

# MONKSMOOR PARK RELIGIOUS EDUCATION AND WORLDVIEWS CURRICULUM



### **Vision and Aims of RE**

'Worldview' describes the way in which a person encounters, interprets, understands and engages with the world.

Children will have:

- A passion for RE and an enthusiastic engagement in learning, developing a sense of curiosity
- An excellent knowledge and understanding of belief and a range of religions, showing respect for all forms of belief and none
- The ability to think, reflect, and discuss religion, formulating and refining perceptive questions and lines of enquiry, developing academic rigour and a questioning mindset
- The ability to make connections between beliefs
- A well-developed religious literacy
- An understanding of the impact of religion and belief on the lives of individuals, being hospitable to diversity
- The opportunity to learn to disagree well and develop and express their personal positions, empathising with and respecting the positions and beliefs of others
- A basis for reflection and evaluating their thoughts and opinions
- Recognised that world faiths are diverse and dynamic entities

### **High-quality RE will support pupils' religious literacy.**

**The principal aim of our RE curriculum is to enable pupils to hold balanced and informed conversations about religion and belief – religious literacy.**

This principal aim incorporates the following aims of Religious Education in Church schools, for pupils to:

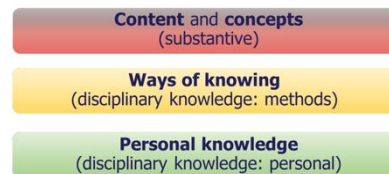
- Know about and understand the faith of Christians as a diverse global living faith through the exploration of core beliefs, using an approach that critically engages with biblical text
- Gain knowledge and understanding of a range of religions and worldviews, appreciating diversity, continuity and change within the religions and worldviews being studied
- Engage with challenging questions of meaning and purpose raised by human existence and experience
- Recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places
- Explore their own religious, spiritual and philosophical ways living, believing and thinking.

Appropriate to their age at the end of their education in Church schools, **the expectation is that all pupils are religiously literate and as a minimum, pupils are able to:**

- Give a theologically informed and thoughtful account of the faith of Christians as a living and diverse world faith
- Show an informed and respectful attitude to religions and non-religious worldviews in their search for God and meaning
- Engage in meaningful and informed dialogue with those of other faiths and none
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

**Types of Knowledge in RE (Ofsted Research Review)**

We recognise 3 different types of knowledge that are used in RE. These broad types of knowledge are ‘pillars of progression’ within RE. ‘Getting better’ at RE comprises knowing more and remembering more of these pillars as they are set out within the RE curriculum:

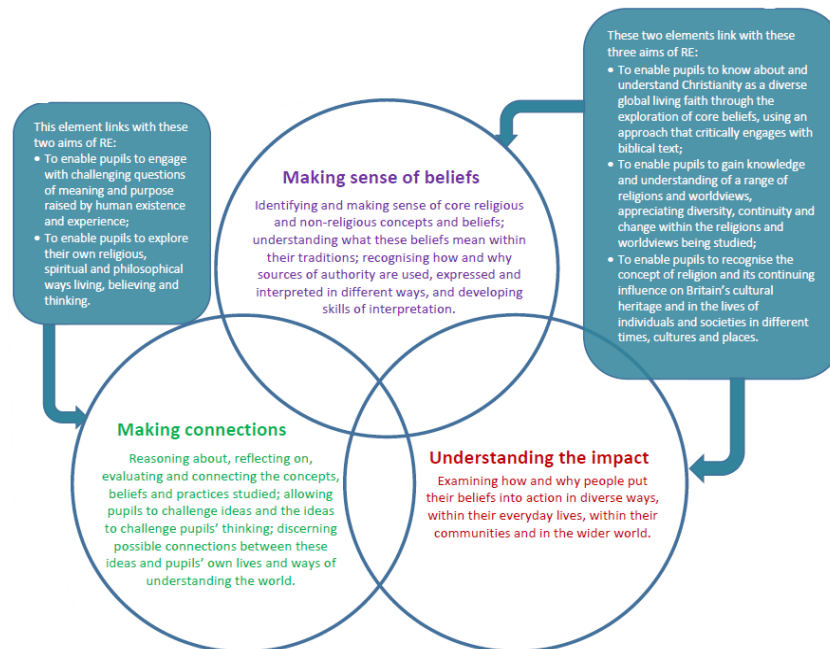


**Substantive knowledge – content and concepts:**

- ‘substantive’ knowledge: knowledge about various religious and non-religious traditions. The different ways people express their beliefs; the artefacts and rituals, and the concepts associated with religious and non-religious traditions – the key facts of each religion

**Disciplinary knowledge:**

- ‘ways of knowing’: pupils learn ‘how to know’ about religion and non-religion. This is the knowledge of how we know about religious and non-religious traditions: the scholarship of RE. How to interpret the accuracy and validity of claims and the differences between conceptions and misconceptions. – **Understanding the impact** **Making sense of beliefs**
- ‘personal knowledge’: pupils build an awareness of their own presuppositions and values about the religious and non-religious traditions they study. This is the growing knowledge of how pupils’ own values and beliefs connect with religious and non-religious traditions. – **Making connections**



These elements set the context for open exploration of religions and beliefs. They offer a structure through which pupils can encounter diverse religious traditions, alongside non-religious worldviews, presenting a broad and flexible strategy that allows for different traditions to be treated with integrity. These elements offer a route through each unit while also allowing for a range of questions reflecting approaches from religious studies, theology, ethics, sociology and philosophy.

*Peterborough Agreed Syllabus*

Religion and Worldviews is a multidisciplinary subject touching on many academic disciplines. When we are talking about developing disciplinary knowledge in the classroom, it can be helpful to talk about looking through the lenses of believing (theology); living (human and social sciences); and thinking (philosophy). In assessing disciplinary knowledge, we need to be able to understand whether children have developed their confidence in handling the substantive knowledge taught, and are they able to develop their knowledge of: ways of believing and the sources of authority they draw it from; the ways in which context affects ways of living; and different ways of reasoning about God, human beings and/or the world.

Theology (Beliefs)	Philosophy (Thinking)	Social Sciences (Living)
Theologians....	Philosophers....	Social scientists....
<p>Theologians deal with types of conversation that consider:</p> <ul style="list-style-type: none"> <li>• Where beliefs come from</li> <li>• How beliefs change over time</li> <li>• How beliefs relate to each other</li> <li>• How beliefs shape the way believers see the world and each other</li> </ul> <p>Methods and processes used by theologians:</p> <ul style="list-style-type: none"> <li>• Interpretation of story &amp; text</li> <li>• Consideration of reliability of sources</li> <li>• Considering unity and diversity within and between worldviews</li> <li>• Considering how beliefs change over time</li> <li>• Considering impact of belief on practice</li> </ul>	<p>Philosophers deal with types of conversation that consider:</p> <ul style="list-style-type: none"> <li>• The nature of knowledge, meaning and existence</li> <li>• How and whether things make sense</li> <li>• Issues of right and wrong, good and bad</li> </ul> <p>Methods and processes used by philosophers:</p> <ul style="list-style-type: none"> <li>• Analysis of the validity of 'truth' claims (doubt)</li> <li>• Development and use of coherent questioning</li> <li>• Development of and analysis of coherent argument</li> <li>• Understanding of the human quest for knowledge and meaning</li> <li>• Connecting belief (motivation) with behaviour</li> </ul>	<p>Social scientists deal with types of conversation that consider:</p> <ul style="list-style-type: none"> <li>• The diverse nature of religion</li> <li>• The diverse ways in which people practice and express beliefs</li> <li>• The ways in which beliefs shape individual identify, and impact on communities and society</li> </ul> <p>Methods and processes used by social scientists:</p> <ul style="list-style-type: none"> <li>• Seek evidence of belief in human behaviour and forms of expression</li> <li>• Recognise similarities and differences within and between groups</li> <li>• Consider forms of evidence and its reliability (e.g. data)</li> <li>• Consider individual, local, national and global evidence of lived experience</li> </ul>

