

Bluecoat Primary Academy Religious Education Progression Document 2020

**Bluecoat Primary Academy RE Intent Statement**

BPA is a Church of England academy which is driven by our vision to enrich the lives of our pupils by equipping them to believe in themselves, in others and in God (John 10:10). The teaching of RE is one of the fundamental ways in this is made possible. Through effective RE teaching, we aim to give pupils the opportunity to explore the Christian faith, allowing them to develop a rich, deep and coherent understanding of the core concepts of Christianity. In order to do this, we place emphasis on ensuring children are able to make sense of and critically engage with biblical texts, exploring the relevance and impact of these on the lives of Christians both today and in the past. Our spiral curriculum design allows pupils to revisit these core concepts at deeper levels as they progress through the school, with the goal of equipping them to think logically and explore big questions about life, death, meaning and purpose with increasing confidence. We also believe that it is essential for the teaching of RE to reinforce the Christian values which lie at the core of our ethos. By linking our values to different religions studied within RE lessons, we hope to support our children to engage in thoughtful dialogue about how these values underpin their own faith and other faiths and traditions.

RE at BPA also provides pupils with the chance to learn about other world religions, understanding how their foundational texts, beliefs, rituals and practices shape not only our context as a multi-faith school, but the world around us. By teaching about a variety of faiths and creating opportunities both in school and within our local communities where our children are able to encounter multi-faith leaders and places of worship, we hope to create a safe environment where children are able to ask questions about their own beliefs and the beliefs of others. Our aim is that this practice will support the spiritual, social, moral and cultural development of our children. Our goal is to enable them to become informed global citizens equipped with the tools and knowledge to engage with and appreciate a variety of religions and traditions and show mutual respect and acceptance to those both similar and different to themselves.

We also recognise that we live in a vast and continually changing world with social, moral and religious issues arising frequently. As such, we believe that we have a duty of care, through RE lessons, to equip our pupils with the skills understand the diverse and evolving impact of religion on the lives of individuals and societies in different times, cultures and places. By doing this, we hope our children will leave us as religiously literate individuals who are able to connect, critically reflect upon, evaluate and apply their growing understanding of religion to their own lives, the world and human experience.

**RE Progression Document Guide**

The RE curriculum at BPA is split into two main areas. The teaching of Christianity and the teaching of other world religions. These different areas of teaching are supported by two distinct resources: Understanding Christianity and The Nottinghamshire Agreed RE Syllabus.

**Understanding Christianity**

Understanding Christianity is a resource that has been created by the Church of England to support the teaching of Christianity in Church of England schools in the UK. Each year group will use it during 4 out of 6 of their RE topics to teach the core concepts of Christianity. It’s a great resources that is very easy to follow. It has three core aims:

* To enable pupils to know about and understand Christianity as a living world faith, by exploring core theological concepts
* To enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians
* To develop pupils’ abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity), of themselves, the world and human experience.

*Understanding Christianity resources are available in physical form or can be found online on the server.*

**Nottinghamshire Agreed Syllabus**

The Nottinghamshire Agreed Syllabus is the programme used to inform the teaching of world religions and enquiry. Each year children will be taught one learning module around a world religion and a learning module based on enquiry (e.g. comparing world religions). The Nottingham Agreed Syllabus aims to support children in:

• investigating religions and world views through varied experiences and disciplines

• reflecting on and expressing their own ideas and the ideas of others with increasing creativity and clarity

• becoming increasingly able to be reasonable in their responses to religions and world views.

Each year group has been allocated specific units from the programme which will be taught over 2 half terms in the year. These will vary from year to year to ensure that our children get a broad understanding of a variety of world religions. The agreed syllabus can be found here: <http://www.nottinghamschools.org.uk/media/1170092/agreed-syllabus-15-20.pdf>

Making sense of the document

**Key Question:** Each module of RE taught should be driven by a key question which allows the children to really grapple with the concepts and stories taught, giving them time to draw their own conclusions. This will be the case for both Understanding Christianity and Nottinghamshire Agreed Syllabus modules.

**Key Texts:** Each module should refer to core texts that link to the religion being taught. These core texts will support with teaching and learning and may be useful for teachers when developing their subject knowledge prior to teaching

**Community links:** Part of our curriculum encourages links with the community. This section outlines ideas for trips/community visits and visitors to enrich the learning within these modules of learning. This will be the case for both Understanding Christianity and Nottinghamshire Agreed Syllabus modules.

**Core Concepts:** The approach developed for Understanding Christianity is based on the use of core concepts of Christian belief, as expressed in the Bible and lived out in the lives of Christians today. The core concepts reflect a view that the Bible tells a ‘big story’ of salvation. The approach in RE is to revisit the core concepts throughout the different key stages, deepening pupils’ understanding and making the links to the overall ‘big story’ or ‘salvation narrative’. The core concepts that children will cover will include: God, Creation, Fall, People of God, Incarnation, Gospel, Salvation, Kingdom of God.

While the idea of core concepts is primarily linked to Understanding Christinaity, there will be core concepts of world religions that will also be taught and it may be useful to see where these repeat when starting new topics as retrieval of similar themes within different religions will enable children to develop a deep and interlinked understanding of world religion as a whole.

**Key Knowledge**: This indicates the kind of knowledge and understanding that children should have grasped by the end of the module. These Understanding Christianity resources allow the children to understand more than these ideas but the intention is that it is better to focus on developing a deeper understanding of these few concepts than trying to go too broad.

***Understanding Christianity Only***

**Making sense of the text:** This refers to objectives that should be covered to enable the children to understand Bible stories and texts for themselves and to ensure that they have listened and thought about what stories and texts might mean to Christians.

**Making connections:** This refers to objectives that should be covered to make sure children have opportunities to think and talk about lessons that can be learnt from the Bible. This could be lessons that are learn by Christians nowadays or by those in the stories themselves. Children here can make links with their own experiences.

**Understanding the impact:** This refers to objectives which should be covered to allow children to look at the ways in which Christians choose to respond to Bible stories and texts in the Church community and in their own lives.

***Nottinghamshire Agreed Syllabus Only***

You will see when planning for the Nottinghamshire agreed syllabus that the headings used change. These alternative questions are based on Agreed Syllabus educational aims for RE:

**A. Know about and understand a range of religions and world view:** This ensures children develop skills where they can:

* Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities;
* Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom1 found in religions and world views;
* Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

**B. Express ideas and insights about the nature, significance and impact of religions and world views**. This enables children to develop skills to:

* Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
* Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;
* Appreciate and appraise varied dimensions of religion.

**C. Gain and deploy the skills needed to engage seriously with religions and world views**. This enables children to develop skills so they can

* Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
* Enquire into what enables different communities to live together respectfully for the wellbeing of all;
* Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people’s lives.

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|  |  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| EYFS | EYFS | **God**  (Understanding Christianity – Core Learning) | **Incarnation**  *(Understanding Christianity - EYFS Core Learning)* | What places are special and why? | **Salvation**  *(Understanding Christianity - EYFS Core Learning)* | **Creation**  *(Understanding Christianity - EYFS Core Learning)* | **Who are we and how do we belong?** |
| Key Stage 1 | Y1 | **God**  *(Understanding Christianity - Core Learning)* | **Incarnation**  *(Understanding Christianity - Core Learning)* | **Creation** *(Understanding Christianity - Core Learning)* | **Salvation**  *(Understanding Christianity - Core Learning)* | **Unit 1.5**  ‘Leaders’ in the Bible – Judaism and Christianity  *(Nottingham Agreed Syllabus)* | **Unit 1.2**  Caring for others  Christianity/Judaism  *(Agreed Syllabus)* |
| Y2 | **God**  *(Understanding Christianity Digging Deeper)* | **Incarnation**  *(Understanding Christianity Digging Deeper)* | **Unit 1.1**  Celebrations and festivals – Christian and Jewish  *(Nottingham Agreed Syllabus)* | **Salvation**  *(Understanding Christianity Digging Deeper)* | **Gospel**  *(Understanding Christianity Core Learning)* | **Unit 1.4**  Religious Symbols and places of worship: Christianity/Judaism  *(Agreed Syllabus)* |
| Lower Key Stage 2 | Y3 | **People of God**  *(Understanding Christianity LKS2 Core Learning)* | **Incarnation**  *(Understanding Christianity LKS2 Core Learning)* | **Gospel**  *(Understanding Christianity LKS2 Core Learning)* | **Salvation**  *(Understanding Christianity LKS2 Core Learning)* | **Unit 2.8**  Religion family  and community:  worship,  celebration, way  of living: Hinduism  *(Nottingham Agreed Syllabus)* | **Unit 2.5**  The Journey of Life and Death: Christianity, Hinduism and Islam  *(Nottingham Agreed Syllabus)* |
| Y4 | **The Fall**  *(Understanding Christianity LKS2 Core Learning)* | **Incarnation**  *(Understanding Christianity LKS2 Core Digging Deeper)* | **Unit 2.12**  Beliefs in action  in the world: Religious expression in Christianity and Hinduism | **Salvation**  *(Understanding Christianity LKS2 Digging Deeper)* | **Unit 2.4**  Inspirational people  *(Nottingham Agreed Syllabus)* | **Kingdom of God**  *(Understanding Christianity LKS2 Core Learning)* |
| Upper Key Stage 2 | Y5 | **People of God** *(Understanding Christianity UKS2 Core Learning)* | **Incarnation**  *(Understanding Christianity UKS2 Core Learning)* | **Unit 2.2**  Religion, family and comprmunity: prayer in Islam and Christianity  *(Nottingham Agreed Syllabus)* | **Salvation**  *(Understanding Christianity UKS2 Core Learning)* | **Unit 2.13**  Teachings,  wisdom and  authority: The Quran | **Kingdom of God**  *(Understanding Christianity UKS2 Core Learning)* |
| Y6 | **Creation/Fall**  *(Understanding Christianity UKS2 Core Learning)* | **Incarnation**  *(Understanding Christianity UKS2 Digging Deeper)* | **Unit 2.16**  Beliefs in Action: The Holocaust  *(Nottingham Agreed Syllabus)* | **Salvation**  *(Understanding Christianity UKS2 Year 6)* | **Unit 2.14**  Religion, family  and community: Islam and Christianity  *(Nottingham Agreed Syllabus)* | **God**  *(Understanding Christianity UKS2 Core Learning)* |

Yearly Overview:

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| **EYFS** | | |
| **Autumn 1 - God** | | |
| **Key Question** | **Core Concept** | |
| Why is the word God so important to Christians? | God: *Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit*  For the majority of children entering school the word ‘God’ is an interjection, or swear word. Religious Education gives them another use of the word, one which is not only important to all people of faith, but also in work they will ultimately cover in history and other curricular areas. In this learning, children will learn that God is a name and one that is very special to Christians. They will learn stories which show why this is and will learn how Christians show that God is important to them. | |
| **Key Knowledge** | **ELGs Covered** | **Key Texts/Stories** |
| Pupils will learn:  **Three and Four Year Olds:**  God is a name  For Christians, the word God is a very special word. The name of someone very important – the creator of the universe and all that is in it.  Christians show that God is important to them by going to church and singing him praise  **Reception:**  Christians are taught to respect God’s name and use it with love and care because God is holy and great. God is the creator of all.  Jesus teaches Christians that God is more valuable than anything in the world (story of the precious pearl)  God is ‘the Father almighty, the Creator of heaven and earth’, who created the world from nothing. God is eternal and has no beginning and end.  God’s creation is awesome – full of beauty, design, variety and a sense of purpose. The natural world points to God its Creator and calls humans to praise him.  The Earth is the Lord’s and everything in it.’ God is King of the universe, above all else. His name should be respected and hallowed (kept holy). |  | The Precious Pearl – John 14:9  Tenth commandment: You must not use the name of the Lord your God thoughtlessly – Exodus 20:7 |
| **Community Links (if applicable)** |
| Visitor from a church leader to talk about “Who is God?” |
| **Autumn 2- Incarnation** | | |
| **Key Question** | **Core Concept** | |
| Why do Christians perform plays at Christmas? | Incarnation: *The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh and that, in Jesus, God came to live amongst humans*.  This Christmas material starts by connecting the baby Jesus with the adult Jesus – often a huge confusion for children – and explores the idea that for Christians, Jesus is not just a baby, but God. The stories of Jesus’ birth take on such huge significance for Christians because for them he is not just a special baby, nor even a ‘royal baby’, but a completely human baby who is God ‘in the flesh’, and who they call ‘God’s Son’. Children will learn that Christians think this and will explore some of the things that Christians do to show their belief in the incarnate God. | |
| **Key Knowledge** | **ELGs Covered** | **Key Texts/Stories** |
| Pupils will learn:  **Three and Four Year Olds:**  Christians believe that God came to Earth in human form as Jesus  Children can identify Mary, Joseph and Jesus in Nativity role play  Children recognise them as a family and that the story is found in the Bible  **Reception:**  Children can reflect on and express the feelings associated with a new baby  Christians believe that Jesus came to show that all people are precious to God.  Children can show their understanding of other people in the Christmas story  Can begin to explain link the celebration of the birth of Jesus to Christmas |  | Stories of the adult Jesus. For example, the feeding of the five thousand (John 6:1-13)  Jesus’ birth is announced  (Luke 1:26–38/Matthew 1:18–25)  Jesus is born in Bethlehem (Luke 2:1–7)  Shepherds (Luke 2:8–20) and magi (wise  men) visit (Matthew 2:1–12)  No one has ever seen God because God  is spirit (see John 4:24), but Jesus makes him known (see John 1:18). |
| **Community Links (if applicable)** |
| Nativity service/performances to local and school community |
| **Spring 1 – Special Journeys** | | |
| **Key Question** | **Core Concept** | |
| What places are special and why? | During this learning, children with discover that some people make journeys for special reasons. They will look at a variety of different special journeys from Islam and Christianity and discuss why they are made. As part of this they will need to learn about some different special places for Christians, Muslims and Jews eg. Church, mosque, Mecca, Synagogue | |
| **Key Knowledge** | **ELGs Covered** | **Key Texts/Stories** |
| Pupils will:  **Three and Four Year Olds:**  Talk about different types of journey, e.g. home to school; around school; to visit people, e.g. Gran; to church or other places of worship.  Tell the Christian story of Mary and Joseph taking Jesus as a child on a journey to the Temple in Jerusalem.  **Reception:**  Discuss what Mosques are like and why Muslims go to them  Discuss why Christians take the journey to church  Explore religious journeys to Mecca and why these are taken  Explore religious stories about journeys, e.g. a story that is important to Jews, Christians & Muslims- Moses and the Red Sea |  | Story of Good Samaritan  Story of Jesus’ journey to the temple to worship  Story of the Good Samaritan |
| **Community Links (if applicable)** |
| Children to walk to the local church/mosque/Synagogue |
| **Spring 2 - Salvation** | | |
| **Key Question** | **Core Concept** | |
| Why is the shape of a cross special? | Salvation: *Jesus’ death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Christians believe that through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.*  This section looks at what the Bible says about the last days of Jesus’ ministry on Earth, from Palm Sunday to Jesus’ resurrection. The Easter narratives in each of the four Gospels in the Bible are made up of a number of stories, which cover the period from Jesus’ triumphal entry into Jerusalem to the encounters the disciples had with the risen Jesus. The different accounts contain some elements that are the same, and some that differ. Palm Sunday commemorates Jesus’ entry into Jerusalem and is the start of Holy Week, when stories of what Jesus did in the last week of his earthly life are told and re-enacted in churches. Palm leaves or palm crosses are often distributed to worshippers. | |
| **Key Knowledge** | **ELGs Covered** | **Key Texts/Stories** |
| Pupils will learn  **Three and Four Year Olds:**  Christians remember Jesus’ last week at Easter  Christians believe that Jesus came to show God’s love  Christians try to show love to others  **Reception:**  Jesus name in Hebrew means ‘He Saves’  For Christians the cross is a symbol of many things:  forgiveness, reconciliation, sacrifice, a new start,  resurrection and hope for the future, victory over death.  There is also a sense in which the cross is like a ‘bridge’  in two directions: (i) a bridge which, through the death  of Jesus, reconciles humans to God, and (ii) a bridge  whereby humans are called by Jesus to be reconciled to  each other. |  | Palm Sunday: for example, Matthew 21:1–11  Jesus’ arrest, death and burial: for example Matthew 26:47–56; 27:15–66  Jesus’ resurrection: for example Matthew 28:1–15  Easter morning in the garden: John 20:1–18 (Jesus and Mary |
| **Community Links (if applicable)** |
| Easter breakfast with cross in hall |
| **Summer 1 - Creation** | | |
| **Key Question** | **Core Concept** | |
| How can we care for our wonderful world? | Creation: *Christians believe the universe and human life are God’s good creation. Humans are made in the image of God.*  This section looks at what the Bible says about God. This section complements the ‘core learning’ section, ‘Why is the word “God” so important to Christians?’ in which God is introduced as the name of the Creator of the universe, whose name must be respected and kept holy. In this section, children are introduced to the fact that Christians believe they are called by God to care for the world. For Anglicans, the fifth of the ‘Five Marks of Mission’ states the importance of treasuring God’s world. | |
| **Key Knowledge** | **ELGs Covered** | **Key Texts/Stories** |
| Pupils will learn that:  **Three and Four Year Olds:**  Christians believe that God is the creator of the universe  Christians believe that God made the wonderful world and we should look after it.  **Reception**  Humans are part of God’s creation. Each person is known by God and has a place and purpose in the universe; each has been created to ‘know God and enjoy him forever’  Humans are called to be caretakers of God’s wonderful world; we are responsible as God’s co-workers for preserving what God says is ‘good’.  Humans are made in God’s image. We can create and be creative like our Maker, but God is the true ‘giver of life’. We should give thanks to God for his good gifts; at Harvest, for example |  | In the beginning God created the heavens  and earth (Genesis 1:1 NIV)  God asked Adam to name the animals  (see Genesis 2:19-20)  God looked at everything he had made, and it  was very good (Genesis 1:31 NIV)  God put Adam in charge of the fish, the birds  and all the wild animals (see Genesis 1:20)  O LORD, what a variety of things you have  made! In wisdom you have made them all.  The earth is full of your creatures.  (Psalm 104:24 NLT) |
| **Community Links (if applicable)** |
| Visitor from Greenpeace? |
| **Summer 2 – Special clothes** | | |
| **Key Question** | **Core Concept** | |
| Who are we and how do we belong? | During this learning, children with discover that some people wear special clothes. They will look at a variety of different special clothes worn during Christenings, Hindu birth ceremonies, Weddings and other religious ceremonies. They will discuss why people might choose | |
| **Key Knowledge** | **ELGs Covered** | **Key Texts/Stories** |
| Children will learn:  **Three and Four Year Olds:**  Special clothes can be worn for significant occasions  To demonstrate understanding and empathy through role play and contributions to discussion  **Reception**  To recall similarities and differences between the clothes worn in church and in other holy places.  To identify special occasions when special clothes are worn  Find out about the Hindu festival of Raksha Bandhan. Traditionally, during the festival, sisters tie a rakhi, a bracelet made of interwoven red and gold threads, around their brothers' wrists to celebrate their  relationship |  |  |
| **Community Links (if applicable)** |
| Invite any religious leader into school to speak about religious dress  Family Boxes – Some children to bring in family shoe box full of things that show who they are and how they belong. |

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| **Year 1** | | | | |
| **Autumn 1 - God** | | | | |
| **Key Question** | **Core Concept** | | | |
| How should Christians show what God is like? | God: *Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit*  Children will have learnt that God is a name in F2 and will understand that Christians believe in God as creator. They will already know that Christians believe that Jesus is God and that Jesus came to show God’s love and this is why Christians try to show love to others. During this topic, they will deepen this understanding, thinking about the implications of a story Jesus told and how this might influence the behaviour of Christians in a different way as indicated below. They will also think about this for themselves thinking about what they think Christians can learn from the story studies and how they could show this to others (see KQ) | | | |
| **Key Knowledge** | **Making Sense of the Text** | **Making Connections** | **Understanding the Impact** | **Key Texts** |
| Pupils will know that:  Christians believe in God, and  that they find out about God in  the Bible.  Christians believe God is loving,  kind, fair and forgiving, and also  Lord and King.  Some stories show these  Christian beliefs.  Christians worship God and try to live in ways that please him. | Pupils will:  Identify what a parable is.  Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.  Give clear, simple accounts of what the story means to Christians. | Pupils will:  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.  Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. | Pupils will:  Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas | The parable of the Lost Son can be found in the gospel of Luke (15:11–32). Luke wrote the Gospel, telling the words and actions of Jesus, after speaking to eyewitnesses. Chapter 15 relates three ‘lost’ parables in succession — the Lost Sheep, the Lost Coin and the Lost Son. The sheep, the coin and the son are used as metaphors for sinners (the ‘lost’) turning to God, who rejoices when they are ‘found’. Any of these texts could also be used to support learning. |
