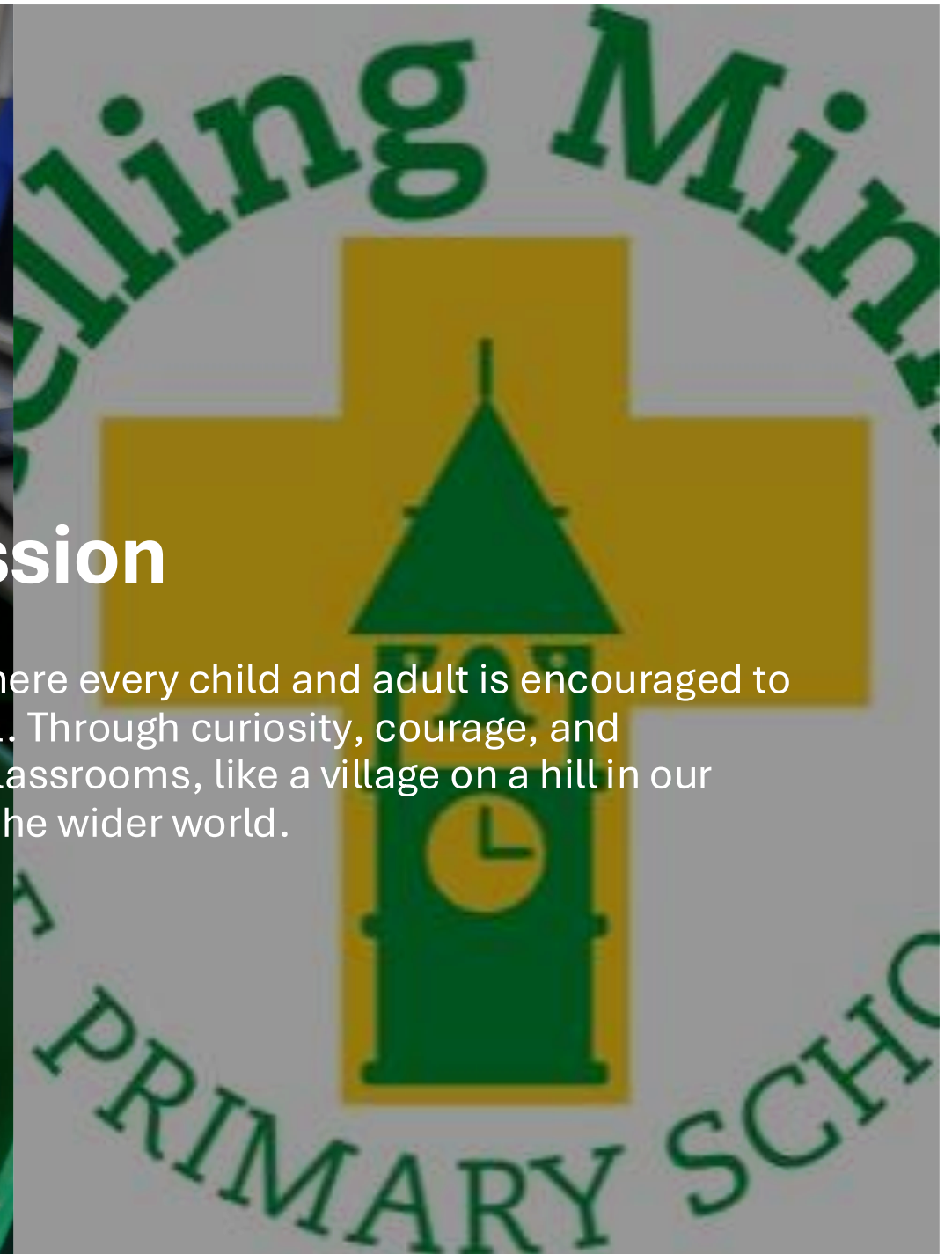




Religious Education Curriculum & Progression

Our school is a beacon of light. A place where every child and adult is encouraged to shine brightly and reach their full potential. Through curiosity, courage, and compassion, we shine like a lamp in our classrooms, like a village on a hill in our community, and like shining stars across the wider world.



Year A Curriculum Overview

	Impact & Power		Perspective & Empathy		Celebration & Change	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5/6	God What does it mean if God is loving & Holy?	People of God How can following God bring freedom & justice?	Incarnation What is the trinity? <i>Digging deeper</i>	Salvation What did Jesus do to save human beings?	Humanism What is humanism	Judaism What does it mean to be Jewish in Britain today?
Year 3/4	People of God What is it like to follow God?	Incarnation What is the Trinity? <i>core</i>	Sikhism What is important for Sikh people?	Sikhism How do Sikh people worship & celebrate?	Kingdom of God When Jesus left, what was the impact of Pentecost?	Humanism What is Humanism?
Year 1/2	God What do Christians believe that God is like?	Incarnation Why does Christmas matter to Christians <i>core/digging deeper</i>	Gospel What is the good news that Jesus brings? <i>Core/ digging deeper</i>	Salvation Why does Easter matter to Christians? <i>core</i>	Judaism Who is Jewish and what do they believe? Part 1	Judaism Who is Jewish and what do they believe? Part 2
EYFS	Creation Why is the word 'God' so important to Christians	Old Testament Which stories are special & why? Incarnation Why do Christians perform Nativity plays at Christmas?	New Testament Stories Which stories are special and why?	Salvation Why do Christians put a cross in an Easter Garden?	World Faiths Which stories are special and why?	World Faiths Which stories are special and why?

Year B Curriculum Overview


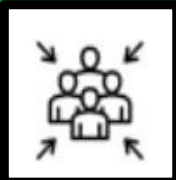

	Responsibility & Risk		Culture & Diversity		Reflection & Legacy	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5/6	Creation Creation & Science: conflicting or complimentary?	Gospel What would Jesus do?	Islam What does it mean to be a Muslim In Britain today? Part 1	Islam What does it mean to be a Muslim in Britain today? Part 2	Universal What can be done to reduce racism? Can religion help?	Kingdom of God What kind of King is Jesus?
Year 3/4	Creation What do Christians learn from the Creation Story?	Incarnation Was Jesus the Messiah? <i>core</i>	Gospel What kind of a world did Jesus want?	Salvation Why do Christians call the day Jesus dies 'Good Friday'? <i>Core/digging deeper</i>	Hinduism What does it mean to be a Hindu in Britain today? Part 1	Hinduism What does it mean to be a Hindu in Britain today? Part 2
Year 1/2	Creation Who made the world?	Universal How should we care for others 7 the world & why does it matter?	Humanism What is Humanism?	Salvation What does Easter matter to Christians? <i>Digging Deeper</i>	Islam Who is Muslim and what do they believe? Part 1	Islam Who is Muslim and what do they believe? Part 2
EYFS	Creation Why is the word 'God' so important to Christians	Old Testament Which stories are special & why? Incarnation Why do Christians perform Nativity plays at Christmas?	New Testament Stories Which stories are special and why?	Salvation Why do Christians put a cross in an Easter Garden?	World Faiths Which stories are special and why?	World Faiths Which stories are special and why?

