

Religious Education



What have we learnt about religion and what have we learnt from religion?

	Autumn		Spring		Summer	
Reception	Explore the Hindu festival Diwali.		Learn about the meaning of Easter.		Explain some similarities and differences between life in this country and life in other countries	
	Why is the word 'God' so important to Christians?	Why do Christians perform Nativity Plays at Christmas?	Why do Christians put a cross in an Easter garden?	Being Special: where do we belong?	What places are special and why?	What times/stories are special and why?
Year 1	1.1 Who do Christians say made the world?	1.3 Why does Christmas matter to Christians?	1.8 What makes some places sacred to believers?	1.5 Why does Easter matter to Christians?	1.7 Who is Jewish and how do they live? (1 term's study)	
Year 2	1.1 What do Christians believe God is like?	1.10 What does it mean to belong to a faith community?	1.9 How should we care for the world and for others, and why does it matter?	1.4 What is the 'good news'?	1.6 Who is a Muslim and how do they live? (1 term's study)	
Year 3	L2.1 What do Christians learn from the Creation Story?	L2.3 What is the Trinity and why is it important to Christians?	L2.7 What do Hindus believe God is like?	L2.5 Why do Christians call the day Jesus died, 'Good Friday'?	L2.9 How do festivals and worship show what matters to Muslims?	L2.12 How and why do people try to make the world a better place? (Christians, Muslims, non-religious)
Year 4	L2.2 What is it like for someone to follow God?	L2.8 What does it mean to be a Hindu in Britain today?	L2.4 What kind of world did Jesus want?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.6 For Christians, what was the impact of Pentecost?	L2.11 How and why do people mark the significant events of life? (Christians, Hindus, Muslims, non-religious)
Year 5	U2.4 How do Christians decide how to live? 'What would Jesus do?'	U2.8 What does it mean to be a Muslim in Britain today?	U2.9 Why is the Torah important to Jewish people?	U2.5 What do Christians believe Jesus did to 'save' people?	U2.11 Why do some people believe in God and others don't?	U2.12 How does faith help people when life gets hard?
Year 6	U2.1 What does it mean for Christians to believe that God is holy and loving?	U2.2 Creation and science: conflicting or complementary?	U2.3 Why do Christians believe that Jesus is the Messiah?	U2.6 For Christians, what kind of king was Jesus?	U2.7 Why do Hindus try to be good?	U2.10 What matters most to Humanists and Christians?

















GOLDEN THREADS FOR Religious Education





	God	Creation / Fall	People of God	Incarnation	Gospel	Salvation	Kingdom of God
EYFS		Why is the word "God" so important to Christians?		Why do Christians perform nativity plays at Christmas?		Why do Christians put a cross in an Easter garden?	
Year 1		Who do Christians say made the world?		Why does Christmas matter to Christians?		Why does Easter matter to Christians?	
Year 2	What do Christians believe God is like?				What is the Good News?		
Year 3		What do Christians learn from the creation story?		What is the trinity and why is it important to Christians?		Why do Christians call the day Jesus died as "Good Friday"?	
Year 4			What is it like for someone to follow God?		What kind of world did Jesus want?		For Christians, what was the impact of Pentecost?
Year 5					How do Christians decide how to live? What would Jesus do?	What do Christians believe Jesus did to "save" people?	
Year 6	What does it mean for Christians to believe that God is holy and loving?	Creation and science: conflicting or complementary?		Why do Christians believe that Jesus is the Messiah?			For Christians, what kind of king was Jesus?

EYFS – Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Me and My family	Light Up The Sky	Starry Night	Perranporth My Home	Sunshine and Sunflowers	Who lives in a rockpool
Questions to Ask	Why do Christians perform Nativity Plays at Christmas?	Why do Christians put a cross in an Easter garden?	Being Special: where do we belong?	What places are special and why?	What times/stories are special and why?	Why do Christians perform Nativity Plays at Christmas?
End points	I can talk about what people do to mess up the world and what they do to look after it.	I can say what makes my family and friends special.	I can share and occasions when things have happened in my life that made me feel special	I can talk about ideas of new life in nature	I can talk about a place that is special to me and explain why	I can identify some of my own feelings in the stories I hear
Overview	Retell stories, talking about what they say about the world, God, human beings. Talk about what people do to mess up the world and what they do to look after it.	Recall simply what happens at a traditional Christian festival (Christmas). Say what makes their family and friends special to them.	Talk about some ways Christians remember these stories at Easter. Talk about ideas of new life in nature.	Retell religious stories making connections with personal experiences. Recall simply what happens at a traditional Christian infant baptism and dedication.	Recognise that some religious people have places which have special meaning for them. Talk about the things that are special and valued in a place of worship. Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.	Identify a sacred text e.g., Bible, Torah Identify some of their own feelings in the stories they hear.
Vocabulary	Bible creation God pray sing	Carols Christmas Christians Jesus Joseph	celebrate church cross Easter festival	belong Christian Hindu Muslim special	Church Mosque	Bible Christians Jews Muslims special
Critical knowledge, skills and understanding	Understand that Christians believe that God created the Earth.	Understand that Christians believe that Jesus was a special baby because he came from God.	Children can re-tell the story of Easter.	Re-tell religious stories. Can make connections with personal experiences and share and record occasions when things have happened in their	Can begin to recognise that for Christians, Muslims or Jews, these special places link to beliefs about God.	Can talk about some religious stories. Recognise some religious words, e.g. about God.
Make sense of belief			Understand why a palm cross is special to Christians.			
Understand the impact	Understand that the word God is important to Christians and should not be used with a negative connotation.	Understand that Christians say Jesus was. God who came to			Recognise that some religious people have places which have	Can identify a sacred text e.g. Bible, Torah. Can talk about some of
Make connections						

	<p>Understand that the Earth, and everything on it, needs to be cared for.</p>	<p>be with us on Earth as the friend and rescuer of human beings.</p> <p>Pupils understand that the Nativity story comes from the Bible and will connect with a different perspective from what they might learn at home.</p>	<p>Understand that for Christians, Easter is the most important festival of the year.</p>	<p>lives that made them feel special.</p> <p>Can recall simply what happens at a traditional Christian infant baptism and dedication.</p> <p>Can recall simply what happens when a baby is welcomed into a religion other than Christianity.</p>	<p>special meaning for them. Can talk about the things that are special and valued in a place of Worship.</p> <p>Can talk about somewhere that is special to themselves, saying why. Begin to get to know and use appropriate words to talk about their thoughts and feelings when visiting a church (or other place of worship). Express a personal response to the natural world.</p>	<p>the things these stories teach believers.</p> <p>Can identify some of their own feelings in the stories they hear.</p>
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Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic name	The Toybox	Perranporth my home	Animal Magic	Healey's history	Sunshine and Sunflowers	Dairy farming Devon
Enquiry Question	1.1 Who do Christians say made the world?	1.3 Why does Christmas matter to Christians?	1.8 What makes some places sacred to believers?	1.5 Why does Easter matter to Christians?	1.7 Who is Jewish and how do they live? (1 term's study)	
Enhancements		World Religion Day		St Piran's Day		
End points	I can think, talk and ask questions about living in this amazing world.	I can think, talk and ask questions about the meaning of Christmas for Christians and non-Christians.	I can talk about what makes places special to people and what is the difference between religious and non-religious places	I can think, talk and ask questions about whether the story of Easter only has something to say to Christians	I can talk about what I think is good about reflecting, thanking, praising and remembering for Jewish people.	
Builds On	Why is the word "God" so important to Christians?	Why do Christians perform nativity plays at Christmas?		Why do Christians put a cross in an Easter garden?		