| **Community Links (if applicable)** |
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| **Autumn 2 - Incarnation** | | | | |
| **Key Question** | **Core Concept** | | | |
| Why does Christmas matter to Christians? | Incarnation: *The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh and that, in Jesus, God came to live amongst humans*.  This should be the second time that the children have come into contact with the idea of incarnation. In Year 1, children should deepen their knowledge of the Christmas story as more than simply a story but should start to look at aspects of the story and how these show why Jesus is important to Christians. They will also learn about and how the story of the Nativity may begin to guide Christian’s actions in the lead up to Christmas. | | | |
| **Key Knowledge** | **Making Sense of the Text** | **Making Connections** | **Understanding the Impact** | **Key Texts** |
| Pupils will know that:  Christians believe that Jesus is God and that he was born in Bethlehem  The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king) and that he came to bring good news (for example to the poor)  Christian’s celebrate Jesus’ birth: Advent for Christians is a time of getting ready for Jesus’ coming | Pupils will:  Be able to give a clear, simple account of the story of Jesus’ birth and why Jesus is important to Christians  Recognise that stories of Jesus’ life come from the Gospels (4 books in the Bible) | Pupils will:  Be able to give examples of the ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas | Pupils will:  Decide what they personally have to be thankful for at Christmas time. | **Biblical Texts:**  Luke 1:26-38  Luke 2 :1 – 20  Matthew 1:18 – 2:12 |
| **Community Links (if applicable)** |
| In KS1, children will put on a Nativity performance for parents and carers |
| **Spring 1 - Creation** | | | | |
| **Key Question** | **Core Concept** | | | |
| What shall we do with the wonderful world God has made? | Creation: *Christians believe the universe and human life are God’s good creation. Humans are made in the image of God.*  Children will have learnt that Christian’s believe that God is the creator of the universe and will know that we should look after it. During this topic they will move on to learning about the relationship between God and the people that he has made. They will also understand the story of creation in the wider story of the bible and will consider the response of Christians to living in the amazing world. | | | |
| **Key Knowledge** | **Making Sense of the Text** | **Making Connections** | **Understanding the Impact** | **Key Texts** |
| Pupils will know that:  God created the universe.  The Earth and everything in it are important to God.  God has a unique relationship with human beings as their Creator and Sustainer.  Humans should care for the world because it belongs to God. | Pupils will:  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. | Pupils will:  Give at least one example of what Christians do to say thank you to God for the Creation. | Pupils will:  Think, talk and ask questions about living in an amazing world. | Genesis 1:1–2:3 |
| **Community Links (if applicable)** |
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| **Spring 2 - Salvation** | | | | |
| **Key Question** | **Core Concept** | | | |
| Is the story of Easter a happy or sad story? | Salvation: *Jesus’ death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Christians believe that through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.*  In F2 children will have learnt about Easter celebrations and that Jesus came to show the love of God to others. They will have learnt that this is why Christians try to show God’s love. Moving into Year 1, they will take this learning deeper, understanding the concept of salvation in the big story of the Bible and will become familiar with other parts of the Easter story. They will explore the impact of Jesus’ death on Church practice and explore their own thoughts on what can be learnt from the story of Easter about their own lives. | | | |
| **Key Knowledge** | **Making Sense of the Text** | **Making Connections** | **Understanding the Impact** | **Key Texts** |
| Children will know that :  Easter is very important in the  ‘big story’ of the Bible.  Christians believe Jesus rose  again, giving people hope of a  new life. | Pupils will:  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).  Recognise that Jesus gives  instructions about how  to behave | Pupils will:  Give at least three examples  of how Christians show their  beliefs about Jesus’ death and  resurrection in church worship  at Easter | Pupils will:  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. | John 12:12–15: Jesus’ entry into Jerusalem  Luke 22:47–53: Jesus’ betrayal and arrest  Luke 23:26–56: crucifixion, death and burial  Luke 24:1–12: finding the empty tomb  John 20:11–23: Jesus appearing to Mary Magdalene and the disciples. |
| **Community Links (if applicable)** |
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| **Summer 1 - Celebrations and Festivals (Christianity and Judaism)** | | | | |
| **Key Question** | **Core Concept** | | | |
| Is any one festival more important than another? | Children to explore different celebrations from Christianity and Judaism in different ways (stories, artefacts, visitors) in order to answer the key question. They will learn about Purim, Easter, Harvest festival and Sukkot | | | |
| **Key Knowledge** | **Intention** | **Implementation** | **Impact** | **Key Texts** |
| Religious content will include: Various festivals in Christianity and Judaism; the celebrations, stories, artefacts, food.  Purim: (held on the 14th day of the Hebrew month of Adar — usually March or April) commemorates the day Esther, Queen of Persia, saved the Jewish people from execution by Haman, the advisor to the Persian king  Sukkot: Sukkot commemorates the years that the Jews spent in the desert on their way to the Promised Land, and celebrates the way in which God protected them under difficult desert conditions. It is a Jewish harvest festival.  Easter: Easter, also called Resurrection Sunday, is a festival and holiday commemorating the resurrection of Jesus from the dead.  Harvest Festival: Harvest Festival reminds Christians of all the good things God gives them. This makes them want to share with others who are not so fortunate. | Knowledge:  Pupils will learn simply  about annual or weekly  celebrations for Christians  and Jewish people. They will learn  about the songs, worship,  celebrations, stories,  artefacts and food.  Skills:  Pupils will practice the  skills of suggesting a  meaning in an artefact,  symbol or **religious**  **practice.** | Pupils:   explore and talk about stories and celebrations of, for  example, Christmas, Easter, Hanukkah, Pesach, finding out  about what the stories told at the festivals mean, e.g.  through hearing stories, talking about ‘big days’, learning  from festive food, enacting celebrations, learning from  artefacts or welcoming visitors to talk about their festivals  (A1);   select examples of religious artefacts from Christianity and  Judaism that interest them, and name these, raising lists  of questions about them and finding out what they mean  and how they are used in festivals and for example in  prayer and worship at the synagogue and church (A3);   find out about what different religions and worldviews do  to celebrate the fruitfulness of the earth (e.g. in Harvest  Festivals). They respond to questions about being  generous and being thankful (B1);   notice and talk about the fact that people come from  different religions. How can we tell? How can we live  together kindly when we are all so different? (C2).   remember the names of the artefacts, religions and  stories they have learned   write or retell (e.g. by sequencing) a simple version of the  stories they have learned as appropriate to their age  group. |  Recall and name religious  festivals, objects and symbols   Retell a story that lies behind a  festival   Suggest a meaning for an  object used in the worship of  the festival   Ask questions about the  meaning of the festival and  listen to answers   Respond to some of the  experiences and emotions of  festivals: e.g. joy, memory,  community   Express an idea of their own  about why festivals and  celebrations matter   Give an example of a big day in their own lives and talk about  what made it special | Sukkot: Old Testament in Bible Nehemiah 8:13–18  Purim: Book of Megillah in the Tanakh (Jewish Holy Book) Can also be found in the Old Testament of the Christian Bible in the book of Esther  Easter: Bible- Luke 23:26–56: crucifixion, death and burial  Harvest Festival: Bible - Exodus 23:16 |
| **Community Links (if applicable)** |
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| **Summer 2: Caring for others Unit 1.2** | | | | |
| **Key Question** | **Core Concept** | | | |
| What is the best way to care for others? | Children will discuss the idea of how best to care for others, drawing on content from Christianity and Judaism. Religious content will include: My uniqueness as a person in a family and community, caring for others and exploring characteristics such as goodness, kindness. | | | |
| **Key Knowledge** | **Intent** | **Implementation** | **Impact** | **Key Texts** |
| Children to learn 3 stories from Judaism and Christianity    Jesus heals the paralysed man – Christian story  The story of Ruth and Esther  Any other chosen story from Torah or Bible – Could look at how God created us all differently or a Bible verse discussing how God loves each of us.  Religious content will include: My uniqueness as a person in a family and community, caring for others and exploring characteristics such as  goodness, kindness. | Knowledge:  Pupils will learn about  their uniqueness as a  person in a family and  community. They will be  taught about examples of  caring for others and  exploring characteristics  such as goodness,  kindness, generosity,  sharing.  They will hear and  consider religious stories  and teachings, e.g. Jesus’  story of the Lost Sheep,  the Jewish Psalm 23 and  infer ideas about care  from these texts.  Skills:  Literacy skills, simple  discussion, sharing and  expressing their own  ideas. | Pupils:   listen to and think about three moral stories, for example  from Christians, Jewish people and Humanists. They think  and talk about whether they are saying the same things  about how we should behave (A3);   learn from songs from religious communities which express  the importance of caring and kindness or other age appropriate values words   express creatively (e.g. in art, poetry or drama) their own  ideas about the questions: Who am I? Where do I belong?  Who cares for me? Who do I care for? How does it show?  [www.natre.org.uk/spiritedarts is a useful website] (B2);   notice and talk about the fact that people come from  different religions. How can we tell? How can we live  together kindly when we are all so different? (C2);   linking to English, pupils ask questions about goodness, and  create simple sentences that say what happens when  people are cheerful, honest, kind, thankful, fair or generous,  and what happens when people are unkind, ungrateful,  untruthful, unfair or mean (C3). | Most pupils will be able to:   Recall and name the main  character in a story they have  heard   Retell a story about caring  simply   Suggest a meaning for a  symbol, song or artefact from  Judaism and Christianity   Ask questions about how we  show we care for others   Respond to ideas and values  such as care, kindness and  generosity with simple ideas  of their own   Express an idea of their own  about a religious story of  caring   Give an example of how a  person can show their values | Four friends take the paralysed man to Jesus (Luke 5:17-26)  Book of Megillah in the Tanakh (Jewish Holy Book) Can also be found in the Old Testament of the Christian Bible |
| **Community Links (if applicable)** |
| Local charity worker coming in to discuss how they support people. |