An inclusive Religious Education Curriculum: Supporting Children with SEND







At Stelling Minnis CE Primary School, we believe all pupils should have the opportunity to learn to the best of their capabilities through a broad and balanced, inclusive curriculum. For our pupils with a Special Educational Need, we scaffold their learning to provide them with the strongest opportunities for success in our school. We believe firmly in the SEND Code of Practice's statement that 'every teacher is a teacher of SEN' and that our pupils with SEN should be provided with the same opportunities as their peers in our school. This means that, with their learning being personalised to meet their areas of need, they feel included in the classroom and make progress year on year. Reasonable adjustments are made in all lessons to enable this. When planning for Religious Education, class teachers will adapt their lessons where necessary using ideas taken from this list, however it is important to remember this list is not exhaustive and other adaptations may be needed for children with specific needs

Resources	Multi Sensory	Teacher Communication	Assessment
Artefacts from different religions (e.g. prayer mats, crosses, Bibles, Torah covers) Visual supports such as symbols, pictures, and word mats Simplified texts, dual-coded worksheets (pictures + key words) Videos, storyboards, and interactive whiteboard resources Concrete objects to represent abstract concepts (e.g. light for hope, seeds for growth)	Handling and exploring religious artefacts Role-play and drama Music, chanting, hymns, or sound clips from worship Art, craft, sensory materials (fabric, clay, collage) to express ideas Smells or tastes (where appropriate) linked to celebrations	Clear, simple instructions broken into short steps Use of visual timetables and lesson structure cues Pre-teaching of key vocabulary Repetition and checking understanding Use of alternative communication methods (signs, symbols) Calm, predictable routines and clear expectations	Observation of participation and engagement Use of photographs or evidence of practical work Oral responses, signing, pointing, or selecting images instead of written work Focus on progress and personal understanding rather than written outcomes




















Religious Education Skills Overview

	EYFS	Key Stage One (Year 1 & 2)	LKS2 (Year 3 &4)	UKS2 (Year 5&6)
Making sense of the Text 	<p>Recognise that people have different beliefs and celebrate special times in different ways. (UW-DM)</p>	<p>Identify core beliefs and concepts studied and give a simple description of what they mean. Give examples of how stories show what people believe (eg the meaning behind a festival). Give simple, clear accounts of what stories and other texts mean to believers.</p>	<p>Identify and describe the core beliefs and concepts studied. Make clear links between texts / sources of authority and the core concepts studied. Offer informed suggestions about what texts / sources of authority can mean and give examples of what these sources mean to believers.</p>	<p>Identify and explain the core beliefs and concepts studied, using examples from texts / sources of authority in religions. Describe examples of ways in which people use texts / sources of authority to make sense of core beliefs and concepts. Give meanings for texts / sources of authority studied, comparing these ideas with some ways in which believers interpret texts / sources of authority.</p>
Understanding the Impact 	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 2. Offer explanations for why things might happen, making use of recently introduced vocabulary ... Express their ideas and feelings about their experiences using full sentences. (C+L_S)</p>	<p>Give examples of how people use stories, texts and teachings to guide their beliefs and actions. Give examples of ways in which believers put their beliefs into practice.</p>	<p>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities. Describe how people show their beliefs in how they worship and the way they live. Identify some differences in how people put their beliefs into practice.</p>	<p>Make clear connections between what people believe and how they live, individually and in communities. Using evidence and examples, show how and why people put their beliefs into practice in different ways eg in different communities, denominations or cultures.</p>
Making Connections 	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. (UW-PCC)</p>	<p>Think, talk and ask questions about whether the ideas they have been studying have something to say to them. Give a good reason for the views they have and the connections they make.</p>	<p>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live. Give good reasons for the views they have and the connections they make.</p>	<p>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (eg believers and atheists). Reflect on and articulate lessons people might gain from the beliefs / practices studied, including their own responses, recognising that others may think differently. Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.</p>




















Scheme of Learning & Progression: Year A

Year Group	Impact & Power (Term 1 and 2)		Perception & Empathy (Term 3 and 4)		Celebration & Change (Term 5 &6)	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Key Question Creation Why is the word 'God' so important to Christians 	Key Question Old Testament Incarnation Which stories are special & why? Why do Christians perform Nativity plays at Christmas? 	Key Question New Testament Stories Which stories are special and why? 	Key Question Salvation Why do Christians put a cross in an Easter Garden? 	Key Question World Faiths Which stories are special and why? 	Key Question World Faiths Which stories are special and why? 
	Learning Objectives 1. Who are Christians? 2. What is the Bible? 3. Who do Christians believe made the world? 4. Why do Christians call God an amazing creator?	Learning Objectives 1. How do Christians find out what Jesus was like? 2. What is the story of how Jesus was born? 3. How do Christians celebrate the birth of Jesus in Church? 4. How do Christians celebrate the birth of Jesus in their community? 5. How do Christians celebrate the birth of Jesus at home?	Learning Objectives 1. Who is Jesus? 2. How was Jesus a good friend? 3. What message did Jesus bring? 4. What was special about Jesus?	Learning Objectives 1. What shape is a special symbol for Christians? 2. Why are Christians given palm crosses? 3. What happened to Jesus at Easter time? 4. What do Christians do on Good Friday? 5. How do Christians celebrate Easter Sunday? 6. What does the name Jesus mean?	Learning Objectives 1. Why are stories special to people? 2. Are we all the same? 3. What does the story of David and Goliath teach Jewish people? 4. What are the messages Jewish people learn from the story of Jonah? 5. Why are stories important to Muslim children?	Learning Objectives 1. What do Sikh people learn from the example of Guru Nanak? 2. Where do some Hindu families worship God? 3. What does the story of Rama and Sita teach Hindu children? 4. Why is the story of the pearls and the crow told at Divali? 5. What are the similarities and differences between people's special stories?
	Disciplinary Knowledge -I can recognise the Bible as a special book for Christians. -I can talk about what Christians believe about God. -I can talk about the story of Creation. -I can say what Christians believe about how the world was made. -I can share my own ideas about why God is important to Christians.	Disciplinary Knowledge -I can recognise the Bible as a special book for Christians. -I can talk about the Nativity story and what happened when Jesus was born. -I can recognise characters from the Nativity story (e.g. Mary, Joseph, baby Jesus). -I can talk about how Christians celebrate Christmas in different ways (church, community, home). -I can share my own ideas about why the Nativity story is special to Christians.	Disciplinary Knowledge -I can recognise Jesus in Bible stories and pictures. -I can talk about a story about Jesus. -I can say what a story about Jesus teaches about kindness or friendship. -I can talk about how people can be kind and helpful like Jesus. -I can share my own ideas about what is special in the stories.	Disciplinary Knowledge -I can recognise the cross as a Christian symbol. -I can talk about what happened to Jesus at Easter time. -I can talk about what Christians do on Good Friday and Easter Sunday. -I can say why the cross is important to Christians. -I can share my own ideas about why the Easter story is special.	Disciplinary Knowledge -I can talk about why stories are special to people. -I can talk about stories from different religions. -I can say what a story teaches about how to behave. -I can talk about how people are the same and different. -I can share my own ideas about which stories are special and why.	Disciplinary Knowledge -I can talk about stories from Sikhism and Hinduism. -I can say what a story teaches about how to behave. -I can recognise places where people worship, like a mandir or at home. -I can talk about how stories are similar and different. -I can share my own ideas about which stories are special and why.