**Understanding Christianity: Text, Impact, Connections**

This approach has been developed to incorporate the teaching approach taken in Understanding Christianity: Text, Impact, Connections (RE Today, 2016). This is recommended for all Church schools within the Peterborough Diocese, in order to meet the requirements of the Statement of Entitlement 3, which states that:

*In a Church school the pupils and their families can expect an RE curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice. This should include the ways in which it is unique and diverse. Parents can expect the use of high-quality resources, for example, the Understanding Christianity resource. Pupils can expect that teaching and learning in Church schools will use an approach that engages with biblical text and theological ideas.*

## Time allocation:

In order to deliver the aims and expected standards of the syllabus, the Diocese of Peterborough Board of Education strongly recommend a minimum allocation of curriculum time for RE based upon the law and the Statement of Entitlement from the Church of England Education Office: Schools should aim to be close to 10% of curriculum for teaching RE, but must be no less than 5%. In practice, this means a starting point of 60 minutes per week for Key Stage 1 and 75 minutes per week for Key Stage 2 RE.

RE can be delivered in flexible ways and need not be confined to a lesson per week. Further opportunities should be sought to develop RE in the curriculum for example through RE days, RE weeks, visits and other projects. This means in practice that schools are expected to allocate a minimum of at least:

<b>4–5s</b>	<b>36 hours of RE, e.g. 50 minutes a week or as part of continuous provision</b>
<b>5–7s</b>	<b>36 hours of tuition per year</b> (e.g. an hour a week, or less than an hour a week plus a series of RE days)
<b>7–11s</b>	<b>45 hours of tuition per year</b> (e.g. an hour and a quarter per week, or a series of RE days or weeks amounting to 45+ hours of RE)

## The right to withdraw from RE

In England, parents and carers have the right to withdraw their children from RE. This right of withdrawal exists for all pupils in all types of school, including schools with and without a religious designation. Parents and carers also have the right to withdraw their child from part of RE and can do so without giving any explanation. Students aged 18 or over have the right to withdraw themselves from RE.

Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent or carer wants their child to receive (Section 71(3) of the School Standards and Framework Act 1998). This RE could be provided at the school in question, or the pupil could be sent to another school where suitable RE is provided if this is reasonably convenient. If neither approach is practicable, outside arrangements can be made to provide the pupil with the kind of RE that the parent or carer wants, and the pupil may be withdrawn from school for a reasonable period of time to allow them to attend this external RE.

You will find more information on the right to withdraw and how to handle an application at <https://www.natre.org.uk/> Guidance: dealing with withdrawal from RE.

Teachers also have the right to withdraw from the teaching of RE. However, this does not apply to teachers who have been specifically employed to teach or lead RE.



### Teaching and Learning in RE

Our enquiry-based approach is set within a climate of effective learning in RE where:

- an appropriate level of challenge is provided for all pupils
- all pupils know they can achieve and there is an expectation of success
- the learning is set in a real and authentic context, with a clear purpose, meaning and relevance
- a safe environment is created where all pupils are valued, so they can confidently agree to disagree and express themselves freely
- pupils have a sense of ownership over what is being learned and how they are learning it
- there is a clear learning journey and identifiable outcomes

This document continues to promote the following enquiry process as best practice:

### An enquiry-based approach for RE

<b>Engage</b>	Stage 1: The new enquiry question is introduced by exploring the conceptual focus and core question.
<b>Enquire</b>	Stage 2: The enquiry is co-constructed with the pupils whilst staying within the parameters of the learning outcomes.
<b>Explore</b>	Stage 3: Pupils enquire into the core question through the suggested core knowledge – introduced incrementally across the unit of work
<b>Evaluate</b>	Stage 4: Pupils respond to, analyse and evaluate their understanding of the core question.
<b>Express</b>	Stage 5: Pupils express the knowledge and understanding they have gained to answer the key question, with an opportunity for the teacher to assess if pupils have met the age-related expectations if appropriate.

### Reception

Religious Education (RE) in Early Years should allow exploration of the world and respond to children’s natural curiosity about things around them. Teaching RE to 4 – 5-year-old pupils requires a multi-sensory approach, providing opportunities for pupils to learn and understand about themselves, others (personal and social development) and the world (knowledge and understanding of the world) and to develop pupils’ abilities to express themselves (communication, language and literacy, creative development). Through knowledge, skills and understanding, pupils should develop positive attitudes towards other people and their right to hold different beliefs. Teaching should enable pupils to begin:

- a. to identify their own uniqueness and that of others
- b. to appreciate the differences and similarities, they encounter in others

The use of story is essential to begin to understand what faith and belief means.

### Key Stage 1

KS1 should progress directly from what has been taught in early years. Pupils begin to be introduced to the concepts of religion, belief and worldviews, this is done through studying the different religions separately, along with a mixture of thematic units that begin to allow pupils to make connection between different religions and worldviews.

### Key Stage 2

KS2 should progress directly from KS1 and will explore the same concepts but in greater depth. Pupils will begin to follow use philosophical and theological principles and start to use these in their discussions regarding religion and worldviews. They should also explore the historical starting points for each religion and worldview so are then able to put this into context with the ‘ways of knowing’. The curriculum is a mixture of studying religions separately and then as part of thematic units, so pupils then able to compare similarities and differences.

<b>4–5s Reception</b>	Children will encounter <b>Christian and other worldviews</b> represented in the local area.
<b>5–7s Key Stage 1</b>	<b>Christians for at least 50% of study time and Muslims and Jews</b> Pupils may also learn from other religious and non-religious worldviews in thematic units.
<b>7–11s Key Stage 2</b>	<b>Christians for at least 50% of study time and Hindus, Jews, Muslims and Sikhs</b> Pupils may also learn from other religious and non-religious worldviews in thematic units.

**Breadth of study**

	Autumn		Spring		Summer	
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	<p><b>Let's Explore</b></p> <p><u>Spirituality focus</u>            "What's over the hill?" (looking beyond Forest school to wonder what lies beyond ...)            "Who is special to us?" (sharing who is special at home, at Nursery and beyond)            "Jesus and the Nativity" (introducing Nativity story)            Learning the school prayer</p>		<p><b>Ready, Steady, Grow</b></p> <p><u>Spirituality focus</u>            "Where does it come from?" (food which is grown and being thankful to God for it)            "Sharing the feast" (sharing food/celebrations – introducing images of Jesus and the disciples)            Learning the school prayer</p>		<p><b>Animal Safari</b></p> <p><u>Spirituality focus</u>            "The animals went in 2 by 2" (learning the story of Noah's Ark)            "What is special to us?" (sharing ideas of what is special to us)            Learning the school prayer</p>	