Memory master	As a whole class, mind map what Christians believe God is like.	Label a Nativity scene with names and speech bubbles.	Draw examples of how people look after each other and our world.	Retell the Easter story and discuss why it is an important festival for Christians.	Class mind map about Jewish and Christian celebrations.	
	Key words		<p>  Creation: To bring somebody or something into existence. Many people say that God made the world. </p> <p>  Genesis: The first book of the Bible which tells the story of how God created the world Christian: Christians are people who believe that Jesus Christ is the Son of God, and who follow his teachings and those of the Christian churches that grew up after his death. </p> <p>  Jew: A Jew is someone who follows the teachings of the religion "Judaism" Judaism: Judaism is the oldest of the world's four biggest monotheistic religions (religions with only one god). It's also the smallest, with only about 12 million followers around the world. </p> <p>  Prayers: A prayer is when you talk to God. Christians prayer to God to tell Him how much they love Him; to say sorry for something they have done wrong, to ask for help or to thank God for something. </p>	<p>  Christmas: The time when Christians celebrate the birth of Jesus </p> <p>  Christians: People who believe in the teachings of The Bible </p> <p>  Nativity: A picture, carving or model representing Jesus' birth </p> <p>  </p>	<p>  Church: A building for Christians to worship God </p> <p>  Mosque: A building for Muslims to worship in </p> <p>  Synagogue: A building for Jews to worship God </p> <p>  Worship: To honour or respect (someone or something) as a god. </p> <p>  Sacred: Something is sacred when it is connected to God. </p>	<p>  Bible: The Bible is a collection of 66 books that are special to Christians. </p> <p>  Easter: Easter is the most important festival in the Christian calendar. It celebrates Jesus rising from the dead, three days after he was crucified. </p> <p>  Holy week: Holy Week is the last week of Jesus's life. This is the week before Easter Sunday. </p>

		<p>Gospel: Good news</p>  <p>Bethlehem: The village where Jesus was born</p>  <p>Advent: The time that Christians prepare for Christmas</p>		 <p>Good Friday: Good Friday is the Friday before Easter Sunday. It commemorates the execution of Jesus by crucifixion.</p>  <p>Salvation: Salvation means being rescued by God from our wrongdoing.</p>	<p>Mezuzah: In Hebrew, the word <i>mezuzah</i> actually means "doorpost". The <i>mezuzah</i> as it is known is actually a piece of parchment, called a <i>klaf</i>, with specific verses from the Torah that is then placed inside a <i>mezuzah case</i>, which is then affixed to the doorposts of a Jewish home.</p>
<p>Vocabulary</p>	<p>Creation, Genesis, Christian, Jew Judaism, Praise, Prayers, World, universe</p>	<p>Christmas, Christians, Nativity, Incarnation, Gospel, Bethlehem, Advent</p>	<p>Church, alter, cross, crucifix, font, lantern, stations of the cross, baptismal pool</p> <p>Mosque, wudu, prayer mat, prayer beads, minbar, mihrab, muezzin</p> <p>Synagogue, ark, Ner Tamid, Torah Scroll, tzitzit, tefillin, tallit, kippah, chanukiah, bimah</p> <p>Worship</p> <p>Sacred</p> <p>Holy</p>	<p>Easter, Christians, Salvation, Holy Week, Bible, Resurrection, Worship, Jerusalem, Crucifixion, Crucify, Palm Sunday, Good Friday, Easter Sunday</p>	<p>Jew, Jewish, Torah, Synagogue, Shema, Chanukah, Shabbat, Sukkot Mezuzah, Kosher, Challah bread</p>

Key concepts	Creation / fall	Incarnation		Salvation	
<p>Critical knowledge, skills and understanding</p> <p>Make sense of belief</p> <p>Understand the impact</p> <p>Make connections</p>	<p>Retell the story of creation from Genesis 1:1–2:3 simply. Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible. Say what the story tells Christians about God, Creation and the world.</p> <p>Give at least one example of what Christians do to say ‘thank you’ to God for Creation.</p> <p>Think, talk and ask questions about living in an amazing world. Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.</p>	<p>Recognise that stories of Jesus’ life come from the Gospels. Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians.</p> <p>Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas.</p> <p>Think, talk and ask questions about Christmas for people who are Christian and for people who are not. Decide what they personally have to be thankful for, giving a reason for their ideas</p>	<p>Recognise that there are special places where people go to worship and talk about what people do there. Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean. Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.</p> <p>Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe. Give simple examples of how people worship at a church, mosque or synagogue. Talk about why some people like to belong to a sacred building or a community.</p> <p>Think, talk and ask questions about whether Jesus’ ‘good news’ is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.</p>	<p>Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</p> <p>Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter.</p> <p>Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.</p>	<p>Recognise the words of the Shema as a Jewish prayer. Retell simply some stories used in Jewish celebrations (e.g. Chanukah). Give examples of how the stories used in celebrations. (e.g. Shabbat, Chanukah) remind Jews about what God is like.</p> <p>Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah). Make links between Jewish ideas of God found in the stories and how people live. Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat).</p> <p>Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas. Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</p>

<p>Planning</p>	<p>Who do Christians say made the world?</p> <p>Lesson 1 I can Retell the story of creation from Genesis 1:1–2.3 simply and recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible.</p> <p>Lesson 2 LO – I can say what the story tells Christians about God, Creation and the world and give at least one example of what Christians do to say thank you to God for the Creation</p> <p>Lesson 3 LO – I can give at least one example of what Christians do to say thank you to God for the Creation</p> <p>Lesson 4 I can think, talk and ask questions about living in an amazing world</p> <p>Lesson 5 I can think, talk and ask questions about living in an amazing world</p> <p>Lesson 6 I can think, talk and ask questions about living in an amazing world (assessment task)</p>	<p>Why does Christmas matter to Christians?</p> <p>Lesson 1 Lo – I can give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians.</p> <p>Lesson 2 I can give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</p> <p>Lesson 3 LO – I can decide what they personally have to be thankful for at Christmas time.</p> <p>Lesson 4 LO – I can tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is ‘God on Earth’.</p> <p>Lesson 5 Lo – I can give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas</p> <p>Lesson 6 LO – I can think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous. (Assessment Lesson)</p>	<p>What makes some places sacred to believers?</p> <p>Lesson 1 LO – I can recognise there are special places where people go to worship, and talk about what people do there</p> <p>Lesson 2 LO – I can recognise that there are special places where people go to worship, and talk about what people do there</p> <p>Lesson 3 LO – I can identify objects used in worship</p> <p>Lesson 4 LO – I can give examples of how people worship in a synagogue</p> <p>Lesson 5 LO – I can give examples of how people worship in a mosque</p> <p>Lesson 6 LO – I can talk about what makes some places special to people, and what the difference is between religious and non-religious special places</p>	<p>Why does Easter matter to Christians?</p> <p>Lesson 1 I can tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</p> <p>Lesson 2 LO – I can think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas. to each part of the story?</p> <p>Lesson 3 LO – I can Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter.</p> <p>Lesson 4 I can tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</p>	<p>Who is Jewish and how do they live? (1 term’s study)</p> <p>Lesson 1 LO – I can make links between Jewish ideas of God and how people live</p> <p>Lesson 2 LO – I can make links between Jewish ideas of God and how people live</p> <p>Lesson 3 LO – I can give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</p> <p>Lesson 4 LO - Give examples of how the stories used in celebrations remind Jews about what God is like. (e.g. on Shabbat)</p> <p>Lesson 5 LO - Give an example of how some Jewish people might remember God in different ways (e.g. on Shabbat) evening).</p> <p>Lesson 6 LO - Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to me too.</p> <p>Lesson 7 LO – I can re-tell simply some stories used in Jewish celebrations</p> <p>Lesson 8 LO – I can make links between Jewish ideas of God found in the stories and how people live</p> <p>Lesson 9 LO – I can talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas</p> <p>Lesson 10 LO – I can re-tell simply some stories used in Jewish celebrations (e.g. Chanukah)</p>
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				<p>Lesson 5 LO – Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas.</p> <p>Lesson 6 LO – Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas.</p>	<p>Lesson 11 LO – I can give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</p> <p>Lesson 12 LO – I can give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to me too</p>
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Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic name	Mary Anning rocks!	Marvellous maps	All creatures great and small	What's the weather?	Oh I do like to be beside the seaside	Safari
Enquiry Question	1.1 What do Christians believe God is like?	1.10 What does it mean to belong to a faith community?	1.9 How should we care for the world and for others, and why does it matter?	1.4 What is the 'good news'?	1.6 Who is a Muslim and how do they live? (1 term's study)	
Enhancements		World Religion Day		St Piran's Day		
End points	I can think, talk and ask questions about what the story of the "Lost Son" tells me about myself.	I can talk about what I think is good about being in a community	I can give reasons why everyone (religious and non-religious) should care for others and look after the natural world	I can think, talk and ask questions about whether Jesus' "Good News" is only good news for Christians	I can talk about why I think it is good for a Muslim to pray and whether prayer and explain what respect, celebration and self-control have something to say to me,	
Builds On						
Memory master	Class mind map – who made the world?	Class discussion- how do people worship?	Class mind map about Jewish and Christian celebrations	Discuss the meaning of salvation.	Knowledge Organiser Quiz	

Key words



Christian: Christians are **people who believe that Jesus Christ is the Son of God, and who**

follow his teachings and those of the Christian churches that grew up after his death.



Prayers: A prayer is when you talk to God. Christians prayer to

God to tell Him how much they love Him; to say sorry for something they have done wrong, to ask for help or to thank God for



something.

Parable : A simple story with a meaning or lesson to be learned



Bible: The Bible is an important book to both Jews and

Christians. However, the Bible of Judaism is different from the Bible of Christianity, even though they include some of the same writings. The books of the Bible were written by many different authors over many hundreds of years.

God: Creator and ruler of the universe.

Worship: To honour or respect (someone or something) as a god.

People show this respect and love for God or for a god especially by praying, having religious services, etc.



