how this is acknowledged in worship</i> L2:6 For Christians, when Jesus left, what was the impact of Pentecost? Fruits of the spirit</p>	<p>L2:4 What kind of world did Jesus want? <i>Study Gospels about Jesus's teachings and life – consider how Jesus welcomes everyone with love. Think about the role of the 12 disciples</i></p>	<p>L2:10 How do festivals and family show what matters to Jewish people? <i>Study the story of the Exodus linking to God's chosen people – consider what Jewish believers think about sin and forgiveness</i></p>	<p>L2:6 For Christians, when Jesus left, what was the impact of Pentecost? Fruits of the spirit – roots within are the values you are blessed by – these roots bear fruit, which are the actions we demonstrate.</p>
<p>Unit to be taught</p> <p>Enrichment opportunities</p>	<p>U2:1 What does it mean for Christians to believe that God is holy and loving?</p> <p>Virtual visit to Cathedral or visit to Gloucester Cathedral</p>	<p>U2:8 What does it mean to be a Muslim in Britain today?</p> <p>Visit to Gloucester Mosque – or invitation to Ismail/Gloucester University Muslim Chaplin: Atique Miah</p>	<p>U2:3 Why do Christians believe Jesus was the Messiah?</p> <p>Sportily – Adam Legg – Escape Easter Room – was Jesus the awaited Messiah?</p>	<p>U2:4 Christians and how to live – what would Jesus do?</p>	<p>U2:9 Why is the Torah so important to Jewish people?</p> <p>Zoom call with Mrs Silverton – Cheltenham Synagogue</p>	<p>U2:10 What matters most to humanist and Christians?</p> <p>Hannah Hart – Humanist</p>
<p>Key knowledge</p> <p>How will we know?</p> <p><i>Colour key:</i> Making sense Understanding impact Making connections</p>	<p>Identify some different types of biblical texts, using technical terms accurately Explain connections between biblical texts and Christian ideas of God, using theological terms Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed Show how Christians put their beliefs into practice in worship</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) Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet) Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)</p>	<p>Explain the place of Incarnation and Messiah within the 'big story' of the Bible Identify Gospel and prophecy texts, using technical terms Explain connections between biblical texts, Incarnation and Messiah, using theological terms Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas Comment on how the idea that Jesus is the Messiah makes sense in</p>	<p>Identify features of Gospel texts (for example, teachings, parable, narrative) Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives Make connections between Christian</p>	<p>Identify and explain Jewish beliefs about God Give examples of some texts that say what God is like and explain how Jewish people interpret them Make clear connections between Jewish beliefs about the Torah and how they use and treat it Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) Give evidence and examples to show how Jewish people put their</p>	<p>Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) 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 Humanists saying people can be 'good without God') Make clear connections between Christian and Humanist ideas about being good and how people live Suggest reasons why it might be</p>

	<p>Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own</p>	<p>Give evidence and examples to show how Muslims put their beliefs into practice in different ways Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Gloucestershire today 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 Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views</p>	<p>the wider story of the Bible Weigh up how far the idea of Jesus as 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, giving good reasons for their answers.</p>	<p>teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives Articulate their own responses to the issues studied, recognising different points of view</p>	<p>beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today 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>helpful to follow a moral code and why it might be difficult, offering different points of view Raise important questions and suggest answers about how and why people should be good 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>Future units in same thread What comes next?</p>				<p>U2.6: For Christians, what kind of king is Jesus? Consider the Kingdom of God – thinking about a better place and learning from this place, so heaven comes down to earth. Acknowledge that Jesus is a different type of king, that welcomes all Year 6</p>		<p>U2.12: How does faith help people when life is hard? Describe examples of how religion guides people in good and hard times – how can it help individuals respond to challenges faced Life after death – what do people believe Year 6 U2. 11: Why do some people believe in God and others don’t? Year 6</p>

Year 6	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Previous learning</p> <p>L2:11 How and why do people mark the significant events of life? <i>Identifying beliefs about love and commitment; considering what rituals mean within faith families – acknowledging life as a journey</i></p>	<p>L2:10 What matters most to Humanist and Christians? <i>Moral codes and actions – considering the belief behind the actions</i></p>	<p>L2:1 What do Christians learn from the creation story? <i>God's power and greatness – what he has given the world – what this tells us about the type of God he is</i> <i>Studying Genesis 1</i></p>	<p>L2:5 Why do Christians call the day Jesus died 'Good Friday'? <i>Salvation, rescue – Jesus came to show people how to live. Examples of importance of Holy Week Gospel accounts and the marking of Easter within the Christian calendar</i></p>	<p>U2:4 Christians and how to live – what would Jesus do? <i>Studying the Gospels – extracting main messages about how Jesus 'did life'</i></p>	<p>L2:7 What do Hindus believe God is like? <i>Looking at deities and how they help Hindus describe God – link to stories</i> <i>Looking at how Hindus worship – express feelings about Gods</i> <i>Where do we note the cycle of create, preserve and destroy in world today</i></p>	
<p>Unit to be taught</p> <p>Enrichment opportunities</p>	<p>U2.12: How does faith help people when life is hard?</p>	<p>U2. 11: Why do some people believe in God and others don't?</p>	<p>U2.2: Creation and Science; conflicting or complementary?</p> <p>Big Bang workshop info@gatbb.co.uk</p>	<p>U2.5: What do Christians believe Jesus did to 'save' people?</p> <p>Godly Play – Alison Summerhill</p>	<p>U2.6: For Christians, what kind of king is Jesus?</p>	<p>U2.7: Why do Hindus want to be good?</p>
<p>Key knowledge</p> <p>How will we know?</p> <p><i>Colour key:</i> Making sense Understanding impact Making connections</p>	<p>Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) Give examples of ways in which beliefs about resurrection/ judgement/heaven/ karma/ reincarnation make a difference to how someone lives</p>	<p>Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from Give examples of reasons why people do or do not believe in God Make clear connections between what people believe about God and the impact of this belief on how they live Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)</p>	<p>Identify what type of text some Christians say Genesis 1 is, and its purpose 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 Make clear connections between Genesis 1 and Christian belief about God as Creator Show understanding of why many Christians find science and faith go together Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring,</p>	<p>Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it Explain what Christians mean when they say that Jesus' death was a sacrifice Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper Show how Christians put their beliefs into practice in different ways Weigh up the value and impact of ideas of sacrifice in their own lives and the world today Articulate their own responses to the idea of</p>	<p>Explain connections between biblical texts and the concept of the kingdom of God Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice Show how Christians put their beliefs into practice in different ways Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today Articulate their own responses to the idea of</p>	<p>Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. Give evidence and examples to show how Hindus put their beliefs</p>

	<p>Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own</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 Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not Make connections between belief and behaviour in their own lives, in the light of their learning</p>	<p>justifying their responses Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views</p>	<p>sacrifice, recognising different points of view</p>	<p>the importance of love and service in the world today</p>	<p>into practice in different ways Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus 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>Future units in same thread What comes next?</p>						