	Listen to and retell Bible stories in the correct sequence. Ask question about stories, belief and meaning.	Recognise that the Nativity story comes from the Bible. Discuss and explain why Jesus is special to Christians. Begin to reflect on their own ideas about giving, kindness and thankfulness.	Recognise that the Gospels are special books in the Bible that tell stories about Jesus. Identify that Jesus teaches about kindness, forgiveness and helping others. Discuss what Christians believe Jesus' 'Good News' is.	Recognise that the Easter story comes from the Bible. Identify ways Christians remember and celebrate Easter. Make simple connections between the Easter story and Christian beliefs about hope and new life.	Recognise that Judaism is a religion followed by Jewish people. Identify and talk about special objects and places and say why they are important. Retell simple stories from the Torah and talk about what they might teach.	Describe some ways Jewish people live their lives Discuss about similarities and differences between my life and the lives of Jewish people. Share my own ideas about belonging, special times and what is important to me.
	Substantive Knowledge - I know Christians believe in God, and that they find out about God in the Bible. - I know Christians believe God is loving, kind, fair and forgiving, and also Lord and King. - I know some stories show these Christian beliefs. - I know Christians worship God and try to live in ways that please him.	Substantive Knowledge - I know Christians believe that Jesus is God and that he was born as a baby in Bethlehem. I know the Bible points out that his birth showed that he was extraordinary and that he came to bring good news. - I know Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.	Substantive Knowledge - I know that Christian people believe Jesus brings good news for all people. For many Christians, this good news is being loved by God and being forgiven for bad things. - I know that Many Christian people believe Jesus is a friend to the poor and friendless. - I know that Many Christian people believe Jesus' teachings make people think hard about how to live and show them the right way.	Substantive Knowledge - I know that Easter is very important in the 'big story' of the Bible. - I know that Christians believe Jesus rose again, giving people hope of a new life.	Substantive Knowledge - I know that Judaism is a religion followed by Jewish people. - I know that Jewish people believe in one God, who is loving, powerful and the creator. - I know that the Torah is a special holy book in Judaism and contains important stories and rules.	Substantive Knowledge - I know that Shabbat is a special day of rest and celebration each week, often spent with family. - I know that Jewish people celebrate special festivals (e.g. Hanukkah), which remember important events. - I know that family and community are important in Jewish life.
	Vocabulary God, bible, Christian, church, worship, prayer, parable, forgiveness, love, kindness, trust, belief.	Vocabulary Christian, Jesus, Bible, God, Christmas, Incarnation, gift, wise men, birthday, nativity, miracle, extraordinary, advent	Vocabulary God, Jesus, gospel, good news, disciple, friend, forgiveness, peace, praise, sorry, thank you, love, poor, vicar, church, instruction	Vocabulary Salvation, rescue, Easter, God, Jesus, tomb, cross, resurrection, church, Good Friday, Easter Sunday	Vocabulary Judaism, Jewish, belief, religion, Torah, scroll, tradition, synagogue, worship, creator, respect.	Vocabulary Community, family, belong, identity, Shabbat, celebrate, kindness, mitzvah, experience.

Year 3 & 4	Key Question People of God What is it like to follow God?   	Key Question Incarnation What is the Trinity? <i>core</i>   	Key Question Sikhism What is important for Sikh people?   	Key Question Sikhism How do Sikh people worship & celebrate?   	Key Question Kingdom of God When Jesus left, what was the impact of Pentecost?   	Key Question Humanism What is Humanism?    
	Learning Objectives 1. Who is Noah and why is the covenant important? 2. How does the story of Noah impact the way Christians live today? 3. What are the importance of promises? (Noah and how they link to Christian weddings)	Learning Objectives 1. What is the symbolism of water? 2. What is the difference between a Gospel and a letter? 3. What does the Trinity mean? 4. How do Christians show their beliefs? 5. How is God three in one?	Learning Objectives 1. Who is Guru Nanak? 2. What do Sikhs believe about equality and acceptance? 3. What do Sikhs believe about serving others? 4. What do Sikhs believe about honesty?	Learning Objectives 1. What are the core beliefs of Sikhism? 2. Where and how do Sikhs worship? 3. What do Sikhs celebrate? 4. What are the symbols of Sikhism? 5. What are the 5 Ks	Learning Objectives 1. What do you already know about Pentecost? 2. What does the Bible say about Pentecost? 3. How have artists depicted the events of Pentecost? 4. For Christians, what was the impact of the Holy Spirit?	Learning Objectives 1. What is Humanism? 2. What do Humanists value? A 3. What do Humanists value? B 4. Why is happiness important to Humanists? 5. What do Humanist wedding ceremonies tell us about the things Humanists value? 6. What do Humanists believe about making a difference?




















<p>4. What does the Bible say about Abraham and faith? 5. What does it mean to have faith?</p>		<p>5. What are Sikh beliefs about God? 6. What is the legacy of Guru Nanak?</p>	<p>6. What is it like to be a Sikh today?</p>	<p>5. What can you tell me about the Trinity?</p>	
<p>Disciplinary Knowledge I can make links between the story of Noah and Christian beliefs. I can make links between the story of Abraham and the concept of faith. I can offer suggestions about the meaning of the stories. I can give examples about what it means to Christians today. I can explain that some Christians are inspired to have faith and follow God</p>	<p>Disciplinary Knowledge I can identify the difference between a ‘Gospel’, which tells the story of the life and teaching of Jesus, and a letter. I can offer suggestions about what texts about baptism and Trinity might mean. I can give examples of what these texts mean to Christians today. I can describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. I can make links between some Bible texts studied and the idea of God in Christianity.</p>	<p>Disciplinary Knowledge I can explain who Guru Nanak was. I can understand Guru Nanak’s teachings on equality, serving others, integrity. I can explain Sikh beliefs about God. I can explain how his teachings continue to inspire Sikhs today.</p>	<p>Disciplinary Knowledge I can explain the main beliefs of Sikhism. I can explain how and where Sikhs worship. I can give examples and talk about different Sikh celebrations. I can explain what Sikh religious symbols represent and why they are important. I can explain the 5ks. I can describe what it is like to be a Sikh today. I can reflect upon the Sikh values and relate them to my own experience.</p>	<p>Disciplinary Knowledge I can make links between the story of Pentecost and Christian beliefs. I can offer suggestions about the meaning of the story using artists depictions and my knowledge. I can give examples about what it means to Christians today.</p>	<p>Disciplinary Knowledge I can explain what makes someone a Humanist. I can explain what Humanists value and believe. I can make links between Humanist and Christian traditions.</p>
<p>Substantive Knowledge -I know the story of Noah and Christian beliefs in the wider world. -I know that the Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God. -I know that the People of God try to live in the way God wants, following his commands and worshipping him. -I know that Christians believe that God promises to stay with them and Bible</p>	<p>Substantive Knowledge -I know that Christians believe God is Trinity: Father, Son and Holy Spirit. -I know that Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. -I know that Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. I- know that Christians really want to try to understand God better and so try to describe God in different ways.</p>	<p>Substantive Knowledge -I know who Guru Nanak was and how he became a Guru. -I know the main teachings of the Sikh religion. -I know Sikhs worship one God who is everywhere and loves everyone. -I know how Guru Nanak continues to inspire Sikhs today.</p>	<p>Substantive Knowledge -I know what Sikhs believe. - I know where and how Sikhs worship. -I know the significance of different Sikh festivals and celebrations. - I know the spiritual meaning of the 5Ks and why they are important. -I know that other people’s beliefs are different to my own. - I know what it is like to be a Sikh today and can relate it to my own experience.</p>	<p>Substantive Knowledge -I know the story of Pentecost and Christian beliefs about the ‘Kingdom of God’ on Earth. - I know how Christians show their beliefs about the Holy Spirit and the Kingdom of God in worship. - I know what people believe about following God today.</p>	<p>Substantive Knowledge - I know that Humanism isn’t a religion, but a way of thinking and living. - I know that Humanists do not believe in God or gods. -I know that Humanists believe that this is our only life, so it is very important to live a worthwhile, happy life for ourselves and others. - I know that Humanists know the importance of empathy when making decisions about how we should act - I know that The Golden Rule means treating others as you would want to be treated. - I know that a Humanist celebrates humanity</p>