Faith: A complete trust or confidence in something

Community: A group of people who live in the same place



Jew: A Jew is someone who follows the teachings of the religion "Judaism"



Muslim: A person who follows the teaching of

Islam



Christians: People who believe in the teachings of

The Bible



Ceremony: A formal religious or public occasion



Jew: A Jew is someone who follows the

teachings of the religion "Judaism"



Muslim: A person who follows the teaching of Islam



Christians: People who believe in the teachings of The Bible



Genesis: The first book of the Old Testament



Psalm: The meaning of Psalm is a sacred song or poem used in worship; especially:



Christians: People who believe in the teachings of The Bible



Gospel: Gospel means "Good News".



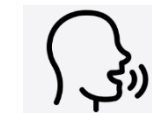
Church: A building for Christians to worship God



Community: A community is a group of people living in a particular area.



Muslim: A person who follows the teaching of Islam



Shahadah: Shahadah is first pillar of Islam. It is the belief that "there is no God but

Allah- and Muhammad is his messenger".





Prophet Muhammed (pbuh): the founder of the Islamic religion



Tawhid: The Muslim belief that Allah is the one and only god



Ibadah: This means obedience and devotion to God.

			one of the biblical hymns collected in the Book of Psalms from The Bible.	 <p>Confession: Confession is when you admit to something you have done wrong.</p>	
				 <p>New Testament: The New Testament is the second part of The Bible that tells Christians about the life of Jesus.</p>	
Vocabulary	Bible church cross faith God Jesus miracle The Lord's Prayer	Ark the Sabbath ten commandments pilgrimage Synagogue Rabbi Torah Hebrew Sukkot Hannukah/Chanukah Hannukah menorah	Bible consequence Gurdwara langar Langar hall Levite prophet Raksha Bandhan sacrifice	Bible Christian disciple forgiveness God gospel New Testament Old Testament	Allah fast Five pillars of Islam Hajj Islam Muhammad Muslim mosque Mecca Prophets pilgrimage Ramadan Quran
Key concepts	God			Gospel	

<p>Critical knowledge, skills and understanding</p> <p>Make sense of belief</p> <p>Understand the impact</p> <p>Make connections</p>	<p>Identify what a parable is. Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father. Give clear, simple accounts of what the story means to Christians.</p> <p>Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others). Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God).</p> <p>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. Give a reason for the ideas they have and the connections they make.</p>	<p>Recognise that loving others is important in lots of communities. Say simply what Jesus and one other religious leader taught about loving other people.</p> <p>Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony and suggest what the actions and symbols mean. Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious).</p> <p>Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences. Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.</p>	<p>Identify a story or text that says something about each person being unique and valuable. Give an example of a key belief some people find in one of these stories (e.g. that God loves all people).</p> <p>Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world.</p> <p>Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories. Give examples of how Christians and Jews can show care for the natural earth. Say why Christians and Jews might look after the natural world.</p> <p>Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world. Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</p>	<p>Tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or ‘good news’.</p> <p>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. Recognise that Jesus gives instructions to people about how to behave.</p> <p>Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).</p> <p>Think, talk and ask questions about whether Jesus’ ‘good news’ is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.</p>	<p>Recognise the words of the Shahadah and that it is very important for Muslims. Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean. Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</p> <p>Give examples of how Muslims use the Shahadah to show what matters to them. Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan). Give examples of how Muslims put their beliefs about prayer into action.</p> <p>Think, talk about and ask questions about Muslim beliefs and ways of living. Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas. Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p>
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<p>Planning</p>	<p>Lesson 1 LO - Identify what a parable is and tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father</p> <p>Lesson 2 LO - Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.</p> <p>Lesson 3 LO - Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.</p> <p>Lesson 4 LO – I can give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)</p> <p>Lesson 5 LO – I can give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.</p> <p>Lesson 6 LO – I can give a reason for the ideas I have and the connections I make</p>	<p>Lesson 1 LO – I can recognise that loving others is important in lots of communities</p> <p>Lesson 2 LO – I can give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean</p> <p>Lesson 3 LO – I can say simply what Jesus and one other religious leader taught about loving other people</p> <p>Lesson 4 LO – I can give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean</p> <p>Lesson 5 LO – I can identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)</p> <p>Lesson 6 LO – I can talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their idea</p>	<p>Lesson 1 LO – I can identify a story or text that says something about each person being unique and valuable</p> <p>Lesson 2 LO – I can identify a story or text that says something about each person being unique and valuable</p> <p>Lesson 3 LO – I can give examples of how Christians and Jews can show care for the natural earth</p> <p>Lesson 4 LO – I can say why Christians and Jews might look after the natural world</p> <p>Lesson 5 LO – I can talk and ask questions about what difference believing in God makes to how people treat each other and the natural world</p> <p>Lesson 6 Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world</p>	<p>Lesson 1 LO - I can tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news and give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</p> <p>Lesson 2 LO – I can give at least two examples of ways in which Christians follow</p> <p>Lesson 3 LO - I can give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession)</p> <p>Lesson 4 LO – I can recognise that Jesus gives Christians clear instructions on how to behave</p> <p>Lesson 5 LO – I can recognise that Jesus gives Christians clear instructions on how to behave</p> <p>Lesson 6 LO – I can think, talk and ask questions</p>	<p>Lesson 1 LO – I can explain what Muslims think of God</p> <p>Lesson 2 LO – I can Give examples of how Muslims use the Shahadah to show what matters to them</p> <p>Lesson 3 LO – I can identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean</p> <p>Lesson 4 LO – I can think, talk about and ask questions about Muslim beliefs and ways of living</p> <p>Lesson 5 LO – I can give examples of how stories about the Prophet show what Muslims believe about Muhammad.</p> <p>Lesson 6 LO – I can think, talk about and ask questions about Muslim beliefs and ways of living</p>	<p>Lesson 7 LO – I can give examples of how stories about the Prophet show what Muslims believe about Muhammad.</p> <p>Lesson 8 LO – I can think, talk about and ask questions about Muslim beliefs and ways of living</p> <p>Lesson 9 LO – I can think, talk about and ask questions about Muslim beliefs and ways of living</p> <p>Lesson 10 LO – I can recognise the words of the Shahadah and that it is very important for Muslims</p> <p>Lesson 11 LO – I can give examples of how Muslims put their beliefs about prayer into action.</p> <p>Lesson 12 LO – I can talk about what they think is good for Muslims about prayer, respect, celebration and self control, giving a good reason for my ideas</p>
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				about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas		
Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic name	Through the ages	Tremors	Predators	Tourism Town	Gods and Mortals	Rainforest
Enquiry Question	L2.1 What do Christians learn from the Creation Story?	L2.3 What is the Trinity and why is it important to Christians?	L2.7 What do Hindus believe God is like?	L2.5 Why do Christians call the day Jesus died, 'Good Friday'?	L2.9 How do festivals and worship show what matters to Muslims?	L2.12 How and why do people try to make the world a better place? (Christians, Muslims, non-religious)
Enhancements		World Religion Day		St Piran's Day		
End points	I can ask questions and suggest answers about what might be important in the creation story for Christians and non-Christians	I can make links between some bible texts studied and the idea of God in Christianity and explain my own ideas of what God is like.	I understand the Hindu idea that everyone has a "spark" of God in them and how this explains the ideas about the value of people in the world today.	I can suggest reasons why Christians call the day that Jesus dies "Good Friday"	I can make links between the Muslim idea of everyone living in harmony with the Creator and the need for people to live in harmony with each other today.	I can express my own ideas about the best way to make the world a better place
Builds On	FS – Why is the word "God" important to Christians Y1- Who do Christians say made the world?	FS – Why do Christians perform nativity plays at Christmas? Y1 – Why does Christmas matter to Christians?	FS - Divali	FS – Why do Christians put a cross in an Easter garden? Y1 – Why does Easter matter to Christians?	Y2 - Who is a Muslim and how do they live?	
Memory master	Revisit who Christians believe created the universe and how humans should behave towards it through a simple storyboard.	Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas.	Knowledge Organiser quiz	Discuss and draw/write examples of how Christians show their belief about Jesus' death and resurrection in church worship at Easter.	Knowledge Organiser quiz from Y2	Matching activity of religions, places of worship and how worship takes place from Y2 Summer 1.

Key words



Christian: Christians are people who believe that Jesus Christ is the Son of God, and who follow

his teachings and those of the Christian churches that grew up after his death.



Prayers: A prayer is when you talk to God. Christians pray to God to tell Him how much they



love Him; to say sorry for something they have done wrong, to ask for help or to thank God for something.

Genesis: The first book of the Bible which tells the story of how God created the world



Creation: To bring somebody or something into existence. Many

people say that God made the world.



Forgiveness: Releasing someone from blame and end anger towards another person. Biblical forgiveness requires repentance on our part (turning away from our old life of sin) and faith in Jesus Christ.