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<b>Number of units: 6</b>	<b>Number of units: 6</b>	<b>Number of units: 6</b>	<b>Number of units: 6</b>	<b>Number of units: 6</b>	<b>Number of units: 6</b>	<b>Number of units: 5</b>
<b>Unit 1</b>	Theme	<b>Thematic Unit</b>	<b>Thematic Unit</b>	<b>World Faiths</b>	<b>World Faiths</b>	<b>Christians</b>	<b>Christians</b>	<b>Christians</b>
	Focus	Special me! Where do we belong?	People – What does it mean to belong?	Jews: Who is Jewish and how do they live?	Hindus: What does it mean to be a Hindu in Britain today?	What do Christians learn from the creation story?	What does it mean if God is holy and loving?	What would Jesus do? Gospel
	Rationale	Children should develop an understanding of what it means to belong and begin to reflect on how people might become part of a faith community.	Through this unit, children develop their sense of identity and reflect on the importance of being part of a community. They learn how different faith groups show their belonging.	This unit offers the opportunity for children to further explore the Jewish faith, with a particular focus on Chanukah. They learn about how Jewish people celebrate as well as different ways in which they remember God.	The unit offers the opportunity for children to encounter the Hindu faith and for children to hold balanced and informed conversations about religion and belief.	This unit focuses on the stories of Creation and the Fall as two parts of the 'Big Story' of the Bible. Pupils familiarise themselves with the first Creation story from Genesis and key messages within it for many Christians about the world being good and how Christians are called to look after God's world. They move on to think about the story of Adam and Eve and how the Fall fits into the 'Big Story' of the Bible.	Within this unit, children will learn about what Christians believe God is like, exploring key texts from the Bible, using ways of knowing that theologians use. They will study passages from the book of Isaiah and Psalm 103 (Old Testament) and the book of 1 John (New Testament) to work out some ways the Bible says that God is both holy and loving.	In this unit pupils will learn about the four gospels, noting some of the similarities and differences between them. They will learn about the context of the gospels and the Christian tradition that Matthew, Mark and Luke wrote using eyewitness accounts to the life and teachings of Jesus whereas John used some different sources and includes long reflections on Jesus' teaching. They will learn about the differences between Jesus' direct teaching and his teaching through parables and other stories that he told.

	<b>Outcome</b>	Children will be able to share and record occasions when things have happened that have made them feel special. They will be able to recall what happens at a traditional Christian baptism, and what happens when a baby is welcomed into a faith other than Christian.	Children will be able to talk about where they belong. They will be able to compare a Muslim and Christian welcome ceremony and talk about how people show they belong when they marry. They will be able to say what Jesus taught about loving others.	Children will be able to retell the story behind the festival of Chanukah. They will be able to make links between Jewish ideas of God found in the stories and how people live and give examples of how some Jewish people might remember God in different ways.	Children will be able to identify some Hindu deities and describe Hindu beliefs about God. They will be able to describe how Hindus show their faith and how they value people.	Children will be able to retell the stories of Creation and Fall. They will be able to explain how Christians live their lives in response to their belief in these events.	Children will be able to use key vocabulary such as 'omnipotent, omniscient and eternal' to describe the Christian view of God. Pupils will be able to link their learning in this topic to other concepts studied to suggest why Christians believe that God is forgiving and loving, showing the impact that sin can have on the lives of believers. Children will be able to explain that for most Christians, getting to know God is like getting to know a person.	Pupils will be able to talk about the meanings of different biblical texts and what they mean for Christians today. They will be able to talk about what Christians believe the 'good news' of Jesus is, giving examples of the example of Jesus' behaviour that Christians try to follow. Pupils will be able to describe how Christian communities today act and how this is based on Jesus' teachings
	<b>Key Vocabulary</b>	Special, belief, baptism, blessing, belong, welcome	Christian, church, Muslim, mosque, Jew, synagogue	Chanukah, dreidel, synagogue, Torah, menorah, Jew	Trimurti, Brahma, Vishnu, Shiva, Murti, Karma, Mandir, Diwali, Deities	Creation Catholic Big Story Responsibility Sin Holy Church Steward Interpret Genesis Fall Temptation	Holy omnipresent omniscient believer eternal loving omnipotent Isaiah John Testament	Gospel theology Luke Matthew Mark Interpretation Leprosy Christ-like Parables Commandments
<b>Unit 2</b>	<b>Theme</b>	<b>Christians - Incarnation</b>	<b>Christians - Incarnation</b>	<b>Christians - Incarnation</b>	<b>Christians - Incarnation</b>	<b>Christians</b>	<b>Christians - Incarnation</b>	<b>Christians</b>
	<b>Focus</b>	Why do Christians perform nativity plays at Christmas?	Why does Christmas matter?	Why does Christmas matter?	What is the Trinity?	The church community: What is it like to follow God?	Was Jesus the Messiah?	Creation and science: Conflicting or complementary?
	<b>Rationale</b>	As members of a church school the children will understand why we perform a nativity play at Christmas and the importance of this for Christians.	As members of a church school the children should recognise that Christmas is a Christian festival remembering the birth of Jesus, who Christians believe is the son of God. Year 1 teaching focuses on the Christmas story up to the arrival of the shepherds, as told through the gospel of Luke.	Children should deepen their knowledge of the importance of Christmas for Christians, further exploring the concept of Jesus as a king (as they extend the story to the include the wise men, as told through the gospel of Matthew).	Children should begin to develop an understanding of the Trinity: Father, Son and Holy Spirit. They should be able to describe how Christians show their beliefs about God the trinity in worship and the way they live.	Children should understand what it is like and what it means to follow God for Christians.	In this unit, pupils will learn about the concept of 'incarnation' and how it fits within the big story of the Bible. They will study key texts that recount the story of Jesus' birth and the links Christians make to Old Testament prophecies.	Children should be able to make clear connections between Genesis.1 and Christian belief about God as creator and show understanding of why many Christians find science and faith goes together.
	<b>Outcome</b>	Children will know the story of the nativity and the key characters and their role in the story. They will know that Christians believe that Jesus is the son of God.	Children will know that Christians believe that Jesus is God and that he was born as a baby in Bethlehem. They will know that the Bible says that his birth was extraordinary and he came to bring good news. They will know that Christians celebrate Jesus' birth and that Advent for Christians is a time of getting ready for Jesus coming.	Children will consolidate their learning from Year 1 as well as building on it by exploring the use of nativity scenes in worship and what lessons they might learn from the story.	Children will know that Christians believe God is the Trinity – Father, Son and Holy Spirit. They will know that Christians believe the Father creates, he sends the Son who saves his people, the son sends Holy Spirit to his followers. They should know that Christians find that understanding God is challenging and Christians spend their whole lives trying to find out more and more about God.	Children will be able to make clear links between the story of Noah and the idea of the covenant. They will make links between promises in different contexts and make links between the story of Noah and how we live in the wider world.	Children will study and discuss selected texts alongside key Christian beliefs, using theological terms. They will consider the idea of Jesus fulfilling the expectations of the Messiah, within Christian tradition, and consider the importance of this for Christians today.	Children will know that there is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts
	<b>Key Vocabulary</b>	Christmas, Nativity, Jesus, good news, celebrate, church	Jesus Christ, Christian, advent, Bible, church, cross, gospels	nativity, incarnation, advent, Bible, gospels, Christian, Jesus Christ	Trinity, Father, Son, Holy Spirit, worship, baptism,	Covenant, pact, symbolises, promise, Old/New Testaments, people of God	Messiah Incarnation Saviour Immanuel Micah Theological Prophecy Gospel Prophet Isaiah	Science, controversy, faith, creator, debate, account, contemporary.

