

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<u>Being Special</u> Where do we belong? Key Vocab: - Special - Different	<u>The Significance of Christmas</u> Why is Christmas special for Christians? Key Vocab: - Christmas - Jesus	<u>Introducing 'God'</u> Why is the word 'God' so important to Christians? Key Vocab: - God - World	<u>The Significance of Easter</u> Why is Easter special for Christians? Key Vocab: - Easter - Eggs	<u>Special Places</u> Which places are special and why? Key Vocab: Special place	<u>Special Stories</u> Which stories are special and why? Key Vocab: Stories
EYFS A	<u>Being Special (F4)</u> Where do we belong? Key learning - Give two ways to how I am different to others in my class. Make connections to their own lives. - To say that some people belief in God (Christians and Jews) - Understand that some believe that people are baptised because God loves them. - Say 2 things that happen at a Baptism. - State 1 way another religion shows that people are special. Key Vocab: - Baptism - Unique - Belonging Key People - Jesus - God - Priest Outdoor Learning What and where	<u>The Significance of Christmas (UC: F2)</u> Why is Christmas special for Christians? Key learning - Name any 3 important people in The Christmas Story. - Give a simple account of The Christmas Story - Discuss one of my own birthdays and what happened. - Name 3 traditional Christmas artefacts (cards, decorations, special food etc.) - State that we give gifts at Christmas because Jesus received 3 gifts. Key Vocab: - Mary - Joesph - Nativity - Bethlehem Key People - Jesus - Mary - Jospeh - Three Wise Men - Shephard	<u>Introducing 'God' (UC: F1)</u> Why is the word 'God' so important to Christians? Key learning - Say 3 things that I find interesting, puzzling and wonderful about the world. - To know some people, believe that the world was created by God. - Suggest ways that people thank God - through prayers. - To know that harvest is a celebration that thanks God. - Say 3 things I can do to treat people and the world well. Key Vocab: - Create - Harvest - Prayer Key People - David Attenborough - Greta Thunberg Outdoor Learning Explore the school surroundings, what can children find? How were these things created?	<u>The Significance of Easter (UC: F3)</u> Why is Easter special for Christians? Key learning - Give a clear, simple recount of one story I have heard about Jesus in collective worship/RE lessons. - Enquire and ask questions about items related to Palm Sunday. - Provide a clear, simple recount of the story of Palm Sunday. - Say that the cross reminds Christians that the Bible says Jesus died on a cross. - State why eggs are used at Easter as a symbol of new life. - Infer how Jesus might have felt at different parts of the Easter story. Key Vocab: - Palm leaf - Hosanna - Cross - New life Key People - Historical? - Contemporary?	<u>Special Places (F5)</u> Which places are special and why? Key learning - Name a place that is special to them. - Compared my special place with someone else's. - To know a church is a special place to Christians. - Say that different people have special places (teach about other special place for a different faith and compare). - Visit a place of worship and ask questions about it. Key Vocab: - Church - Objects in some special places to be added Key People - Historical? - Contemporary? Outdoor Learning As a class, decided on and create a special place outside. Discuss how this can be used well and how everyone can enjoy it. Handle and explore natural objects outside. Talk about how special our world is and how to look after it.	<u>Special Stories (F6)</u> Which stories are special and why? Key learning - Recite my favourite story. - A bible is a special book to some people (Christians) - Simple retell of David the Shepherd boy. - Simple retell of a story about Muhammad - Simple retell of Rama and Sita. Key Vocab: - Bible - David the Shepherd boy. - Muhammad - Rama and Sita Key People - David the Shepherd boy. - Muhammad - Rama and Sita Outdoor Learning What and where Industry Link?

