


Curriculum Map for the New Diocesan Syllabus For Religious Education.

From Sept 2024 – Aug 2025

Foundation/EYFS

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic/Unit	Who made the wonderful world and why?	Why is Christmas special for Christians?	Why do Christians believe that Jesus is special?	What is so special about Easter?	What makes a place special?	What can we learn from stories?
Christian Concept	<u>GOD</u>	<u>Incarnation</u>	<u>Incarnation</u>	<u>Gospel</u>	<u>People of God</u>	<u>Incarnation</u>
Early Learning Goals Understanding the World: People, Culture and Communities	Children at the expected level of development will: -Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class.					
Development Matters Understanding the World	Children in reception will be learning to: -Understand some places that are special to members of their community -Recognise that people have different beliefs and celebrate special times in different ways	Children in reception will be learning to: -Recognise that people have different beliefs and celebrate special times in different ways	Children in reception will be learning to: -Understand some places that are special to members of their community -Recognise that people have different beliefs and celebrate special times in different ways	Children in reception will be learning to: -Understand some places that are special to members of their community -Recognise that people have different beliefs and celebrate special times in different ways	Children in reception will be learning to: -Understand some places that are special to members of their community -Recognise that people have different beliefs and celebrate special times in different ways	Children in reception will be learning to: -Understand some places that are special to members of their community -Recognise that people have different beliefs and celebrate special times in different ways
Key Questions	Week 1: What is precious to you? Week 2: How do Christians believe the world began? Week 3: What is special about the natural world? Week 4: What makes us unique? Week 5: What and who do Christians believe is precious to God? Week 6: Why is Harvest important?	Week 1: How do people prepare for the birth of a baby? Week 2: How did Mary know she was going to have a baby? Week 3: How did Mary and Joseph feel about having a baby? Week 4: How do Christians prepare for the special day of Christmas? Week 5: What story do Christians remember at Christmas and why? Week 6: Why is Christmas special for Christians?	Week 1: Who is special to You? Who is particularly special to Christians? Week 2: Why do Christians believe that they are special to Jesus? Week 3: What made Jesus a special child for Christians? Week 4 and 5: What made Jesus a special grown up? Week 6: What does Jesus teach Christians?	Week 1: What was the donkey's special job? Week 2: What was special about Jesus' meal with his friends? Week 3: Why did Jesus go to a special garden? Week 4: Why is the cross special? Week 5: What is special about the stone? Week 6: What is so special about Easter?	Week 1: Which places are special to you and why? Week 2/3: Why might a church be special to some Christians Week 4/5: Why might a church be special to some Greek Orthodox? Week 6: What do all places of worship have in common?	Week 1: Who is special to You? Who is particularly special to Christians? Week 2: Why do Christians believe that they are special to Jesus? Week 3: What made Jesus a special child for Christians? Week 4 & 5: What made Jesus a special grown up? Week 6: What does Jesus teach Christians?
Key Learning	At the end of this unit, pupils will have explored: <ul style="list-style-type: none"> The concept of creation. The creation story. What the words 'precious' and 'unique' mean. What makes up the natural world. The meaning of Harvest 	At the end of this unit children will have explored: <ul style="list-style-type: none"> The Nativity story and what it means to Christians. How Mary knew she was having a baby through the visitation of the Archangel Gabriel. How Christians prepare for Christmas. Why Christmas is special to Christians. The special gift of Christ at Christmas. 	At the end of this unit, pupils will have explored: The Christian beliefs that Jesus: <ul style="list-style-type: none"> Loves everyone; Is God's son; was God born as a human (incarnation); works miracles (including healing people); and teaches people to love others. 	At the end of this unit, pupils will have explored: <ul style="list-style-type: none"> The events of Holy Week, as celebrated by Christians The Christian belief that Jesus died on a cross to show God's love to the world, and that because of Jesus, everyone can be forgiven for their 'sins' The Christian belief that Jesus rose from the dead The importance of bread and wine for Christians How Christians remember what happened at Easter and how they celebrate the festival of Easter 	At the end of this unit, pupils will have explored: <ul style="list-style-type: none"> Places/buildings that have significance in their own lives. Different denominations of Christianity and their practices. The role of the church in the Christian faith. The role of the mosque in the Greek Orthodox faith. The similarities and differences between places of worship. 	At the end of this unit, pupils will have explored: The Christian beliefs that Jesus: <ul style="list-style-type: none"> Loves everyone; Is God's son; was God born as a human (incarnation); works miracles (including healing people); and teaches people to love others.


Key Vocabulary	Christian. God Creator Bible Genesis Adam and Eve Harvest Harvest Festival	Incarnation Christmas Good News Announcement Archangel Gabriel Mary Joseph Shepherds King Herod Wisemen Love		Christian Palm Sunday Hosanna Disciple Last Supper: Garden of Gethsemane Cross Tomb. Easter Sunday Celebrate	Christian Cross Church Greek Orthodox Worship Place of Worship	Christian God Bible Jesus Parable Miracle Temple Heal
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Year 1