	<p>stories show how God keeps his promises. -I know that some people are inspired to follow God’s teachings.</p>	<p>-I know Christians worship God as Trinity.</p>				<p>-I know that many Humanists have shared moral values – kindness, compassion, fairness, justice, honesty -I know that Humanists do not have special festivals; however, many humanists will celebrate cultural occasions. - I know that many Humanists mark key moments in people’s lives such as births, weddings, and deaths</p>
	<p>Vocabulary Genesis, faith, covenant, promise, inspired, Christian Mission, Salvation Army</p>	<p>Vocabulary Gospel, Baptism, Trinity, prayer, water, cleansing, Father, Son, Holy Spirit</p>	<p>Vocabulary Guru, Guru Nanak, service, acceptance, honesty, integrity, sewa, equality, greed, founder, respect, truth, Waheguru, Ik Onkar, Mool Mantar, Gurdwara, Langar.</p>	<p>Vocabulary 5 Ks- Kesh, Kara, Kanga, Kachera and Kirpan, Gurdwara, Guru Granth Sahib, Divan Hall, Vaisakhi, Gurpurabs, Diwali, sewa, Langar.</p>	<p>Vocabulary Pentecost, Holy Spirit, Disciples, Lord’s Prayer, Baptised, Tongues, Acts, Trinity, Apostles</p>	<p>Vocabulary Humanism, humanist, special, happy, Happy Human, belief, true, achievement, environment, natural world, reason, empathy, celebration, celebrant, actions</p>
<p>Year 5 & 6</p>	<p>Key Question God What does it mean if God is loving & Holy?   </p>	<p>Key Question People of God How can following God bring freedom & justice?   </p>	<p>Key Question Incarnation What is the trinity? <i>Digging deeper</i>   </p>	<p>Key Question Salvation What did Jesus do to save human beings?   </p>	<p>Key Question Humanism What is humanism    </p>	<p>Key Question Judaism What does it mean to be Jewish in Britain today?   </p>
	<p>Learning Objectives 1. What do Christians mean by omnibenevolent? – The Big Frieze 2. How do Christians define God? 3. What does Psalm 103 tell us about God? 4. What stories in the bible share important ideas about God? 5. What do cathedrals show about what Christians believe about God? 6. Why are acts of love and kindness important to Christians?</p>	<p>Learning Objectives 1. How is freedom and justice portrayed in the Big Frieze? 2. What was life like for Hebrew slaves in Ancient Egypt? 3.How can we live out the commandments to bring freedom? 4. Why is mission important to Christians? 5. What do Christians do to end injustice in the world? 6. Case Study – Christian Missionary.</p>	<p>Learning Objectives 1. Where in the Big Frieze can you find the Trinity? 2. Who do Christians say Jesus is? 3. What does the bible tell us about the Trinity? 4. Why is Jesus referred to as the light in the bible? 5. How does a belief in incarnation influence Christian life? 6. What do I think about the Christian belief that Jesus is God?</p>	<p>Learning Objectives 1. What does Salvation mean for Christians? The Big Frieze. 2. What does the bible tell us about why Jesus had to die? 3. What do the stations of the cross teach Christians about suffering and sacrifice? 4. Why is the last supper important to Christians? 5. How does the resurrection show that Jesus saves human beings? 6. What difference does the belief in salvation make to Christians today?</p>	<p>Learning Objectives 1. What is Humanism and how do humanists decide what to believe? 2. Why don’t humanists believe in a god or gods? 3. How have humanists changed the world? 4. What do humanists value? 5. What do humanists believe about spirituality? 6. What is it like to be a humanist in Britain today?</p>	<p>Learning Objectives 1. What are the key beliefs of Jewish people? How do these affect their life? 2. Why do Jewish people visit the Synagogue? 3. What is the significance of festivals on the Jewish way of life? 4. What is important to Jewish people? 5. What is it like to be Jewish in Britain today?</p>
	<p>Disciplinary Knowledge -I can explain how different Bible texts show that God is loving and forgiving.</p>	<p>Disciplinary Knowledge -I can explain how freedom and justice are shown in the People of God story.</p>	<p>Disciplinary Knowledge -I can describe what the Trinity is and why it is important to Christians.</p>	<p>Disciplinary Knowledge -I can explain what Christians mean by salvation and why it is important.</p>	<p>Disciplinary Knowledge</p>	<p>Disciplinary Knowledge -I can make connections between Jewish practice,</p>







<ul style="list-style-type: none"> -I can make links between Christian beliefs about God and how Christians live. -I can interpret a Bible text and say what it might mean. - I can use evidence (e.g. stories, psalms, buildings) to explain Christian beliefs. -I can explain what symbols and features in a cathedral might represent. -I can make connections between beliefs, stories, and actions. - I can give my own opinion about why love and kindness matter. -I can compare my ideas with Christian beliefs and explain similarities or differences. 	<ul style="list-style-type: none"> -I can describe what the Exodus story teaches about God. -I can interpret what the Ten Commandments mean and why they matter. -I can make links between Christian beliefs and how Christians live today. -I can use stories, teachings, and examples to support my ideas. -I can explain how Christian mission helps people and challenges injustice. -I can make connections between the Bible and modern-day actions. -I can ask and answer questions about freedom, justice, and responsibility. -I can give my own opinion about whether rules help people to be free. -I can compare different ideas about how to make the world fairer. 	<ul style="list-style-type: none"> -I can interpret Bible passages to identify ideas about God, Jesus, and the Holy Spirit. -I can explain what Christians mean when they call Jesus the “light of the world.” -I can make connections between the Trinity and the Big Frieze (the Christian story). -I can explain how belief in the Incarnation affects how Christians live. -I can use evidence from the Bible to support my ideas. -I can make links between Christian beliefs and practices (e.g. baptism, prayer). -I can ask and answer questions about the idea that Jesus is God. -I can give my own opinion about Christian beliefs and explain my reasoning. -I can compare different viewpoints about who Jesus is. 	<ul style="list-style-type: none"> -I can interpret Bible texts to explain why Christians believe Jesus had to die. -I can describe what the Stations of the Cross show and what they might mean. -I can explain how the Last Supper is important for Christian belief and practice. -I can make connections between Jesus’ death and resurrection and the idea of salvation. -I can explain how Christian beliefs about salvation affect how people live today. -I can make links between beliefs (salvation) and actions (e.g. forgiveness, worship). -I can ask and answer questions about suffering, sacrifice, and forgiveness. -I can give my own opinion about the idea that Jesus saves human beings and explain my reasoning. 	<ul style="list-style-type: none"> I can describe what Humanism is and how it differs from religious beliefs. -I can explain why humanists do not believe in a god or gods. -I can interpret different sources (e.g. quotes, case studies) to understand humanist beliefs. -I can make thoughtful comments on humanist values and how humanists live. -I can compare Humanism with religious worldviews (e.g. Christianity). -I can explain how humanists understand ideas like spirituality and purpose. -I can give my own opinion about humanist beliefs and explain my reasoning. -I can evaluate similarities and differences between religious and non-religious views of life. 	<ul style="list-style-type: none"> teachings from the Torah and their beliefs about God. -I can describe how Jewish festivals impact Jewish people today. - I can explain the meaning and significance of Jewish rituals and practices. -I can comment thoughtfully on how the role of women varies within Judaism. -I can answer the key question from different perspectives, including my own.
<p>Substantive Knowledge</p> <ul style="list-style-type: none"> -I know that omnibenevolent means all loving Christians believe God is all-loving. -I know what Christians believe God is like (e.g. loving, powerful, forgiving). -I know and can explain what Psalm 103 teaches about God. -I know examples of bible stories that portray God as all-loving, all-knowing and all-powerful. -I know features of a cathedral and I know what they show about Christian beliefs about God. -I know why love and kindness are important to Christians. - I know how acts of kindness and love link to the teachings of Jesus (EG- love your neighbour). 	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> -I know that the People of God story shows how God guides people to live well. -I know that the Exodus is a story about God freeing the Israelites from slavery in Egypt. -I know what life was like for Hebrew slaves in Ancient Egypt and why they needed freedom. -I know that God is seen as a rescuer who brings freedom and justice. -I know that the Ten Commandments were given to help people live fairly and responsibly. - I know that Christians believe following God’s rules helps create a just and peaceful society. -I know that mission means being sent to help others and share God’s message. -I know that Christians believe they should stand up against injustice. 	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> -I know that the Trinity means God is Father, Son (Jesus), and Holy Spirit. -I know that Christians believe Jesus is God the Son, fully human and fully divine. -I know that the Bible includes references to the Trinity (e.g. baptism of Jesus, Great Commission). -I know that Jesus is described as the “light of the world”, meaning he brings guidance, truth, and hope. -I know that Incarnation means God becoming human in Jesus. -I know that Christians believe the Incarnation shows God’s love and desire to be close to people. -I know that belief in the Trinity influences how 	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> -I know that Salvation means being saved or rescued from sin. -I know that in the Big Frieze, Salvation is shown through Jesus’ death and resurrection. - I know that Christians believe Jesus died to repair the relationship between God and humans. -I know that the Bible teaches that Jesus’ death was a sacrifice. -I know that the Stations of the Cross tell the story of Jesus’ suffering and crucifixion. -I know that the Last Supper was Jesus’ final meal with his disciples and is remembered in Communion. 	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> -I know that humanists believe that this is our only life, so it is very important to live a worthwhile, happy life for ourselves and others. -I know that Humanists value creativity, discovery of new information, the beauty of the world around them. -I know that Humanists believe science is the best method to understand the universe. - I know that Agnosticism is the belief that we cannot know whether there a god or gods exist. -I know that Humanists experience spirituality in awe and wonder moments. -I know that when a Humanist describes something as spiritual, 	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> -I know that Jewish people believe in one God and that the Shema prayer gives details of the ways in which Jewish people should live, worship God and pray. -I know that Jewish people follow the teachings of the Torah. It teaches them how to pray, worship and how to treat others. -I know that Yom Kippur and Rosh Hashanah are the holiest days for Jewish people, where they ask for forgiveness at the start of their new year. -I know that Jewish people celebrate Pesach each year to remember God’s rescue and faithfulness to the Israelites. - I know that Tzedakah means ‘healing the world’ which is an important value in the Jewish