	Industry Link?	Vicars, Reverends Outdoor Learning Creating wreaths as traditional Christmas artefacts Nature walks to find things the children can relate to Christmas time– holly, robins	Explore outside and compare different days, how does the weather change? How do the seasons change?	Outdoor Learning Spring exploring – discover new life outside. Link to plants and growing – grow some bulbs and seeds.	Industry Link Builders	
KS1 A	<u>Good News (UG: Gospel)1.4</u> What is the good news Jesus brings? Key learning - Tell stories from the Bible and link with ‘Gospel’ or good news. - Explain what Bible texts mean to Christians. - Recognise that Jesus gives instructions about how to behave. - Give two examples of how Christians bring good news to their communities. - Think, talk and ask questions about whether Jesus’ good news is just for Christians or if there are things for anyone to learn Key Vocab: - Gospel - Belief - Peace - Forgive - Disciple Key People - Historical?	<u>The Significance of Christmas (UC: Incarnation)1.3</u> Why does Christmas matter to Christians? Key learning - Give a clear, simple account of the story of Jesus’ birth. - Recognise that stories from Jesus’ life comes from the Gospels. - Give 3 ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas (including Advent). - Explain one thing they are thankful for at Christmas time. - Talk and ask questions about Christmas for people who Christians are and for people who are not. Key Vocab: - Christmas - Nativity - Advent - Gospels - Birth - Gabriel	<u>Islam 1.6</u> Who is Muslim and how do they live? Key learning - Recognise the words of the Shahadah and that it is very important for Muslims. - Give two examples of how Muslims use the Shahadah to show what matters to them. - Identify two 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 an example of how stories about the Prophet show what Muslims believe about Muhammad. - Give an example of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) - 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. Key Vocab: - Prophet - Mohammad - Allah - Muslim - Islam - Shahadah Key People - Mohammad PBUH		<u>The Significance of Easter (UC: Salvation)1.5</u> Why does Easter Matter to Christians? Key learning - Recognise that Incarnation and Salvation are part of the ‘big story’ of the Bible. - Tell two stories of Holy Week and Easter from the Bible. - Give three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter - Connect the idea of new life to Jesus’ resurrection. Key Vocab: - Easter - Resurrection - Holy Week - Incarnation - Salvation Key People - Historical? - Contemporary? Outdoor Learning What and where	<u>Thematic Unit 1.8</u> What makes some places sacred to believers? Key learning - Recognise that there are special places where people go to worship, and talk about what people do there. - Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean. - Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship. - Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues that 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. Key Vocab: - Holy - Sacred

	Contemporary? Outdoor Learning What and where Industry Link?	- Shepherds - Wise men Key People - Santa Clause Outdoor Learning What and where Industry Link?	Outdoor Learning What and where Industry Link?		- Church - Mosques - Synagogues Key People - Historical? - Contemporary? Outdoor Learning What and where Industry Link? Visting places of worship
KS1 B	<u>Creation (UC: Creation) 1.2</u> Who do Christians say made the World? Key learning - Retell the story of creation from Genesis 1:1-2:3 - Recognise that ‘Creation’ is the beginning of the the ‘big story’ of the Bible. - Say what the story tells Christians about God, Creation and the World. - Give at least one example of what Christians do to say ‘thank you to God for Creation. - Make a connection between the Jewish/Christian story. Key Vocab: - Creation - Genesis - World - Thank you	<u>Beliefs about God (UC: God) 1.1</u> What do Christians believe God is like? Key learning - Identify what a parable is. - Give at least two examples of a way in which God is loving and forgiving. - Tell the story of the Lost Son from the Bible. - Give an example of how Christians put their believes into practice in worship (e.g. by saying sorry to God) - Ask questions whether they can learn anything from the story themselves. Key Vocab: - Parable - The Lost Son - Christians Key People - Historical? - Contemporary?	<u>Judaism 1.7</u> Who is Jewish and how do they live? Key learning - Recognise the words of the Shema as a Jewish prayer. - Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah). - Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah). - Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) - Make links between Jewish ideas of God found in the stories and how people live. - Re-tell 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. - 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. Key Vocab: - Jewish - Jews - Shema - Shabbat	<u>Thematic Unit 1.10</u> What does it mean to belong to a faith community? Key learning - Recognise that loving others is important in lots of communities. - Say simply what Jesus and one other religious leader taught about loving other people. - Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean. - Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious). - Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences.	<u>Thematic Unit 1.9</u> How should we care for the world? Key learning - Identify a story or text that says something about each person being unique and valuable. - Give an example of a key belief some people find in one of these stories (e.g. that God loves all people). - Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world. - Give an example of how people show that they care for others (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. - Think, talk and ask questions about what difference believing in God makes to how