	Autumn Term 1	Autumn Term 2		Spring Term 1	Spring Term 2		Summer Term 1	Summer Term 2
Topic/Unit	What responsibility has God given people about taking care of Creation?	Why are saints important to Christianity/ Why is our local church called Christ Church?	Nativity character: which character are you? Why are you important?	What is it like to live as a Jewish person? J1 Visit from Jewish person	What are God's rules for living- the 10 commandments?	Why is Easter the most important festival for Christians?	Why did Jesus tell stories?	Why do Christians make and keep promises before God? (marriage) Why do Christians make and keep promises before God? (baptism)
Core Concept	<u>Creation</u>	<u>Kingdom of God</u>	<u>Incarnation</u>	<u>Ways of expressing meaning, questions of identity, diversity and belonging</u>	<u>Fall/ People of God</u>	<u>Salvation</u>	<u>Gospel Kingdom of God</u>	<u>Salvation</u>
Key Questions	<p>Week 1: What does the story of creation teach us about the world?</p> <p>Week 2: How do people treat God's creation?</p> <p>Week 3: How should Christians follow God's instructions for taking care of creation?</p> <p>Week 4: What would you like to ask about creation?</p> <p>Week 5: What does it mean for a Christian to be made in God's image?</p> <p>Week 6: How do Christians' care for the people God created?</p>	<p>Week 1: What makes a Saint?</p> <p>Week 2: How can the example of a saint help a Christian with how to live their life today?</p>	<p>Week 1: Angels - what was the Good News?</p> <p>Week 2: Mary and Joseph – why were they chosen?</p> <p>Week 3: Shepherds – why did they leave their flocks?</p> <p>Week 4: Herod – why was Herod jealous?</p> <p>Week 5 (optional lesson): Wisemen – why was each gift so special</p>	<p>Week 1: Why are these objects special?</p> <p>Week 2: What is the Star of David and the Menorah important to a Jewish person?</p> <p>Week 3: What is the Torah and how is it used in the Jewish faith?</p> <p>Week 4: What is the importance of Shabbat within the Jewish faith?</p> <p>Week 5/6: How do Jewish people worship in the synagogue?</p>	<p>Week 1: What are the 10 commandments? Are they your 10 commandments?</p> <p>Week 2: What do the 10 commandments teach us about God and the way to live?</p>	<p>Week 1: What happened on Palm Sunday and what does it teach us about Jesus?</p> <p>Week 2: What happened at the Last Supper and what does it teach us about Jesus?</p> <p>Week 3: What happened on Good Friday and what does it teach us about Jesus?</p> <p>Week 4: What happened on Easter Sunday and what does it teach us about Jesus?</p>	<p>Week 1: Why did Jesus tell stories?</p> <p>Week 2: What does Jesus teach about caring for people who are lost?</p> <p>Week 3 and 4: What do you think makes a good listener? Why is it important for believers to listen to God?</p> <p>Week 5: Who is my neighbour?</p> <p>Week 6: Why did Jesus tell stories?</p>	<p>Week 1: Why do you think people belong to a Christian community?</p> <p>Week 2: What is Baptism and what does it mean?</p> <p>Week 3: What promises are made by parents and Godparents at an infant Baptism and why are they important?</p> <p>Week 4: What happened when Jesus was baptised? What does his Baptism mean to Christians?</p> <p>Week 5: What does marriage in church mean to Christians?</p> <p>Week 6: Why do Christians make and keep promises before God?</p>
Intentions	<p>To give pupils opportunities to:</p> <ul style="list-style-type: none"> -Know the creation story can be found in the first book of the Bible – Genesis in the Old Testament. -Know it is a story shared by the Jewish and Christian community. -Be able to retell the creation story. -Understand what God's instruction was to His people about how they should take care of the world. -Talk about what the creation story might mean for a Christian. -Retell the creation story. -Know what the text means when it speaks about humankind ruling over the earth. -Talk about how they can take care of creation. -Ask and answer questions. -Know and understand what it means for a Christian to be made in God's image -Understand how the church, as a Christian community, cares for people. -Consider what they could do to care for creation and recognise that their actions make a difference 	<p>Pupils should:</p> <ul style="list-style-type: none"> - describe what a Christian might learn from the stories of saints, listing some of the characteristics of a saint; -discuss the qualities that make someone a saint and apply the idea of being a saint to their own life and the life of those around them. -develop an understanding of the importance of saints and All Saints Day to Christians, suggesting reasons why saints are important to Christianity; -describe and link Christian beliefs of saints with Christian behaviour. 	<p>To give pupils opportunities to:</p> <ul style="list-style-type: none"> -Revisit the Nativity story. -Know the role of Angel Gabriel in the story. -Know what the 'Good News' is and why it was good news. -Answer questions. -Know the important roles Mary and Joseph play in the Nativity story. -Know what Mary and Joseph can teach us about how to treat others. -Ask and answer questions. -Know the important role the Shepherds play in the Nativity story. -Know why God chose the Shepherds and what that says about who God sent His gift Jesus for. 	<p>To give pupils opportunities to:</p> <ul style="list-style-type: none"> -Know the name of each object. -Know why each object is special for a Jewish person. -Ask and answer questions. -Know what a symbol is. -Know the meaning of the Star of David and the Menorah and why they are important symbols to a Jewish person. -Explore what is important to them and how they might represent that importance in a symbol. -Know what the Torah is. -Know why the Torah is special. -Know how the Torah is treated and looked after and the reasons why it is treated in this way -Know why, when and how Jewish people celebrate Shabbat. -Experience preparing and participating in a celebration. -Talk about and respond sensitively to how they felt being part of the celebration and how a Jewish child might feel being part of the Shabbat meal. -Know what a synagogue is. -Know what happens inside a synagogue -Know what happens during worship. 	<p>To:</p> <ul style="list-style-type: none"> -Understand that 10 commandments came from God via Moses -know that Christians (and Jews) use these Commandments to live by. -Reflect on what they believe are important rules to live by. -Be able to describe what a Christian might learn about God from the 10 commandments -Be able to show how rules that are important to them and to other people offer guidance on how they live their life. 	<p>To give pupils opportunities to:</p> <ul style="list-style-type: none"> -Know what happened on Palm Sunday. -know that Palm Sunday teaches us that Jesus was humble (riding on a donkey) and was seen as a King who came to bring peace to the world. -Be able to talk about a special occasion and how it made them feel. -Recall and retell the events of the Last Supper. -Know that the Last Supper teaches us that Jesus came to serve. -Ask and answer questions related to the Last Supper from their own view point and from the view point of a disciple -Ask and answer questions about what Christians might learn from the Last Supper 	<p>To give pupils opportunities to:</p> <ul style="list-style-type: none"> -Know the meaning of the word parable. -Know why Jesus told stories. -Know and be able to retell either the parable of the lost sheep or lost son. -Know the meaning behind the parable. -Be able to express their own feelings and emotions. -Ask questions about the meaning of the parable. -Know and be able to retell the parable of the sower. -Know the meaning behind the parable. -Be able to express their own feelings and emotions. -Ask questions about the meaning of the parable. -Know and be able to retell the parable of the wise and foolish builders. -Know the meaning behind the parable. -Be able to express their own feelings and emotions. -Ask questions about the meaning of the parable. -Know and be able to retell the parable of the good Samaritan. -Know the meaning behind the parable. -Be able to express their own feelings and emotions. -Ask questions about the meaning of the parable 	<p>To give pupils opportunities to:</p> <ul style="list-style-type: none"> -Know and understand the types of things that take place in a church. -Talk about why people might belong to a church community. -Begin to express their opinion. -Know and understand what a Christian baptism is and what it means. -Know what each item used in a baptism, symbolises. -Talk about why something is important to them. -What promises are made at a Baptism and why they are important. -Talk about things that are important to them. -Begin to express their own opinion and recognise that there is often more than one answer. -Begin to make links between things that are important to them which may be different for other people -Know who John the Baptist was. -Understand why Jesus was baptised and what this means for Christians. -Talk about things that are important to them.

			<ul style="list-style-type: none"> -Ask and answer questions. -Know who King Herod is and his role in the Nativity story. -To explore what it means to be jealous. -To connect the qualities and traits of the people studied with their own experiences. -Ask and answer questions -Know who the wisemen are in the Nativity story. -Know the significance of the wisemen. -Know the meaning behind each gift that was given. -Ask and answer questions. 	<ul style="list-style-type: none"> -Know and understand how the synagogue is laid out. -Know how the Torah is kept in the synagogue. -Ask and answer questions. -Talk about celebrations artefacts/objects that are important to them and say why. 		<ul style="list-style-type: none"> about how to live their lives. -Talk about a special meal, they have participated in and how it made them feel. -Recall and retell the events of Good Friday. -Know that Good Friday teaches us that Jesus came to forgive and to show love through dying so that people could be friends with God again. -Be able to ask and answer questions related to the events of Good Friday. -Ask and answer questions about what Christians might learn from the events of Good Friday about how to live their lives. -Be able to talk about things that make them feel sad. -Recall and retell the events of Easter Sunday. -Know that Easter Sunday teaches us that Jesus rose from the dead so that humankind could be rescued/saved (salvation) and be friends with God again. -Know that Easter is about new life – a fresh start for all. That life continues into eternal life. -Be able to ask and answer questions related to the events of Good Friday 	<ul style="list-style-type: none"> -Know and be able to retell the parables explored in previous lessons. -Know the meaning behind the parable. -Be able to express their own feelings and emotions. -Ask questions about the meaning of the parable. 	<ul style="list-style-type: none"> -Begin to express their own opinion and recognise that there is often more than one answer. -Begin to make links between things that are important to them which may be different for other people -Understand the difference between a Christian and civil marriage. -Explore what it means for many Christians to be married in a church. -Talk about things that are important to them. -Begin to express their own opinion and recognise that there is often more than one answer. -Begin to make links between things that are important to them which may be different for other people -Revisit knowledge learnt during the unit of learning. -Express their opinion. -Make connections.
Key Vocabulary	<ul style="list-style-type: none"> Christian God Creator Bible Old Testament Genesis Responsibility Steward/stewardship Adam and Eve God's image 	<ul style="list-style-type: none"> Saint Bible Christian special example attributes qualities Jesus apostle disciple holy martyr The Church All Saints Day holy sanctified 	<ul style="list-style-type: none"> Incarnation Christmas Good News Bible Announcement Archangel Gabriel Mary Joseph Shepherds King Herod Wisemen Love 	<ul style="list-style-type: none"> Judaism Jewish people Star of David Menorah Torah Yad Kippah Tefillin Prayer shawl Shabbat Challah loaf Synagogue Rabbi. 	<ul style="list-style-type: none"> Rule Commandments Christian Jewish Rule Bible Torah 	<ul style="list-style-type: none"> Salvation Jesus Disciple Pharisee Palm Sunday King Hosanna Last Supper Servant Gethsemane Good Friday Crucifixion Forgiveness Love Cross Tomb Easter Sunday Resurrection 	<ul style="list-style-type: none"> Gospel Bible Parable 	<ul style="list-style-type: none"> Belonging Community Christian Church Symbol Baptism/Christening Font John the Baptist Marriage Vows/promise