- I know real-life examples of love and kindness.	- I know examples of how Christians help others (e.g. charity, campaigning, service). - I know about a Christian missionary and how their faith inspires their actions.	Christians worship and live (e.g. prayer, baptism, following Jesus' example). - I know that Christians believe Jesus reveals what God is like.	- I know that Christians believe the bread and wine represent Jesus' body and blood. - I know that the resurrection means Jesus rose from the dead. - I know that salvation gives Christians hope of eternal life and forgiveness.	they are not connecting it to a god or gods or the supernatural.	faith as they are all challenged to care for the world that God gave them and the people who live upon it.
Vocabulary God, Omnibenevolent, Omnipotent, Omniscient, Trinity, Creation, Fall, Salvation, Restoration, Forgiveness, Compassion, Mercy, Grace, Faithful, Cathedral, Worship, Stained glass, Symbol, Charity, Kindness, Service, Belief, Interpret, Meaning, Connection, Evidence	Vocabulary People of God, Freedom, Justice Injustice, Oppression, Slavery Exodus, Moses, Pharaoh, Israelites, Egypt, Covenant, Promise, Ten Commandments, Law, Obedience, Responsibility, Mission, Calling, Gospel, Service, Charity, Compassion, Equality, Human rights, Fairness, Liberation, Rescue, Faith, Belief, Community, Missionary	Vocabulary Trinity, God, Father, Son Holy Spirit, Jesus, Incarnation Divine, Human, Bible, Gospel Baptism, Salvation, Light of the world, Symbol, Worship Prayer, Belief, Faith, Revelation, Miracle, Disciples Resurrection, Eternal, Creator	Vocabulary Sin, Salvation, Forgiveness, Sacrifice, Crucifixion, Cross, Resurrection, Eternal life, Mercy, Love, Suffering, Betrayal, Disciples, Last Supper, Communion, Eucharist, Bread and wine, Covenant, Gospel, Bible, Hope, Faith, Worship, Prayer	Vocabulary humanist, humanism, humanity, non-religious, worldview, atheism, agnosticism, science, evidence, curiosity, evolution, natural selection, The Big Bang, reason, empathy, compassion, respect, dignity, The Golden Rule, responsibility, human rights, Happy Human, flourishing, spirituality, awe, wonder	Vocabulary Judaism, Jewish, Monotheism, Torah, Synagogue, Rabbi, Worship, Prayer, Shabbat, Kasher, Commandments (Mitzvot), Passover (Pesach), Hanukkah, Rosh Hashanah, Yom Kippur, Mezuzah, Star of David, Scroll, Community




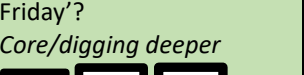


Scheme of Learning & Progression: Year B

Year Group	Responsibility & Risk (Term 1 and 2)		Culture & Diversity (Term 3 and 4)		Reflection & Legacy (Term 5 & 6)	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Key Question Creation Why is the word 'God' so important to Christians   	Key Question Old Testament Which stories are special & why? Incarnation Why do Christians perform Nativity plays at Christmas?   	Key Question New Testament Stories Which stories are special and why?   	Key Question Salvation Why do Christians put a cross in an Easter Garden?    	Key Question World Faiths Which stories are special and why?   	Key Question World Faiths Which stories are special and why?   







<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Who are Christians? 2. What is the Bible? 3. Who do Christians believe made the world? 4. Why do Christians call God an amazing creator? 	<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. How do Christians find out what Jesus was like? 2. What is the story of how Jesus was born? 3. How do Christians celebrate the birth of Jesus in Church? 4. How do Christians celebrate the birth of Jesus in their community? 5. How do Christians celebrate the birth of Jesus at home? 	<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Who is Jesus? 2. How was Jesus a good friend? 3. What message did Jesus bring? 4. What was special about Jesus? 	<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. What shape is a special symbol for Christians? 2. Why are Christians given palm crosses? 3. What happened to Jesus at Easter time? 4. What do Christians do on Good Friday? 5. How do Christians celebrate Easter Sunday? 6. What does the name Jesus mean? 	<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Why are stories special to people? 2. Are we all the same? 3. What does the story of David and Goliath teach Jewish people? 4. What are the messages Jewish people learn from the story of Jonah? 5. Why are stories important to Muslim children? 	<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. What do Sikh people learn from the example of Guru Nanak? 2. Where do some Hindu families worship God? 3. What does the story of Rama and Sita teach Hindu children? 4. Why is the story of the pearls and the crow told at Divali? 5. What are the similarities and differences between people's special stories?
<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> -I can recognise the Bible as a special book for Christians. -I can talk about what Christians believe about God. -I can talk about the story of Creation. -I can say what Christians believe about how the world was made. -I can share my own ideas about why God is important to Christians. 	<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> -I can recognise the Bible as a special book for Christians. -I can talk about the Nativity story and what happened when Jesus was born. -I can recognise characters from the Nativity story (e.g. Mary, Joseph, baby Jesus). -I can talk about how Christians celebrate Christmas in different ways (church, community, home). -I can share my own ideas about why the Nativity story is special to Christians. 	<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> -I can recognise Jesus in Bible stories and pictures. -I can talk about a story about Jesus. -I can say what a story about Jesus teaches about kindness or friendship. -I can talk about how people can be kind and helpful like Jesus. -I can share my own ideas about what is special in the stories. 	<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> -I can recognise the cross as a Christian symbol. -I can talk about what happened to Jesus at Easter time. -I can talk about what Christians do on Good Friday and Easter Sunday. -I can say why the cross is important to Christians. -I can share my own ideas about why the Easter story is special. 	<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> -I can talk about why stories are special to people. -I can talk about stories from different religions. -I can say what a story teaches about how to behave. -I can talk about how people are the same and different. -I can share my own ideas about which stories are special and why. 	<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> -I can talk about stories from Sikhism and Hinduism. -I can say what a story teaches about how to behave. -I can recognise places where people worship, like a mandir or at home. -I can talk about how stories are similar and different. -I can share my own ideas about which stories are special and why.
<p>Substantive Knowledge</p> <ul style="list-style-type: none"> -I know that the word God is a name -I know that Christians find out about God from the Bible -I know that Christians believe God made the world 	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> -I know that Christians can use the Bible to find out what Jesus was like -I know the story of how Jesus was born -I know how some Christians celebrate the birth of Jesus at home and in the community 	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> -I know Jesus is a special person to Christians. -I know stories about Jesus are in the Bible (New Testament). -I know Jesus was kind and helped people. -I know Jesus taught people to love and forgive others. -I know Christians believe Jesus is special and did miracles. 	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> -I know the cross is a special symbol for Christians. -I know Christians remember Jesus on Palm Sunday and may receive a palm cross. -I know Jesus died on a cross on Good Friday. -I know Christians believe Jesus came back to life on Easter Sunday. -I know an Easter Garden has a cross to help Christians remember what happened to Jesus. 	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> -I know stories are special because they teach people how to live. -I know people are different but also have things that are the same. -I know Jewish people have special stories, like David and Goliath and Jonah. -I know these stories teach messages about being brave, listening, and making good choices. -I know Muslim children also have special stories that help them learn how to live. 	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> -I know Sikh people learn from Guru Nanak to be kind, share, and treat everyone fairly. -I know some Hindu families worship at home or in a Mandir. -I know Hindu stories, like Rama and Sita -I know the story of the The Pearls and the Crow -I know different religions have special stories, and some messages are the same, like being kind and doing the right thing.
<p>Vocabulary</p> <p>God, Christian, Bible, Adam, Eve, Creation, Jesus, Church</p>	<p>Vocabulary</p> <p>Christian, Jesus, Bible, God, Christmas, Incarnation, gift, wise men, birthday, nativity, miracle</p>	<p>Vocabulary</p> <p>Christian, Jesus, Bible, New Testament, friend, kindness, love, forgive, help, miracle, parable</p>	<p>Vocabulary</p> <p>Jesus, cross, symbol, Easter, Palm Sunday, Good Friday, Easter Sunday, Resurrection,</p>	<p>Vocabulary</p> <p>Story, special, Jewish, Judaism, Muslim, Islam, David & Goliath, Jonah, brave, choice, message, same, different, respect</p>	<p>Vocabulary</p> <p>Sikh, Sikhism, Guru Nanak, Hindu, Hinduism, Mandir, worship, Rama & Sita, Diwali,</p>