The Fall: Humans tend to go their own way rather than do what God wants. This is called sin, and Genesis 3 gives an account of this. This describes a separation between God and humans, between humans and each other, and between humans and the environment. This idea that humans are 'fallen' and in need of rescue (or salvation) sets out



Christian: Christians are people who believe that Jesus Christ is the Son of God, and who follow his teachings and

those of the Christian churches that grew up after his death.



Trinity: Father, Son, and Holy Spirit. The Trinity is the Christian doctrine that states that there is

one God in three persons, namely, the Father, the Son, and the Holy Spirit. This teaching is based on the belief that God is one Being who exists in three persons. The Father is God, the Son is God, and the Holy Spirit is God.



Incarnation: The Incarnation is the Christian belief that Jesus Christ is the God of Israel in a human body.



Gospel: "Gospel" means "good news". They narrates Jesus Christ's

life and teaching to invite anyone to believe that he was born to save the world from sin and make humans truly know God as a Father



Baptism: Baptism is a ceremony performed by most Christian

churches and denominations. It is done as a cleansing symbol. It shows that the person being baptized has become a follower of Jesus



Holy spirit: The holy spirit is God.

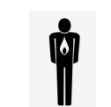


Prayers: A prayer is when you talk to God. Christians prayer to God to tell Him how much



Aum: This symbol is very important

to Hindus It is called the 'Aum' symbol It means 'Brahman' Brahman is the thing Hindus believe gives life to everything



Atman: Atman is the Hindu word meaning

'soul' or 'spirit'. Atman is the existence of Brahman in all living things. Some Hindus find it helpful to think of it as the 'real person' trapped inside the physical body.



Deities: the word in English often used for Hindu

gods and goddesses.

Deity: means god.



Hinduism

Hindu: a follower of the religion called



Murtis: the statues or images of the Hindu deities.

Hindus believe that during worship, the spirit or presence of God comes into the murti.



Salvation: Salvation means being

rescued by God from the consequences of our wrongdoing.



Holy Week: Holy Week is

the last week of the 40 days of Lent. It is the week right before Easter Sunday. It starts with Palm Sunday and ends with Holy Saturday. Many Christians celebrate Holy Week to commemorate the final days of Jesus's life.



Easter: Easter is the most important festival in

the Christian calendar. It celebrates Jesus rising from the dead, three days after he was crucified. The date of Easter Sunday varies from year to year. It is celebrated on the first Sunday after the full moon, on or after 21 March. The week leading up to Easter is called Holy Week.



Muslim: A person who follows the teaching of Islam



Ibadah: This means obedience and devotion to god.



Fasting: Fasting means giving up something for a time. It is believed to improve self-discipline.

Ramadan: During



the month of Ramadan, Muslims won't eat or drink during the hours of daylight. This is called fasting

Eid ul Fitr: A



Muslim holiday







commandments: These are a list of 10 rules that God gave to Moses. They tell Jews and Christians how to live.



Humanists:











Humanists do not believe in a god. They believe it is possible to live a good and fulfilling life without following a traditional religion. They do not follow a holy book either. Instead, Humanists value traits like reason and rely on science to explain the way things are. Humanists believe that people have one life to live - there is no afterlife. As a result they focus on being happy and making the most of their life. They also believe they have a duty to support others.

Ten

	<p>the root cause of many problems for humanity.</p>	<p>they love Him; to say sorry for something they have done wrong, to ask for help or to thank God for something.</p>	<p> Shrine: a place where people go to worship because of its connection to a holy person or event</p> <p> Trimurti: a term meaning "having three forms," refers to the three main Hindu gods: Brahma, Vishnu, and Shiva.</p>	<p>Good Friday: Good Friday is the Friday before Easter Sunday. It commemorates the execution of Jesus by crucifixion. Good Friday is a day of mourning in church. During special Good Friday services Christians remember Jesus's suffering and death on the cross, and what this means for their faith.</p> <p>Sin: An act of breaking a religious law</p>	<p>celebrated when Ramadan, the month of fasting, finishes.</p>	<p> Charity: When we refer to charity, we may speak of the act of giving help to people (usually those that are less fortunate than ourselves) or we may be speaking of a specific organisation or group that also do those things.</p> <p> Zakah: is the third of the Five Pillars of Islam. It is giving money to the poor. Muslims believe that it is their duty to ensure Allah's wealth has been distributed equally as everyone is the same - Allah created everyone equally.</p>
<p>Vocabulary</p>	<p>Adam and Eve Bible Christianity creation Genesis God sin The fall</p>	<p>authority Bible God Holy Communion Incarnation Jesus symbol Trinity Triquetra</p>	<p>Aum Brahma Braham Hindu Tredevi Trimarti Vishnu</p>	<p>Christian crucifixion disciple Easter Sunday Eucharist Good Friday Holy week Maundy Thursday Palm Sunday Resurrection salvation</p>	<p>Eid-ul-Fitr Ibadah Khutba Mosque Night of Power (Laylat-ulQadr) Qur'an Ramadan Surah Tawhid</p>	<p>Christian Humanism Jewish Muslim repair broken rescue sacrifice</p>
<p>Key concepts</p>	<p>Creation / fall</p>	<p>Incarnation</p>		<p>Salvation</p>		