Year 2

	Autumn Term 1	Autumn Term 2		Spring Term 1	Spring Term 2		Summer Term 1	Summer Term 2
Topic/Unit	Why did Jesus teach the Lord's prayer as the way to pray?	Why is remembrance important?	How does the symbol of light help us to understand the meaning of Christmas for Christians?	Why are they having a Jewish party? <i>J2</i> Visit to synagogue	What is the story of Noah really about?	How do Easter symbols help us to understand the true meaning of Easter?	What does it mean to be a Muslim? <i>M1</i>	What is God like (unit from understanding Christianity)
Core Concept	<u>Gospel</u>	<u>Kingdom of God</u>	<u>Incarnation</u>	<u>Ways of Living, Questions of values and commitments</u>	<u>People of God</u>	<u>Salvation</u>	<u>Ways of Living Questions of Values and Commitments</u>	<u>God</u>
Key Questions	<p>Week 1: What is prayer?</p> <p>Week 2: What did Jesus mean when He said pray 'Thy kingdom come, thy will be done, on earth as it is in heaven'?</p> <p>Week 3: What did Jesus mean when He said pray 'Give us today our daily bread'?</p> <p>Week 4: Do you think forgiving someone and being forgiven are important? If yes, why? If no, why not?</p> <p>Week 5: What did Jesus mean when He said pray 'Lead us not into temptation but deliver us from evil'?</p> <p>Week 6: What does the Lord's prayer mean to Christians today and how does it help them in their daily life?</p>	<p>Week 1: Why is it important to remember?</p> <p>Week 2: How does remembering help the cause of peace?</p>	<p>Week 1: What does Jesus mean when He says, "I am the light of the world?"</p> <p>Week 2: What do you think the most important symbol on the Christingle is and why?</p> <p>Week 3: How and why do artists use the symbol of light in their religious paintings?</p> <p>Week 4: Who is your guiding light?</p>	<p>Week 1: Why are they having a party?</p> <p>Week 2: What is Rosh Hashanah?</p> <p>Week 3: What is Yom Kippur?</p> <p>Week 4 and 5: Why are they having another Jewish party? (Sukkot) What are the Jewish people remembering at the festival of Sukkot?</p> <p>Week 6: What are the Jewish people celebrating at their festival of Hanukkah?</p>	<p>Week 1: What does the Bible teach in the story of Noah?</p> <p>Week 2: What is Grace?</p>	<p>Week 1: How do different symbols help us to remember the story of Easter?</p> <p>Week 2: What do the symbols of bread and wine teach us about the meaning of Easter for Christians?</p> <p>Week 3 and 4: What does the symbol of the cross teach us about the meaning of Easter for Christians?</p>	<p>Week 1: What do we know about Islam and what do we want to know? Why is the Qur'an special to Muslims?</p> <p>Week 2: What do stories teach us about Muslim beliefs?</p> <p>Week 3: How are Muslim babies welcomed into the world?</p> <p>Week 4 and 5: How, why and to whom do Muslims pray?</p>	<p>Week 1: How do Jesus's stories help us to know more about God?</p> <p>Week 2: How is God like a father?</p> <p>Week 3: What things does God do that are like a parent?</p> <p>Week 4: When God forgives us what does he want us to do?</p> <p>Week 5: What do we learn about God from the story of Jonah?</p>
Intentions	<p>To give pupils opportunities to:</p> <ul style="list-style-type: none"> -Know what prayer is. -Know what prayer is for a Christian. -Know that Jesus taught the disciples to pray by teaching them the Lord's prayer. -Know that the Lord's prayer is said by Christians all over the world. -Know and understand what the significance is of starting the prayer with Our Father -Know and understand what Jesus meant by the words 'Thy kingdom come, thy will be done, on earth as it is in heaven.' -Have the opportunity to express their own opinions and ideas about what it means to live in a world where God's voice is listened to. -Know the difference between needs and wants. 	<p>Pupils should:</p> <ul style="list-style-type: none"> -use religious words to describe some of the ways in which people show their beliefs about remembrance; -Link things that are important to them and other people about remembering with the way they think and behave. -express religious beliefs and feelings about peace in a range of styles and words used by believers and suggest what they mean; -ask questions about the moral decisions they and other people make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs / values about peace. 	<p>To give pupils opportunities to:</p> <ul style="list-style-type: none"> -Talk about what the words light and dark mean to them. -Begin to understand what Jesus meant when He said 'I am the light of the world.' -Begin to express their own ideas. -Explore the different symbols present in the Christingle and what each symbol represents. -Know how artists use light in their paintings to identify the important message of Christmas. -Identify what is important to them. 	<p>To give pupils opportunities to:</p> <ul style="list-style-type: none"> -Know the meaning of festival. -Talk about celebrations that are important to them. -Express their own opinions. -Know what Rosh Hashanah means. -Know how Jewish people celebrate the festival. -Know the significance of the shofar, apple and honey. -Talk about their own wishes and hopes. -Express their own opinions. -Begin to make links between things that are important to them and how they think and behave -Know what Yom Kippur means. -Know what Jewish people practice at Yom Kippur -Talk and express their own opinions. -Know the meaning of Sukkot. -Know what the Jewish people are remembering during the festival of Sukkot. -Know what Jewish people practice at Sukkot. 	<p>Pupils should:</p> <ul style="list-style-type: none"> -Know the story of Noah and some things that Christians (and Jews) believe from it. -Talk about what they find puzzling from the story and some parts of it that make people ask questions. -Understand why grace is important to Christians (and Jews) and what Christians (and Jews) might learn about it from the story of Noah; -Give a personal response to what grace means to them. 	<p>To give pupils opportunities to:</p> <ul style="list-style-type: none"> -Recall and retell the Easter story. -Understand what a symbol is. -Express an idea and recognise that others might think differently. -Recall the story of the Last Supper and its place in Holy Week -Identify bread and wine as symbols relating to Easter, which are used by people all over the world to celebrate Holy Communion. -Begin to understand what Holy Communion means for Christians. 	<p>To give pupils opportunities to:</p> <ul style="list-style-type: none"> -Talk about and ask questions related to the pictures and artefacts. -Share what knowledge they already have about Islam. -Know that the Qur'an was revealed to the prophet Muhammad (pbuh). -The Qur'an is the word of God for Muslims. It is written by the Creator. -The Qur'an was revealed in Arabic and is read in Arabic today. -Know how the Qur'an is looked after and the importance of treating it with respect and care. -Say what is special and important to them. -Know who the prophet Muhammad (pbuh) is. -Know and understand the meaning of an Islamic story and what Muslims can learn from the story. -Ask questions. -Know and explain which part of the story was most important to them. -Know why it is important for Muslim parents that the Adhaan (call to prayer) is whispered in the right ear of the newborn baby, -Talk about the ceremonies that take place to welcome a baby and the reasons why they are important. 	<ul style="list-style-type: none"> -To role play the parable of the lost son. -To learn about the story of the lost son and its meaning. - To understand how Christians respond to God as Father -To be able to understand why does God want us to do when he forgives us -To be able to learn about the story of Jonah

	<p>-Know what Jesus meant when He asked his disciples to pray: 'Give us today our daily bread.'</p> <p>-Identify the sorts of things a Christian might be asking for when they pray: 'Give us today our daily bread.'</p> <p>-Talk about what they see as important to them.</p> <p>-Express their own opinions and ideas.</p> <p>-Understand what forgiveness is.</p> <p>-Understand the importance of being forgiven and forgiving, from a Christian perspective.</p> <p>-Talk about their own opinions and ideas about forgiveness and why they think it is or isn't an important thing to receive and to do.</p> <p>-Know and understand what Jesus meant by the words: 'Lead us not into temptation but deliver us from evil.'</p> <p>-Talk about why it is important to make the right choices.</p> <p>-Express their own opinions and ideas about making the right choices.</p> <p>-Begin to recognise that there are links between the choices they make and how they affect others</p> <p>-Ask questions to practising Christians about the meaning of the Lord's prayer for them and how it helps them in their daily lives.</p> <p>-Show their own understanding of the Lord's prayer</p>		<p>-Express their own ideas related to the Nativity story.</p> <p>-Recap on why Jesus said he was the light of the world.</p> <p>-Talk about why Christians refer to Jesus as their guiding light.</p> <p>-Know the importance of the star in showing the wisemen to the stable.</p> <p>-Express their own views about who is their guiding light.</p> <p>-Begin to make links with their 'guiding light' and how that individual influences how they think and behave</p>	<p>-Know the names and meaning of the plants/fruit used.</p> <p>-Talk and express their own opinions about things that are important to them.</p> <p>-Begin to make links between things that are important to them and the way they think and behave</p> <p>-Know the meaning of Hannukah.</p> <p>-Know what the Jewish people are remembering during the festival of Hanukkah.</p> <p>-Talk and express their own opinions about things that are important to them.</p> <p>-Begin to make links between things that are important to them and the way they think and behave</p>		<p>-Know the role food plays in their lives and what makes certain foods special on certain occasions,</p> <p>-Identify the cross as a Christian symbol, which is used all over the world.</p> <p>-Know that the cross reminds Christians of Jesus' death and talk about why this is important.</p> <p>-Know that the cross teaches us about the meaning of Easter for Christians.</p> <p>-To express their own ideas and recognise that other may have other ideas.</p> <p>-Begin to make links to what is important to them and how this makes them think and behave</p>	<ul style="list-style-type: none"> • Tasting sweet food. • Shaving of the hair. • Welcoming ceremony – Aqilah. <p>-Say what is important to them with respect to others feelings.</p> <p>-Know why prayer is important to a Muslim.</p> <p>-Know why wudu is performed before prayer.</p> <p>-Know how the prayer is performed actions, direction and place</p> <p>-Know and remember knowledge learnt in the unit of learning.</p> <p>-Make connections.</p> <p>-Ask questions.</p>	
Key Vocabulary	<p>Prayer</p> <p>Lord's prayer</p> <p>Heaven</p> <p>Forgive/ness</p> <p>Sins</p> <p>Trespases</p> <p>Temptation</p> <p>Evil</p>	<p>Remembrance</p> <p>remembering</p> <p>Remembrance Day</p> <p>Remembrance Sunday book of remembrance</p> <p>Christian</p> <p>Christianity</p> <p>faith</p> <p>belief</p> <p>All Souls Day</p> <p>war</p> <p>conflict</p> <p>symbol</p> <p>poppy</p> <p>hope</p> <p>ceremony</p> <p>festival</p> <p>church</p> <p>parish</p> <p>The Cenotaph</p> <p>war memorial</p> <p>silence</p> <p>ritual</p> <p>peace</p> <p>peacemaker</p> <p>believer</p> <p>moral</p> <p>value</p> <p>hymn</p>	<p>Incarnation</p> <p>Christmas</p> <p>Christingle</p> <p>Light of the world</p> <p>Holy</p> <p>Halo</p>	<p>Jewish people</p> <p>Festival</p> <p>Remembering</p> <p>Rosh Hashanah</p> <p>Yom Kippur</p> <p>Sukkot</p> <p>Sukkah</p> <p>Hanukkah</p> <p>Hanukkiah</p>	<p>Noah</p> <p>Ark</p> <p>fall</p> <p>sin</p> <p>punishment</p> <p>restoration</p> <p>grace,</p> <p>promise</p> <p>covenant</p> <p>salvation</p> <p>hope</p>	<p>Salvation</p> <p>Symbol</p> <p>Last Supper</p> <p>Holy Communion</p> <p>Passover/Pesach</p> <p>Sacrifice</p> <p>Forgiveness</p>	<p>Islam</p> <p>Muslim</p> <p>Allah</p> <p>Prophet Muhammad (pbuh)</p> <p>Qur'an</p> <p>Arabi</p> <p>Salah</p> <p>Wudu</p> <p>Prayer mat</p> <p>Islamic compass</p> <p>Aqilah</p> <p>Ka'ba</p> <p>Makkah.</p>	<p>God</p> <p>Father</p> <p>Son</p> <p>Forgiveness</p> <p>Love</p> <p>Care</p> <p>Jonah</p>