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| **Year 2** | | | | |
| **Autumn 1 - God** | | | | |
| **Key Question** | **Core Concept** | | | |
| Is God always loving? | God: *Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit*  Children will be familiar with the concept of God from F2 and Y1. They will have learnt that Christians believe Jesus is god and will have explored the implications of Jesus’ teaching on the lives of his followers, discussing what they can learn from the story of the Lost Son. This topic, they will go deeper with this concept of learning about God from stories in the Bible and will unpack the story of Jonah and the Big Fish. | | | |
| **Key Knowledge** | **Making Sense of the Text** | **Making Connections** | **Understanding the Impact** | **Key Texts** |
| Pupils will know that:  Christians believe in God, and  that they find out about God in  the Bible.  Christians believe God is loving,  kind, fair and forgiving, and also  Lord and King.  Some stories show these  Christian beliefs.  Christians worship God and try to live in ways that please him. | Pupils will:  Tell the key points of the story of Jonah from the Bible, and recognise a link with the concept of God.  Give clear, simple accounts of what the text means to Christians. | Pupils will:  Give an example of a way in which Christians use the story of Jonah to guide their beliefs about God, for example, seeing God as Lord, i.e. in control of events and being fair: God wants to save the people of Nineveh.  Give at least two examples of how Christians put their beliefs into practice in worship: for example, using the story in church, in art | Pupils will:  Think, talk and ask questions  about whether they can  learn anything from the story  for themselves, exploring different ideas. | Jonah is a short book in the Old Testament, written perhaps 2,500 years ago. Jonah is a prophet (someone who is chosen to speak for God). Christians use it to learn some things about what God is like and what matters to him. |
| **Community Links (if applicable)** |
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| **Autumn 2 - Incarnation** | | | | |
| **Key Question** | **Core Concept** | | | |
| Is Christmas a time for giving or receiving? | Incarnation: *The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh and that, in Jesus, God came to live amongst humans*.  Children by now should be able to retell the story of the Nativity well having learnt about it in F2 and Y1. They should have a good understanding of why the baby Jesus is important to Christians and how this story plays a part in God’s big rescue mission. By looking at the KQ children will have to think about the gift of Jesus to the world, the response that people give to this (e.g. worshipping God like the Shepherds and the kings) and the implications of Christmas and all it means to Christians (God showed his love by sending Jesus so Christians give to those less fortunate than themselves) | | | |
| **Key Knowledge** | **Making Sense of the Text** | **Making Connections** | **Understanding the Impact** | **Key Texts** |
| Pupils will know that:  Christians believe that Jesus is God and that he was born in Bethlehem  The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king) and that he came to bring good news (for example to the poor)  Christian’s celebrate Jesus’ birth: Advent for Christians is a time of getting ready for Jesus’ coming | Pupils will:  Recognise that Incarnation  is part of the ‘Big Story’ of the Bible.  Tell the story of the birth of  Jesus and recognise the link  with Incarnation — Jesus is  ‘God on Earth’ | Pupils will:  Give at least two examples of  ways in which Christians use  the nativity story in churches  and at home; for example,  using nativity scenes and  carols to celebrate Jesus’ birth | Pupils will:  Think, talk and ask questions  about the Christmas story and  the lessons they might learn  from it: for example, about  being kind and generous. | **Biblical Texts:**  Luke 1:26-38  Luke 2 :1 – 20  Matthew 1:18 – 2:12 |
| **Community Links (if applicable)** |
| In KS1, children will put on a Nativity performance for parents and carers |
| **Spring 1 - Leaders in the Bible (Christianity and Judaism) Unit 1.5** | | | | |
| **Key Question** | **Core Concept** | | | |
| What makes a good leader? | This will be the first time that the children will have looked at leadership. Children to discuss the idea of leadership throughout the Bible and Torah looking into the different things that might make a good leader. Children will learn about how different historical religious made a different to their religion, how things said by key religious leaders and how certain behaviours make someone a good leader. | | | |
| **Key Knowledge** | **Intent** | **Implementation** | **Impact** | **Key Texts** |
| Religious content will include: Stories about key leaders e.g. Moses, Jesus, Peter; their behaviour, examples of their wisdom and rules for living  harmoniously; the difference they have made.  Moses – a key figure in both the Jewish and Christian faiths. He was famous for leading the Israelites out of their Egyptian oppression.  Jesus – a key figure in the New Testament. Children should already have a solid knowledge of Jesus from previous learning.  Peter- a disciple of Jesus in the new testament who went on to spread the gospel of Jesus around the world after Jesus’ ascension. Famed for being the first leader of the Christian church. | Knowledge:  Pupils will learn some stories  of Moses (the baby in the  bulrushes, the prince who ran  away, the burning bush, the  ten plagues, the parting of the  red sea, the Ten  Commandments). They will  find out about Moses as a  great leader for Jewish  people.  They will learn some stories  about Jesus and Saint Peter  (e.g. Jesus calls Peter to follow  him, Peter recognises Jesus as  the Messiah, Jesus washes  Peter’s feet, Peter denies  Jesus, Peter becomes the first  leader of the Christians). They  will find out about Saint Peter  as a Christian leader  They will consider what makes  a leader: their behaviour,  examples of their wisdom and  rules for living harmoniously;  the difference they have  made. A non -religious leader makes a good point of comparison.  Skills:  Thinking and discussion skills,  information gathering skills. | Pupils:   retell stories of key leaders from Christianity and  Judaism, for example Moses, Jesus and Peter. They  talk about how these leaders made a difference and  how leaders today make a difference to our lives.  (A2)   think about the behaviour shown by these leaders  e.g. being kind, valuing and respecting others, being  trustworthy, courageous, and consider questions  about being good, kind, and forgiving (C1);   encounter many examples of simple ‘wise sayings’  (e.g. from Moses, Jesus or Saint Peter or an  appropriate non-religious example) or ‘rules for  living’ harmoniously (e.g. The 10 Commandments).  They choose their favourite ‘wise sayings’ or ‘rules  for living’ from different key leaders and talk about  what makes these sayings wise, and what difference  it would make if people followed them (A2);   ask and find out how to answer a range of ‘how’ and  ‘why’ questions about how people practise their  religion, including how they follow their leaders by  remembering, telling stories, celebrating, praying or  making music. Pupils might use exciting photographs  or works of art to stimulate their questions (C2).   discuss stories of co-operation from Judaism,  Christianity and from different traditions and sources  and make a ‘Recipe for living together happily’ or a  ‘Class charter for more kindness and less fighting’  (C2).   remember, ask questions about and write about  their own favourite parts of the stories they have  learned, connecting them to ideas about what makes  a good leader | Most pupils will be able to:   Recall and name key figures  in the stories they studied,  saying what they did   Recognise what is meant by  describing Moses as a great  leader, or Peter as a Saint,  giving examples of their  leadership.   Ask questions about  leadership and suggest  answers   Respond to the idea that  Moses and Saint Peter were  guided by God or given  wisdom by God.   Express an idea of their  own about leadership,  linking it to the stories they  learned   Give an example of what  makes a great leader | Moses – Old Testament (Exodus)  Jesus – New Testament (Gospels)  Peter – New Testament |
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| Jewish and Christian community leaders to come and discuss leadership with the children. |
| **Spring 2 - Salvation** | | | | |
| **Key Question** | **Core Concept** | | | |
| Should Easter really be a time of celebration? | Salvation: *Jesus’ death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Christians believe that through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.*  In Y1, the children will have understood the concept of salvation in the bigger story of the Bible and will become familiar with other parts of the Easter story. They will have explored the impact of Jesus’ death on Church practice and explore their own thoughts on what can be learnt from the story of Easter about their own lives. Moving into Year 2, children will explore the implications of the death of Jesus on the lives of Christians and how the different parts of Holy Week contribute to this. | | | |
| **Key Knowledge** | **Making Sense of the Text** | **Making Connections** | **Understanding the Impact** | **Key Texts** |
| Pupils will learn:  Easter is very important in the ‘big story’ of the Bible.  Jesus showed that he was willing to forgive all people, even for putting him on the cross.  Christians believe Jesus builds a bridge between God and humans.  Christians believe Jesus rose again, giving people hope of a new life. | Pupils will:  Recognise that God,  Incarnation, Gospel and  Salvation are part of the  ‘big story’ of the Bible. It is vital that children understand the links between these concepts in order to answer the key question.  Tell stories of Holy Week and  Easter and make a link with  the idea of Salvation (Jesus  rescuing people). | Pupils will:  Give at least three examples  of how Christians show their  beliefs about Jesus as saviour  in church worship | Pupils will:  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. | Luke 19:45–46/48: the cleansing of the temple  John 13:1–11: washing the disciples’ feet  Luke 22:7–23: the Last Supper  Luke 22:66-71  23:1-5: Jesus’ trials (you might  choose one trial or do both). |
| **Community Links (if applicable)** |
| Church Visit |
| **Summer 1 - Gospel** | | | | |
| **Key Question** | **Key Question** | | | |
| What is the most important thing to learn from the good news of Jesus? | Gospel: Christians believe Jesus’ incarnation is ‘good news’ for all people. (‘Gospel’ means ‘good news’.) His life, teaching and ministry embody what it is like to be one of the People of God, what it means to live in relationship with God. Jesus’ example and teaching emphasise loving one’s neighbour – particularly the weak and vulnerable – as part of loving God.  This is the first time that children will have come across this term. They will have a good understanding already of the good things that Jesus did but the aim of this learning is to develop their understanding of why he did the things that he did and whether the knowledge this should change the way people live, Christian or not. | | | |
| **Key Knowledge** | **Making Sense of the Text** | **Making Connections** | **Understanding the Impact** | **Key Texts** |
| Pupils will learn:  Christians believe Jesus brings good news for all people.  For Christians, this good news includes being loved by God, and being forgiven for bad things.  Christians believe Jesus is a friend to the poor and friendless.  Christians believe Jesus’ teachings make people think hard about how to live and show them the right way | Pupils will:  Tell stories from the Bible and  recognise a link with a concept  of ‘Gospel’ or good news.  Give clear, simple accounts  of what Bible texts (such as  the story of Matthew the tax  collector) mean to Christians.  Recognise that Jesus gives  instructions to people about  how to behave. | Give at least two examples of  ways in which Christians follow  the teachings studied about  forgiveness and peace, and  bringing good news to the  friendless.  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). | 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,  exploring different ideas. | Luke 11: 9-13  Story of Zacchaeus – Luke 19:3  Four friends take the paralysed man to Jesus (Luke 5:17-26) |
| Community links |
| Operation Orphan to come into school and discuss the background to setting up the charity. |
| **Summer 2 – Churches and Synagogues (Judaism and Christianity)** | | | | |
| **Key Question** | **Core Concept** | | | |
| Are places of worship really important? | In this learning, children will explore the importance of places of worship on followers of Judaism and Christianity before answering the key question. | | | |
| **Key Knowledge** | **Intent** | **Implementation** | **Impact** | **Key Texts** |
| Pupils will learn:  The importance of places of worship within Christianity and Judaism. They will focus on why people go to places of worship looking at the religious items which might be used and why these make places of worship important.  Children will learn about specific traditions within places of worship and why these make places of worship important  Religious content will include: Visiting places of worship – the church and  the synagogue, including their symbols, artefacts, things that happen there  and special events e.g. weddings. | Knowledge:  Pupils will learn from  visiting and studying  churches and synagogues  about the use of a place  of worship. They will  know about worship at ae  church and a synagogue,  including the symbols,  artefacts, music, holy  books and other things  that happen there. They  will learn about weddings  in Jewish and Christian  holy buildings.  Skills:  Pupils will use and  develop their observation  and thinking skills, applied  to holy buildings. Other  holy buildings – mosque  or mandir – can be  considered too. | Pupils:   learn from visiting sacred places. Linking to English and  computing, pupils recount a visit to a local church and a  synagogue using digital photographs. They find out  about the symbols and artefacts that they saw there and  suggest meanings for them. (A1);   learn about and remember what happens at a church or  a synagogue, including special events such as weddings  (A1);   discuss reasons why some people go to synagogues or  churches often, but other people never go to holy  buildings. (B1)   choose to find out about the symbols of two different  communities, looking for similarities between the ways  they use common symbols such as light, water. (A3)   use a set of photos and a list of religious items they have  encountered in Key Stage 1 RE to sort and order, saying  which items are connected to a particular religion and  which are connected to more than one religion. Good  examples from Judaism might include Jewish artefacts -  Torah, yad, head covering (Kippah), Hanukiah, Challah  bread, mezuzah, a prayer shawl (tallit) and photographs  from a local synagogue. (B3)   recognise that some people prefer to be spiritual but not  go to a holy building – e.g. people who are non-religious,  or who sense the spiritual in the open air. This could link  to some work in the style of ‘Forest Schools’ and is a n  opportunity for outdoor ‘natural world’ reflection in RE.   talk about and remember key items from the worship of  Christians and Jews and the main things they have  learned about what happens in holy buildings,  suggesting meanings for the symbols they have noticed. | Most pupils will be able to:   Recall and name key objects  from a church and a  synagogue   Suggest a meaning for  some Jewish and Christian  symbols   Recognise that holy  buildings are connected to  beliefs about worshipping  God, and talk about the se  connections   Ask questions about what  happens and why in holy  buildings   Recount their visit to a holy  building, e.g. by talking  about photographs taken  there.   Express an idea of their own  about why some people go  to holy buildings   Give an example of a sacred  space that is out of doors  and talk about their own  ideas of sacred spaces. | Torah  Bible  Within this topic, it might be that religious texts are not used as much as the focus is on the locations of worship. Texts may be used to support the value of practises and artefacts in places in worship. |
| **Community Links (if applicable)** |
| Children to make a visit to a local synagogue and church if  possible |