<p>Critical knowledge, skills and understanding</p> <p>Make sense of belief</p> <p>Understand the impact</p> <p>Make connections</p>	<p>Place the concepts of God and Creation on a timeline of the Bible's 'big story'. Make clear links between Genesis 1 and what Christians believe about God and Creation. Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world.</p> <p>Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways. Describe how and why Christians might pray to God, say sorry and ask for forgiveness.</p> <p>Ask questions and suggest answers about what might be important in the Creation story for Christians and for nonChristians living today.</p>	<p>Recognise what a 'Gospel' is and give an example of the kinds of stories it contains. Offer suggestions about what texts about baptism and Trinity mean. Give examples of what these texts mean to some Christians today.</p> <p>Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live.</p> <p>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.</p>	<p>Identify some Hindu deities and say how they help Hindus describe God. Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God. Offer informed suggestions about what Hindu murtis express about God. Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) Identify some different ways in which Hindus worship. Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today.</p> <p>Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.</p>	<p>Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live. Offer informed suggestions about what the events of Holy Week mean to Christians. Give examples of what Christians say about the importance of the events of Holy Week.</p> <p>Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities. Describe how Christians show their beliefs about Jesus in worship in different ways.</p> <p>Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions</p>	<p>Identify some beliefs about God in Islam, expressed in Surah 1. Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God).</p> <p>Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. •Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque).</p> <p>Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims. Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.</p>	<p>Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin).</p> <p>Make links between religious beliefs and teachings and why people try to live and make the world a better place.</p> <p>Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek).</p> <p>Describe some examples of how people try to live (e.g. individuals and organisations). Identify some differences in how people put their beliefs into action.</p> <p>Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better. Make links between some commands for living from religious traditions, nonreligious worldviews and pupils' own ideas. Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views</p>
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<p>Planning</p>	<p>Lesson 1 LO – I can place the concepts of God and Creation on a timeline of the Bible’s ‘big story’</p> <p>Lesson 2 LO – I can make clear links between Genesis 1 and what Christians believe about God and Creation</p> <p>Lesson 3 LO – I can make clear links between Genesis 1 and what Christians believe about God and Creation.</p> <p>Lesson 4 LO - I can recognise that the story of ‘the Fall’ in Genesis 3 gives an explanation of why things go wrong in the world</p> <p>Lesson 5 LO – I can describe how and why Christians might pray to God, say sorry and ask for forgiveness</p> <p>Lesson 6 LO – I can ask questions and suggest answers about what might be important in the Creation story for Christians and for non Christians living today</p>	<p>1. I can recognise what a ‘Gospel’ is and give an example of the kinds of stories it contains.</p> <p>2. I can offer suggestions about what texts about baptism and trinity mean</p> <p>3. I can make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some of my own ideas.</p> <p>4. I can give examples of what texts means to Christians today</p> <p>5. I can describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live</p> <p>6. I can make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like</p>	<p>1. I can make clear links about some Hindu stories and what Hindus believe about God.</p> <p>2. I can identify some Hindu deities and how they help Hindus describe God.</p> <p>3. I can raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today.</p> <p>4. I can offer informed suggestions about what Hindu murtis express about God.</p> <p>5. I can make links between beliefs about God and how Hindus live.</p> <p>6. I can make links between the Hindu idea of everyone having a ‘spark’ of God in them and ideas about the value of people in the world today, giving good reasons for my ideas.</p>	<p>1. I can recognise the word ‘Salvation’, and that Christians believe Jesus came to ‘save’ or ‘rescue’ people, e.g. by showing them how to live</p> <p>2. I can offer informed suggestions about what the events of Holy Week mean to Christians</p> <p>3. I can give examples of what Christians say about the importance of the events of Holy Week</p> <p>4. I can make simple links between the Gospel accounts and how Christians mark the Easter events in their communities and describe how Christians show their beliefs about Jesus in worship in different ways</p> <p>5. I can offer informed suggestions about what the events of Holy Week mean to Christians</p> <p>6. I can raise thoughtful questions and suggest some answers about why Christians call the day Jesus died ‘Good Friday’, giving good reasons for their suggestion</p>	<p>1. I can identify some beliefs about God expressed in Islam</p> <p>2. I can identify some beliefs about God in Islam expressed in Surah 1</p> <p>3. I can give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve</p> <p>4. I can make links between Muslim beliefs about God and a range of ways in which Muslims worship</p> <p>5. I can make links between Muslim beliefs about God and a range of ways in which Muslims worship</p> <p>6. I can make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today.</p>	<p>Lesson 1 LO – I can identify some beliefs about why the world is not always a good place (display?) of the images pupils create. Hold a discussion about the different views expressed.</p> <p>Lesson 2 LO – I can make links between religious beliefs and teachings and why people try to live and make the world a better place</p> <p>Lesson 3 LO – I can make links between Jewish beliefs and how people try to make the world a better place.</p> <p>Lesson 4 LO – I can make simple links between teachings about how to live and ways in which people try to make the world a better place</p> <p>Lesson 5 LO – I can describe ways that Muslims practise charity</p> <p>Lesson 6 LO – I can describe ways that non-religious people practise charity</p>
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Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic name	I am a warrior	Misty Mountain, Winding River	Burps, Bottoms, Bile	Something Fishy	Raiders or Settlers?	Blue Abyss
Enquiry Question	L2.2 What is it like for someone to follow God?	L2.8 What does it mean to be a Hindu in Britain today?	L2.4 What kind of world did Jesus want?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.6 For Christians, what was the impact of Pentecost?	L2.11 How and why do people mark the significant events of life? (Christians, Hindus, Muslims, non-religious)
Enhancements		World Religion Day		St Piran's Day		
End points	I can make links between the story of Noah and how we live in the school and the wider world.	I can say what is good about living in Hindu Britain today and whether taking part in rituals is a good thing for individuals and a community.	I can make links between the importance of love in the Bible stories studied and life in the world today.	I can explain the value of personal reflection, saying sorry, feeling forgiven and being grateful in the world today?	I can make links between the Kingdom of God in the Bible and what people believe about following God today.	I can give good reasons why I think ceremonies of commitment are or are not valuable today.
Builds On		FS- Divali Y3 – What do Hindus believe God is like?	Y2 – What is the “Good News?”	Y1 – Who is Jewish and how do they live?		Y3 – How and why do people try and make the world a better place?
Memory master	Class mind map – What do Christians believe God is like?	Name different Hindu deities and describe their features.	Give examples of how Christians show beliefs about Jesus death and resurrection in church worship at Easter linking this to salvation (Jesus rescuing people).	Give vocabulary from Y1 unit (see knowledge organiser) and pictures to match. Discuss these.	Drawings and explanation of the Holy Trinity.	Matching activity of religions, places of worship and how worship takes place from Y2 Summer 1.
Key words	 <p>Christian: Christians are people who believe that Jesus Christ is the Son of God, and who follow his teachings and those of the Christian churches that grew up after his death.</p>  <p>Covenant: “Covenant” is another word for a promise. In</p>	 <p>Aarti: light, which removes darkness (ratri)</p>  <p>Bhajans: Hindu worship songs</p>  <p>Deities: the word in English often used for Hindu gods and goddesses. Deity: means god.</p>	 <p>Christian: Christians are people who believe that Jesus Christ is the Son of God, and who follow his teachings and those of the Christian churches that grew up after his death.</p>	 <p>Torah: the first 5 books of the Hebrew Bible: Genesis, Exodus, Leviticus, Numbers and Deuteronomy</p>  <p>Exodus: This is the story of Moses' journey called "The Exodus" where he led all of the</p>	 <p>Christian: Christians are people who believe that Jesus Christ is the Son of God, and who follow his teachings and those of the Christian churches that grew up after his death.</p>	 <p>Baptism: Baptism literally means to wash It is something you do to show other people you love Jesus, you want to obey his commands, and you have asked him to forgive you. It is a symbol of Jesus dying, being buried and raising from the grave.</p>

religion, a covenant often has to do with a promise between people and God.



Old Testament: In Christianity, the Old Testament is

the name of the first part of the Bible which was completed before Jesus Christ was born. It is also the Hebrew Scriptures that make up the whole of the Jewish Bible.



New Testament: The New Testament is the

second part of the [Christian bible](#). It discusses the teachings and person of [Jesus](#), as well as events in [first-century Christianity](#). The New Testament is a collection of Christian texts originally written in the [Koine Greek](#) language, at different times by various authors.



Diva lamp: a lamp with a flame, which is used during worship.



Mandir: Hindu temple



Murtis: the statues or images of the Hindu deities. Hindus believe that during worship, the spirit or presence of God comes into the murti.



Puja: Hindu worship



Parable : A simple story with a meaning or lesson to be learned



Gospel: "Gospel"

means "good news". It narrates [Jesus Christ's](#) life and teaching to invite anyone to believe that he was born to save the world from [sin](#) and make [humans](#) truly know [God](#) as a Father. It includes the [Death](#) and [Resurrection](#) of Jesus. The Gospels were originally [spoken](#), not [written](#). These books are the first part of the [New Testament](#) of the Bible, and are put in a group of this order: the [Gospel of Matthew](#), the [Gospel of Mark](#), the [Gospel of Luke](#) and the [Gospel of John](#).



Disciple: a personal follower of Christ during his life, especially one of the twelve Apostles.

Israelites out of Egypt, across the Red Sea, to freedom in the wilderness. Before Moses led God's people out of Egypt, Pharaoh, the king of Egypt would not let the people go and they remained slaves



Shabbat: Every week

religious Jews observe the Shabbat, the Jewish holy day, and keep its laws and customs. This begins at nightfall on Friday and lasts until nightfall on Saturday.



Passover: Passover,

also called Pesach, is a major Jewish holiday that celebrates the Biblical story of the Israelites escape from slavery in Egypt, which occurs on the 15th day of the Hebrew month of Nisan, the first month of Aviv, or spring.



Atonement: The term **atonement** refers to the belief that Jesus dying on the



Pentecost:

Pentecost is the festival when Christians celebrate the gift of the Holy Spirit. It is celebrated on the Sunday 50 days after Easter (the name comes from the Greek *pentekoste*, "fiftieth").



Holy spirit:

The holy spirit is God.



Trinity:

Father, Son, and Holy Spirit. The

Trinity is the Christian doctrine that states that there is one God in three persons, namely, the Father, the Son, and the Holy Spirit. This teaching is based on the belief that God is one Being who exists in three persons. The Father is God, the Son is

Ritual : A ritual is a set of actions people do. In a ritual, the actions are important because every action stands for something. Each ritual of a type is done in a certain way.



Sacred Thread: The

Sacred Thread ceremony is a ceremony for boys in some Hindu communities to confirm they are of an age to take on religious responsibility. Girls are sometimes honoured in the same way, but it is rare for them to receive and wear the thread.



Salvation:


Salvation means being rescued by

God from the consequences of our wrongdoing.



Bar / Bat Mitzvah: these **mark the**














transition into adulthood for young Jews. At age 13, a boy becomes Bar Mitzvah, and at age 13, a girl becomes a Bat Mitzvah. The ceremonies symbolize the young person's responsibility for themselves. They are

			 <p>Samaritan: A Samaritan is someone who is from the area of Samaria. It is a term used to describe a person who helps others who are in distress.</p>	<p>cross resolved the problems between humans and God. These problems began with Adam and Eve, who went against God's wishes by eating the fruit from the tree in the Garden of Eden.</p> <p>Many Christians believe that Jesus's death on the cross was an atonement for the sins caused by humans.</p>	<p>God, and the Holy Spirit is God.</p>	<p>significant because they are seen as the time of coming of age, when a child becomes an adult.</p>
Vocabulary	<p>Contract faith forgiveness Moral goodness pact promise trust</p>	<p>Aarti Bhajans Deities Diva lamp Puja Mandir Murtis</p>	<p>Christian disciple Gospel New Testament</p>	<p>celebration fasting Jews Pesach/Passover repentance Rosh Hashanah ritual Sedar plate shabbat shofar synagogue Tashlich Yom Kippur</p>	<p>Bible Christian Church God Jesus Pentecost Resurrection The Holy Spirit Trinity</p>	<p>Christian Humanism Jewish Muslim repair broken rescue sacrifice</p>
Key concepts	<p>People of God</p>		<p>Gospel</p>		<p>Kingdom of God</p>	
<p>Critical knowledge, skills and understanding</p> <p>Make sense of belief</p> <p>Understand the impact</p> <p>Make connections</p>	<p>Make clear links between the story of Noah and the idea of covenant.</p> <p>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</p> <p>Make links between the story of Noah and how we live in school and the wider world.</p>	<p>Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma). Describe how Hindus show their faith within their families in Britain today (e.g. home puja)</p> <p>Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali).</p> <p>Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India).</p> <p>Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.</p>	<p>Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian.</p> <p>Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.</p>	<p>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean.</p> <p>Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people. Offer informed suggestions about the meaning of the Exodus story for Jews today.</p> <p>Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating</p>	<p>Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth. Offer informed suggestions about what the events of Pentecost in Acts 2 might mean. Give examples of what Pentecost means to some Christians now.</p> <p>Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now. Describe</p>	<p>Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)</p> <p>Make links between religious beliefs and teachings and why people try to live and make the world a better place.</p> <p>Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek).</p> <p>Describe some examples of how people try to live (e.g. individuals and organisations). Identify</p>