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Year 3

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic/Unit	What is the Bible's big story?	How do Advent and Epiphany show us what Christmas is really about?	What does it mean to be a Jewish? J3	Who is the most important person in the Easter story?	How do the five pillars of Islam help a Muslim to show commitment to God (Allah)? M2 Visit to Mosque	Who is Jesus?
Core Concept	<u>All concepts</u>	<u>Incarnation</u>	<u>Beliefs</u> <u>Values and Commitments</u>	<u>Salvation</u>	<u>Ways of Living</u> <u>Questions of Values and Commitment</u>	<u>Gospel</u> <u>Incarnation</u>
Key Questions	<p>Week 1: What is the Bible?</p> <p>Week 2: What do the concepts Creation and Fall mean and how do they fit into the big story?</p> <p>Week 3: What does the concept People of God mean and how does it fit into the big story?</p> <p>Week 4: What does the concept Incarnation mean and why is it so significant to the big story?</p> <p>Week 5: What does the concept Gospel mean and how does it fit into the big story?</p>	<p>Week 1: What did the prophets foretell about the first Christmas?</p> <p>Week 2: How did John the Baptist prepare the way?</p> <p>Week 3: Why did God choose Mary? (Optional lesson)</p> <p>Week 4: What clues does the feast of the Epiphany give us about Jesus' life?</p> <p>Week 5: How does Advent and the feast of the Epiphany help the Christian community live out the true meaning of Christmas?</p>	<p>Week 1: What is a promise/covenant?</p> <p>Week 2: What is the significance of the Shema?</p> <p>Week 3: What is the significance of Passover for Jewish people?</p> <p>Week 4: What is the importance of the seder meal for Jewish people?</p> <p>Week 5: What is the importance of the ten commandments for Jewish people?</p> <p>Week 6: What have I learnt about what it means to be Jewish?</p>	<p>Week 1: Why did Judas betray Jesus?</p> <p>Week 2 and 3: What does Peter's denial say about the challenges of the Christian Faith?</p> <p>Week 4 and 5: Why were there women at the crucifixion of Jesus?</p> <p>Week 6: Who is the most important person in the Easter story?</p>	<p>Week 1: What does it mean to make a commitment? How might a Muslim show their commitment to their faith?</p> <p>Week 2: How does a Muslim show their commitment to God (Allah) through prayer and confession of faith? First & second pillars of Islam: Shahadah, Salat.</p> <p>Week 3: How does giving to charity show a commitment to God (Allah)? The third pillar of Islam: Zakat.</p> <p>Week 4: How does fasting show commitment to God (Allah)? The fourth pillar of Islam: Sawm – fasting.</p> <p>Week 5: How does pilgrimage show a commitment to God (Allah)? The fifth pillar of Islam: Hajj.</p> <p>Week 6: How do the five pillars of Islam help a Muslim to show commitment to God (Allah)?</p>	<p>Week 1: 'I am the bread of life'</p> <p>Week 2: 'I am the light of the world'</p> <p>Week 3: 'I am the good shepherd'</p> <p>Week 4: 'I am the true vine'</p> <p>Week 5: 'I am the resurrection and the life'</p> <p>Week 6: Who does Jesus say he is?</p>
Intentions	<p>To give pupils opportunities to:</p> <ul style="list-style-type: none"> -Know the Bible is the Holy Book for Christians. -Know the Bible is written by many authors and consists of many books written in different genres. -Know the Bible was written over a period of 1,500 years. -Know the Old Testament is shared with the Jewish Faith. -Consider what the big Story of the Bible might be. -Know what the concepts Creation and Fall mean. -Know the Creation story and the account of the Fall. -Know how the concepts fit into the start of the Big Story. -Ask questions. -Know what the concept People of God means. -Know how the concept fits into the Big Story. -Develop an opinion and give a reason for it. 	<p>To give pupils opportunities to:</p> <ul style="list-style-type: none"> -Know what a prophet is. -Understand what the prophets foretold about the first Christmas. -Begin to make connections between what the prophets said would happen and what did happen when Jesus arrived. (the Incarnation) -Know who John the Baptist is. -Know how and why John the Baptist prepared people for the coming of Jesus. -Begin to consider how Christians prepare for Christmas. -Know who Mary is? -Explore why God chose Mary? -Learn about what Christians might learn from Mary's relationship with God about their relationship with God? -Know how the feast of the Epiphany points towards what Jesus' life will be like. -Make a connection between the feast of the Epiphany and the Christian belief that Jesus came for all people -Give examples of how Christians prepare and live out the message of Christmas. -Recognise that there are differences between believers and non-believers as to how they prepare for Christmas. 	<p>To give pupils opportunities to:</p> <ul style="list-style-type: none"> -Know what a promise and covenant is and to know the difference between the two. -Know the significance of Abraham to the Jewish faith. -Know and understand the significance of the story of Abraham and Isaac. -Know the Jewish faith believes in One God. -Know what the Shema is and its significance in Judaism. -Know how the Shema underpins the relationship which the Jewish people have with God. -Express their own ideas and opinions. -Link things that are important to them and other people with the way they think and behave -To know how God rescued His people from the Egyptians. -To know the significance of Passover for Jewish people. -Make links between the beliefs and teachings found in a sacred text and how they connect to a believer's life. -Express their own ideas and opinions. 	<p>To give pupils opportunities to:</p> <ul style="list-style-type: none"> -Know who Judas was and what he did to Jesus. -Know the meaning of betrayal. -Be able to express their own ideas and opinions. -Be able to make the link between betrayal and the Easter narrative. -To be able to ask questions about the moral decisions people make -Know who Peter was and what he did to Jesus. -Know what it means to be denied. -Be able to express their own ideas and opinions. -Be able to make the link between denial and the Easter narrative. -Be able to ask questions about the moral decisions people make -To know who Peter was and what he did to Jesus. -To know what it means to be denied. -To be able to express their own ideas and opinions about the challenges Christians face today. -To be able to make the link between denial and the Easter narrative. 	<p>To give pupils opportunities to:</p> <ul style="list-style-type: none"> -Know what commitment means and be able to give an example of what someone might do to show commitment to something or someone. -Know the names of the five pillars of Islam and what they stand for. -Say what is important to them and begin to express their ideas and opinions. -Know and understand the importance and significance of the first and second pillars of Islam in helping Muslims to show commitment to God (Allah). -Understand how a Muslim prays. -Know what the key features of a mosque are. -Why the mosque is important to many Muslims. -Ask questions. -Know what Zakat is. -Know that giving for a Muslim shows commitment to God (Allah). -Explore what it means to give and why this is important for everyone. -Say what is important to them and begin to 	<p>To give pupils opportunities to:</p> <ul style="list-style-type: none"> -Suggest the meaning behind the 'I am' statement. -Begin to explore questions about meaning and truth. -Ask important questions. -Suggest the meaning behind the 'I am' statement. -Describe what a Christian might learn from the 'I am' statement. -Begin to explore questions about meaning and truth. -Ask important questions. -Represent their own ideas and suggest reasons for them. -Suggest the meaning behind the 'I am' statement. -Describe what a Christian might learn from the 'I am' statement. -Make links with how the 'I am' statement might connect with their life. -Begin to explore questions about meaning and truth. -Ask important questions. -Represent their own ideas and suggest reasons for them.