<b>Unit 3</b>	<b>Theme</b>	<b>Thematic unit</b>	<b>World Faiths</b>	<b>Special places</b>	<b>World Faiths</b>	<b>World Faiths</b>	<b>Worldviews</b>	<b>Christians - Salvation</b>
	<b>Focus</b>	Special places Which places are special and why? (worldviews)	Jews: Who is Jewish and how do they live?	What makes some places sacred to believers?	Muslims: Who is Muslim and how do they live?	Sikhs: What does it mean to be a Sikh in Britain today?	Why do Hindus try to be good?	What difference does the Resurrection make for Christians?
	<b>Rationale</b>	Children will recognise that places and items can be special and that different places are special to people of differing religions.	This unit offers the opportunity for children to encounter the Jewish faith through the celebration of Shabbat. They explore how Jewish people celebrate and remember God during this special time.	For children to begin to understand that different faiths have different places of worship and that these places are special to people of those faiths.	This systematic study of Muslim belief sets the foundations for pupils' learning about Muslims and their religion	This unit offers the opportunity for children to encounter the Sikh religion, taking account of the history, current practice and beliefs of the Sikhs in Britain today.	This unit enables the children to revisit the Hindu faith and develop their understanding of Hindu beliefs.	Children should be able to 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.
	<b>Outcome</b>	Children will be able to talk about places that are special to themselves and say why. They will get to know and use appropriate words to talk about their thoughts and feelings when visiting places of worship. They will be able to name some of the features of places of worship.	Children will be able to re-tell simply the story used in Shabbat. They will be able to make links between Jewish ideas of God found in the story and how people celebrate and remember God during Shabbat.	Children will recognise that there are special places where people go to worship, and talk about what people do there. They will be able to identify at least three objects used in worship and identify how they are used. They will be able to talk about why some people like to belong to a sacred building or community.	The children will know that Muslims believe in one God and that they call him Allah. They will learn that key Muslim beliefs about God are found in the Shahadah and that there are 99 beautiful names of Allah. They will be able to use stories about the Prophet to show what Muslims believe about Muhammad. They will think, talk about and ask questions about Muslim beliefs.	Children will be able to identify some of the core beliefs of Sikhism and make clear links between the Mool Mantar and Sikh beliefs and actions. They will make simple links between the life of at least one of the Gurus and some actions Sikhs take today.	Children will be able to identify and explain the Hindu beliefs of sharma, karma, samsara and moksha and talk about how Hindus put their beliefs into practice in different ways.	Children will know that Christians believe God wanted to save people and that this salvation includes the ongoing restoration of humans' relationship with God.
	<b>Key Vocabulary</b>	Worship, mosque, church, special, holy, belief	Shabbat, Torah, synagogue, Challah, Kiddush, kippah	Mosque, church, holy, sacred, special, believer, community	Muslim, the Shahadah, belief, Allah, prophet, Muhammad, Qur'an	Sikh, Guru, Mool, Mantar, gurdwara, sewa, service, equality, Khalsa, 5Ks	Dharma, karma, samsara, moksha, Brahman, atman, Gandhi	Sacrifice, salvation, incarnation, incarnate, everlasting life, witness
<b>Unit 4</b>	<b>Theme</b>	<b>Christians - Salvation</b>	<b>Christians - Salvation</b>	<b>Christians - Salvation</b>	<b>Christians - Salvation</b>	<b>Christians - Incarnation</b>	<b>Christians - Salvation</b>	<b>Christians</b>
	<b>Focus</b>	Why do Christians put a cross in an Easter garden?	Why does Easter matter to Christians?	Why does Easter matter to Christians?	Why do Christians call the day Jesus died Good Friday?	What does it mean for a Jew to follow God?	What did Jesus do to save human beings?	Guidance from above: How can following God bring freedom and justice?
	<b>Rationale</b>	Children should begin to be able to tell the story of Easter and know that the Christian festival of Easter lasts for more than one day.	Children should begin to recognise the story of Easter as a major Christian festival and that Christians believe that the death and resurrection of Jesus are an important part of the Christian Faith.	Children build on their knowledge from Year 1, delving deeper into the idea of Jesus being a saviour and exploring the concept of forgiveness.	Children should know that Christians today trust that Jesus really did rise from the dead, and so is alive today.	This unit allows children to explore how Jewish people live and laws they follow. They will learn about Orthodox use of the Shema in the tefillin, they will find out about how a Sefer Torah is used each week in the synagogue and for the annual cycle of readings.	Children should be able to outline the timeline of the 'big story' of the Bible, explaining how incarnation and salvation fit within it. They should be able to explain what Christians mean when they say that Jesus' death was a sacrifice.	Children should be able to make clear connections between Bible texts studied and what Christians believe about being a Christian and how they should behave.

<b>Outcome</b>	Children will know the basic story of Easter from Palm Sunday through to Easter Day.	Children will know that Easter is very important in the big story of the Bible and that Christians believe Jesus rose again, giving people hope of a new life.	Children will consolidate their knowledge from Year 1 and build on it by being able to comment on how Jesus was a saviour, how he forgave and say what forgiveness means for them.	Children will know that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his resurrection. They will know the important events of Holy Week.	Children will be able to identify and explain Jewish beliefs about God. They will be able to give evidence and examples to show how Jewish people put their beliefs into practice in different ways.	Children will know that the Gospels give accounts of Jesus' death and resurrection and that the New Testament says that Jesus' death was somehow 'for us'. Christians interpret this in a variety of ways, and remember this through the service of Holy Communion.	Children will know that Christians see the story of Moses as looking forward to how Jesus' death and resurrection also rescued people from slavery and sin and how Christians apply this idea to living today by trying to serve God and to bring freedom to others.
<b>Key Vocabulary</b>	Palm Sunday, Good Friday, Easter, new life, risen, forgiveness	Easter, Jesus, sadness, joy, cross, new life, tomb, resurrection	Easter, Jesus, cross, new life, forgiveness, resurrection, sin	Sacrifice, resurrection, crucifixion, salvation, humility	Sefer Torah, synagogue, kosher laws, Orthodox and Progressive, mezuzah and tefillin, Shema, Hashem	Incarnation, salvation, sacrifice, Holy Communion, Eucharist	Freedom, justice, Exodus, suffering, leadership, vulnerability, obedience, covenant, tyranny

<b>Unit 5</b>	<b>Theme</b>	<b>World Views</b>	<b>Christians</b>	<b>Christians</b>	<b>Christians</b>	<b>Thematic Unit</b>	<b>World Faiths</b>	<b>Christians</b>
	<b>Focus</b>	Special Stories: Which stories are special and why? (All faiths)	Who do Christians say made the world?	Jesus – What is the good news that Jesus brings?	Father, Son and Holy Spirit. When Jesus left, what was the impact of Pentecost?	Life's journey: How and why do people show their commitments during the journey of life?	What does it mean for Muslims to follow God?	Guidance from above: How can following God bring freedom and justice?
	<b>Rationale</b>	Children should know that some stories are common to different faiths and that people of faith believe they can learn things from these stories.	Children should understand the Christian belief of Creation and how this impacts on their worship and daily life.	Children should know that Christians believe that Jesus was a role model for how to live.	Children should understand that Christians celebrate Pentecost as the beginning of the church.	This unit will allow the children to explore baptism, Bar and Bat Mitzvah or Hindu samskaras and marriage to explore how and why people show their commitments during the journey of life.	This unit offers the opportunity for a systematic encounter with Muslims. It explores what it is like to be a Muslim in the East of England.	Children should be able to make clear connections between Bible texts studied and what Christians believe about being a Christian and how they should behave.
	<b>Outcome</b>	Children will be able to recognise some religious words and identify some sacred texts. They will be able to talk about some of the things stories teach believers.	Children will know that Christians believe that God made the world, that everything in the world is important to God and that they should consequently take care of the world.	Children will know that Christians believe that Jesus brings good news for all people, including being loved by God and being forgiven for bad things. They also believe that Jesus' teachings make people think hard about how to live and show them the right way.	Children will be able to explain that Christians believe that Jesus is still alive in their hearts and lives through the Holy Spirit. They should know that Christians believe that after Jesus returned to be with God, he sent the Holy Spirit at Pentecost to help the church make Jesus visible.	Children will be able to identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean and what happens at festivals of commitment. They will explore the meaning and importance of ceremonies of commitment for religious and non-religious people today.	Children will be able to identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an. They will be able to give evidence and examples to show how Muslims put their beliefs into practice in different ways.	Children will know that Christians see the story of Moses as looking forward to how Jesus' death and resurrection also rescued people from slavery and sin and how Christians apply this idea to living today by trying to serve God and to bring freedom to others.
	<b>Key Vocabulary</b>	Favourite, Old Testament, New Testament, Bible, Qur'an, message, promise	Creation, Christian, Bible, cross, church	Forgiveness, gospel, good news, instruction, peace, friendship, friendship	Pentecost, Holy Spirit, Kingdom of God, Trinity, salvation, symbolic	Commitment, metaphor, milestones, ritual, ceremony, symbolism	Submit, five pillars, salah, hajj, Shahadah, Ramadan, Zakkah, Sawm	Freedom, justice, Exodus, suffering, leadership, vulnerability, obedience, covenant, tyranny