			<p>Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.</p>	<p>forgiveness, salvation and freedom at festivals). Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities.</p> <p>Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas</p>	<p>how Christians show their beliefs about the Holy Spirit in worship.</p> <p>Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.</p>	<p>some differences in how people put their beliefs into action.</p> <p>Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better. Make links between some commands for living from religious traditions, nonreligious worldviews and pupils' own ideas. Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.</p>
<p>Planning</p>	<p>NO MORE THAN 5 PHASES 1ST SESSION MEMORY</p>	<ol style="list-style-type: none"> 1. Describe how Hindus show their faith within their families in Britain today (puja/Hindu worship) 2. Describe how Hindus show their faith within their communities in Britain today (mandir/temple) 3. Describe how Hindus show their faith within their communities in Britain today (Diwali/festivals) 4. I can identify different ways Hindus show their faith (comparison Britain/India) 5. I can make links between Hindu practices and how and the way Hinduism is 'a way of life' (dharma/religious law) 6. What is good about being a Hindu in Britain today? 		<ol style="list-style-type: none"> 1. I can describe how Jews show their beliefs through worship in festivals, both at home and in wider communities 2. I can describe how Jews show their beliefs through worship in festivals, both at home and in wider communities 3. I can make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people 	<ol style="list-style-type: none"> 1. I can make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. 2. I can Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. 	<p>Lesson 1 LO – I can identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean</p> <p>Lesson 2 LO – I can offer informed suggestions about the meaning and importance of ceremonies of commitment for Christians today</p> <p>Lesson 3 LO – I can describe what happens in ceremonies of commitment in</p>

				<p>4. I can offer informed suggestions about the meaning of the Exodus story for Jews today.</p> <p>5. I can describe how Jews show their beliefs through worship in festivals, both at home and in wider communities</p> <p>6. I can make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.</p>	<p>3. I can make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.</p> <p>4. I can offer suggestions about what the texts studied (I Corinthians 12 and Galatians 5) might mean, and give examples of what the texts studied mean to some Christians.</p> <p>6. I can raise questions and suggest answers about how far the ideas about Church as a body and the fruit of the Spirit might make a difference to how pupils think and live.</p>	<p>Judaism – Bar Mitzvah and Bat</p> <p>Lesson 4 LO – I can describe what happens in sacred thread ceremonies and say what these rituals mean to some Hindu people</p> <p>Lesson 5 LO - Make simple links between beliefs about love and commitment and how people in at least two religious traditions</p> <p>Lesson 6 LO - Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones</p>
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Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic name	Pharaohs	Renewable energy	Stargazers	On the Farm	WW2	
Enquiry Question	U2.4 How do Christians decide how to live? 'What would Jesus do?'	U 2.8 What does it mean to be a Muslim in Britain today?	U 2.9 Why is the Torah important to Jewish people?	U2.5 What do Christians believe Jesus did to 'save' people?	U2.11 Why do some people believe in God and others don't?	U2.12 How does faith help people when life gets hard?
Enhancements		World Religion Day		St Piran's Day		
End points	I can give my own responses to issues studied making links to Christian teachings of peace, forgiveness and healing.	I can reflect on and articulate what it is like to be a Muslim in Britain today.	I can explain how are tradition, ritual, community, study and worship valuable in the lives of Jewish and non-Jewish people in the	I can give my own responses to the idea of sacrifice recognising different viewpoints	Make connections between belief and behaviour in their own lives in light of their learning	I can give a reasoned response to the question of "How does faith help people when life gets hard?"

			world today.									
Builds On	Y2 – What is the “Good News?” Y4 – What kind of world did Jesus want?	Y3 – Who is a Muslim and how do they live? Y4 – How do festivals and worship show what matters to Muslims?	Y1 – Who is Jewish and how do they live? Y4 – How do festivals and family life show what matters most to Jewish people?	FS – Why do people put a cross in an Easter garden? Y1 – Why does Easter matter to Christians? Y3 – Why do Christians call the day that Jesus dies “Good Friday?”								
Memory master	Discussion to revisit meaning of Gospel (good news) and story of the life and teaching of Jesus. What texts and teachings do they remember? (Class mind-map)	Give examples of things Muslims do to worship God.	Knowledge Organiser quiz from Year 4 Spring 2 unit on festivals and family life.	Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.	Draw and label significant life events in different religions.	Describe the terms ‘theist’, ‘atheist’ and ‘agnostic’.						
Key words	<p> Christian: Christians are people who believe that Jesus Christ is the Son of God, and who follow his teachings and those of the Christian churches that grew up after his death.</p> <p> Parable: A simple story with a meaning or lesson to be learned</p> <p> Gospel: “Gospel” means “good news”. They narrates Jesus Christ's life and teaching to invite anyone to believe that he was born to save the world from sin and make humans truly know God as a Father. It includes the Death and Resurrection of Jesus. The Gospels was originally spoken, not written. These books are the first part of the New Testament of the Bible, and are put in a group of this order: the Gospel of Matthew, the Gospel of Mark, the Gospel of Luke and the Gospel of John.</p>		<p>Prophet</p> <p> Muhammed (pbuh): the founder of the Islamic religion</p> <p>Shahadah: Shahadah is first pillar of Islam. It is the belief that “there is no God but Allah- and Muhammad is his messenger”. All people converting to Islam must say these words to become part of the Islamic faith</p> <p>Salat: Salah is the second of the Five Pillars of Islam. It is the belief that Muslims should pray five times each day. Prayer is important as it allows Muslims to communicate with Allah, listen to Allah and follow in</p>		<p> Torah: the first 5 books of the Hebrew Bible: Genesis, Exodus, Leviticus, Numbers and Deuteronomy</p> <p> Synagogue: is a place of worship for people of the Jewish religion. Jews also use synagogues as places to meet and study.</p> <p> Shema: means “to hear”. For the Jew, the Shema is a prayer, said twice daily by some people, when rising in the morning and when going to bed at night – and it’s the first prayer taught to children.</p>		<p> Christian: Christians are people who believe that Jesus Christ is the Son of God, and who follow his teachings and those of the Christian churches that grew up after his death.</p> <p> Incarnation: The Incarnation is the Christian belief that Jesus Christ is the God of Israel in a human body. The word incarnate comes from Latin and</p>		<p>Theis: a person who believes in the existence of a god or gods.</p> <p>Atheist: a person who does not believe in the existence of a god or any gods</p> <p>Agnostic I f someone believes they cannot know whether or not God exists, that person is an agnostic.</p>		<p> Karma: our actions, both good and bad, come back to us in the future</p> <p> Atman: Atman is the Hindu word meaning ‘soul’ or ‘spirit’. Atman is the existence of Brahman in all living things. Some Hindus find it helpful to think of it as the ‘real person’ trapped inside the physical body.</p> <p> Samsara: is the cycle of death and rebirth. This cycle is something to escape from.</p> <p> Moksha: is the end of</p>	



Sermon: A speech usually by a priest, minister, or rabbi for the purpose of giving religious instruction



Miracle: An extraordinary event taken as a sign of the power of God



Confession: An act of telling of sins or wrong, illegal, or embarrassing acts.

the footsteps of the prophets.

Zakah: is the third of the Five Pillars of Islam. It is giving money to the poor. Muslims believe that it is their duty to ensure Allah's wealth has been



distributed equally as everyone is the same - Allah created everyone equally.

Sawn: is the fourth of the Five Pillars of Islam. It happens during the ninth month of the lunar calendar, during Ramadan.



Ramadan is special because it is believed to be the month in which the Prophet Muhammad began to receive revelations of the Qur'an. During Ramadan, Muslims give up food, liquid, smoking during daylight hours.

Hajj: Hajj is the fifth of the Five Pillars of Islam. It is the pilgrimage to Makkah. All Muslims are expected to go on Hajj once in their lifetime if they are physically, financially, and mentally able to. It happens during the 12th month of the lunar calendar. Hajj is a gathering of Muslims from

Exodus: This is the story of Moses' journey called "The Exodus" where he led all of the Israelites out of Egypt, across the Red Sea, to freedom in the wilderness. Before Moses led God's people out of Egypt, Pharaoh, the king of Egypt would not let the people go and they remained slaves



Shabbat: Every week religious Jews

observe the Shabbat, the Jewish holy day, and keep its laws and customs. This begins at nightfall on Friday and lasts until nightfall on Saturday.