	<ul style="list-style-type: none"> -Know what the concept Incarnation means and its significance and centrality to the Christian Faith. -Know how the concept fits into the Big Story. -Understand how the miracles of Jesus point towards both His divinity and humanity. -Know what the concept Gospel means. -Know how the concept fits into the Big Story. -Understand the role the parables played and play in sharing the Good News. -Apply their understanding of how a parable can portray the message of Good News by writing a parable for today's world -Know what the concepts Salvation and Kingdom of God mean. -Know how the concepts fit into the Big Story. -Know who Paul was. -Ask questions. -Discuss their own views and opinions. -Represent their own views on challenging questions. 	<ul style="list-style-type: none"> -Link the message of Christmas with what they think the important message of Christmas is. 	<ul style="list-style-type: none"> -Ask questions about the moral decisions people have to make. -Know how the seder meal teaches the Jewish community the meaning of Passover. -Know what each of the foods symbolise. -Know why it is important to remember and celebrate -Know the importance of the ten commandments to the Jewish faith. -Express their own ideas and options and understand that there may be more than one answer. -Make links between what is important to them with the way they think and behave -Recap on prior learning. -Reflect and answer the big question. -Retell religious stories. -Describe what a Jewish person might learn from a sacred text and what it might mean. -Make links between the beliefs and teaching with a believers' life. -Ask questions. 	<ul style="list-style-type: none"> -Know the significance of the women being at the foot of the cross both at the time and now. -Describe what having the women at the foot of the cross means for believers today. -Be able to make the link between the theme of love/marginalised and how a believer lives their life today. -Be able to make the link between the concept of love and what it means to be marginalised and the Easter narrative. -Be able to express their own ideas and opinions. -Recap on their knowledge from previous lessons. -Describe what a believer can learn from each person. -Know how the person might influence a believer's life. -Express their own ideas and opinions. -Make links with their learning with their own behaviour -Consider how they make moral decisions and what might happen as a result of those decisions 	<ul style="list-style-type: none"> express their ideas and opinions. -Know what Sawm is (fasting). -Know why Muslims fast. -Know how fasting, for a Muslim, shows commitment to God (Allah). -Say what is important to them and begin to express their ideas and opinions. -Begin to make links with what is important to them and how they might think and behave -Know what Hajj is and why it is important for a Muslim to go on pilgrimage. -Know how going on pilgrimage for a Muslim shows commitment to God (Allah). -Say what is important to them and begin to express their ideas and opinions. -Begin to make links with what is important to them and how they might think and behave -Recap on knowledge learnt in previous lessons. -Say what is important to them and begin to express their ideas and opinions. -Begin to make links with what is important to them and how they might think and behave 	<ul style="list-style-type: none"> -Suggest the meaning behind the 'I am' statement. -Describe what a Christian might learn from the 'I am' statement. -Make links with how the 'I am' statement might connect with their life. -Begin to explore questions about meaning and truth. -Ask important questions. -Represent their own ideas and suggest reasons for them -Suggest the meaning behind the 'I am' statement. -Describe what a Christian might learn from the 'I am' statement. -Make links with how the 'I am' statement might connect with their life. -Begin to explore questions about meaning and truth. -Ask important questions. -Represent their own ideas and suggest reasons for them.
Key Vocabulary	<ul style="list-style-type: none"> Bible Old Testament New Testament God Creation Fall People of God Incarnation Gospel Salvation Kingdom of God 	<ul style="list-style-type: none"> Incarnation Christmas Bible Old Testament New Testament Prophet Prophecy John the Baptist Advent Epiphany Gold, frankincense and myrrh 	<ul style="list-style-type: none"> Promise Covenant Abraham Moses Shema Mezuzah Passover Pesach Plague Israelite Egyptians 	<ul style="list-style-type: none"> Salvation Disciple Betrayal Denial Forgiveness Redemption Crucifixion 	<ul style="list-style-type: none"> Islam Muslim Allah Qur'an. Wudu The five pillars of Islam Ramadan Ka'bah Makkah Prayer mat 	<ul style="list-style-type: none"> Incarnation Gospel Jesus Metaphor Resurrection Eternal Life Hope Truth

Year 4

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic/Unit	How did belief in God effect the actions of people from the old testament?	Is the Christmas message of peace still relevant to today's world?	How do the first five Sikh Gurus shape Sikhism? S1 Visit to Gurdwara	Easter: What is Holy Communion and how does it build a Christian Community?	How do Hindus worship? H1	How does the life of David point Christians to Jesus?
Core Concept	<u>People of God</u>	<u>Incarnation</u>	<u>Sikhi</u> <u>Beliefs and Practices</u>	<u>Salvation</u>	<u>Hinduism</u> <u>Beliefs and Practices</u>	<u>People of God</u>
Key Questions	<p>Week 1 and 2: How did Abra(ha)m demonstrate his faith in God? Week 3: How did Moses follow God's 'calling' for his life? Week 4: What does it mean for a believer to follow God's call? Week 5: How did Ruth demonstrate faith in God through selflessness?</p>	<p>Week 1: What do I understand Christmas to mean for many Christians? What does it mean to me? Week 2: What do you think the word 'peace' means? Week 3: Jesus is described as the Prince of Peace – what does this mean? Week 4: What does the Bible say about Jesus' message of peace? Week 5 and 6: Is this Christmas message of peace still relevant for today's world?</p>	<p>Week 1: How did Nanak become Sikhi's first Guru? Week 2: Why is the Guru Granth Sahib important to Sikhs? Week 3: How is equality shown in the langar? Week 4: What does a Sikh wedding ceremony tell us about Sikh beliefs about marriage? Week 5: What was Guru Arjun Dev's greatest achievement?</p>	<p>Week 1: What did Jesus do and say at the Last Supper and how do Christians remember this today? Week 2 and 3: Why do Christians share in body and blood of Jesus at church? Week 4 and 5: How does the act of sharing Holy Communion influence a Christian's day to day life? Week 6: What is Jesus' legacy?</p>	<p>Week 1: Why do Hindus have many images of God? Week 2: Why is the Aum symbol important to Hindus? Week 3: How do Hindus worship at home? Week 4: How does a Hindu priest help Hindus worship at the mandir? Week 5: Why do Hindus go on pilgrimage?</p>	<p>Week 1: Who is David? Week 2: How does David's work as a shepherd point Christians to Jesus? Week 3: How does David's anointing as king point Christians to Jesus? Week 4: How does David's battle with Goliath point Christians to Jesus? Week 5: How does David's sin point Christians to Jesus?</p>
Intentions	<p>To give pupils opportunities to: -Know the story of Abra(ha)m. -Be introduced to the concept: People of God. -Understand how Abraham demonstrated faith in God. -Understand what covenant God made between him and Abraham. -Make links between the text and what a believer can learn from the story about trusting and having faith in God -Know what the word 'vocation' means. -Know the story of Moses and the burning bush and the key message behind it. -Make links between the text and what a believer can learn about what it means to listen and follow God's call -Understand what the word vocation means. -Talk to believers and non-believers about their understanding of the word vocation. -Consider what they personally understand by the word vocation and whether they think it makes a difference in how someone lives their life or how they might make a decision in life. -Explore and understand the story of Ruth and Naomi.</p>	<p>To give pupils opportunities to: -Recap and revisit prior knowledge learnt in previous years. -Begin to understand what Christmas means for many Christians. -Explore their own understanding of Christmas. -Express their own thoughts and beliefs about what peace means. -Begin to apply their own ideas to a given question. -Analyse Biblical text. -Use prior knowledge about Jesus to begin to apply their own ideas as to the meaning of the phrase Prince of Peace -Explore what the Bible says about Jesus' message of peace. -Ask questions. -Think critically. -Make links between beliefs and how people might respond to a given situation. -Express their own thoughts and responses to a given situation. -Begin to apply their own and others' ideas to a given situation.</p>	<p>To give pupils opportunities to: -Consider how two stories from the childhood of Guru Nanak show that he was special. -Be able to express their own ideas and opinions about Guru Nanak's religious experience at age 30. -Be able to make the link between Guru Nanak's life and his declaration that there was "No Hindu and no Muslim." -Be able to ask questions about religious experiences. -Know who Guru Angad Dev was and why he created an alphabet to write down the Sikh scriptures. -Understand how Sikhs today use the Guru Granth to name children. -Be able to express their own ideas and opinions. -Be able to make the link between Guru Nanak's teaching on equality ("There is no Hindu, there is no Muslim") and the use of the Guru Granth Sahib in naming Sikhs. -Know about Guru Amar Das and the origins of the langar. -Know how the langar functions today. -Be able to express their own ideas and opinions about the benefits and challenges of serving others. -Be able to make the link between Sikh beliefs about equality, Sewa (service) and the langar. -Know the significance of the Sikh wedding ceremony being called the ceremony of bliss.</p>	<p>To give pupils opportunities to: -Know and understand the connection between Holy Communion and the Last Supper. -Understand the meaning of the words "do this in remembrance of me" and how this is linked to Holy Communion today. -Begin to understand the importance of serving and servanthood and how this is linked to Holy Communion today. -Know the meaning behind each element of the liturgy of the Holy Communion service and why it is significant. -Ask questions. -Explore reasons for why it might be important for a believer to receive Holy Communion regularly. -Understand the following phrases and how they might influence a Christian's daily life. The peace of the Lord be always with you. And also with you. We break this bread to share in the body of Christ. Though we are many, we are one body because we all share in one bread. Go in peace to love and serve the Lord. -Share their understanding of how Holy Communion influences a Christian's daily life. -Be able to express their own views of what it means to belong and when it might be challenging to belong. -Know and understand what Jesus' legacy was. -Consider how some Christians might choose to live out Jesus' legacy today. -Know what Holy Communion is and how it is connected to Jesus' legacy.</p>	<p>To give pupils opportunities to: -Consider what Hindu images tell us about Hindu beliefs about God. -Be able to express their own ideas and opinions about the meaning and significance of an image of a Hindu God or goddess. -Be able to make the link between the many images of gods and goddesses in Hinduism with the belief in one Supreme Being. -Be able to ask questions about belief in God. -Know what the Aum symbol looks like and sounds like. -Understand how Hindus today use the Aum sound in their worship. -Be able to express their own ideas and opinions. -Be able to make the link between the Hindu creation story and Aum. -Know about Hindu shrines found in the home. -Know how the different items on the puja tray are used in worship. -Be able to express their own ideas and opinions. -Evaluate the impact of having a shrine in the home may be on a Hindu family -Know about how a Hindu priest lives his life and his role at the mandir. -Be able to find similarities and differences between worship at the mandir and worship in the home. -Be able to consider the qualities needed in a Hindu priest. -Be able to express their own ideas and opinions.</p>	<p>Pupils should: -To use Biblical texts to explain key concepts in the story of David. -To explain how the image of a shepherd impacts a Christian's understanding of God. -To consider the different reactions of David being anointed as God's king. -To express insights into a Biblical narrative and consider what Christians might learn from it. -To understand religious vocabulary associated with confession and use it to express Christian views on sin. -To give a personal response to the story of David and express insights into how many Christians view David as a shadow of Jesus.</p>