<b>Unit 6</b>	Theme	Thematic Unit	Thematic Unit	Christians	Christians	Thematic Unit	Worldviews	Thematic Unit
	Focus	<b>God: Why is God so important to Christians?</b>	Belief in the World: How should we care for the world and for others and why does it matter?	<b>What do Christians believe God is like?</b>	<b>What kind of world did Jesus want? Gospel</b>	<b>Festivals: What are the deeper meanings of festivals?</b>	<b>Why do some people believe in God and some people not?</b>	<b>Good and bad times. How do religions help people to live through good times and bad times.</b>
	Rationale	As part of a church school the children should develop their understanding of God's importance to Christians.	This unit will allow the children to explore how the concept of caring springs from the beliefs of faiths studied.	Children should know that the basis of the Christian faith is a belief in God and that this belief in what God is like is what Christians try to follow.	In this unit, children will learn about the concept of 'Gospel' which tells the story of the life and teaching of Jesus. They will learn about the calling of the first disciples and how Christians today try to follow Jesus. Pupils will find out about Jesus' actions towards other people and what example these set for the actions of Christians today.	This unit builds on the children's knowledge of faiths and enables pupils to compare similarities and differences.	This unit allows the children to compare religious and non-religious responses to the idea of God. It compares monotheistic traditions with common roots.	This unit allows the children to draw together learning about religions studied and non-religious beliefs. It explores religious and non-religious responses to life and considers why some people find that religion can help them celebrate in good times in life but also cope with difficult times.
	Outcome	Children will recognise that 'God' is an important word for Christians and it should be respected. They will know that Christians believe that God's name should be used with love and care and that a belief in God is central to the Christian faith	Children will be able to give an example of a key belief that is found in a religious story. They will reflect on how people show they care for others and give examples of how people care for the natural earth.	Children will know that Christians believe in God and that they find out about God in the Bible. They will know that Christians believe God is loving, kind, fair and forgiving. They will know some stories that show these Christian beliefs.	Children will describe the links between the teachings within Bible and what the meaning of Jesus' good news for Christians is. They will know the parable of the Good Samaritan and the importance of charity within the lives of many Christian people.	Children will be able to identify the main beliefs at the heart of religious festivals in at least two religious, making clear links between these beliefs. They will raise questions and suggest answers about what is worth celebrating and festival, Ramadan, Eid, Diwali, Christmas, Easter, Lent, Passover, sacrifice, freedom, liberation	Children will be able to define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs. They will reflect on and articulate some ways in which believing in God is valuable in the lives of believers and ways it can be challenging. They will give reasons why people do or do not believe in God.	Children will be able to describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life. They will be able to identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences. They will make clear connections between what people believe about God and how they respond to challenges in life.
	Key Vocabulary	God, create creation, creator, creative, honour	Creation, Christian, Jew, Genesis	Forgiveness, Christian, belief, parable, parent	Jesus Disciples Follower Clergy Galilee Vicar Parable Samaritan Gospel Evangelist	Festival, belief, meaning, similarity, difference, remembrance, community	Theist, atheist, agnostic, belief, theism, atheism, agnosticism	Judgement, soul, afterlife, heaven, purgatory, funeral forgiveness, compassion

## Religion and Worldviews Key Subject Knowledge

Year Group	Unit Core Enquiry Question	Sequence of Lessons	Key Knowledge		Key Vocabulary						
EYFS	Theme: Special Me! Where do we belong?	<ul style="list-style-type: none"> <li>➤ What makes us feel special? What makes many Christians believe they are special to God?</li> <li>➤ Why do many Christians believe that children are special to God?</li> <li>➤ Where do you belong? How do you know you belong? What groups do religious people belong to?</li> <li>➤ How do we show people they are welcome? How are babies welcomed into the Christian family?</li> <li>➤ How are some babies welcomed in the Muslim tradition?</li> </ul>	<ul style="list-style-type: none"> <li>• Know that Christians believe God loves and knows all people</li> <li>• Know how to identify occasions when others have made them feel special</li> <li>• Know why I am special and which groups I belong to</li> <li>• Know two different religious groups and the main symbol associated with each</li> <li>• Know and make connections with personal experiences</li> <li>• Know what happens at a traditional Christian infant baptism and dedication and make connections with personal experiences.</li> <li>• Know what happens when a baby is welcomed into a religion other than the Christian faith and make connections with personal experiences.</li> </ul>		Special, belief, Baptism, blessing, belong welcome						
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Incarnation: Why do Christians perform Nativity plays at Christmas?	<ul style="list-style-type: none"> <li>➤ Who is important in the story of the nativity?</li> <li>➤ What happens in a church at Christmas?</li> <li>➤ What special things to Christians do to share God's love?</li> <li>➤ Why do Christians perform Nativity Plays at Christmas?</li> </ul>	<ul style="list-style-type: none"> <li>• Know that a Christian is a person who believes that Jesus is God's son</li> <li>• Know that the Nativity is the story of the birth of Jesus</li> <li>• Know the key characters in the story of the Nativity</li> <li>• Know that Christians celebrate Christmas in December</li> <li>• Know that the Nativity is a story in the Bible</li> <li>• Know that a church is where Christians go to celebrate special days</li> <li>• Know that Christians believe that God sent Jesus to show how much he loved the world.</li> </ul>		Christmas, Nativity, Jesus, good news, celebrate, church							
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Special places: which are special and why?	<ul style="list-style-type: none"> <li>➤ Where is special to me inside and outside school?</li> <li>➤ Where is a special place for Christians to go?</li> <li>➤ Who works in a church?</li> <li>➤ What makes a church special to Christians?</li> <li>➤ Where is a holy place for Muslims to go?</li> <li>➤ What is important in a church and a mosque? How are holy buildings similar and different?</li> <li>➤ What is needed to make a truly special place of our own?</li> </ul>	<ul style="list-style-type: none"> <li>• Know what makes a place important or special</li> <li>• Know why a place is special to them</li> <li>• Know that some religious people have places which have special meaning for them</li> <li>• Know some things that are special and valued in a place of worship</li> <li>• Know about and identify some significant features of sacred places</li> <li>• Know how to recognise some places of worship: Church and Mosque</li> <li>• Know and use appropriate words to talk about their thoughts and feelings when visiting a church</li> </ul>	Worship, mosque, church, special, holy, belief		
	<b>Retrieval questions</b>	<b>Theology (believing)</b>	<b>Philosophy (thinking)</b>	<b>Social Sciences (living)</b>	Resources:
	<ul style="list-style-type: none"> <li>• Where is a special place for Christians?</li> <li>• Where is a holy place for Muslims?</li> </ul>	<ul style="list-style-type: none"> <li>• What does 'holy' mean?</li> </ul>	<ul style="list-style-type: none"> <li>• Which places are special to me and why?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the same/ different about a church and a mosque?</li> </ul>	<a href="#">Updated EYFS Unit Which places are special and why.docx</a>
Salvation (Easter): Why do Christians put a cross in an Easter garden?	<ul style="list-style-type: none"> <li>➤ Why is a palm cross a special symbol for Christians?</li> <li>➤ How do Christians use crosses to celebrate Easter at home and at church?</li> <li>➤ What happened at Easter?</li> <li>➤ What is an Easter garden?</li> <li>➤ Why does Easter remind us to forgive?</li> </ul>	<ul style="list-style-type: none"> <li>• Know why a cross is special to Christians</li> <li>• Know the story of Palm Sunday</li> <li>• Know that Easter gardens represent the story of Easter</li> <li>• Know how and why Christians celebrate Easter</li> <li>• Know that Easter is a special time for Christians</li> <li>• Know that Christians believe Jesus came to show God's love.</li> <li>• Know that Christians try to show love to others</li> </ul>	Palm Sunday, Good Friday, Easter, new life, risen, forgiveness		
	<b>Retrieval questions</b>	<b>Theology (believing)</b>	<b>Philosophy (thinking)</b>	<b>Social Sciences (living)</b>	Resources:
	<ul style="list-style-type: none"> <li>• What happened on Palm Sunday?</li> <li>• What happened on Easter day?</li> </ul>	<ul style="list-style-type: none"> <li>• What do Christians believe happened at Easter?</li> </ul>	<ul style="list-style-type: none"> <li>• What is meant by a 'new beginning'?</li> </ul>	<ul style="list-style-type: none"> <li>• How do Christians celebrate Easter?</li> </ul>	<a href="#">Updated EYFS Unit Who do Christians perform Nativity plays at Christmas.docx</a>
Which stories are special and why?	<ul style="list-style-type: none"> <li>➤ What makes a book or story special?</li> <li>➤ What book is special to Christians and why?</li> <li>➤ Why is the Qur'an special to Muslims?</li> <li>➤ What can we learn from the story of Noah's Ark?</li> <li>➤ What can we learn from the story of Zaccheus?</li> </ul>	<ul style="list-style-type: none"> <li>• Know and talk about some religious stories</li> <li>• Know what makes a book or story special and that some stories have a moral or special meanings</li> <li>• Know some religious vocabulary</li> <li>• Know that some books are special to people of different religions – e.g. the Bible for Christians and the Qur'an for Muslims.</li> <li>• Identify some of their own feelings in the stories they hear</li> <li>• Know that the Bible is a holy book which helps Christians to understand more about God</li> <li>• Know that the Qur'an is the holy book for Muslims and it helps Muslims to learn about Allah and that they believe it helps to teach them how to lead a good life.</li> </ul>	Favourite, Old Testament, New Testament, Bible, Qur'an, message, promise		
	<b>Retrieval questions</b>	<b>Theology (believing)</b>	<b>Philosophy (thinking)</b>	<b>Social Sciences (living)</b>	Resources:
	<ul style="list-style-type: none"> <li>• What is the Christian holy book?</li> <li>• What is the Muslim Holy book?</li> <li>• What is the story of Noah's Ark?</li> </ul>	<ul style="list-style-type: none"> <li>• Where do Christians find out about God?</li> </ul>	<ul style="list-style-type: none"> <li>• What does Noah's Ark teach us about good and bad?</li> </ul>	<ul style="list-style-type: none"> <li>• How do stories help us to know how to live?</li> </ul>	<a href="#">Lesson Plans: Special Stories: Which stories are special and why? (All faiths)</a>