Passover: Passover, also called Pesach, is a major Jewish holiday that celebrates the Biblical story of the Israelites

escape from slavery in Egypt, which occurs on the 15th day of the Hebrew month of Nisan, the first month of Aviv, or spring.

Mezuzah: In Hebrew, the word *mezuzah* actually means "doorpost". The *mezuzah* as it is known is actually a piece of parchment, called a *klaf*, with specific verses from the Torah

means "in the flesh"



Salvation: Salvation means being rescued by God from the consequences of our wrongdoing.



Sacrifice: A sacrifice is a loss of something you give up, usually for a better cause.



Garden of Gethsemane: The Garden of Gethsemane was a place of great importance to Jesus, referred to in all four Gospels as a place where Christ retreated into deep prayer and a time of agony before His arrest and

the death and rebirth cycle



Incarnation: The **Incarnation** is the [Christian](#) belief that [Jesus Christ](#) is the [God of Israel](#) in a human body. The word incarnate comes from [Latin](#) and means "in the flesh"









Psalm: The meaning of Psalm is a sacred song or poem used in worship; especially : one of the biblical hymns collected in the Book of Psalms from The Bible.

		all over the world, who take part in an act of worship.	that is then placed inside a <i>mezuzah case</i> , which is then affixed to the doorposts of a Jewish home.	crucifixion, and near where He ascended to heaven in the Book of Acts		
Vocabulary	Christian food bank gospel peacemaker Romans sermon	Allah fast Five pillars of Islam Hajj Muhammad Mecca pilgrimage	Ketuvim Nevi'im Orthodox Jew Progressive Jew Sefer Torah Synagogue Tanakh Torah	Bible Eucharist Jesus Holy communion incarnation resurrection sacrifice salvation	Agnostic Atheist metaphor non-religious religious simile Theist	Atman death Dharma faith Karma life Moksha reincarnation
Key concepts	Gospel			Salvation		
Critical knowledge, skills and understanding Make sense of belief Understand the impact Make connections	<p>Identify features of Gospel texts (for example, teachings, parable, narrative). Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts.</p> <p>Make clear connections between Gospel texts, Jesus' good news', and how Christians live in the Christian community and in their individual lives.</p> <p>Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives. Articulate their own responses to the issues studied, recognising different points of view</p>	<p>Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message). Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet).</p> <p>Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art). Give evidence and examples to show how Muslims put their beliefs into practice in different ways.</p> <p>Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Cornwall today. Consider and weigh up the value of e.g. submission,</p>	<p>Identify and explain Jewish beliefs about God. Give examples of some texts that say what God is like and explain how Jewish people interpret them.</p> <p>Make clear connections between Jewish beliefs about the Torah and how they use and treat it. Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws). Give evidence and examples to show how Jewish people put their beliefs into practice in different ways</p>	<p>Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. Explain what Christians mean when they say that Jesus' death was a sacrifice.</p> <p>Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. Show how Christians put their beliefs into practice in different ways.</p>	<p>define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs. Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from. Give examples of reasons why people do or do not believe in God.</p> <p>Make clear connections between what people believe about God and</p>	<p>Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life. Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences.</p> <p>Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) Give examples of ways in which</p>

		<p>obedience, generosity, selfcontrol and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims.</p> <p>Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.</p>	<p>(e.g. some differences between Orthodox and Progressive Jewish practice).</p> <p>Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today.</p> <p>Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.</p>	<p>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p> <p>Articulate their own responses to the idea of sacrifice, recognising different points of view.</p>	<p>the impact of this belief on how they live. Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis).</p> <p>Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging. Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not. • Make connections between belief and behaviour in their own lives, in the light</p>	<p>beliefs about resurrection/ judgement/heaven/ karma/reincarnation make a difference to how someone lives.</p> <p>Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these.</p> <p>Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own</p>
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					of their learning	
Planning	<p>Lesson 1 LO - Identify features of Gospel texts (for example, teachings, parable, narrative).</p> <p>Lesson 2 LO - Make clear connections between Gospel texts, Jesus' 'good news' and how Christians live in the Christian community and in their individual lives.</p> <p>Lesson 3 LO - Relate Gospel ideas, teachings or beliefs (for example, about trust, forgiveness or justice) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.</p> <p>Lesson 4 LO – I can Identify features of Gospel texts (for example, teachings, parable, narrative).</p> <p>Lesson 5 LO – I can make clear connections between Gospel texts, Jesus' 'good news' and how Christians live in the Christian community and in their individual lives.</p> <p>Lesson 6 LO – I can relate Gospel ideas, teachings or beliefs (for example, about trust, forgiveness or justice) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.</p>	<p>1. I can make connections between Muslim beliefs studied and Muslim ways of living in my region.</p> <p>2. I can make clear connections between Muslim beliefs and worship (5 pillars).</p> <p>3. I can give evidence and examples to show how Muslims put their beliefs into practice in different ways.</p> <p>4. I can make clear connections between Muslim beliefs and worship (Hajj).</p> <p>5. I can describe ways in which Muslim sources of authority guide Muslim living (Qur'an and Hadith guidance on how to live.</p> <p>6. I can consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today</p>	<p>1. I can Give evidence and examples to show how Jewish people put their beliefs into practice in different ways</p> <p>2. I can Identify and explain Jewish beliefs about God</p> <p>3. I can Give examples of some texts that say what God is like and explain how Jewish people interpret them</p> <p>4. I can make clear connections between Jewish beliefs about the Torah and how they use and treat it</p> <p>5. I can make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)</p> <p>6. I can consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate</p>	<p>Lesson 1 LO - Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.</p> <p>Lesson 2 LO - Show how Christians put their beliefs into practice.</p> <p>Lesson 3 LO - Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p> <p>Lesson 4 Explain connections between Isaiah 53, John 19 and the key concepts of Messiah, Sacrifice and Salvation, using theological terms.</p> <p>Lesson 5 LO - Make clear connections between the Christian concept of the sacrifice of Jesus and the idea of Salvation, and how Christians follow Jesus' example in giving themselves for others.</p> <p>Lesson 6 LO - Weigh up how far the idea of sacrifice and the example of Jesus are inspiring in the world today and in their own thinking.</p>	<p>Lesson 1 LO – I can Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs</p> <p>Lesson 2 LO – I can Make clear connections between what people believe about God and the impact of this belief on how they</p> <p>Lesson 3 LO - Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging Recapped on detective task from last week. As a class, talk about who you would like to have</p> <p>Lesson 4 LO – I can Give examples of reasons why people do or do not believe in God</p> <p>Lesson 5 LO - Give evidence and examples to show how Christians sometimes disagree about science and faith</p> <p>Lesson 6 LO – I can make connections between belief and behaviour in their own lives, in the light of their learning.</p>	<p>Lesson 1 LO – I can describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life</p> <p>Lesson 2 LO – I can make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)</p> <p>Lesson 3 LO – I can consider and weigh up how religion might help people in good and bad times, giving good reasons for their ideas and insights</p> <p>Lesson 4 LO – I can identify beliefs about life after death in Hinduism</p> <p>Lesson 5 LO – I can use evidence and examples to show how beliefs about resurrection/judgement/ heaven make a difference to how a Christian lives</p> <p>Lesson 6 LO - Make clear connections between non-religious beliefs about death and how they respond to life. Different ideas of death</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic name	Dark age or golden age?	Darwin's delights	Blood heart	Mining in Cornwall	Hola Mexico	Frozen Kingdoms
Enquiry Question	U 2.1 What does it mean for Christians to believe that God is holy and loving?	U 2.2 Creation and science: conflicting or complementary?	U2.3 Why do Christians believe that Jesus is the Messiah?	U 2.6 For Christians, what kind of king was Jesus?	U 2.7 Why do Hindus try to be good?	U 2.10 What matters most to Humanists and Christians?
Enhancements		World Religion Day		St Piran's Day		
End points	I can explain how might teachings about God being loving and Holy make a difference in the world today?	I can explain how far Genesis 1 is in conflict with or is complementary to the scientific account.	I can say if I think the idea of Jesus as the Messiah is important in the world today and what difference it would make to peoples' lives	I can explain the importance of love and service in the world today	I can explain the impact of a belief in karma and dharma could have on individuals and the world	I can make connections between the values studied, those in my own life today and my importance in the world today
Builds On	Y2 – What do Christians believe God is like?	FS- Why is the word "God" so important to Christians? Y1 – Who do Christians say made the world? Y3 – What do Christians learn from the creation story	FS- Why do Christians perform nativity plays at Christmas? Y1- Why does Christmas matter to Christians? Y3 – What is the trinity and why is it important to Christians?	Y4 – For Christians. What was the impact of Pentecost?	FS – Divali Y3 - What do Hindus believe God is like? Y4 - What does it mean to be a Hindu in Britain today?	Y3 - How and why do people try to make the world a better place? (Christians, Muslims, non-religious) Y4 – How and why do people mark the significant events of life? (Christians, Hindus, Muslims, non-religious)
Memory master	Mind map – what do we know about the Christian God?	Mind map what you already know about Christian beliefs of Creation.	Revisit Trinity (God being 3 distinct Persons; the Father, Son, and Holy Spirit). Children to show understanding through writing or pictures.	Explanation of Pentecost and how this links to the Holy Spirit.	Create a mind map showing Hindu festivals and practices and the idea that Hinduism is a way of life (dharma),	Describe the terms 'theist', 'atheist' and 'agnostic'.
Key words	 Christian: Christians are people who believe that Jesus Christ is the Son of God, and who follow his teachings and those	 Creation: The Christian belief that God created the heavens and	 Christian: Christians are people who believe that Jesus Christ is the Son of God, and who	 Christian: Christians are people who believe that Jesus	 Atman: Atman is the Hindu word meaning 'soul' or	 Humanists: Humanists do not believe in a god. They believe it is

of the Christian churches that grew up after his death.