<p>Year 1 & 2</p>	<p>Key Question Creation Who made the world?</p> 	<p>Key Question Universal How should we care for others & the world & why does it matter?</p> 	<p>Key Question Humanism What is Humanism?</p> 	<p>risen, Easter Garden, tomb, celebrate</p> <p>Key Question Salvation What does Easter matter to Christians? <i>Digging Deeper</i></p> 	<p>Key Question Islam Who is Muslim and what do they believe? Part 1</p> 	<p>Key Question Islam Who is Muslim and what do they believe? Part 2</p> 
<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. What relates to creation on the Big Frieze? 2. What happens in the Christian Creation story? 3. What does the creation story tell Christians about God, creation and the world? 4. How do some Christians say thank you to God for the creation? 5. How do some Christians say thank you to God at Harvest time? 6. Who made the world? 	<p>Learning Objective</p> <ol style="list-style-type: none"> 1. Should we care for everyone? 2. What do Christians believe about caring for people? 3. What do some religions say about caring for other people? 4. How have some people shown they cared? How is the golden rule an encouragement to care? 5. What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world? 6. How should we care for others and the world? 	<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. What do Humanists believe about people and the natural world? 2. How do stories help people to understand these ideas and pass them on to others? 3. What do Humanists think is special about humans? 4. What is important about belonging for Humanists? 5. How and why are celebrations important to Humanism? 6. Do Humanists have a special symbol and why do they need it? 	<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. To explore salvation on the Big Frieze 2. Why does Easter matter to Christians? 3. What is sin and why do Christians call Jesus 'Saviour'? 4. How do some Christians celebrate Jesus as a saviour at Easter? 5. What does the Easter story help Christians know how to live? 6. How is Easter about forgiveness and why is forgiveness important to Christians? 	<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. What do we think about God? 2. What is the Qur'an? 3. Who was the Prophet Muhammad, and why is he important to Muslims? 4. What stories of the Prophets do Muslims love to tell? Part 1 5. What stories of the Prophets do Muslims love to tell? Part 2 6. What makes a place or an object special to us? And to Muslims? 	<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. What is a mosque, and what happens in a mosque? 2. How and why do Muslims pray and worship at a mosque? 3. Are there mosques near where I live and what can we find out? 4. What can we learn from Muslim holy words? 5. What happens at the celebration of Eid-ul-Fitr, and why? 6. Who is a Muslim, and what do they believe? 	
<p>Disciplinary Knowledge</p> <p>Identify that the Creation story comes from the beginning of the Bible. Describe what Christians believe happened when the world was created. Recognise links between beliefs and actions.</p>	<p>Disciplinary Knowledge</p> <p>Recognise that different religions teach people to care for others and the world. Describe that Christians believe about caring for others with love and kindness. Begin to understand that beliefs influence how people behave.</p>	<p>Disciplinary Knowledge</p> <p>Recognise that Humanism is a non-religious worldview. Describe what Humanists believe about people and the natural world. Compare Humanist ideas with religious beliefs studied.</p>	<p>Disciplinary Knowledge</p> <p>Recognise that Easter is a key Christian festival. Describe what Christians believe happened to Jesus at Easter. Suggest what the Easter story teaches about forgiveness, love and sacrifice.</p>	<p>Disciplinary Knowledge</p> <p>Recognise that Islam is a religion followed by Muslims. Recognise that the Qur'an is a holy book for Muslims. Retell simple stories about the Prophet Muhammad and other prophets.</p>	<p>Disciplinary Knowledge</p> <p>Describe what happens in a mosque and during prayer. Recognise similarities and differences between Islam and other religions studied. Compare our own ideas with Muslim beliefs and practices..</p>	
<p>Substantive Knowledge</p> <p>-I know that God created the universe. -I know that The Earth and everything in it are important to God.</p>	<p>Substantive Knowledge</p> <p>-I know that many religions teach that all people should be cared for.</p>	<p>Substantive Knowledge</p> <p>-I know that Humanism is a way of thinking about the world without belief in a god.</p>	<p>Substantive Knowledge</p> <p>-I know that Easter is very important in the 'big story' of the Bible. -I know that Jesus showed he is willing to forgive all people,</p>	<p>Substantive Knowledge</p> <p>- I know that Islam is a religion and Muslims are people who follow Islam. - I know that Muslims believe in one God, called Allah.</p>	<p>Substantive Knowledge</p> <p>-I know that a mosque is a special place where Muslims pray and worship.</p>	

	<p>-I know that God has a unique relationship with human beings as their Creator and Sustainer. -I know that Humans should care for the world because it belongs to God.</p>	<p>-I know that the Golden Rule encourages people to treat others kindly. -I know that many religious people believe the world should be cared for because it is special or created by God.</p>	<p>-I know that Humanists believe people should be kind, fair and care for others. -I know that belonging can come from groups, shared values and relationships.</p>	<p>even for putting him on a cross. -I know that Christians believe Jesus builds a bridge between God and humans. -I know that Christians believe Jesus rose again, giving people hope of a new life.</p>	<p>- I know that the Qur'an is the holy book of Islam. -I know that the Prophet Muhammad is important to Muslims as the final prophet.</p>	<p>-I know that Muslims pray regularly as part of their faith. -I know that Eid al-Fitr is a special celebration for Muslims.</p>
	<p>Vocabulary Creation, creator, creative, universe, world, sustainer, thankful, harvest, Old Testament, Genesis, Bible</p>	<p>Vocabulary Christian, love, neighbour, parable, Jewish, torah, mitzvah, Golden Rule, fairness, community, environment, protect, creation, compassion, justice, equality.</p>	<p>Vocabulary Humanism, humanist, worldview, belief, reason, science, evidence, choice, kindness, fairness, respect, responsibility, belonging, community, values, celebration, Happy Human.</p>	<p>Vocabulary Salvation, rescue, Easter, God, Jesus, tomb, cross, resurrection, church, Good Friday, Easter Sunday, donkey, disciples, tomb, resurrection, crucified, guards, garden of Gethsemane, soldiers, last supper, Holy Week, new life, forgiveness, sin,</p>	<p>Vocabulary Islam, Muslim, Allah, belief, Qur'an, prophet, Prophet Muhammad, respect, special, belonging.</p>	<p>Vocabulary Mosque, prayer, worship, imam, Eid al-Fitr, Ramadan, fasting, celebration, compassion, guidance, devotion.</p>