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| **Year 3** | | | | |
| **Autumn 1 – The People of God** | | | | |
| **Key Question** | **Core Concept** | | | |
| Is following God worth it? | People of God: *The Old Testament tells the story of God’s plan to reverse the impact of the Fall, to save humanity. It involves choosing a people who will model a restored relationship with God, who will attract all other people back to God. The Bible narrative includes the ups and downs of this plan, including the message of the prophets who tried to persuade people to stick with God. The plan appears to end in failure with the people of God exiled, and then returning, awaiting a ‘messiah’ – a rescuer.*  This is the first time that the children will have encountered this theme. They will learn about the impact of following God on Noah in the Bible and the impact for Christians nowadays too. | | | |
| **Key Knowledge** | **Making Sense of the Text** | **Making Connections** | **Understanding the Impact** | **Key Texts** |
| Pupils will learn:  The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God.  The People of God try to live in the way God wants, following his commands and worshipping him.  They believe he promises to stay with them and Bible stories show how God keeps his promises. | Pupils will:  Make clear links between the  story of Noah and the idea of  covenant. | Pupils will:  Make simple links between  promises in the story of Noah  and promises that Christians  make at a wedding ceremony | Pupils will:  Make links between the story  of Noah and how we live in  school and the wider world. | The story of Noah is found in Genesis Chapters 6:5–9:17 |
| **Community Links (if applicable)** |
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| **Autumn 2 – Incarnation** | | | | |
| **Key Question** | **Core Concept** | | | |
| Is any part of the trinity more important than the other? | Incarnation: *The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh and that, in Jesus, God came to live amongst humans*.  This learning in KS2 offers a distinctly different approach to the idea of incarnation. Previously, the children will have learnt about the story of incarnation – the nativity. They should have a good understanding of why the baby Jesus is important to Christians and how this story plays a part in God’s big rescue mission. They will also have a good idea of how Christian’s might act in the light of the incarnation story.  In this learning, they will learn about the other aspects of the Christian triune god thinking about God the father and God the Holy Spirit alongside God the Son (Jesus). They will explore the different persons in the Trinity, discussing their impact on Christians and how the persons of the Trinity relate to one another. | | | |
| **Key Knowledge** | **Making Sense of the Text** | **Making Connections** | **Understanding the Impact** | **Key Texts** |
| Pupils will learn that:  Christians believe God is Trinity: Father, Son and Holy Spirit.  Christians believe the Father  creates; he sends the Son who  saves his people; the Son sends  the Holy Spirit to his followers.  Jesus, the Son of God, is seen by Christians as revealing what God the Father is like.  Understanding God is  challenging; people spend their  whole lives learning more and  more about God.  Christians believe the Holy Spirit is God’s power at work in the world and in their lives today, enabling them to follow Jesus. | Pupils will:  Identify John 1 as part of  a ‘Gospel’, noting some  differences between John and  the other Gospels.  Offer suggestions for what  texts about God might mean.  Give examples of what the  texts studied mean to some  Christians. | Pupils will:  Describe how Christians show  their beliefs about God the  Trinity in the way they live. | Pupils will:  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 ideas of their own clearly. | The story of Jesus’ baptism: MATTHEW 3:11–17 |
| **Community Links (if applicable)** |
| Children to visit the local church for the Christingle. |
| **Spring 1 - Gospel** | | | | |
| **Key Question** | **Core Concept** | | | |
| How could Christians best respond to the gospel of Jesus? | Gospel: *Christians believe Jesus’ incarnation is ‘good news’ for all people. (‘Gospel’ means ‘good news’.) His life, teaching and ministry embody what it is like to be one of the People of God, what it means to live in relationship with God. Jesus’ example and teaching emphasise loving one’s neighbour – particularly the weak and vulnerable – as part of loving God.*  In Y2 children will have learnt about the gospel of Jesus through a variety of different stories from the New Testament and how the lessons learnt from these influences the lives of people today. They will deepen this learning in Y3, thinking about different stories and how learning from Jesus examples | | | |
| **Key Knowledge** | **Making Sense of the Text** | **Making Connections** | **Understanding the Impact** | **Key Texts** |
| Pupils will learn that:  Christians believe Jesus  challenges everyone about how  to live — he sets the example for loving God and your neighbour, putting others first.  Jesus shows love and forgiveness  to unlikely people.  Christians try to be like Jesus —  they want to know him better  and better.  Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice. | Pupils will:  Identify this as part of 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’.  Offer suggestions about  what Jesus’ actions towards  the leper might mean for a Christian. | Pupils will:  Make simple links between  Bible texts and the concept of  ‘Gospel’ (good news).  Give examples of how  Christians try to show love to  all, including how members  of the clergy follow Jesus’  teaching. | Pupils will:  Make links between the  Bible stories studied and the  importance of love, and life in  the world today, expressing  some ideas of their own clearly. | Matthew 4:18–19 – Fishers of men  Mark 1:40-45 - Jesus heals the man with Leprosy |
| **Community Links (if applicable)** |
| Visitor from local church to come in and discuss how the instructions of Jesus are outworked in their particular setting. It might be good to have two visitors in to do this so the children can compare. |
| **Spring 2 - Salvation** | | | | |
| **Key Question** | **Core Concept** | | | |
| Was Good Friday really a good day? | Salvation: *Jesus’ death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Christians believe that through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.*  In Y1, the children will have understood the concept of salvation in the bigger story of the Bible and will become familiar with other parts of the Easter story. They will have explored the impact of Jesus’ death on Church practice and explore their own thoughts on what can be learnt from the story of Easter about their own lives. Moving into Year 2, children will explore | | | |
| **Key Knowledge** | **Making Sense of the Text** | **Making Connections** | **Understanding the Impact** | **Key Texts** |
| Pupils will learn:  Christians see Holy Week as the  culmination of Jesus’ earthly  life, leading to his death and  resurrection.  The various events of Holy  Week, such as the Last Supper,  were important in showing the  disciples what Jesus came to  earth to do.  Christians today trust that Jesus  really did rise from the dead, and so is still alive today.  Christians remember and  celebrate Jesus’ last week, death and resurrection. | Pupils will:  Order Creation and Fall,  Incarnation, Gospel and  Salvation within a timeline of  the Bible’s ‘big story’.  Offer suggestions for what  the texts about the entry into  Jerusalem, and the death  and resurrection of Jesus  might mean.  Give examples of what the  texts studied mean to some  Christians. | Pupils will:  Make simple links between the  Gospel texts and how Christians  mark the Easter events in their  church communities.  Describe how Christians show  their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. | Pupils will:  Make links between some of  the stories and teachings in the  Bible and life in the world today, expressing some ideas of their own clearly. | Matthew 21:7–11  Luke 23:13–25, 32–48  Luke 24:1–12 |
| **Community Links (if applicable)** |
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| **Summer 1 – Hindu Festivals** | | | | |
| **Key Question** | **Core Concept** | | | |
| Are Hindu festivals really important to the faith? | This will be the first time that children will have learnt about Hinduism in great detail – they may have covered this in F2 when thinking about different festivals. They will explore different festivals in the Hindu faith, developing their understandings of what happens and their meanings within Hinduism. | | | |
| **Key Knowledge** | **Intent** | **Implementation** | **Impact** | **Key Texts** |
| Religious content will include: stories of Rama and Sita, celebrations of Divali in both India and in the UK, exploration of Hindu ideas about gods  and goddesses, beliefs and values expressed in the stories and the festival, learning from Hindu community life | Knowledge:  ƒ Pupils will gain knowledge  about Hindu worship and  celebration, including  details information about  stories of Rama and Sita,  celebrations of Divali and  at least one other Hindu  festival in both India and in  the UK,  ƒ They will explore Hindu  ideas about gods and  goddesses, worship in the  home and Mandir, beliefs  and values expressed in  stories, festivities and  worship and learning from  Hindu community life.  Skills:  Discussion, gathering  information from video, story,  visual resources and where  possible interviews or visits,  inferring and suggesting  meanings to religious  practices. | Pupils:  ƒ pursue an enquiry into Hindu worship, festivals and  celebrations, developing ideas of their own on the deeper  meanings of festivals through asking questions, looking at  evidence from video, photography, text and participants’ descriptions, including a visit or an interview with a visitor where possible (BBC ‘My Life My Religion: Hindus’ has good  clips for this unit) (A1)  ƒ find out about the meanings of stories, symbols and actions  used in Hindu worship and celebrations at home and in the  mandir, learning about murtis, images of the gods and  goddesses and the beliefs about the ultimate reality they  express, including concepts of karma, dharma and Brahman  (A3)  ƒ describe and understand links between Hindu stories and  celebrations, examining the Divali stories, for example, and at least one other festival, using different literacy approaches to  the characters and meanings of the stories (A2)  ƒ investigate the deeper meanings of Hindu festivals and respond  thoughtfully to them: themes of light and darkness, goodness  and evil, honesty and trust, collaboration and co-operation,  patience and devotion are to be explored in relation to the  stories told at festivals and about the gods and goddesses (B1)  ƒ express and communicate their understanding about the  meanings of the festivals, reflecting on and learning from these and making deepening connections to their own lives and celebrations. This could include non-religious festivals such as New Year or Comic Relief Day (C3)  ƒ write thoughtfully about their understanding of similarities and differences between the Hindu festivals and the things they celebrate on the ‘big days of the year’ – why do festivals from all religions often include such elements as old stories, charity, values, community gatherings, special foods, drinks and meals, shared music and dance, gifts, traditions, fireworks, processions? | Most pupils will be able to:  x Describe Hindu beliefs  about the gods and  goddesses  x Show that they  understand what  happens at Hindu  worship in the home or  the mandir  x Respond with  thoughtful ideas of  their own to the ways  Hindus celebrate  x Express some ‘deeper  meanings’ of the  festivals they study,  giving reasons why  particular rituals are  important to Hindus  x Explain similarities and  differences between  two Hindu festivals  x Explain similarities and  differences between a  ‘big day’ they celebrate  and Hindu festivities | The Vedas and The Upanishads are considered to be widely used Hindu scriptures.  Stories of Rama and Sita |
| **Community Links (if applicable)** |
| Children to visit a Hindu temple. |
| **Summer 2 – Life after Death – Hinduism, Christianity and Islam** | | | | |
| **Key Question** | **Core Concept** | | | |
| Is life a journey and does it have an end? | This will be the first time that children will have considered life after death within RE lessons. They may well have some understanding from their own religious traditions. Children will explore why some people think life is like a journey. where we go when we die, and what different people think about life after death in Hinduism and Christianity | | | |
| **Key Knowledge** | **Intent** | **Implementation** | **Impact** | **Key Texts** |
| Religious content will include: exploring life as a journey and the key moments marked by rituals for welcoming a baby, becoming an adult, celebrating a marriage and funeral rituals; a range of ideas about different concepts of an afterlife such as heaven, paradise or reincarnation | Knowledge:  Pupils will learn:  ƒ key ways in which Christians,  Hindus and Muslims see life  as a journey.  ƒ to gather and use  information about the key  moments marked by rituals  for welcoming a baby,  becoming an adult,  celebrating a marriage and  funeral rituals.  ƒ about a range of ideas about  different concepts of an  afterlife such as Muslim  paradise, Christian heaven  and Hindu reincarnation and  Moksha.  ƒ about non-religious views,  for example about Humanist  commitment to ‘the one life  we have.’  Skills:  Pupils will use and develop skills  of expressing understanding and  handling varied perspectives.  Crucial for RE at this stage is the ability to recognize different reasonable ideas. | Pupils:  ƒ find out about and describe some ways in which  different religions see life as a journey, using examples  of baby-welcoming ceremonies from Muslims, Hindus,  Humanists and Christians (A1);  ƒ make connections between different features of the  religions and worldviews they study, discovering more  about celebrations, worship, and the rituals which mark  important points in life in order to reflect thoughtfully  on their own ideas about the ‘journey of life’ (A1);  ƒ compare how Christians, Muslims, Hindus  celebrate a new baby’s birth, becoming an adult, a  marriage or the life of someone who has died and reflect  on ideas of their own about life’s milestones in  discussions or in writing (B1);  ƒ develop their understanding of beliefs about life after death in at least two religions or other worldviews through seeking answers to their own questions,  considering religious sources of wisdom and articulating reasons for their own ideas and responses (B1).  ƒ understand the link between religious ideas about  ‘destiny’ or ‘destinations’ at the end of life and the ways  religious people live now (C1).  ƒ consider similarities and differences between varied  views of questions about life’s meaning and the  possibility of a next life, discussing a range of views  thoughtfully (C1).  ƒ write thoughtfully about their own life as a journey, and  its key milestones, in relation to the views they have  learned | Most pupils will be able to:  x Describe 2 different  beliefs about life after  death  x Show that they  understand why life is  like a journey  x Connect at least two  viewpoints they have  studied with texts from  different religions  x Consider varied  answers to questions  about life as a journey  and about afterlife  x Express reasons why  they hold their own  views about life after  death  x Explain similarities and  differences between  Hindu, Christian,  Muslim ideas about the  purposes of life and life  after death. | *Texts about marriage:*  Bible: Genesis 2:24, Mark 10:9  Quran: Quran, 30:21  *Texts about life after death:*  John 5:24,  Bhagavad Gita - The Spirit is neither born nor does it die at any time. It does not come into being or cease to exist. It is unborn, eternal, permanent, and primeval. The Spirit is not destroyed when the body is destroyed. (2.20) |
| **Community Links (if applicable)** |
| Hindu leader/ church leader to visit school? |