	<ul style="list-style-type: none"> -Begin to understand what the words selflessness and sacrifice mean. -Ask questions. -Make links between the text and what a believer can learn about what it means to live a life of selflessness and sacrifice. -Revisit prior learning taught in the unit. -Demonstrate knowledge learnt. -Make links. -Ask questions. 		<ul style="list-style-type: none"> -Be able to make the link between the importance of the Guru Granth Sahib for Sikhs and its place in the wedding ceremony. -Be able to consider the advantages and disadvantages of the family involvement of choosing a marriage partner. -Be able to express their own ideas and opinions. -Know the significance of Guru Arjun Dev's contribution to the development of Sikhism (built the Harmandir (Golden Temple in Amritsar), collating the Guru Granth Sahib, and becoming the first Sikh martyr.) -Be able to ask questions about the life of Guru Arjun. -Be able to evaluate and give reasons for deciding what Guru Arjun's greatest achievement was to Sikhism. -Be able to express their own ideas and opinions -Recap all prior learning. -Reflect on key learning points. -Ask further questions. 	<ul style="list-style-type: none"> -Understand how Holy Communion helps to build a Christian community. -Be able to express their own view. 	<ul style="list-style-type: none"> -Understand the different reasons a Hindu might go on pilgrimage. -Know where Hindus go on pilgrimage. -Be able to evaluate the relative importance of the reasons Hindus may have for going on pilgrimage. -Be able to express their own ideas and opinions about the benefits of this experience -Recap all prior learning. -Reflect on key learning points. -Ask further questions. 	
Key Vocabulary	<ul style="list-style-type: none"> Bible Old Testament Faith Blessing Covenant Vocation Calling Selflessness Sacrifice Trust 	<ul style="list-style-type: none"> Incarnation Christmas Prophet Prophecy Advent Gold, frankincense and myrrh Biblical meaning of peace Prince of Peace 	<ul style="list-style-type: none"> Anand Karaj Gurdwara Guru Guru Granth Sahib Granthi Khanda Karah parshad Langar Lavan Naam Karan Sewa Sikh 	<ul style="list-style-type: none"> Salvation Holy Communion Liturgy Sacrament Symbol Confession Forgiveness 	<ul style="list-style-type: none"> Aarti Aum Avatar Brahman Darshan Kumbh Mela Mandir Mantra Monotheism Murti Prasad Puja Shrine Trimurti 	<ul style="list-style-type: none"> shepherd king sin psalm victory God's king anointing Israelites Philistines David Goliath mercy condemn salvation righteousness sacrifice repentant confession hero shadow king throne 'forever king'