Cathedral: A cathedral is a Christian church that is the home church of a bishop. Bishops oversee many churches in a particular region, so the cathedral is often larger and more decorative than the others.



Psalm: The meaning of Psalm is a sacred song or poem used in worship; especially : one of the biblical hymns collected in the Book of Psalms from The Bible.
Holy: something so special and perfect that we can't help but love it, serve it, and tell it how wonderful it is. For people to be holy, it means being like God in their behaviour and actions.



Humanist /

Humanism: Humanism is a way of thinking about the world. Humanism is a set of ideas about how people should live and act. People who hold

the earth. Genesis Chapter 1 tells Christians about this



Genesis: The first book of the Old Testament



Psalm: The meaning of Psalm is a sacred song or poem used in worship; especially : one of the biblical hymns collected in the Book of Psalms from The Bible.



Cosmology: A branch of astronomy that deals with the beginning, structure, and space-time relationships of the universe



Universe: All created

things including the earth and heavenly bodies viewed as making up one system.

follow his teachings and those of the Christian churches that grew up after his death.



Messiah: The

word Messiah means "deliverer" or "saviour." In the Bible, this word is used to describe Jesus!



Incarnation: The **Incarnation** is the [Christian](#) belief that [Jesus Christ](#) is the [God of Israel](#) in a human body. The word incarnate comes from [Latin](#) and means "in the flesh"



New

Testament: The **New Testament** is part of the [Christian Bible](#), and the most important religious writing of [Christianity](#). It

Christ is the Son of God, and who follow his teachings and those of the Christian churches that grew up after his death.



Parable : A simple story with a meaning or lesson to be learned



Kingdom of God: While Jesus was on the earth, the focus of His teaching was on the Kingdom of God. Jesus taught the Kingdom of God as a new way of living and thinking, not as a physical kingdom with walls and castle.

'spirit'. Atman is the existence of Brahman in all living things. Some Hindus find it helpful to think of it as the 'real person' trapped inside the physical body.



Brahman: Brahman is believed to be the foundation of all life and is composed of three main forms known as the Trimurti - Brahma (the creator), Vishnu (the preserver) and Shiva (the destroyer).



Dharma: is the duties a Hindu should follow in their life. There are



various types of dharma for a Hindu. Some are personal duties and some are eternal duties,

possible to live a good and fulfilling life without following a traditional religion. They do not follow a holy book either. Instead, Humanists value traits like reason and rely on science to explain the way things are. Humanists believe that people have one life to live - there is no afterlife. As a result they focus on being happy and making the most of their life. They also believe they have a duty to support others.



Morals: Morality is the concept of doing the right thing







Values: A value is something that is important to us



Peace: Peace is the absence of conflict and a state a balance between oneself and others



Consequences: A consequence is a result of behaving in a particular way.

	<p>this set of ethics are called humanists.</p>		<p>tells the story of Jesus Christ, his followers, and the beginnings of Christianity.</p> <p> Old Testament:</p> <p>In Christianity, the Old Testament is the name of the first part of the Bible which was completed before Jesus Christ was born,.</p>	<p> Salvation Army: The Salvation Army is a Protestant denomination of the Christian Church with over 1.6 million members in 109 countries. The Salvation Army is famous for its work with people who have fallen on hard times: it offers help to the elderly, the young, offenders, drug addicts and blind and disabled people; it provides food and shelter for the homeless and operates food distribution centres.</p> <p>Justice: Justice means fair treatment for all.</p>	<p>meaning that they are for everyone. Dharma or duties are expected of all Hindus, and Hindus should live their lives with these in mind.</p> <p>Karma: our actions, both good and bad, come back to us in the future</p> <p> Moksha: is the end of the death and rebirth cycle</p> <p> Samsara: is the cycle of death and rebirth. This cycle is something to escape from.</p>	
<p>Vocabulary</p>	<p>balance Bible text Cathedrals divine God holy humanist justice psalm Religious experience</p>	<p>atheist big bang theory complimentary conflict cosmology creation Genesis psalm scientific</p>	<p>Christians incarnation Jesus Messiah qualities saviour testaments</p>	<p>Biblical texts Christians Kingdom of God Old Testament parables New Testament reflection The</p>	<p>atman brahman brahma incarnation karma samsara</p>	

				four gospels worship		
Key concepts	God	Creation / Fall	Incarnation	Kingdom of God		
<p>Critical knowledge, skills and understanding</p> <p>Make sense of belief</p> <p>Understand the impact</p> <p>Make connections</p>	<p>Identify some different types of biblical texts, using technical terms accurately.</p> <ul style="list-style-type: none"> • Explain connections between biblical texts and Christian ideas of God, using theological terms. <p>Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed.</p> <p>Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p>	<p>Identify what type of text some Christians say Genesis 1 is, and its purpose. Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations,</p> <p>Make clear connections between Genesis 1 and Christian belief about God as Creator.</p> <p>Show understanding of why many Christians find science and faith go together.</p> <p>Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.</p>	<p>Explain the place of Incarnation and Messiah within the 'big story' of the Bible.</p> <p>Identify Gospel and prophecy texts, using technical terms.</p> <p>Explain connections between biblical texts, Incarnation and Messiah, using theological terms.</p> <p>Show how Christians put their beliefs about Jesus' incarnation into practice in different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. Show how Christians put their beliefs into practice in worship.</p> <p>Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what</p>	<p>Explain connections between biblical texts and the concept of the kingdom of God. Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.</p> <p>Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice. Show how Christians put their beliefs into practice in different ways.</p> <p>Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities</p>	<p>Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately. Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.</p> <p>Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live. Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. • Give evidence and examples to show how</p>	<p>Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) • Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')</p> <p>Make clear connections between Christian and Humanist ideas about being good and how people live</p> <ul style="list-style-type: none"> • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view <p>Raise important questions and suggest answers about how and why people should be good • Make</p>

			<p>difference that might make in people's lives, giving good reasons for their answers.</p>	<p>in the world today. Articulate their own responses to the idea of the importance of love and service in the world today.</p>	<p>Hindus put their beliefs into practice in different ways.</p> <p>Make connections between Hindu beliefs studied (e.g. karma and dharma) and explain how and why they are important to Hindus. Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.</p>	<p>connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views</p>
<p>Planning</p>	<ol style="list-style-type: none"> 1. Identify some different types of biblical texts, using technical terms accurately. 2. Explain connections between biblical texts and Christian ideas of God, using theological terms. 3. Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. 4. Show how Christians put their beliefs into practice in worship. 	<ol style="list-style-type: none"> 1. Identify what type of text some Christians say Genesis 1 is, and its purpose 2. I can show understanding of why many Christians find science and faith go together 3. Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account. 4. Explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in Creation. 5. I can show understanding of why some Christians find science and faith compatible 		<ol style="list-style-type: none"> 1. I can explain connections between biblical texts and the concept of the Kingdom of God. 2. Explain connections between biblical texts I can make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, 	<ol style="list-style-type: none"> 1. I can identify and explain Hindu belief about Brahman using technical terms accurately. 2. I can identify and explain Hindu belief about atman using technical terms accurately. 3. I can make connections between Hindu 	

	<p>5. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p>	<p>6. I can explain why humans have a responsibility to look after the earth</p>		<p>including in worship and in service to the community. 3. Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today. 4. I can explain connections between biblical texts and the concept of the Kingdom of God — where God rules in human lives. 5. I can make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice. I can identify ideas arising from their study of the Kingdom of God and comment on how far these are helpful or inspiring for the world today.</p>	<p>beliefs studied (eg karma, dharma, samsara and moksha), and explain how and why they are important to Hindus 4. I can identify and explain Dharma accurately using technical terms 5. I can Give evidence and examples to show how Hindus put their beliefs into practice in different ways. 6. I can make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus.</p>	