	• Harvest • Creator Key People • Historical? • Contemporary? Outdoor Learning What and where Industry Link?	Outdoor Learning What and where Industry Link?	• Sukkot • Chanukah Key People • Historical? • Contemporary? Outdoor Learning What and where Industry Link?		• 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. Key Vocab: • Groups • Belonging • Valuable • Community Key People • Historical? • Contemporary? Outdoor Learning What and where Industry Link?	people treat each other and the natural world. • Give two good reasons why everyone (religious and non-religious) should care for others and look after the natural world. Key Vocab: • Natural world • Genesis • Charity Key People • Mother Teresa • Doctor Barnardo • Sister Frances Dominica • Water Aid • Oxfam Outdoor Learning Children to suggest ways that we can look after our natural world. Industry Link • Gardners • Landscapers
LKS2 A	<u>Jesus (UC: Gospel) L4.2</u> What kind of world did Jesus want? Key learning • 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’.	<u>Hinduism L2.7</u> What do Hindus believe God is like? Preteach – introduce Hinduism and Hinduism to the children. Key learning • 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.	<u>Hinduism L2.8</u> What does it mean to be a Hindu in Britian today? Key learning • Describe how Hindus show their faith within their families in Britain today (e.g. home puja). • Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali).	<u>The Significance of Easter – Good Friday (UC: Salvation) L2.5</u> Why do Christians call the day Jesus died, Good Friday? Key learning • 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	<u>The Pentecost (UC: Kingdom of God) L2.6</u> For Christians, what is the impact of the Pentecost? Key learning • 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.	<u>Thematic unit L2.12</u> How and why do people try to make the world a better place? Key learning • Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin). • Make links between religious beliefs and teachings and why people try to live and make the world a better place. • Make simple links between teachings about how to live and ways in which people try