Year 5

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic/Unit	What do the miracles of Jesus teach?	How do art and music convey Christmas?	How did the final five human Sikh Gurus shape Sikhi? <i>S2</i>	What happens in Churches during Lent, Holy Week and Easter Sunday?	What did the Buddha teach his followers about life? <i>B1</i> (6 sessions) Visit to Buddhist temple	How does faith shape/influence our community? Visit to vita a pax (catholic church) Visit from Greek orthodox minister Jewish visitor
Core Concept	<u><i>Incarnation</i></u>	<u><i>Incarnation</i></u>	<u><i>Sikhi Beliefs, Practises</i></u>	<u><i>Salvation/ Gospel</i></u>	<u><i>Beliefs, Teaching, sources of wisdom and authority</i></u> <u><i>Questions of values and commitments</i></u>	<u><i>Kingdom of God</i></u>
Key Questions	Week 1: What does the miracle at the wedding of Cana tell us about Jesus? Week 2: What does the miracle of the feeding of the 5000 tell us about Jesus? Week 3: What does the miracle of the woman who touched Jesus' garment tell us about Jesus? Week 4: What does the miracle of the healing of the paralysed man tell us about Jesus? Week 5: What does the miracle of the raising of Lazarus tell us about Jesus? Week 6: What do the miracles tell us about Jesus?	Week 1: What do the Gospel accounts reveal about the theology (beliefs) associated with the festival of Christmas? Week 2: How is the theology (beliefs) of Christmas represented in art today? Week 3: Do Christmas carols convey the central beliefs of Christmas to the world? Week 4: The Nativity narrative; whose story is it to tell?	Week 1: Why did Guru Hargobind wear two kirpans? Week 2: Why do Sikhs look to Guru Har Rai about care for the creation? Week 3: How did Guru Har Krishan cared for those who were dying? What do Sikhs believe about death? Week 4: In what ways was Guru Tegh Bahadur brave? Week 5: How and why was the Sikh Khalsa formed?	Week 1: What happens in churches during Ash Wednesday? Week 2: What happens in churches on Palm Sunday? Week 3: What happens in churches on Maundy Thursday? Week 4: What happens in churches on Good Friday? Week 5: What happens in churches on Holy Saturday and Easter Sunday? Week 6: Why are rituals important to a believer's life?	Week 1: Who is Siddhartha and what did he discover? Week 2 and 3: What did the Buddha realise when he became enlightened? Week 4: What do you think causes suffering? Week 5: What do you think is the most important thing anyone can achieve during their lifetime? Week 6: What did the Buddha teach his followers about life?	Week 1: What faith and belief communities do we belong to? Week 2: How have faith and belief communities in our area changed over the last 50 years? Week 3/4/5: What more can we find out about our borough's faith and belief communities? Week 6: How has life in our community/borough been enriched by the diversity of faiths and beliefs that make up the borough?
Intentions	To give pupils opportunities to: -Understand why Jesus performed the miracle. -Understand what the miracle tells us about who Jesus is. -Understand how the miracle connects to the Old Testament. • -Present their own views about who they think Jesus is. -Understand why Jesus performed the miracle. -Understand what the miracle tells us about who Jesus is. -Understand how the miracle connects to the Old Testament. -Understand what a believer might learn from the miracle. -Apply their own views to a given question. -Question others' views and give reasons and examples to support their own opinion -Understand why Jesus performed the miracle. -Understand what the miracle tells us about who Jesus is. -Understand what a believer might learn from the miracle. -Apply their own views to a given question.	To give pupils opportunities to: -Identify the similarities and differences recorded in the Gospel accounts and to know the reasons for the differences. -Know the meaning of the word secular and religious. -Know the central beliefs associated with the festival of Christmas. -Explore and understand how artists represent the central beliefs of Christmas in their artwork. -Express their own thoughts and views related to the Nativity narrative. -Explain what the artists beliefs might be by interpreting their work. -Explore and understand how poets express the central beliefs of Christmas in their writing. -Express their own thoughts and views related to the Nativity narrative. -Explain what the poet's beliefs might be by interpreting their work -Express their own thoughts and beliefs related to the Nativity narrative. -Show and apply their own understanding of the central beliefs of Christmas through their work. -Understand how time, place and culture has an influence on their own representation of Christmas.	To give pupils opportunities to: -To consider how the Sikh story of Diwali demonstrates good overcoming evil. -To be able to express their own ideas and opinions about the importance of an inner spiritual life and an outward life lived to look after others . -To be able to make the link between Guru Hargobind's life and his impact on how Sikhs live today." -Know who Guru Har Rai was and how he showed compassion for people, animals and the natural world. -Be able to express their own ideas and opinions about care for the world. -Be able to make the link between Guru Har Rai's teaching and the work of (Bhagat) Puran Singh . -Know about the life of Guru Har Krishan and Sikh beliefs about death. -Know what happens at a Sikh funeral. -Be able to express their own ideas and opinions about death. -Be able to make the link between Sikh beliefs about death and the willingness of Guru Har Krishan to risk his life to serve others -Know the significance of Guru Tegh Bahadur. -Be able to ask questions around the death of Guru Tegh Bahadur.	To give pupils opportunities to: -Know what a ritual is. -Know and understand what Lent means and how some Christians might observe it. -Know that Ash Wednesday marks the beginning of Lent. -Know what happens in many churches on Ash Wednesday. -Be able to express an opinion. -Know the meaning of Palm Sunday and how it links to the last week of Jesus' life. -Know what happens in churches on Palm Sunday. -Be able to use religious vocabulary accurately to explain the way a ritual is carried out. -Consider what impact participating in a ritual might have on a believer's life. -Consider what events have impacted personally on their life. -Know the meaning of Maundy Thursday and how it links to the last week of Jesus' life. -Know what happens in churches on Maundy Thursday. -Be able to use religious vocabulary accurately to explain the way a ritual is carried out. -Consider what impact participating in a ritual might have on a believer's life. -Consider whether what they have learnt today has changed their thinking. -Recognise some of the challenges that exist with belonging to a Faith Community.	To give pupils opportunities to: -Know the story of the Siddharta. -Begin exploring what the word suffering might mean. -Begin to identify what signs of suffering there are in our world today. -Begin to ask questions about what might cause suffering in our world and how we might overcome it -Recall the story of Siddhartha. -Know what the word Buddha means. -Begin to understand what it means to be enlightened. -Being to express their own ideas and opinions. -Know what the four noble truths are. -Explore what the second noble truth means. -Make links between the teachings of the Buddha and how this might influence a Buddhist's life. -Ask questions about what might cause suffering in our world and how we might overcome it. -Express their ideas and opinions. -Describe what a Buddhist might learn from the life of the Buddha. -Make links with how the Buddha's teaching might influence how a Buddhist might think -Recap on prior learning. -Make connections. -Ask questions.	Pupils should: -Know that the school and the wider community are made up of people who belong to a (wide) range of faith and belief groups -Consider how communities like that of the borough / county are diverse -know that some faith communities have been part of the local area for many years; -Understand that practices and experiences may have changed over the years; -Consider any changes in the ways that faith communities show and share their beliefs and faiths in the wider community. -Be able to present to the class information about one place of worship. =Know that there are a wide range of faith and belief communities in the borough / county -Understand how the communities have changed over the past 50 years and how they are the same.

	<ul style="list-style-type: none"> -Question others' views and give reasons and examples to support their own opinion -Understand why Jesus performed the miracle. -Understand what the miracle tells us about who Jesus is. -Be able to express an opinion and viewpoint about who they believe Jesus is -Understand why Jesus performed the miracle. -Understand what the miracle tells us about who Jesus is. -Understand the significance this miracle has on a believer's understanding of salvation. -Apply their own views to a given question. -Summarise their own understanding of the miracles studied and what they tell us about Jesus. -Compare two miracles. -Express their own views supported by evidence and opinion as to who they think Jesus is 		<ul style="list-style-type: none"> -Be able to express empathy and their own ideas and opinions. -Know the significance of Guru Gobind Singh and his contribution to the development of Sikhi -Be able to ask questions about identity. -Be able to consider the implications of living as a Khalsa Sikh in Britain today. -Be able to express their own ideas and opinions -Revisit prior learning from the last 5 weeks and formulate a response to the overarching question. 	<ul style="list-style-type: none"> -Know the meaning of Good Friday and how it links to the last week of Jesus' life. -Know what happens in churches on Good Friday. -Be able to use religious vocabulary accurately to explain the way a ritual is carried out. -Be able to express what belonging means to them and how it compares to what they believe belonging might mean for a believer. -Know the meaning of Holy Saturday and Easter Sunday how it links to the last week of Jesus' life. -Know what happens in churches on Holy Saturday and Easter Sunday. -Be able to use religious vocabulary accurately to explain the way a ritual is carried out. -Know how the rituals linked with Holy Saturday and Easter Sunday support many Christians to live their faith -Demonstrate their own understanding and insight into the big question: What happens in churches during Lent, Holy Week and Easter Sunday? -Reflect on what ritual they believe has the greatest impact on a believer's life. 	<ul style="list-style-type: none"> -Express their own opinions and ideas 	<ul style="list-style-type: none"> -Clarify similarities and differences between faith and belief communities they have studied in the unit. -Know how one more faith / belief community has developed -Develop a view on how life in the borough / county has been enriched by the diversity of faiths and beliefs in the borough / county
Key Vocabulary	<p>Incarnation Miracle Gospels Faith Resurrection</p>	<p>Incarnation Theology Nativity Sacred Secular Religious Christmas carol</p>	<p>Kesh Kangha Kara Karah Parsad Karma Piri Khanda Kachera Kirpan Miri Nishan Sahib Mukti Gurdwara Reincarnation Kirtan Sohila</p>	<p>Ritual Lent Ash Wednesday Holy week Palm Sunday Procession Vigil Good Friday Maundy Thursday Striping of the Altar Vigil Eucharist Holy Saturday Paschal candle Hosanna</p>	<p>Buddha Enlightenment Four noble truths</p>	<p>Christian Christianity Priest Vicar Minister Hindu Hinduism Judaism Choir Rabbi Talit Muslim Islam Sikh Sikhism community worship beliefs charity values</p>