	Why is God so important to Christians?	<ul style="list-style-type: none"> <li>➤ Why is the word 'God' so important to Christians?</li> <li>➤ How can we care for our wonderful world?</li> <li>➤ Who do Christians believe made heaven and earth?</li> <li>➤ Why should the word God be respected by all people?</li> <li>➤ Why should we look after our world?</li> </ul>	<ul style="list-style-type: none"> <li>• Know that the word God is a name and that Christians believe that God's name should be respected and kept holy</li> <li>• Know that Christians believe God is the creator of the universe</li> <li>• Know that Christians believe God made our wonderful world and so we should look after it</li> <li>• Know that Christians believe God made heaven and earth</li> <li>• Know that Christians believe God is eternal</li> </ul>	God, create, creation, creator, creative, honour		
		<b>Retrieval questions</b>	<b>Theology (believing)</b>	<b>Philosophy (thinking)</b>	<b>Social Sciences (living)</b>	Resources:
		<ul style="list-style-type: none"> <li>• What is the story of the creation?</li> <li>• Why should God's name be kept special?</li> </ul>	<ul style="list-style-type: none"> <li>• What do Christians believe about God?</li> </ul>	<ul style="list-style-type: none"> <li>• Why is God important to Christians?</li> </ul>	<ul style="list-style-type: none"> <li>• How do Christians show God is important in their lives?</li> </ul>	<a href="#">Updated EYFS Unit Why is God so important to Christians.docx</a>

Year Group	Unit Core Enquiry Question	Sequence of Lessons	Key Knowledge		Key Vocabulary
Year 1	People: Who am I? What does it mean to belong?	<ul style="list-style-type: none"> <li>➤ How does it feel to love others?</li> <li>➤ What did Jesus say about loving others?</li> <li>➤ What happens at a Christian welcome ceremony?</li> <li>➤ What happens at a Muslim welcome ceremony?</li> <li>➤ How do people show they belong when they marry?</li> <li>➤ How do people show they belong to their faith?</li> <li>➤ Where do I belong?</li> </ul>	<ul style="list-style-type: none"> <li>• Know that Jesus taught about loving everybody.</li> <li>• Know what happens at a Christian baptism.</li> <li>• Know what happens at a Muslim baptism.</li> <li>• Know that people show they belong with a ring and a promise when they marry.</li> <li>• Know where I belong.</li> </ul>	Christian, church, Muslim, mosque, Jew, synagogue	
		<b>Retrieval questions</b>	<b>Theology (believing)</b>	<b>Philosophy (thinking)</b>	<b>Social Sciences (living)</b>
	<ul style="list-style-type: none"> <li>• What does 'belonging' mean?</li> </ul>	<ul style="list-style-type: none"> <li>• What does the Bible say about loving others?</li> </ul>	<ul style="list-style-type: none"> <li>• How does belonging make people feel?</li> </ul>	<ul style="list-style-type: none"> <li>• How might people welcome a new baby into their faith?</li> </ul>	
	Incarnation: Why does Christmas matter?	<ul style="list-style-type: none"> <li>➤ What happened at Christmas?</li> <li>➤ Why is Christmas important for Christians?</li> <li>➤ How do Christians learn about Jesus' life?</li> <li>➤ How do Christians get ready for Christmas?</li> <li>➤ What do I have to be thankful for?</li> </ul>	<ul style="list-style-type: none"> <li>• Know that Christians believe that Jesus is God's son and that he was born as a baby in Bethlehem</li> <li>• Know that Christians learn about Jesus' life in the Bible.</li> <li>• Know that Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus coming</li> </ul>	Jesus Christ, Christian, advent, Bible, church, cross, gospels	
<b>Retrieval questions</b>		<b>Theology (believing)</b>	<b>Philosophy (thinking)</b>	<b>Social Sciences (living)</b>	Resources:
<ul style="list-style-type: none"> <li>• What is advent?</li> <li>• Where do we learn the story of the first Christmas?</li> </ul>	<ul style="list-style-type: none"> <li>• What do Christians believe happened at Christmas?</li> </ul>	<ul style="list-style-type: none"> <li>• What have we got to be grateful for?</li> </ul>	<ul style="list-style-type: none"> <li>• What preparations do people make for Christmas?</li> </ul>	<a href="#">1: Updated Year 1 unit Why does Christmas matter.docx</a> <a href="#">2: Lesson resources</a>	
Who is Jewish and how do they live?	<ul style="list-style-type: none"> <li>• How do Jews believe the world began?</li> <li>• How do Jewish people celebrate Shabbat?</li> <li>• Why do Jewish people celebrate Shabbat?</li> <li>• What is good about reflecting, thanking, praising or remembering for Jewish people?</li> <li>• What is good about reflecting, thanking, praising or remembering for me?</li> </ul>	<ul style="list-style-type: none"> <li>• Know that Jews believe that God created the world.</li> <li>• Know that Jewish people have a day of rest and just like God did on the last day of the Creation story</li> <li>• Know how Jewish people celebrate Shabbat</li> </ul>	Shabbat, Torah, synagogue, Challah, Kiddush, kippah		