	Suggest ideas and then find out about what Jesus’ actions towards outcasts mean for a Christian. • Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus’ teaching in different ways • Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. Key Vocab: • Fisher of people • Gospel • Neighbour • Possessions Key People • Jesus • Disciples • Current Church leaders Outdoor Learning What and where Industry Link?	• 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. • 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. Key Vocab: • Hinduism = Sanatan Dharma • Hindu deities • Murtis • Aum • Brahman • Children to add the names and purposes of the different god and goddesses they learn about onto their knowledge organiser. Key People • Hindu deities Outdoor Learning What and where Industry Link?	• Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India). • Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean. • Make links between Hindu practices and the idea that Hindu Dharma is a whole ‘way of life’ (dharma). • Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas. Key Vocab: Sanatan Dharma Dharma Puja Temple/mandir Bhajans Prashad Diwali Holi Durga Puja Key People • Rama and Sita Outdoor Learning What and where Industry Link?	• Give examples of what Christians say about the importance of the events of Holy Week. • Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities. • Describe how Christians show their beliefs about Jesus in worship in different ways. • Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died ‘Good Friday’, giving good reasons for their suggestions. Key Vocab: • Salvation • Save • Rescue • Holy Week • Good Friday Key People • Historical? • Contemporary? Outdoor Learning What and where Industry Link?	• Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now. • Describe how Christians show their beliefs about the Holy Spirit in worship. • Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas. Key Vocab: • Pentecost • Act 2 • Holy Spirit • Kingdom of God Key People • Historical? • Contemporary? Outdoor Learning What and where Industry Link?	to make the world a better place (e.g. tikkun olam and the charity Tzedek). • 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. • 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. Key Vocab: • Teachings • ‘Golden Rule’ • Repair • Rescuing • Tikkun olam (Jewish teaching) • Zakah (3rd pillar of Islam refering to charity) Key People • Tzedek (Jewish Charity) • Martin Luther King • Gladys Aylward • Annie Besant (1847-1933) - non-religious example. Outdoor Learning What and where Industry Link?
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LKS2 B	<u>Creation (UC: Creation) L2.1</u>	<u>The Trinity</u>	<u>Judaism L2.10</u>	<u>Islam L2.9</u>	<u>Thematic unit - Significant Events</u> <u>– Multi-faith</u>	<u>Following God (UC: People of God)</u> <u>L2.2</u>
	What do Christians learn from the Creation story? Key learning • Make clear links between Genesis 1 and what Christians believe about God and Creation. • Recognise that the story of ‘the Fall’ in Genesis 3 gives an explanation of why things go wrong in the world. • Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God’s creation is; care for the Earth – some specific ways). • Describe how and why Christians might pray to God, say sorry and ask for forgiveness. • Ask questions and suggest answers about what might be important in the Creation story for Christians and for Non Christians living today. Key Vocab: • Creation • The fall • Creator • Forgiveness Key People • Historical? • Contemporary?	What is the Trinity and why is it important to Christians? Key learning • Recognise what a ‘Gospel’ is and give an example of the kinds of stories it contains. • Offer suggestions about what texts about baptism and Trinity mean. • Give examples of what these texts mean to some Christians today. • Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live. • Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like. Key Vocab: • Gospel • Trinity • Baptism Key People • Historical? • Contemporary? Outdoor Learning What and where Industry Link? Churches	How do festivals and family life show what matters to Jewish people? Key learning • Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. • Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people. • Offer informed suggestions about the meaning of the Exodus story for Jews today. • Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals). • Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities. • Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. • Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils’ own lives, and giving good reasons for their ideas. Key Vocab:	How do festivals and worship show what matters to Jewish people? Key learning • 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). • 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 community, at home and in the mosque).R • 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. Key Vocab: • Surah • Ibadah • Harmony • Qur'an	How do people mark the significant events of life? Key learning • Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean. • Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today. • Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean. • Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals). • Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism). Key Vocab: • Commitment • Tradition • Ceremonies • Baptism • Sacred thread • Marriage Add the key vocab of the ceremonies you are focusing on	What is it like for someone to follow God. Key learning • Make clear links between the story of Noah and the idea of covenant. • Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. • Make links between the story of Noah and how we live in school and the wider world. Key Vocab: • Old Testament • New Testament • Pact/agreement/covenant • Promises • Trust Key People • Christians • Jews • Noah from Genesis 6:5-9:17 Outdoor Learning What and where Industry Link?

	Outdoor Learning What and where Industry Link?		- Celebrate - Shabbat - Rosh Hashanah - Yom Kippur - Atonement - Pesach/Passover 10 Commandments - Torah - Talmud Key People - Historical? - Contemporary? Outdoor Learning What and where Industry Link?	- Tawhid - Ramadan - Fasting - Five pillars of Islam Key People - Historical? - Contemporary? Outdoor Learning What and where Industry Link?	with your class to your knowledge organisers. Key People - Historical? - Contemporary? Outdoor Learning What and where Industry Link?	
UKS2 A	<u>Creation (UC: U2.2)</u> Creation and science: conflicting or complementary? Key learning - Identify what type of text some Christians say Genesis 1 is, and its purpose. - Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. - Make clear connections between Genesis 1 and Christian belief about God as Creator. - Show understanding of why many Christians	<u>Hinduism (U2.7)</u> Why do Hindus try to be good? Key learning - Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately. - Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. - Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live. - Connect the four Hindu aims of life and the four stages of life with beliefs	<u>Thematic Unit (U2.11)</u> Why do some people believe in God and some people do not? - Define the terms ‘theist’, ‘atheist’ and ‘agnostic’ and give examples of statements that reflect these beliefs. - Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from. - Give examples of reasons why people do or do not believe in God. - Make clear connections between what people believe about God and the impact of this belief on how they live. - Give evidence and examples to show how	<u>The Significance of Easter (UC: Salvation U2.5)</u> What do Christians believe Jesus did to ‘save’ people? Key learning - Outline the ‘big story’ of the Bible, explaining how Incarnation and Salvation fit within it. - Explain what Christians mean when they say that Jesus’ death was a sacrifice. - Make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate Holy Communion/Lord’s Supper. - Show how Christians put their beliefs into practice in different ways. - Weigh up the value and impact of ideas of sacrifice	<u>Kingdom of God (UC: U2.6)</u> <u>For Christians, what kind of King is Jesus?</u> Key learning - Explain connections between biblical texts and the concept of the kingdom of God. - Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. - Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice. - Show how Christians put their beliefs into practice in.	<u>Thematic Unit (U2.12)</u> <u>How does faith help people when life gets hard?</u> Key learning - 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. - God and how they respond to challenges in life (e.g. suffering, bereavement). - Give examples of ways in which beliefs about resurrection/judgement/heaven/karma/rein