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| **Year 4** | | | | |
| **Autumn 1 – The fall** | | | | |
| **Key Question** | **Core Concept** | | | |
| What is the most important thing we can learn from the story of creation? | The Fall: *Humans have a tendency to go their own way rather than keep their place in relation to their creator. This attitude is called sin, and Genesis 3 gives an account of this rebellion, popularly called ‘the Fall’. This describes a catastrophic 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 the root cause of many problems for humanity.*  This is the first time that the children will have learnt about the fall. In Years 1 and 2 they will have explored how God created the world and how to look after it and in units around salvation they will have discussed the concepts of sin but they will not yet have put the two together as they will in this learning. While this learning goes straight into the digging deeper concept of the fall rather than focussing on creation first, it may well be worth recapping the creation story with the children within the first lesson. | | | |
| **Key Knowledge** | **Making Sense of the Text** | **Making Connections** | **Understanding the Impact** | **Key Texts** |
| Pupils will:  The Bible tells a story (in  Genesis 3) about how humans  spoiled their friendship with God (sometimes called ‘the Fall’).  This means that humans cannot  get close to God without  God’s help.  The Bible shows that God *wants*  to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers  forgiveness even when they keep on falling short.  Christians show that they  want to be close to God too,  through obedience and worship,  which includes saying sorry for  falling short. | Pupils will:  Place the concepts of God,  Creation and the Fall on  a timeline of the Bible’s  ‘Big Story’.  Offer suggestions about  what the story of Adam and  Eve might show about human  nature and how to act. | Pupils will:  Describe how and why  Christians might pray to God,  say sorry, forgive and ask for  forgiveness. | Pupils will:  Make links between what  stories in the Bible say about  human beings, and pupils’ own  ideas about how people should  behave. | Genesis (the first book of the Bible) begins with the Hebrew word ת’שארב [*bereshit*]*,* which is often translated as ‘In the beginning’. This is the very  start of the Creation story, which is placed at the very start of the Bible. (See also Unit 1.2 Creation in KS1 for more background information on  Genesis 1.)  GENESIS 1:1–2:3  THE STORY OF ADAM AND EVE, GENESIS 3. |
| **Community Links (if applicable)** |
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| **Autumn 2 - Incarnation** | | | | |
| **Key Question** | **Core Concept** | | | |
| Does it make a difference if Christians believe in the Trinity? | Incarnation: *The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh and that, in Jesus, God came to live amongst humans*.  Children will have already covered the idea of the trinity in Y3 and will have discussed which part of the Trinity they feel is the most important. They will have discussed the roles of the people of the Trinity. During this learning, their understanding will be taken deeper as they look into the difference that it makes to Christian’s lives to believe in a triune god. | | | |
| **Key Knowledge** | **Making Sense of the Text** | **Making Connections** | **Understanding the Impact** | **Key Texts** |
| Pupils will:  Christians believe God is Trinity: Father, Son and Holy Spirit.  Christians believe the Father  creates; he sends the Son who  saves his people; the Son sends  the Holy Spirit to his followers.  Jesus, the Son of God, is seen by Christians as revealing what God the Father is like.  Understanding God is  challenging; people spend their  whole lives learning more and  more about God.  Christians believe the Holy Spirit is God’s power at work in the world and in their lives today, enabling them to follow Jesus. | Pupils will:  Identify John 1 as part of  a ‘Gospel’, noting some  differences between John and  the other Gospels.  Offer suggestions for what  texts about God might mean.  Give examples of what the  texts studied mean to some  Christians. | Pupils will:  Describe how Christians show  their beliefs about God the  Trinity in the way they live. | Pupils will:  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 ideas of their own clearly | 2 Corinthians 13:14 – The Grace  JOHN 1:1-14  The beginning of all 4 gospel accounts (Matthew, Mark, Luke and John) can be found at the start of the New Testament. |
| **Community Links (if applicable)** |
| Church leader to interview – look in detail at UC document for interview questions. |
| **Spring 1 – Expressing Faith: Christianity and Hinduism** | | | | |
| **Key Question** | **Core Concept** | | | |
| Is it important to express faith in word and action? | Children will explore how religious and spiritual thoughts and beliefs are expressed in arts and architecture and in charity and generosity. They will look at this both through the lens of Christianity and Hinduism, separately and draw this together to compare how they express their faiths in word and action. | | | |
| **Key Knowledge** | **Intent** | **Implementation** | **Impact** | **Key Texts** |
| Religious content will include: studies of some great examples of religious architecture from across the world and some local examples, including for instance Southwell Minster, local churches and chapels, a Nottingham Mandir.  Studies of different charities which apply the ‘golden rule’ from a range of religions and worldviews to some global problems.  Charity is considered one of the highest virtues in Hinduism. Hindus are advised to cultivate generosity to overcome their selfish nature and cultivate detachment and dispassion. The scriptures suggest that generosity or charitable nature leads to removal of sinful karma and thereby to self-purification. | Knowledge:  Pupils will learn:  ƒ about some great  examples of religious  architecture from across  the world and some local  examples, including for  instance Southwell  Minster, local churches  and chapels, a local Hindu temple  ƒ about different charities  which apply the ‘golden  rule’ (‘treat others as you  would like to be treated’,  ƒ ‘love your neighbour as  you love yourself’) from a  range of religions and  worldviews to some  global problems.  Skills:  Pupils will use information to  address questions, in  discussion and writing,  developing and using their  ability to make sense of key  concepts.  They will consider how  religious charities and  architecture might be  connected, thinking about  dilemmas for themselves and  via discussion. | Pupils:  ƒ describe some ways religious art and architecture  express spiritual ideas, giving examples of great  buildings from different religions, including local and  global examples (A2)  ƒ describe some ways charities such as  Sewa International  (Hindu) Christian Aid  express spiritual ideas, put values of justice and compassion into action, and express their religion’s ideals (A2)  ƒ understand how buildings and creative arts can put the spirituality of a religion into visual forms, and how these beautiful buildings can create space for people’s spiritual lives (A2)  ƒ explore examples of architecture dedicated to faith  or spirituality and of charity and compassion arising from religion for themselves, responding with  increasing discernment (B2)  ƒ apply ideas of their own by giving reasons for their  views on religious questions like these: how do art and architecture express spiritual ideas? How do religious charities express spiritual ideas? Is it important to express spiritual ideas in both worship and action? How, and why? (C1)  ƒ apply ideas such as spirituality, charity, ‘the glory of God’, compassion for themselves to a question such  as: do we need religious buildings to hear God’s  word about poverty? (C3) | Most pupils will be able to:  x Explain beliefs about the value of sacred space and holy  buildings to believers in at  least two religions  x Show that they understand the possible tension between  building a beautiful ‘house of  God’ and serving the needs of  people in poverty  x Explain thoughtfully their own  ideas about the relative value  of worship and holy buildings  and charity and compassion  x Clearly express reasons why  some religious people believe  that worship makes them  more charitable  x Apply the ideas of worship and  service to the key question in  the unit  x Explain what matters in  different religions about  worship and about generosity  or charity | Hindu texts:  Bhagavad Gita (17.20)  The Rigveda has the earliest discussion of dāna (generosity and charity) in the Vedas.  Book 10, Hymn 117 of the Rig veda  Brihadaranyaka Upanishad, V.ii.3  Christian texts:  2 Corinthians 9:6-8  Hebrews 13:16  Acts 20:35  Luke 21:1-4  1 John 3:17 |
| **Community Links (if applicable)** |
| Visit to Southwell Cathedral and to a Nottingham Mandir |
| **Spring 2 - Salvation** | | | | |
| **Key Question** | **Core Concept** | | | |
| What is the most important lesson we can learn from Holy Week? | Salvation: *Jesus’ death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Christians believe that through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.*  At this point in the curriculum, the children will have covered this concept many times and should be familiar with the key term. They will know about different points in the Easter story as well as the implications that these have on the beliefs and actions of Christians. In Y4, they will think about how the different events of Holy week are commemorated and why they are remembered in these ways. They will also discuss how the events of Holy week influence the lives of Christians now and how even if we are not Christians there are some lessons that we can learn from these teachings. | | | |
| **Key Knowledge** | **Making Sense of the Text** | **Making Connections** | **Understanding the Impact** | **Key Texts** |
| Pupils will:  Christians see Holy Week as the  culmination of Jesus’ earthly  life, leading to his death and  resurrection.  The various events of Holy  Week, such as the Last Supper,  were important in showing the  disciples what Jesus came to do.  Christians today trust that Jesus  really did rise from the dead, and  so is still alive today.  Christians remember and  celebrate Jesus’ last week, death and resurrection. | Pupils will:  Offer suggestions about  what the narrative of the Last  Supper, Judas’ betrayal and  Peter’s denial might mean.  Give examples of what the  texts studied mean to some  Christians. | Pupils will:  Make clear links between  Gospel texts and how  Christians remember, celebrate  and serve on Maundy Thursday,  including Holy Communion.  Describe how Christians  show their beliefs about  Jesus in their everyday lives:  for example, prayer, serving,  sharing the message and the  example of Jesus. | Pupils will:  Raise questions and suggest  answers about how serving and  celebrating, remembering and  betrayal, trust and standing up  for your beliefs might make a  difference to how pupils think  and live. | MATTHEW 26:17–75  JOHN 13: 4–17  LUKE 23:13–25, 32–48 |
| **Community Links (if applicable)** |
| Invite the vicar or minister from your local church to  bring the paten, chalice and some unconsecrated wine  and bread, and to talk to pupils about the communion  service on Maundy Thursday  Y4 to perform a Easter Play |
| **Summer 1 – Inspirational Leaders in Islam, Christianity and Judaism** | | | | |
| **Key Question** | **Core Concept** | | | |
| What is the key to being inspiring? | Here, children will look at a variety of religious leaders from a range of different religious traditions. They will explore the characters and the challenges they faced in their own stories, considering how beliefs in these religious leaders are expressed in different traditions and festivals. They will then explore their own ideas as to the key to being inspiring. | | | |
| **Key Knowledge** | **Intent** | **Implementation** | **Impact** | **Key Texts** |
| Pupils will:  Religious content will include: examples of inspirational people from the Jewish and Christian Bible such as Abraham, Jacob, Joseph, Moses, David, Esther, Ruth. Examples of stories and teaching from the Gospels on the life and example of Jesus. Examples from history and current affairs. Islamic examples from stories of the life of the Prophet Muhammad [PBUH] and his companions,  and from Islamic history. | Knowledge  Pupils will learn about:  ▪ at least two examples of inspirational people from the Jewish and Christian Bible and the Quran such as Abraham, Jacob, Joseph, Moses, David, Esther, Ruth (some of these are also  prophets in Islam).  ▪ examples of stories and teaching from the Christian  Gospels on the life, teaching and example of Jesus.  ▪ examples of Islamic stories of the life of the Prophet Muhammad [PBUH] and his companions, and from Islamic  history.  Skills:  Pupils will practice the  skills of inferring beliefs  and ideas about values  from stories and will  practice writing  biographically about  inspirational figures. | Pupils:  ▪ explore the lives of key religious people in Jewish, Christian and Muslim stories, describing the challenges they faced, and values and commitments by which they lived (A2).  ▪ respond thoughtfully to Jewish stories about Moses as the  servant of God, learning from stories of the Exodus and the 10  Commandments about how Jewish ideas, festival (Pesach) and stories are connected (A2);  ▪ respond thoughtfully to Christian beliefs about Jesus as God come down to earth, learning from his life, teaching and example, connecting parables, miracles and stories about Jesus to Christian beliefs (A2)  ▪ respond thoughtfully to stories from the life of the Prophet  Muhammad, connecting Muslim belief and wisdom to the  stories from the Qur’an and Hadith to Muslim values and ideas  (A2)  ▪ consider how the meanings of stories of great leaders are  expressed in varied contemporary ways: sacred writing, poetry, video, stained glass and drama, weighing up the effectiveness of the different media in sharing these stories (NB: Muslims do not depict Allah, Prophets or their  companions in drama or imagery) (A3)  ▪ respond thoughtfully to these ‘great lives’, and to the idea of  inspiration, or of a role-model, learning from their challenges  and commitments, linking to History (B2)  ▪ use their thinking about stories of Moses (Law-giver), Jesus (Messiah) and Muhammad (Prophet) to explore how Jews,  Christians and Muslims today remember key events from their  history (e.g. in Passover, Lent or Ramadan) (B3)  ▪ discuss and present thoughtfully their own and others’ views on challenging questions about being inspired by others, and about the ways human courage and spirituality can make a person an example to others (C1)  ▪ express and communicate their own ideas about questions on inspiration, fairness, forgiveness, friendship, commitment, and courage. (C3) | Most pupils will:  ▪ Describe at least one  story about each of these  key figures: Moses, Jesus  and Muhammad.  ▪ Connect the idea of  inspirational leaders to  the stories they learn  ▪ Ask and answer  questions about  leadership and  inspiration, using details  from the stories they  learned  ▪ Express their own views  about who is inspiring  and why  ▪ Consider ideas such as  ‘patriarch’ ‘prophet’ or  ‘messiah’  ▪ From the different  religions: what do these  words mean? Are they  similar?  ▪ List similarities between  the key leaders studied. | Children will explore stories about the Prophet Muhammad (PBUH) from the Hadith and Quran, stories of Moses from the Old Testament and Jewish Bible and stories of Jesus in the New Testament.  You may also want to consider linking in some more modern ‘heroes of faith’ such as Mother Theresa or Martin Luther King. |
| **Community Links (if applicable)** |
| Imam visit to school to discuss the life of the Prophet Muhammad (PBUH). |
| **Summer 2 – The Kingdom of God** | | | | |
| **Key Question** | **Core Concept** | | | |
| Is Pentecost still important today? | Kingdom of God - This does not mean that no one sins any more! The Bible talks in terms of God’s ‘Kingdom’ having begun in human hearts through Jesus. The idea of the ‘Kingdom of God’ reflects God’s ideal for human life in the world – a vision of life lived in the way God intended for human beings. Christians look forward to a time when God’s rule is fulfilled at some future point, in a restored, transformed heaven and earth. Meanwhile, they seek to live this attractive life as in God’s Kingdom, following Jesus’ example, inspired and empowered by God’s Spirit.  This concept is a tricky one even for adults! The Kingdom of God is basically the idea of living under God’s rule as he intended the world to be. Christians believe that since Jesus came to earth, the Kingdom of God is starting and they try to live in line with this by following Jesus’ teachings but they also believe that this will not fully come to pass until Jesus comes back again. Like I said – confusing! When Jesus left earth, he sent the Holy Spirit which the children should be familiar with from their incarnation topic and learning in Y3. This learning will deepen their understanding of the Holy Spirit, teaching the children of the things that happened when the Holy Spirit came at Pentecost and will enable them to explore the impact of this on Christians both in the Bible and today. | | | |
| **Key Knowledge** | **Making Sense of the Text** | **Making Connections** | **Understanding the Impact** | **Key Texts** |
| Pupils will learn:  Christians believe that Jesus inaugurated the ‘Kingdom of God’ — i.e. Jesus’ whole life was a demonstration of his belief that God is King, not just in heaven but here and now (‘Your kingdom come, your will be done on earth as it is in heaven’).  Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him.  Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus’ invisible Kingdom visible by living lives that reflect the love of God.  Christians celebrate Pentecost as the beginning of the Church. | Pupils will:  Make clear links between the  story of the Day of Pentecost  and Christian belief about the  Kingdom of God on Earth.  Offer suggestions about what  the description of Pentecost in  Acts 2 might mean.  Give examples of what  Pentecost means to some  Christians now. | Pupils will:  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. | Pupils will:  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. | Bible:  Acts 2: 1–15, 22 and 37–41 |
| **Community Links (if applicable)** |
| Pentecost always falls 40 days after Easter so depending on the year, it might be better to teach this topic in Summer 1. If this is possible, children should go to a local church for a Pentecost celebration. |