<p>Year 3 & 4</p>	<p>Key Question Creation What do Christians learn from the Creation Story? </p>	<p>Key Question Incarnation Was Jesus the Messiah? <i>core</i> </p>	<p>Key Question Gospel What kind of a world did Jesus want? </p>	<p>Key Question Salvation Why do Christians call the day Jesus dies 'Good Friday'? <i>Core/digging deeper</i> </p>	<p>Key Question Hinduism What does it mean to be a Hindu in Britain today? Part 1 </p>	<p>Key Question Hinduism What does it mean to be a Hindu in Britain today? Part 2 </p>
	<p>Learning Objectives 1. What questions do you have about Creation on The Big Frieze? 2. What might Christians learn from the creation story in Genesis 1? 3. How do Christians follow God's instructions in Genesis 1 to be good stewards of the earth? 4. What can I learn from the creation story? Why is it important to look after the world and each other? 5. What does the story of Adam and Eve show us about human nature and how to act? 6. How and why do Christians pray to God, say sorry, forgive and ask for forgiveness</p>	<p>Learning Objectives 1. What questions do you have about incarnation from the Big Frieze 2. How does the concept of Incarnation and the idea of a Messiah fit within the 'big story' of the Bible? 3. How do the stories about Jesus in the Gospels show Christians that he was the Saviour promised in the Old Testament? 4. How do some Christians put their beliefs about Jesus' Incarnation into practice in different ways when celebrating Christmas? 5. How do some Christians bring peace, good news, and show Jesus' love to others at Christmas?</p>	<p>Learning Objectives 1. what does the Big Frieze tell us about the Christian concept of Gospel meaning 'good news'? 2. What can the story of the call of the first disciples teach us about how Christians follow Jesus? 3. What challenge does Jesus give people about how to treat others? 4. How do Jesus' actions and stories show Christians how to treat others? 5. How do Christians today try to create a world that Jesus would want? 6. What kind of world do Christian people believe Jesus wants?</p>	<p>Learning Objectives 1. 2. What does the Bible say about Palm Sunday? 3. What is Hosanna Day and how do Ethiopian Christians celebrate Palm Sunda? 4. What is remembered in Holy Week? 5. How do some Christian people celebrate Holy Week? 6. How does the meaning of the cross in Ethiopian churches help me to understand why 'Good Friday' is called good?</p>	<p>Learning Objectives 1. What do Hindus believe? 2. What is the sacred text and who are their important deities? 3. How do Hindus express their faith in the home? 4. What is the Aarti ceremony? 5. How do Hindus express their faith in the wider community? 6. What are the 4 aims?</p>	<p>Learning Objectives 1. What is the Hindu idea of karma? 2. How do Hindu deities help Hindus achieve moral aims? 3. What are moral aims for others and moral aims for self? (Karma and Dharma) 4. What do Hindu moral teachings look like in action? 5. How do Hindus show their traditions? 6. What is it like to be a Hindu today?</p>

	6. How important is the idea that Jesus is the Messiah — a Saviour from God — in the world today?				
Disciplinary Knowledge I can discuss the meaning of the creation story and what we can learn from it. I can offer suggestions about how the stories say Christians should behave. I can offer reasons why Christians pray.	Disciplinary Knowledge I can discuss the meaning of incarnation and how it fits within Christianity. I can make links to the Gospels and how they show Jesus was the promised saviour. I can describe how Christians put beliefs about incarnation into practice. I can share my ideas about how Christians show love and peace, linking it to celebrations. I can discuss why incarnation is important for Christians today.	Disciplinary Knowledge I can discuss the Christian concept of ‘good news’. I can share my ideas about how Christian follow Jesus. I can use stories to show how Christians should treat each other. I can explain how Christians today try to create a world Jesus would want. I can explain what Christians believe Jesus would want for the world today.	Disciplinary Knowledge I can discuss the meaning of salvation. I can discuss the meaning of Palm Sunday and explain how it is celebrated. I can describe what Holy week is and how it is celebrated. I can explain my understanding of why Good Friday is named as such.	Disciplinary Knowledge I can make connections with some Hindu beliefs and teachings about aims and duties in life. I can describe some ways in which Hindus express their faith through puja, aarti and bhajans at home and in the community. I can discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including ourselves, help others.	Disciplinary Knowledge I can discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including ourselves, help others.
Substantive Knowledge -God the Creator cares for the creation, including human beings. As human beings are part of God’s good creation, they do best when they listen to God. -I know that The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments). -I know that Many Christians believe God made our wonderful world and so we should look after it. - I know that The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called ‘the Fall’). This means that humans cannot get close to God without God’s help.	Substantive Knowledge -I know that Jesus was Jewish. - I know that Christians believe Jesus is God in the flesh. - I know that they believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. - I know that the Old Testament talks about a ‘rescuer’ or ‘anointed one’ - I know that a messiah. Some texts talk about what this ‘messiah’ would be like. - I know that Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) - I know that Christians see Jesus as their saviour.	Substantive Knowledge -I know that Many Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. -I know that Many Christians believe Jesus shows love and forgiveness to unlikely people. - I know that Many Christians try to be like Jesus — they want to know him better and better. -I know that Many Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.	Substantive Knowledge -I know that Christians see Holy Week as the culmination of Jesus’ earthly life, leading to his death and resurrection. -I know that the various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. -I know that Christians today trust that Jesus really did rise from the dead, and so is still alive today. - I know that many Christians remember and celebrate Jesus’ last week, death and resurrection	Substantive Knowledge -I know Hindu beliefs about God. -I know about how Hindus worship god at home and in the community. -I know how different aspects of puja reflect Hindu beliefs. -I know the 4 aims and that they are important to Hindus in order to achieve Moksha.	Substantive Knowledge -I know the significance of different Hindu festivals and celebrations. -I know how Hindus show helping others. - I know the spiritual meaning of the moral aims and why they are important. -I know that other people’s beliefs are different to my own. - I know what it is like to be a Hindu today and can relate it to my own experience.