		Retrieval questions	Theology (believing)	Philosophy (thinking)	Social Sciences (living)	Resources
		<ul style="list-style-type: none"> <li>What is Shabbat?</li> </ul>	Which belief do Christians and Jews share?	<ul style="list-style-type: none"> <li>Is it important to take time to be thankful?</li> </ul>	<ul style="list-style-type: none"> <li>How do Jews remember God?</li> </ul>	
Salvation: Why does Easter matter to Christians?	<ul style="list-style-type: none"> <li>What do Christians believe happened at Easter?</li> <li>How do I feel about the Easter story?</li> <li>What do Christians learn from Jesus?</li> <li>Where does Easter fit into the big story of the Bible?</li> <li>How do Christians worship at Easter?</li> <li>Why is the Easter story so important to Christians?</li> </ul>			<ul style="list-style-type: none"> <li>Know that Easter is very important in the 'Big story' of the Bible</li> <li>Know that Christians believe that Jesus died on the cross but then came back to life</li> <li>Know that Jesus gave instructions on how to behave</li> <li>Know that Christians believe in life after death - Heaven</li> <li>Know some of the ways the local church celebrates Easter</li> </ul>		Easter, Jesus, sadness, joy, cross, new life, tomb, resurrection
		<b>Retrieval questions</b> <ul style="list-style-type: none"> <li>Why is Easter important to Christians?</li> </ul>	<b>Theology (believing)</b> <ul style="list-style-type: none"> <li>What does the Bible say happened at Easter?</li> </ul>	<b>Philosophy (thinking)</b> <ul style="list-style-type: none"> <li>What can we be hopeful for?</li> </ul>	<b>Social Sciences (living)</b> <ul style="list-style-type: none"> <li>Why do we have Easter eggs?</li> </ul>	<b>Resources</b> <a href="#">1: Updated Year 1 Unit Why does Easter matter to Christians.docx</a>  <a href="#">2: Lesson resources</a>
Who do Christians say made the world?	<ul style="list-style-type: none"> <li>What is the Creation story?</li> <li>Where does Creation fit into the big story of the Bible?</li> <li>What do Christians believe about God, Creation and the world?</li> <li>How do Christians say thank you to God for the Creation?</li> <li>How do I feel about living in an amazing world?</li> </ul>			<ul style="list-style-type: none"> <li>Know that Christians believe that God made the world</li> <li>Know that the story of Creation is the beginning of the 'Big Story' of the Bible</li> <li>Know how Christians might say thank you to God for the world</li> </ul>		Creation, Christian, Bible, cross, church
		<b>Retrieval questions</b> <ul style="list-style-type: none"> <li>Who do Christians say made the world?</li> </ul>	<b>Theology (believing)</b> <ul style="list-style-type: none"> <li>What does the Bible say about how the world began?</li> </ul>	<b>Philosophy (thinking)</b> <ul style="list-style-type: none"> <li>What makes the world amazing?</li> </ul>	<b>Social Sciences (living)</b> <ul style="list-style-type: none"> <li>How do Christians show their gratitude for the world?</li> </ul>	<b>Resources:</b>
How should we care for the world and for others, why does it matter?	<ul style="list-style-type: none"> <li>How do Christians and Jews believe the world began?</li> <li>How can people care for the natural world?</li> <li>Why should people care for the natural world and others?</li> <li>What evidence do Christians have the God loves all people?</li> <li>What stories say that everyone is unique and valuable?</li> <li>Does believing in God make a difference to how people treat the world and others?</li> </ul>			<ul style="list-style-type: none"> <li>Know that each person is unique and valuable</li> <li>Know how to identify key beliefs in stories e.g. God loves all people</li> <li>Know what Genesis 1 tells Christians and Jews about the natural world – 7 day Creation story</li> <li>Know how people care for others making links to the Good Samaritan</li> <li>Know why Jewish and Christian people might try to look after the natural world</li> </ul>		Creation, Christian, Jew, Genesis
		<b>Retrieval questions</b> <ul style="list-style-type: none"> <li>What is the 'golden rule'?</li> </ul>	<b>Theology (believing)</b> <ul style="list-style-type: none"> <li>What does religion teach us about caring for others and the world?</li> </ul>	<b>Philosophy (thinking)</b> <ul style="list-style-type: none"> <li>Why is the golden rule important for so many people?</li> </ul>	<b>Social Sciences (living)</b> <ul style="list-style-type: none"> <li>Why should we care for the world?</li> </ul>	<b>Resources:</b> <a href="#">Updated Year 2 Unit How should we care for the world and for others why does it matter.docx</a>

Year Group	Unit Core Enquiry Question	Sequence of Lessons	Key Knowledge		Key Vocabulary									
Year 2	Jews: Who is Jewish and how do they live?	<ul style="list-style-type: none"> <li>What is precious to Jewish people?</li> <li>What stories do Jewish people tell from the Torah?</li> <li>What does the story of Chanukkah make us think about?</li> <li>How do Jewish people think about miracles at Chanukkah?</li> <li>What is good about reflecting, thinking, praising or remembering for Jewish people?</li> <li>What is good about reflecting, thinking, praising or remembering for me?</li> </ul>	<ul style="list-style-type: none"> <li>Know one of the lines of the Shema (a Jewish prayer) and recognise why the words may be important.</li> <li>Know that Jews believe in one God and that it is important to love God.</li> <li>Know the story of Chanukkah and what it says God is like.</li> <li>Know how and why Jewish people celebrate Chanukkah.</li> </ul>		Chanukah, dreidel, synagogue, Torah, menorah, Jew									
		<table border="1"> <tr> <th>Retrieval questions</th> <th>Theology (believing)</th> <th>Philosophy (thinking)</th> <th>Social Sciences (living)</th> <th>Resources:</th> </tr> <tr> <td> <ul style="list-style-type: none"> <li>What stories are important for Jewish people?</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Why is the Shema important for Jewish people?</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Is taking time to reflect important?</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>What might a Jewish person do during Chanukkah?</li> </ul> </td> <td></td> </tr> </table>	Retrieval questions	Theology (believing)	Philosophy (thinking)	Social Sciences (living)	Resources:	<ul style="list-style-type: none"> <li>What stories are important for Jewish people?</li> </ul>	<ul style="list-style-type: none"> <li>Why is the Shema important for Jewish people?</li> </ul>	<ul style="list-style-type: none"> <li>Is taking time to reflect important?</li> </ul>	<ul style="list-style-type: none"> <li>What might a Jewish person do during Chanukkah?</li> </ul>			
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	<ul style="list-style-type: none"> <li>What is the nativity story?</li> <li>Who was Jesus? Why was Jesus a King?</li> <li>How do Christians worship at Christmas?</li> <li>What special gifts can we give?</li> <li>How do Christians do 'good deeds'?</li> </ul>	<ul style="list-style-type: none"> <li>Know the events of the nativity story.</li> <li>Know the Bible explains that Jesus' birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke)</li> <li>Know that Christians believe that Jesus was 'God on Earth'.</li> <li>Know how Christians worship at Christmas, for example by singing carols and using nativity scenes.</li> <li>Know how Christians use the Christmas story to guide their actions, for example by being kind and generous.</li> </ul>		Nativity, incarnation, advent, Bible, gospels, Christian, Jesus Christ										
	<table border="1"> <tr> <th>Retrieval questions</th> <th>Theology (believing)</th> <th>Philosophy (thinking)</th> <th>Social Sciences (living)</th> <th>Resources:</th> </tr> <tr> <td> <ul style="list-style-type: none"> <li>What are the events of the nativity story?</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>How does the Bible describe Jesus?</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Do we have anything to learn from the Christmas story?</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>How does the Christmas story encourage Christians to act?</li> </ul> </td> <td></td> </tr> </table>	Retrieval questions	Theology (believing)	Philosophy (thinking)	Social Sciences (living)	Resources:	<ul style="list-style-type: none"> <li>What are the events of the nativity story?</li> </ul>	<ul style="list-style-type: none"> <li>How does the Bible describe Jesus?</li> </ul>	<ul style="list-style-type: none"> <li>Do we have anything to learn from the Christmas story?</li> </ul>	<ul style="list-style-type: none"> <li>How does the Christmas story encourage Christians to act?</li> </ul>				
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<ul style="list-style-type: none"> <li>What places are important to me?</li> <li>Where is a sacred or holy place for believers to go?</li> <li>Which place of worship is sacred for Christians and what would you see there?</li> <li>Is a church still important to someone who is not a Christian?</li> <li>Why do you think a Mosque is so important to Muslims and what would you see there?</li> <li>How are places of worship similar and different? Why are places of worship important to a community?</li> </ul>	<ul style="list-style-type: none"> <li>Know what makes places feel happy and safe</li> <li>Know what the words 'sacred' and 'holy' mean in relation to objects and places</li> <li>Know what holy places look like for Christians and Muslims</li> <li>Know that not all churches and mosques look the same</li> <li>Know how a church is used for Christian worship</li> <li>Know how a mosque is used for Muslim worship</li> <li>Know that a church can be a special building for non-Christians</li> <li>Know why places of worship are important to different communities.</li> </ul>		Mosque, church, holy, sacred, special, believer, community											
Special Places: What makes some places special and sacred to believers?														