	find science and faith go together. - Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. - Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views. Key Vocab: - Creation - Cosmology - Evolution - Connections - Science Key People - Jennifer Wiseman (astrophysicist) Outdoor Learning What and where Industry Link? - Types of scientists include: teachers, parents, a local vicar, vet, doctor or engineers.	about dharma, karma, moksha, etc. - Give evidence and examples to show how Hindus put their beliefs into practice in different ways. - Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus. - Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view. Key Vocab: - Dharma - Karma - Samsara - Moksha - Mahabharata ‘the man in the well’ - Braham - Purushartha (four aims of life: Dharma, atha, kama and moshka) - Atha - Kama Key People - Historical? - Contemporary? Outdoor Learning What and where Industry Link?	Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis). - Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging. - Consider and weigh up different views on theism, agnosticism - and atheism, expressing insights of their own about why people believe in God or not. - Make connections between belief and behaviour in their own lives, in the light of their learning. Key Vocab: - Theist - Atheist - Agnostic Key People - Historical? - Contemporary? Outdoor Learning What and where Industry Link?	in their own lives and the world today. - Articulate their own responses to the idea of sacrifice, recognising different points of view. Key Vocab: - Incarnation - Salvation - Sacrifice - Holy Communion/ Lord’s Supper - Resurrection - Martyr Key People - Historical? - Contemporary? Outdoor Learning What and where Industry Link?	- serving the needy) to issues, problems and opportunities in the world today. Articulate their own responses to the idea of the importance of love and service in the world today. Key Vocab: - Made a difference - Temptation - Parables - Selfishness - Greed - Kingship Key People - Anyone who has made a difference to the world, for example, Nobel Peace Prize winners or Niwano Peace Prize Winners) Outdoor Learning What and where Industry Link?	carnation make a difference to how someone lives. - Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these. - Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own. Key Vocab: - Life - Death - Suffering - Resurrection - Karma Key People - Historical? - Contemporary? Outdoor Learning What and where Industry Link?
UKS2 B	<u>Islam (UC: U2.8)</u>	<u>God (UC: U2.1)</u>	<u>Judaism (U2.9)</u>	<u>The importance of Easter (UC: Incarnation U2.3)</u>	<u>Gospel (UC: U2.4)</u>	<u>Thematic Unit (U2.10)</u>