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| **Year 5** | | | | |
| **Autumn 1 – People of God** | | | | |
| **Key Question** | **Core Concept** | | | |
| Are the 10 commandments still relevant today? | People of God: *The Old Testament tells the story of God’s plan to reverse the impact of the Fall, to save humanity. It involves choosing a people who will model a restored relationship with God, who will attract all other people back to God. The Bible narrative includes the ups and downs of this plan, including the message of the prophets who tried to persuade people to stick with God. The plan appears to end in failure with the people of God exiled, and then returning, awaiting a ‘messiah’ – a rescuer.*  Children will have learnt about Noah following God and will have discussed the impact of following God on Noah during this story and the impact on Christian’s nowadays. During this learning, they will take this further, thinking more about the implications of ‘rules’ from the Bible and how they help Christians to live nowadays and the implications of this. | | | |
| **Key Knowledge** | **Making Sense of the Text** | **Making Connections** | **Understanding the Impact** | **Key Texts** |
| Pupils will learn to:  Old Testament pieces together  the story of the People of God.  The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt  Christians see this story as looking forward to how Jesus’ death and resurrection also rescue people from slavery  to sin.  Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice,  and telling the story of Jesus. | Pupils will:  Explain connections between  the story of Moses and  the concepts of freedom  and salvation, using  theological terms. | Pupils will:  Make clear connections  between Bible texts studied  and what Christians believe  about being the People of God  and how they should behave.  Explain ways in which some  Christians put their beliefs  into practice by trying to bring  freedom to others. | Pupils will:  Identify ideas about freedom  and justice arising from their  study of Bible texts and  comment on how far these are  helpful or inspiring, justifying  their responses. | Birth narrative, Exodus 2:1–10  • The killing of the taskmaster and fleeing Egypt,  Exodus 2:11–15  • Burning bush, Exodus 3:1 — Exodus 4:17  • The ten plagues, Exodus 7:14 — Exodus 12:32  (select appropriate parts for your class)  • Leading the children of Israel out of Egypt,  Exodus 12:33–42  • Crossing the Reed Sea, Exodus 14:1–31 and you  could also use Exodus 15:1–20  • Covenant at Sinai. This text is very long, so use  Exodus 19:3–6 and Exodus 20:1–21. |
| **Community Links (if applicable)** |
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| **Autumn 2 - Incarnation** | | | | |
| **Key Question** | **Core Concept** | | | |
| If Jesus was the Messiah, does it really make a difference? | Incarnation: *The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh and that, in Jesus, God came to live amongst humans*.  Children will have already covered the idea of the trinity in Y3 and in Y4 will have discussed the different roles of the persons of the Trinity and will have looked into the difference that it makes to Christian’s lives to believe in a triune god. As they move to Y5, they will focus on the idea of Jesus being the messiah who was foretold in the Old Testament of the Bible. They will discuss the difference that this idea makes to Christians lives today. | | | |
| **Key Knowledge** | **Making Sense of the Text** | **Making Connections** | **Understanding the Impact** | **Key Texts** |
| Pupils will learn:  Jesus was Jewish.  Christians believe Jesus is God in the flesh.  They believe that his birth, life,  death and resurrection were part of a longer plan by God to restore the relationship between humans and God.  The Old Testament talks about  a ‘rescuer’ or ‘anointed one’ — a messiah. Some texts talk about what this ‘messiah’ would be like.  Christians believe that Jesus  fulfilled these expectations, and  that he is the Messiah. (Jewish  people do not think Jesus is  the Messiah.)  Christians see Jesus as their  Saviour (See Salvation). | Pupils will:  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. | Pupils will:  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. | Pupils will:  Weigh up how far the idea that  Jesus is 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. | Prophecies from Isaiah (7:14, 9:1–2, 6-7; and 11:1–5)  Matthew 1:18–24, 2:1–12 |
| **Community Links (if applicable)** |
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| **Spring 1- Prayer: Islam and Christianity** | | | | |
| **Key Question** | **Core Concept** | | | |
| Is prayer really important? | The children will be familiar with the concept of prayer from school life and prayer days but this learning will go deeper, allowing them to explore ideas about worship and the similarities and differences between prayer in different religious traditions. Children should finish the learning with the understanding that prayer is important to different people for all sorts of reasons. | | | |
| **Key Knowledge** | **Intent** | **Implementation** | **Impact** | **Key Texts** |
| Religious content will include: The 5 daily Islamic prayers, the Lord’s Prayer  in Christianity, prayer at a mosque or a church, beliefs about Allah / God and  prayer in the different religions | Knowledge:  Pupils will learn:  ▪ about the practice,  meaning and  importance of the 5  daily Islamic prayers  ▪ about the meaning  and use of the Lord’s  Prayer in Christianity,  ▪ about prayer at a  mosque or a church,  ▪ about beliefs about  Allah / God and  prayer in the  different religions.  Skills:  Pupils will practice the  skills of seeing meaning  in rituals, suggesting  what actions, symbols  and ideas mean,  explaining meaning to  each other. | Pupils:  ▪ pursue an enquiry into Christian and Islamic prayer, finding  out about and exploring beliefs and practices about praying  5 times each day in Islam and about the use and meaning of  the Lord’s Prayer in Christianity. Get them to think about  worship, God and human life for Christian and Muslim  people (A3);  ▪ find out about the meanings of symbols, words and actions  used in prayer and worship such as bowing down, using  liturgy, ritual and symbol, praying alone and in groups (A3);  ▪ find out about similarities and differences in Christian and  Muslim prayer and understand how the practices of prayer  for Christian and Muslim people can bring the community  together at church or mosque, remembering leaders  including Jesus and Prophet Muhammad (B2);  ▪ investigate the meaning of prayer in these communities and  consider questions about the values expressed in prayers  for themselves, exploring their own ideas creatively and  connecting ideas from different religions. How, where,  when and why do people pray? (B2).  ▪ consider the question: why do some people pray every day,  but other people not at all? Consider why some people think  prayer is a waste of time and others make it an important  part of their lives | Most pupils will:  ▪ Describe how a Muslim prays  ▪ Describe how a Christian prays  ▪ Connect ideas and beliefs to  what people in these two  religions do.  ▪ Ask and answer questions  about prayer in Islam and  Christianity  ▪ Respond thoughtfully to beliefs  and ideas about prayer  ▪ Discuss questions about prayer  that come up in the study.  ▪ List similarities between the  two ways of prayer in  Christianity and Islam | Bible:  1 John 5:15  Philippians 4:6  Matthew 26:41  Luke 6:27-28  **The Lord’s Prayer: Matthew 6:9-13**  Quran:  (Taha, 14)  (al-Ankabut 45)  Chapter 2, Surah Baqarah ayaat 238  Chapter 30 Surah Rum ayat 17 |
| **Community Links (if applicable)** |
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| **Spring 2 - Salvation** | | | | |
| **Key Question** | **Core Concept** | | | |
| Should Jesus’ sacrifice 2000 years ago really matter to Christians now? | Salvation: *Jesus’ death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Christians believe that through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.*  By Y5 the children will have a good knowledge of this concept and the Easter and Holy week stories. They will have explored how this impacts Christians in different ways. This learning will deepen this knowledge as children explore the idea of sacrifice and how Jesus’ sacrifice during Easter sets an example to Christians. They will learn about how sacrifice is remembered and question whether this sacrifice is really worth remembering now considering how this sacrifice influences life and the world today. | | | |
| **Key Knowledge** | **Making Sense of the Text** | **Making Connections** | **Understanding the Impact** | **Key Texts** |
| Pupils will learn:  Christians read the ‘big story’ of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans’ relationship with God.  The Gospels give accounts of  Jesus’ death and resurrection.  The New Testament says that  Jesus’ death was somehow ‘for us’.  Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone’s sins; rescuing the lost and leading them to God; leading from darkness to light.  Christians remember Jesus’ sacrifice through the service of Holy Communion (also called the Lord’s Supper, the Eucharist or the Mass).  Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith. | Pupils will:  Outline the timeline of 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, using theological terms.  Suggest meanings for  narratives of Jesus’ death/  resurrection, comparing their  ideas with ways in which  Christians interpret these texts. | Pupils will:  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. | Pupils will:  Weigh up the value and impact  of ideas of sacrifice in their own  lives and the world today. | 1 John 2:2  John 15: 13  Isaiah 53  John 19:16-42  2 Corinthians 4:16-17 |
| **Community Links (if applicable)** |
|  |
| **Summer 1 –** Teachings, wisdom and authority: The Quran and Christianity | | | | |
| **Key Question** | **Core Concept** | | | |
| Should still religious texts still impact people’s lives today? | In this learning, children will explore what they can learn by reflecting on words of wisdom from religions and worldviews, specifically in the case, wisdom from the Quran and the Bible They will explore what sacred texts and other sources in Islam and Christianity say about God, the world and human life and how this influences the lives and actions of Muslims and Christianity today, specifically looking at the communities in Nottingham. | | | |
| **Key Knowledge** | **Intent** | **Implementation** | **Impact** | **Key Texts** |
| Religious content will include: carefully selected texts from the scriptures of  the religions selected for study and contemporary examples of members of the  faith communities seeking to live out these texts and their values. | Knowledge:  Pupils will learn:  ▪ to understand two  carefully selected texts  from the scriptures of  each of the religions  selected for study.  ▪ about two  contemporary examples  of members of each of  the faith communities  who are seeking to live  out these texts and their  values.  Skills  Pupils develop the ability to  respond thoughtfully to a  range of sources of wisdom  and to beliefs and teachings  that arise from them in  different religions. | Pupils:  • use artefacts, video of photos to describe how religious  people use sacred texts such as Bible or Qur’an  and Hadith in their worship, for private study, memorization and for guidance (A1).  • explain two examples of people from the religions  studied who use sacred texts: these could be local or  famous people(A2).  • suggest a list of reasons why the sacred texts of religions  have lasted so long and are often best sellers (A2)  • explain similarities and differences between the texts  they have studied: do the religions teach similar things?  (B3)  • consider why some texts from  the Bible (e.g. 1 Corinthians 13) and the Qur’an (e.g. The 1  st Surah, the Opening) are seen as sources of wisdom in different communities. (B3)  • discuss thoughtfully where we can find ‘wisdom to live  by’. Would the pupils be able to write ‘ten commandments for today’ or ‘a guidebook to the journey of life’? (C1)  • consider moral codes, expressing thoughtful ideas about what is right and wrong in the light of their learning (c2).  • apply ideas such as inspiration or ‘the gift of God’ to holy  texts from different faiths, and clearly express their own  ideas about wise sayings and wise words (c2).  • write an account of the value and importance of the  texts they have studied both to the religions which  revere these texts and maybe also to any person who  reads them (A3). | Most pupils can:  • Explain the impact of  beliefs about sacred  writings, God and values  • Explain two viewpoints  about why people need  wise words to follow  • Consider varied answers  to questions about the  value of holy writings  and other sources of  wisdom  • Explain with reasons why  (e.g.) Christians and  Muslims revere their  holy texts  • Explain thoughtfully  their own ideas about  wise words, selecting  examples and clearly  expressing reasons for  their choices  • Apply the idea of ‘words  of wisdom’ for  themselves, selecting  examples and explaining  them  • Explain similarities  between holy books or  writings from two  different religions | Key texts from the Quran and Bible will be chosen by class teacher to support the lessons taught about God, the world and different aspects of human life. These are up to teachers to decide. |
| **Community Links (if applicable)** |
| Children to have a visit from an Imam/ visit the Mosque to discuss KQ |
| **Summer 2 – Kingdom Of God** | | | | |
| **Key Question** | **Core Concept** | | | |
| Does the world have anything to learn from the Kingdom of God? | Kingdom of God - *This does not mean that no one sins any more! The Bible talks in terms of God’s ‘Kingdom’ having begun in human hearts through Jesus. The idea of the ‘Kingdom of God’ reflects God’s ideal for human life in the world – a vision of life lived in the way God intended for human beings. Christians look forward to a time when God’s rule is fulfilled at some future point, in a restored, transformed heaven and earth. Meanwhile, they seek to live this attractive life as in God’s Kingdom, following Jesus’ example, inspired and empowered by God’s Spirit.*  Children should have come across this in Y4. They have learnt the Holy Spirit, what happened when the Holy Spirit came at Pentecost and will have explored the impact of this on Christians both in the Bible and today. In this learning in Y5 children will explore different ways of looking at the Kingdom of God in the Bible, discussing how it is presented in various verses. They will discuss Jesus’ teachings on the Kingdom of God and how these influence Christians today considering whether the world has anything to learn from these teachings and behvaiours. | | | |
| **Key Knowledge** | **Making Sense of the Text** | **Making Connections** | **Understanding the Impact** | **Key Texts** |
| Pupils will:  Jesus told many parables about the Kingdom of God. These suggest that God’s rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.  The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.  Many Christians try to extend the Kingdom of God by challenging unjust social structures in their  locality and in the world. | Pupils will:  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. | Pupils will:  Make clear connections  between belief in the Kingdom  of God and how Christians  put their beliefs into practice  in different ways, including in  worship and in service to  the community. | Pupils will:  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, offering insights about  whether or not the world  could or should learn from  Christian ideas. | Luke 14: 12-24  Matthew 21: 33-46  Matthew 18: 21-35 |
| **Community Links (if applicable)** |
| Guest speaker from the Salvation Army or another local church to discuss what churches are doing locally to try to extend the Kingdom of God. |