	<p>-I know that The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short.</p> <p>- I know that Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.</p>					
	<p>Vocabulary God, creation, fall, Genesis, create, creator, stewardship, forgiveness, commandments, temptation, punishment, caretaker</p>	<p>Vocabulary God, Jesus, Messiah, prophet, prophecy, anoint, anointed, fulfil, fulfilment, fulfilled, save, saviour, rescue, rescuer</p>	<p>Vocabulary God, gospel, justice, social justice, responsibility, kingdom of God, fairness, inclusion</p>	<p>Vocabulary God, Jesus, salvation, Holy Week, resurrection, joy, hope, sadness, despair, cross, forgiveness</p>	<p>Vocabulary Aarti, Bhajans, Deities, Murti, Puja, Mandir, Diva lamp, Dharma, Kama, Moksha, Artha, reincarnation.</p>	<p>Vocabulary Duty, Ghandi, Diwali, Holi, Karma, Dharma, Kama, Moksha, Artha, reincarnation.</p>
<p>Year 5 & 6</p>	<p>Key Question Creation Creation & Science: conflicting or complimentary?</p> 	<p>Key Question Gospel What would Jesus do</p> 	<p>Key Question Islam What does it mean to be a Muslim In Britain today? Part 1</p> 	<p>Key Question Islam What does it mean to be a Muslim in Britain today? Part 2</p> 	<p>Key Question Universal What can be done to reduce racism? Can religion help?</p> 	<p>Key Question Kingdom of God What kind of King is Jesus?</p> 
	<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. To make a link between the Big Frieze panel, the unit concept and the big question 2. What do Christians believe about how the world was created? 3. How can the Christian creation story be interpreted in different ways? 4. How might different Christians interpret Genesis 1? 5. How do Christians celebrate God as a creator? 6. Creation and Science: Conflicting or complimentary? 	<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Where does the Gospel fit in the Big Frieze and what is the 'good news' for Christians? 2. What kind of world did Jesus want and how do we know? 3. What do Jesus' parables teach about how people should live? 4. What do Jesus' actions show about his message? 5. How do Christians try to follow Jesus' teachings today? 6. What would Jesus do? What do I think about Jesus' teachings? 	<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. What helps Muslims through the journey of life? 2. What is the key belief of Muslims? How does this affect their life? 3. Why does prayer matter to Muslims? 4. How is charity important to Muslims? 5. Why do Muslims fast? 	<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Why do Muslims want to go on pilgrimage? 2. Where do Muslims get advice and guidance from? 3. What is a special place for Muslims? 4. Can you think of similar commitments to the five pillars in your life? 	<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. What is racism and how might it affect people's lives today? 2. What do Christians teach about how we should treat others? 3. What does it mean to believe that all people are made in the image of God? 4. How have Christians responded to racism in the past and today? 5. Can religious beliefs help people to challenge racism and promote equality? 6. What can we do to reduce racism in our school and wider community? 	<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. What does the word "king" mean and what do people expect a king to be like? Big Frieze. 2. What do the Gospels say about what kind of king Jesus is? 3. How did Jesus show a different kind of power or authority? 4. What do parables teach about the Kingdom of God? 5. Why did some people accept Jesus as king and others reject him? 6. What kind of king do Christians believe Jesus is, and what difference does this make today?

<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> -I can make links between the Big Frieze, the unit concept (Creation), and the big question. -I can describe in detail what Christians believe about how the world was created using evidence from the Bible. -I can interpret the Christian creation story in different ways (e.g. literal and non-literal). -I can compare how different Christians might understand Genesis 1. -I can explain how beliefs about God as creator are shown in Christian worship and celebrations. -I can give my own opinion about creation and science and explain my reasoning. 	<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> -I can explain what the Gospel is and why it is important to Christians. -I can interpret parables and explain what they might mean. -I can use stories from the Bible to explain Jesus’ teachings. -I can describe in my own words what Jesus’ actions show about his message. -I can make connections between what Jesus taught and how Christians live today. -I can use evidence from the Bible to support my ideas. -I can ask and answer questions about how people should live. -I can give my own opinion about “What would Jesus do?” and explain my reasoning. 	<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> -Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad -Make connections between the key functions of the mosque and the beliefs of Muslims -Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils 	<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> -Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad -Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils -Make connections between the key functions of the mosque and the beliefs of Muslims 	<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> -I can explain what racism is and give examples of how it might affect people. -I can describe what Christians believe about equality and supporting others. -I can use Bible stories or teachings to explain Christian views about how people should be treated. -I can make links between Christian beliefs (e.g. Imago Dei, love your neighbour) and actions to reduce racism. -I can ask thoughtful questions about whether religion can help reduce racism. -I can give my own reasoned opinion about how racism can be challenged, using ideas from Christianity and my own views 	<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> -I can describe what a king is and compare this with how Jesus is presented. -I can use Gospel stories to explain what kind of king Jesus is. -I can interpret parables and explain what they teach about the Kingdom of God. -I can make links between Jesus’ actions and Christian beliefs about leadership and power. -I can explain why different people responded differently to Jesus. -I can ask questions and give reasons about whether Jesus is a different kind of king. -I can give my own view about what kind of leader Jesus is and support it with evidence.
<p>Substantive Knowledge</p> <ul style="list-style-type: none"> -I know that there is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. - I know that these debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts? - I know that there are many scientists throughout history and now who are Christians. -I know that the discoveries of science make Christians wonder even more about the power and majesty of the Creator. 	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> -I know that the Gospel means “good news” and is about Jesus’ life and teachings. -I know that Christians believe Jesus brought good news about the Kingdom of God. -I know that Jesus taught people how to live through parables. -I know examples of parables (e.g. Good Samaritan, Prodigal Son). -I know that Jesus’ actions (e.g. miracles, helping others) show love, compassion, and forgiveness. -I know that Christians believe Jesus showed how people should treat others. -I know that Christians try to follow Jesus’ teachings in their daily lives. 	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> -I know that Islam is a religion followed by Muslims who believe in one God, Allah. -I know that Muslims are guided through life by the Qur’an and the teachings of the Prophet Muhammad. -I know that the key belief in Islam is Tawhid (the oneness of God). -I know that the Five Pillars of Islam are important acts of worship that guide Muslim life. -I know that charity is important because Muslims believe in fairness, compassion, and helping others. 	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> -I know that Hajj is a pilgrimage to Makkah (Mecca). -I know that Hajj is one of the Five Pillars of Islam. -I know that pilgrimage helps Muslims show devotion to Allah and follow the example of the Prophet Muhammad. -I know that a mosque is a special place of worship where Muslims pray, learn, and gather as a community. - I know that Muslims show commitment to their faith through prayer, charity, fasting, pilgrimage, and belief. 	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> -I know what racism is and that it is treating people unfairly because of race or ethnicity. -I know that Christians believe all people are made in the image of God (Imago Dei). -I know that the Bible teaches Christians to “love your neighbour” and treat others as they would like to be treated. -I know that Jesus showed kindness and respect to people who were treated unfairly (e.g. outsiders). -I know that many Christians believe racism is wrong because it goes against God’s teachings about love and equality. -I know that some Christians have worked to challenge racism and promote equality in society. 	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> -I know that a king is usually someone with power, authority and leadership. -I know that Christians believe Jesus is a king, but not like a typical earthly king. -I know that the Gospels describe Jesus as a king who serves others rather than rules with force. -I know that Jesus showed humility, compassion and forgiveness in his actions. -I know that the Kingdom of God is not a place but a way of living under God’s rule. -I know that parables are stories Jesus told to explain what the Kingdom of God is like. -I know that some people believed Jesus was the promised king (Messiah), while others rejected him. -I know that Christians today believe Jesus is a king who influences how they live their lives.

	<p>Vocabulary God, creation, Genesis, creator, science, scientist, complement, conflict, majesty, poetic, interpretation</p>	<p>Vocabulary Gospel, Good news, Jesus, Kingdom of God, Parable, Samaritan, Prodigal, Miracle, Compassion Forgiveness, Neighbour, Worship, Prayer, Service, Charity, Community Belief</p>	<p>Vocabulary Islam, Muslim, Allah, Tawhid, Qur'an, Prophet Muhammad, Messenger, Revelation, Five Pillars, Shahadah, Salah, Zakah, Sawm, Ramadan, Hajj, Mosque, Prayer mat, Charity Fasting, Submission, Pilgrimage</p>	<p>Vocabulary Islam, Muslim, Allah, Tawhid, Qur'an, Prophet Muhammad, Messenger, Revelation, Five Pillars, Shahadah, Salah, Zakah, Sawm, Ramadan, Hajj, Mosque, Prayer mat, Charity Fasting, Submission, Pilgrimage</p>	<p>Vocabulary Racism, Discrimination, Equality, Diversity, Inclusion, Prejudice, Bible, God, Imago Dei, Justice Compassion, Community, Respect, Fairness, Courage, Influence, Ethnicity, Stereotype, Dignity</p>	<p>Vocabulary Kingdom, Jesus, Gospel, Parable, Authority, Power Servant, Humble, Compassion, Forgiveness, Messiah, Saviour, Disciple, Justice, Peace, Love</p>
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