Year 6

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic/Unit	How has the Christian message survived for over 2000 years? (see summer 1 of LDBS?)	How would Christians advertise Christmas to show what Christmas means today?	What does it mean to be a Buddhist? B2 (6 sessions)	How does the Christian festival of Easter offer hope?	What does it mean to be Hindu? H2 Visit to Mandir	Journey of life and death (see LDBS yr 6 autumn1)
Core Concept	<u>Kingdom of God</u>	<u>Incarnation</u>	<u>Ways of expressing meaning, questions of meaning, purpose and truth</u>	<u>Salvation/ Gospel</u>	<u>Hinduism Beliefs and Practises</u>	<u>Kingdom of God</u>
Key Questions	<p>Week 1: How did the Christian message first spread? (Pentecost)</p> <p>Week 2: How did the Early Church protect the Christian message through the Apostle's Creed?</p> <p>Week 3: Why is Bible translation important in helping the Christian message survive?</p> <p>Week 4: How has the Christian message survived persecution in North Korea?</p> <p>Week 5: How does the church spread its message worldwide?</p> <p>Week 6: How does the local church spread the Christian message today in the UK?</p>	<p>Week 1: What meaning do different advertisements give to Christmas and how might Christians feel about the meaning?</p> <p>Week 2: What meaning do the different Gospel accounts give to Christmas?</p> <p>Week 3: How and why does the church advertise Christmas?</p> <p>Week 4: What is needed in an advertisement for it to be effective in conveying the central Christian beliefs of Christmas?</p>	<p>Week 1: What do you think causes suffering and how do you think we can overcome it?</p> <p>Week 2 and 3: What is the noble eight-fold path and how might this help a Buddhist in their daily life?</p> <p>Week 4: What do Buddhists understand about samsara and nirvana?</p> <p>Week 5: What does it mean to be part of the sangha for a Buddhist?</p> <p>Week 6: What does it mean to be a Buddhist?</p>	<p>Week 1: How do Christians believe the Easter Story helps people to understand the meaning of forgiveness?</p> <p>Week 2 and 3: How does Jesus' journey to the cross, offer signs of hope?</p> <p>Week 4: How does the Easter Story relate to God's plan of salvation?</p> <p>Week 5 and 6: How do the resurrection narratives point towards an understanding of Christian hope?</p>	<p>Week 1: What does it mean for a Hindu to live with a belief in dharma and karma?</p> <p>Week 2: What does it mean to be born into a Hindu family?</p> <p>Week 3: What does it mean for a Hindu to live with a belief in ahimsa?</p> <p>Week 4: What does it mean to have a Hindu wedding?</p> <p>Week 5: What does it mean to die as a Hindu?</p>	<p>Week 1: How is life like a journey?</p> <p>Week 2: How is the sacrament of baptism significant to a believer's life?</p> <p>Week 3: How is the sacrament of confirmation significant to a believer's life?</p> <p>Week 4: What does marriage mean for a believer?</p> <p>Week 5 and 6: What do Christians believe happens after we die?</p>
Intentions	<p>To give pupils opportunities to:</p> <ul style="list-style-type: none"> -Know what happened on the Day of Pentecost. -Understand the role of the Holy Spirit in giving the first Christians boldness in sharing the Christian message. -Understand how the church initially spread out from Jerusalem to the rest of the world. -Know why the creeds were important in the Early Church. -Know the meaning behind the Apostle' Creed. -Express a view with confidence. -Give a personal view of personal belief(s) that are important to them -Understand different ways in which Christians use the Bible today. -Know about the work of the Bible Society in making translations of the Bible available to people everywhere -Be able to express their view with confidence. -Be able to give a personal view of how. 	<p>To give pupils opportunities to:</p> <ul style="list-style-type: none"> -Consider how the meaning of Christmas is expressed in a variety of advertisements, using a wide religious vocabulary to discuss reasons for the similarities and differences. -Express their own views and the views of others as to what the main purpose and message being portrayed in the advert is. -Identify similarities and differences in the Gospel accounts and the reasons for these differences. -Know and understand the authors intentions when writing the Gospels. -Express their own views of what they believe the meaning of Christmas to be. -Give a personal view as to how they understand the key concepts identified in the Christmas narrative and how these concepts help a Christian understand the meaning of life. -Understand why the church advertises Christmas. -Express their own views about what Christmas might mean for a believer and non- believer -Explore the central beliefs of Christmas. -Use religious language accurately and consistently. -Express their own views as to what they perceive the main meaning of Christmas to be from a Christian perspective. -Promote the central beliefs of Christmas accurately taking into consideration time, place and culture. 	<p>To give pupils opportunities to:</p> <ul style="list-style-type: none"> -Revisit prior learning – the story of Siddhartha, the four noble truths and the importance of kindness and compassion in Buddhism. -Know what the three jewels of Buddhism are. -Explore what their own understanding of suffering is and how we might overcome it. -Understand what the noble eight-fold path is and how it helps a Buddhist to make the right choices. -Consider and give reasons for what they think their guiding principles for living well might be. -Express their view points with reasons and examples. -Understand what is meant by samsara and nirvana. -Understand the role karma plays in a Buddhist's life. -Understand the importance meditation plays in a Buddhist's life. -Express their own views with reasons and examples. -Understand what being part of the sangha means for a Buddhist. -Consider what being part of a community means to them and what the 	<p>To give pupils opportunities to:</p> <ul style="list-style-type: none"> -Know what forgiveness, means. -Understand what gives Jesus the authority to forgive. -Understand how the Easter story helps Christians to understand the meaning of forgiveness -Know the meaning behind the stations of the cross. -Know how the stations, reflect the concepts of forgiveness, salvation and hope. -Express a view with confidence. -Give a personal view of their understanding of the concepts of forgiveness, salvation and hope as expressed in the stations of the cross -Know how the Easter story is related to God's plan of salvation. -Know that others have different views to their own. -Be able to express their view with confidence. -Be able to give a personal view of how they believe the Easter story relates to God's plan of salvation. -Analyse Biblical texts and know how they help to answer big questions. -To know that others have different views to their own. -To be able to express their view with confidence. 	<p>To give pupils opportunities to:</p> <ul style="list-style-type: none"> -Know what the Hindu concepts of dharma and karma mean. -Understand the ways in which dharma and karma affect the everyday life of a Hindu. -Make links between the duties I perform and the consequences of their actions. -Describe what happens when a baby is born into a Hindu family and understand it's importance. -Know about the Upanyana (sacred thread) ceremony and its significance in moving towards adulthood. -Express their own views and ideas and ask questions with confidence. -To be able to compare and contrast Hindu practices with Christian or their own worldview. -Know and understand the Hindu concept of ahimsa. -Explore how ahimsa is put into practice in Hindu life. -Be able to express their view with confidence. -Reflect on the principles of ahimsa: how this would impact on themselves, their school, the world -Know the key features of a Hindu wedding. -Understand the importance for Hindus of the samskaras in a marriage ceremony. 	<p>To give pupils opportunities to:</p> <ul style="list-style-type: none"> -Know what a milestone is. -Explore what a person's life journey might look like? -Be able to identify milestones that are universal to all humans. -Know that some milestones are religious and others are secular. -Reflect on their own significant milestones so far. -Know what a rite of passage is? -Know what a sacrament is and what it means. -Know what baptism means and the difference between an infant and a believer's baptism? -Know why being baptised is significant to a believer's life? -Know and understand what the sacrament of confirmation is and what it means. -Ask questions and explore what difference being confirmed makes to a believer's life. -Express their own views and opinions. -Understand the meaning of a Christian marriage. -Know the difference between a Christian and secular marriage. -Express their own views and opinions.

	<ul style="list-style-type: none"> -Know about the work of Open Doors, supporting persecuted Christians around the world. -Understand the difficulties experienced by Christians in North Korea. -Express a view with confidence. -Give a personal view of personal belief(s) that are important to them. -Understand what motivates some Christians to travel to other countries to share their faith with people. -Understand some of the historical problems between colonialism and mission work. -Learn about modern Christian missionary work and partnership -Express a view with confidence. -Give a personal view of personal belief(s) that are important to them. -Know about the role and importance of the local church in the local community. -Understand how the different activities in the parish church during the week are showing God's love to all. -Express a view with confidence. -Give a personal view of personal belief(s) that are important to them 		<ul style="list-style-type: none"> benefits of being a member of a community might have on giving meaning to life. -Recap on prior learning taught in previous lessons. -Provide a personal view on their own understanding of what it means to be a Buddhist, giving reasons and examples. 	<ul style="list-style-type: none"> -To be able to give a personal view of their understanding of the key concept of Christian hope 	<ul style="list-style-type: none"> -Be able to express their view with confidence. -Be able to give a personal view of their understanding of the significance of vows within a wedding ceremony. -Reflect and identify what I think are the most important ingredients for a happy marriage. -Understand the importance for Hindus of the samskaras in a Hindu funeral. -Be able to suggest what difference belief in reincarnation and moksha makes to a Hindu. -Be able to use the right words to describe their understanding of what Hindus believe about death. -Be able to express their own views about life after death. -Consolidate learning from the past five lessons. -Demonstrate learning. -Apply learning to a give task. 	<ul style="list-style-type: none"> -Understand what a Christian's understanding of eternal life is. -Know what a Christian funeral consists of. -Reflect on what they believe and think happens after death.
Key Vocabulary	<ul style="list-style-type: none"> Apostle Creed Evangelism Great Commission Missionary Parish Pentecost Persecution Underground church 	<ul style="list-style-type: none"> Incarnation Theology Gospel – good news Secular Religious 	<ul style="list-style-type: none"> Buddha Enlightenment Four noble truths The noble eightfold path Dukkha Karma (kamma) Meditation Samsara Nirvana (also spelt Nibbana) Sangha 	<ul style="list-style-type: none"> Forgiveness Redemption Resurrection Stations of the cross Eternal life Hope 	<ul style="list-style-type: none"> Agni Ahimsa Ashrama Dharma Karma Moksha Samsara Samskaras Sanatan Dharma Saptapadi Kanyadaan 	<ul style="list-style-type: none"> Rite of Passage Sacrament Baptism Confirmation Marriage Eternal life