	What does it mean to be a Muslim in Britain today? Key learning - Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message). - Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet). - Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art). - Give evidence and examples to show how Muslims put their beliefs into practice in different ways. - ways of living in Britain/Northumberland today. - Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims. - Reflect on and articulate what it is like to be a Muslim in Britain today, giving	What does it mean for Christians to believe that God is holy and loving? Key learning - Identify some different types of biblical texts, using technical terms accurately. - Explain connections between biblical texts and Christian ideas of God, using theological terms. - Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed. - Show how Christians put their beliefs into practice in worship. - 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. Key Vocab: 5 – 8 words Key People - Historical? - Contemporary? Outdoor Learning What and where Industry Link?	Why is the Torah important to Jewish people? Key learning - Identify and explain Jewish beliefs about God. - Give examples of some texts that say what God is like and explain how Jewish people interpret them. - Make clear connections between Jewish beliefs about the - Torah and how they use and treat it. - Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws). - Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice). - Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today. - Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish. Key Vocab:	Why do Christians believe that Jesus was the Messiah? Key learning - Explain the place of Incarnation and Messiah within the 'Big story' of the Bible. - Identify Gospel and prophecy texts, using technical terms. - Explain connections between biblical texts, Incarnation and Messiah, using theological terms. - Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. - Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. - Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers. Key Vocab: - Gospel texts - Prophecy text - Incarnation - Messiah - Save - Saviour Key People - Historical? - Contemporary?	How do Christians decide to live? 'What would Jesus do?' Key learning - Identify features of Gospel texts (for example, teachings, parable, narrative). - Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts. - Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. - Make connections between Christian 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. Key Vocab: - Teachings - Parable - Narrative - Peace - Forgiveness - healings Key People - Christian Aid (justice examples) - Leprosy Mission (illness and healing examples)	What matters most to Humanist and Christians? Key learning - Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist). - Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God'). - Make clear connections between Christian and Humanist ideas about being good and how people live. - Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. - Raise important questions and suggest answers about how and why people should be good. Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views. Key Vocab: - Christians - Humanists - Code for living - Moral concepts - Valuable things - Values Key People - Historical? - Contemporary? Outdoor Learning
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	good reasons for their views. Key Vocab: • Ibadah • Tawhid • Iman • Sunni • Shi'a • Sufi • The 5 pillars of Islam • Eid-ul-Adha • Ummah Key People • Muslims in our local community Outdoor Learning What and where Industry Link?		• Shema • Tefillin • Sefer Torah • The written Torah • TeNaKh (Torah, Nevi'im and Ketuvim) • Kosha • Orthodox • Progressive Key People • Jewish people in the community www.jewishgen.org/jcr-uk/england_geographic.htm Outdoor Learning What and where Industry Link?	Outdoor Learning What and where Industry Link?	• Desmond Tutu (turning enemies into friends examples) • The Forgiveness Project (turning enemies into friends examples) Outdoor Learning What and where Industry Link? • Charities – Christian Aid and Leprosy Mission	What and where Industry Link?
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Disciplinary Knowledge

Making sense of beliefs

Understanding the impact

Making connections

By the end of...	I can...
Reception	• Identify core beliefs and concepts studied and give a simple description of what they mean. • Give examples of how stories show what people believe (e.g. the meaning behind a festival) • Give clear, simple accounts of what stories and others texts mean to believers. • Give examples of how people use stories, text and teachings to guide their beliefs and actions • Give examples of ways in which believers put their beliefs into practice • Think, talk and ask questions about whether the ideas they have been studying, have something to say to them • Give a good reason for the views they have and the connections they make

KS1	• Identify core beliefs and concepts studied and give a simple description of what they mean • Give examples of how stories show what people believe (e.g. the meaning behind a festival) • Give clear, simple accounts of what stories and other texts mean to believers • Give examples of how people use stories, texts and teachings to guide their beliefs and actions • Give examples of ways in which believers put their beliefs into practice • Think, talk and ask questions about whether the ideas they have been studying, have something to say to them • Give a good reason for the views they have and the connections they make
LKS2	• Identify and describe the core beliefs and concepts studied • Make clear links between texts/ sources of authority and the core concepts studied • Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers • Make simple links between stories, teachings and concepts studied and how people live, individually and in communities • Describe how people show their beliefs in how they worship and in the way they live • Identify some differences in how people put their beliefs into practice • Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly • Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live • Give good reasons for the views they have and the connections they make
UKS2	• Give reasoned explanations of how and why the selected core beliefs and concepts are important within the religions studied • Taking account of context(s), explain how and why people use and make sense of texts/sources of authority differently • In the light of their learning, explain how appropriate different interpretations of texts/sources of authority are, including their own ideas • Make clear connections between what people believe and how they live, individually and in communities • Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures • Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) • Reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently • Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make