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| **Year 6** | | | | |
| **Autumn 1 – Creation/Fall** | | | | |
| **Key Question** | **Core Concept** | | | |
| Creation and science: conflicting or complementary? | Creation: *Christians believe the universe and human life are God’s good creation. Humans are made in the image of God.*  Children will have learnt in previous years about the creation story as well as the reactions that Christians have to how to behave towards the world that we live in. They will in Y6 discuss the different approaches to creation as outlined by science and the Bible, discussing whether or not these can coexist. | | | |
| **Key Knowledge** | **Making Sense of the Text** | **Making Connections** | **Understanding the Impact** | **Key Texts** |
| Pupils will:  There is much debate and some  controversy around the relationship between the accounts of creation in Genesis and contemporary  scientific accounts.  These debates and controversies  relate to the purpose and  interpretation of the texts. For  example, does reading Genesis  as a poetic account conflict with scientific accounts?  There are many scientists throughout history and now who are Christians.  The discoveries of science make  Christians wonder even more  about the power and majesty of  the Creator. | Pupils will:  Outline the importance of  Creation on the timeline of the  ‘big story’ of the Bible.  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 | Pupils will:  Make clear connections between Genesis 1 and Christian belief about God as Creator.  Show understanding of why  many Christians find science  and faith go together. | Pupils will:  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. | Genesis 1 |
| **Community Links (if applicable)** |
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| **Autumn 2 - Incarnation** | | | | |
| **Key Question** | **Core Concept** | | | |
| The world doesn’t need a messiah — it just needs people to love each other. Discuss. | Incarnation: *The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh and that, in Jesus, God came to live amongst humans*.  In Year 5, children will have focussed on the idea of Jesus being the messiah who was foretold in the Old Testament of the Bible. They will have discussed the difference that this idea makes to Christians lives today. In Year 6, the children will continue to explore the idea of the messiah and will discuss how the belief of Jesus being the messiah impacts their lives today (looking at different stories from Year 5) They will then weigh up whether the world we live in needs the teachings of Jesus as messiah or not. | | | |
| **Key Knowledge** | **Making Sense of the Text** | **Making Connections** | **Understanding the Impact** | **Key Texts** |
| Pupils will:  The Old Testament pieces  together the story of the People  of God. As their circumstances  change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)),  they have to learn new ways of  following God.  The story of Moses and the  Exodus shows how God rescued  his people from slavery in Egypt.  Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice,  and telling the story of Jesus.  Christians see the Christian  Church as part of the ongoing  story of the People of God, and  try to live in a way that attracts  others to God, for example, as salt and light in the world. | Pupils will:  Explain connections between  biblical texts and the idea  of Jesus as Messiah, using  theological terms | Pupils will:  Make clear connections between the texts and what Christians believe about Jesus as Messiah; for example, how they celebrate Palm Sunday.  Show how Christians express  their beliefs about Jesus  as Prince of Peace and as  one who transforms lives,  through bringing peace and  transformation in the world | Pupils will:  Weigh up how far the world  needs a Messiah, expressing  their own insights | The Entry into Jerusalem, Matthew 21:1–9  The Transfiguration, Matthew 17:1–13 or Luke 9:28–36  The prophecies from Isaiah (7:14, 9:1–2, 6-7;  and 11:1–5) say that a baby will be born in  extraordinary circumstances, will be a descendant  of King David, and will be called ‘God with us’. |
| **Community Links (if applicable)** |
| Experience Christmas (St Margaret’s/Cross Teach) |
| **Spring 1 – Beliefs in action in the world (The Holocaust)** | | | | |
| **Key Question** | **Core Concept** | | | |
| Can good ever come from evil actions? | Children will explore what the Holocaust was, what we can we learn from people, including religious figures, who resist discrimination and persecution and what examples of resistance to prejudice and discrimination exist that we can learn from today. | | | |
| **Key Knowledge** | **Intent** | **Implementation** | **Impact** | **Key Texts** |
| Religious content will include: study of religious responses to the Holocaust in Judaism. Pupils will study commitments to remembrance, to peace and to  equality influenced by the events of the Holocaust. | Knowledge:  Pupils will learn:  ƒ about pre-war Jewish life  and the impact of  persecution and  discrimination on Jewish  people living in Germany  in the 1930s.  ƒ about the  Kindertransport and the  importance of providing  refuge to people who  are persecuted for who  they are.  ƒ about the work of the  National Holocaust  Centre and Museum as a  place of remembrance in  the UK. (This can be  achieved through using  resources online, the  NHCM outreach  programme or by visiting  The Journey exhibition at  the National Holocaust  Centre.)  Skills:  Pupils will learn to reflect on  big questions about human  values and behaviour. They  will discuss, think and create  responses to the work for  themselves | Pupils:  ƒ find out about the Jewish religion and  community, focusing on religious practice in  Germany before the Second World War (A1)  ƒ investigate aspects of the persecution of Jewish  people, showing their understanding and  expressing ideas of their own (A2)  ƒ learn about the story of a Kindertransportee  ƒ develop their own imaginative and creative ways  of expressing some questions and ideas about  persecution and prejudice, including examples  from the Kindertransport and from today’s world  (B2)  ƒ use case studies and survivor accounts to develop  accurate understanding of examples of issues  arising from the study of the Kindertransport (C2)  ƒ having learned about Jewish community action in  the UK today, create their own charter of ways to  become an upstander, applying their own ideas to  issues of respect for all (C2)  ƒ write a clear account of the life of a  Kindertransportee and explain what matters  most in the struggle against hatred and prejudice  (B2). | Most pupils will:  x Explain the impact of beliefs  on people lives  x Show that they understand a  story of a survivor of Nazi  hatred  x Write a factsheet about the  ways Jewish people  responded to the prejudice  and hatred of the Nazis  x Consider varied answers to  questions about suffering and  God  x Explain with reasons why it is  important to remember  examples of hatred and  prejudice, and why ‘never  again’ is an important idea.  x Apply the ideas of respect,  harmony and goodness to the  lives of those who rejected  Nazi ideas.  x Explain what matters about  remembrance of those who  died and those who survived  and the idea of ‘upstanders’. | Historical texts related to this will be important.  You may want to also use the Old Testament to discuss persecution of the Jewish people in their history (oppression under the Egyptians would be a good learning link) |
| **Community Links (if applicable)** |
| Visit to Holocaust museum (also part of the WW2 topic) |
| **Spring 2 - Salvation** | | | | |
| **Key Question** | **Core Concept** | | | |
| What difference does the resurrection make to Christians? | Salvation: *Jesus’ death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Christians believe that through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.*  The children will have a good knowledge of this concept and the Easter and Holy week stories. They will have explored how this impacts Christians in different ways. During this learning, they will specifically focus on the implications of Jesus’ resurrection on the lives of Christians, connecting the event with Christian’s actions and will go on to discuss how the belief in the resurrection can shape the responses that people have to the world that we live in. | | | |
| **Key Knowledge** | **Making Sense of the Text** | **Making Connections** | **Understanding the Impact** | **Key Texts** |
| Pupils will:  Christians read the ‘big story’ of the Bible as pointing out the need for God to save people.  This salvation includes the ongoing restoration of humans’ relationship with God.  The Gospels give accounts of Jesus’ death and resurrection. • Belief in Jesus’ resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.  This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven). | Pupils will:  Outline the timeline of the ‘big story’ of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.  Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.  Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms | Pupils will:  Make clear connections  between Christian belief in  the Resurrection and how  Christians worship on Good  Friday and Easter Sunday.  Show how Christians put  their beliefs into practice in  different ways. | Pupils will:  Explain why some people find  belief in the Resurrection makes  sense and inspires them.  Offer and justify their own  responses as to what difference  belief in Resurrection might  make to how people respond to  challenges and problems in the  world today | THE RESURRECTION: LUKE 24:1-49  LIFE AFTER DEATH: JOHN 3:16, 11:25–26, 14:2–3; LUKE 23:43: |
| **Community Links (if applicable)** |
| Experience Easter (St Margaret’s/Cross Teach) |
| **Summer 1 -**  **Religion, family**  **and community: Islam and Christianity** | | | | |
| **Key Question** | **Core Concept** | | | |
| How can we live in harmony together? | Children will explore the impact of religion on local life in Nottingham, and the positive contributions that both Islamic and Christian faiths have on the city. They will then discuss why these faith groups act in these ways and move on to thinking about their own values and commitments to society. Finally they will apply this to their own lives and how they will decide to live in order to make Nottinghamshire a county of tolerance and respect. | | | |
| **Key Knowledge** | **Intent** | **Implementation** | **Impact** | **Key Texts** |
| Religious content will include: statistics of world religions in the local area, the county and region, examples of inter faith co-operation (including RE itself: pupils might write an RE curriculum suggestion for KS2!)  Pupils will know that texts in Islam and Christianity encourage unity and tolerance towards other. | Knowledge:  Pupils will learn:  ƒ about the statistics  of world religions in  the local area, the  county, region,  nation and world.  ƒ about at least two  examples of inter  faith co-operation.  Skills:  They will think  reasonably about  questions of community  harmony and inter faith  work. | Pupils:  x investigate aspects of community life such as weekly  worship, charitable giving or beliefs about prayer,  showing their understanding and expressing ideas of  their own (A2)  x linking to the expressive arts, pupils develop their own  imaginative and creative ways of expressing some of  their own commitments such as working hard at sport  or music, caring for animals, loving the family or serving  God (B2)  x list and describe similarities and differences between  the ways different communities show that they belong  (C1)  x linking to Mathematics and Geography, pupils use local  and national census statistics to develop accurate understanding of the religious plurality of their locality and of Britain today (C2)  x discuss and apply ideas from different religious codes  for living (e.g. Commandments, Precepts or Rules), to  compile a charter of their own moral values, applying  their ideas to issues of respect for all (C2)  x apply ideas such as tolerance, empathy and respect for  all to real-life examples of tension or conflict between  different groups: how can our society become more  respectful? What do inter faith events do to make  respect grow?  x clearly express their own ideas about a more  respectful community  x write a speech for someone who wants to be the  mayor of Nottingham or another local town, explaining  how they will make our communities more harmonious.  Can they suggest 6 ideas and explain what impact they  would have? | Most pupils can:  x Explain the impact of beliefs  about communities on people  from different religions.  x Connect at least two  viewpoints about whether our  communities can be more  harmonious to teaching from  religious sacred texts  x Consider varied answers to  questions about building  peaceful families and  communities  x Explain thoughtfully their own  ideas about communities –  why they matter, and how  they can become stronger.  x Apply the ideas of tolerance  and respect to some tensions  or problems in community  relations  x Explain what matters about  peace, respect and harmony to  themselves and in our  community. | Teachers may want to choose key texts from the Bible or Quran which give instructions on how Christians and Muslims should live. These could be stories or direct teaching – this is up to the class teacher. |
| **Community Links (if applicable)** |
| Local charities that could be looked at:  The Arches Nottingham – Based in Trent Vineyard. They offer practical support to families in need.  Muslim hands Nottingham  Forget Me Notts Children’s Charity  Islamic Releif |
| **Summer 2 - God** | | | | |
| **Key Question** | **Core Concept** | | | |
| Can a holy god really be loving? And if he is – so what? | God: *Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit*  Children will be familiar with the concept of God from KS1. They will not have touched on the topic specifically again since Year 2 but they will have looked at the character of God and God as the Trinity in great depth in LKS2 so this understanding will have developed through other units of learning. Children will know that Christians believe Jesus is god and will have explored the implications of Jesus’ teaching on the lives of his followers within different bible stories.  As they move to Y6, they will take this learning further, thinking about the different aspects of God’s character in terms of being holy (hating sin) but also loving (forgiving and compassionate) and how the understanding of these two aspects of God’s character are understood and expressed by Christians. Children will weigh up how these understandings might make a difference in the world today.  Note that the balance of the love of God and the fearsome holiness of God can leave some twenty-first-century Christians  uncomfortable, but the Bible often pictures an encounter with God or the divine messenger as terrifying. | | | |
| **Key Knowledge** | **Making Sense of the Text** | **Making Connections** | **Understanding the Impact** | **Key Texts** |
| Pupils will:  Christians believe God is  omnipotent, omniscient and  eternal, and that this means God is worth worshipping.  Christians believe God is both  holy and loving, and Christians  have to balance ideas of God  being angered by sin and  injustice (see Fall) but also loving, forgiving, and full of grace.  Christians do not all agree about  what God is like, but try to follow his path, as they see it in the Bible or through Church teaching.  Christians believe getting to  know God is like getting to  know a person rather than  learning information | Pupils will:  Identify some different  types of biblical texts, using  technical terms accurately.  Explain connections between  biblical texts and Christian  ideas of God, using  theological terms. | Pupils will:  Make clear connections  between Bible texts studied  and what Christians believe  about God; for example,  through how churches  are designed.  Show how Christians put their  beliefs into practice in worship. | Pupils will:  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. | PSALM 103  SEVEN THINGS GOD HATES — PROVERBS 6: 16–19  LUKE 23:33–34  ISAIAH 6  1 JOHN 4:7–13 |
| **Community Links (if applicable)** |
| A visit to Coventry Cathedral would be a good opportunity to see how reconciliation has been practically outworked in the art of a church. |