	Retrieval questions	Theology (believing)	Philosophy (thinking)	Social Sciences (living)	Resources
	<ul style="list-style-type: none"> <li>Where do Christians worship?</li> <li>Where do Muslims worship?</li> </ul>	<ul style="list-style-type: none"> <li>What does 'sacred' mean?</li> </ul>	<ul style="list-style-type: none"> <li>What makes some places special?</li> </ul>	<ul style="list-style-type: none"> <li>When might a church still be important to someone who is not a Christian?</li> </ul>	<a href="#">Lesson Plans: Special Places: What makes some places special and sacred to believers? (Christianity and Islam)</a>
Why does Easter matter to Christians?	<ul style="list-style-type: none"> <li>What signs tell us that Easter is approaching?</li> <li>What happened in Holy Week?</li> <li>Why is the Easter story so important to Christians?</li> <li>Why is the idea of heaven important for Christians?</li> <li>Why do we have Easter eggs?</li> </ul>		<ul style="list-style-type: none"> <li>Know the outline of events including: entry into Jerusalem, the last supper, Jesus' arrest and betrayal, he was put on trial, he was crucified, he came back to life and appeared to Mary Magdalene</li> <li>Know that Christians believe that Jesus is willing to forgive all people, even those that put him on the cross</li> <li>Know that Jesus did this to build a bridge between people and God</li> <li>Know and understand that by rising from the dead, Jesus gives Christians a hope in a new life</li> </ul>		Easter, Jesus, cross, forgiveness, resurrection, sin, salvation, incarnation, gospels
	Retrieval questions	Theology (believing)	Philosophy (thinking)	Social Sciences (living)	Resources
	<ul style="list-style-type: none"> <li>What happened on Good Friday?</li> </ul>	<ul style="list-style-type: none"> <li>What happened on Easter Sunday?</li> </ul>	<ul style="list-style-type: none"> <li>What is meant by 'moving from darkness to light'?</li> </ul>	<ul style="list-style-type: none"> <li>What is forgiveness?</li> </ul>	
What is the good news that Jesus brings?	<ul style="list-style-type: none"> <li>Were tax collectors viewed as horrible by everyone?</li> <li>Why is it important that we forgive people?</li> <li>How can artwork show peace?</li> <li>What is most important friendship, forgiveness, or peace? Why?</li> <li>What does it mean when Christians say: 'Love God and their neighbour?'</li> <li>Who would you choose to change the world?</li> </ul>		<ul style="list-style-type: none"> <li>Know that Christians believe Jesus brings good news for all people</li> <li>Know that Christians believe Jesus is a friend to the poor and friendless and know the story of Matthew the tax collector</li> <li>Know and understand that for Christians this good news includes being loved by God, and being forgiven for bad things</li> <li>Know that Christians believe Jesus' teachings make people think hard about how to live and show them the right way</li> </ul>		Forgiveness, gospel, good news, instruction, peace, friendless, friendship
	Retrieval questions	Theology (believing)	Philosophy (thinking)	Social Sciences (living)	Resources
	<ul style="list-style-type: none"> <li>What were the 12 men Jesus chose called?</li> <li>What is forgiveness?</li> </ul>	<ul style="list-style-type: none"> <li>What do Christians believe Jesus brought to earth?</li> </ul>	<ul style="list-style-type: none"> <li>How can we show that we 'love our neighbours'?</li> </ul>	<ul style="list-style-type: none"> <li>How do we make our world more peaceful?</li> </ul>	<a href="#">1: Lesson Plans: Jesus: What is the good news that Jesus brings?</a>  <a href="#">2: Lesson resources</a>
People: What do Christians believe God is like?	<ul style="list-style-type: none"> <li>What is a parable?</li> <li>How do Christians show that they believe God to be loving and forgiving?</li> <li>How do Christians put their beliefs into practice?</li> <li>Why is saying sorry and forgiving others important?</li> </ul>		<ul style="list-style-type: none"> <li>Know what a parable is: a parable is a story from the Bible that Jesus told to demonstrate how God thinks people should behave</li> <li>Know the story of The Lost Son and its meaning</li> <li>Know that Christians believe God is loving, kind, fair and forgiving through some Bible stories</li> <li>Know that Christians worship God, see him as a parental figure, and try to live in ways that please him</li> <li>Know what it means to forgive someone and how we can show we are sorry and that we forgive</li> </ul>		Forgiveness, Christian, belief, parable, parent

		<b>Retrieval questions</b> <ul style="list-style-type: none"> <li>What is the story of the Lost Son?</li> <li>What can Christians learn from parables?</li> </ul>	<b>Theology (believing)</b> <ul style="list-style-type: none"> <li>What do Christians believe about God's character?</li> </ul>	<b>Philosophy (thinking)</b> <ul style="list-style-type: none"> <li>What does it mean to forgive someone?</li> </ul>	<b>Social Sciences (living)</b> <ul style="list-style-type: none"> <li>How do Christian beliefs change how people live and treat each other?</li> </ul>	<b>Resources:</b> 1: <a href="#">Updated Year 1 Unit What do Christians believe God is like.docx</a> 2: <a href="#">Lesson resources</a>
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Year Group	Unit Core Enquiry Question	Sequence of Lessons	Key Knowledge		Key Vocabulary	
Year 3	What does it mean to be Hindu in Britain today?	<ul style="list-style-type: none"> <li>➤ What do Hindus believe about Brahman (God)?</li> <li>➤ What can we find out about Hindu ideas about Brahman?</li> <li>➤ What do Hindus believe about Atman and Karma?</li> <li>➤ How do Hindu's show their faith at home and beyond?</li> <li>➤ How do Hindus show their faith when they are together?</li> <li>➤ How do Hindus celebrate Diwali?</li> <li>➤ What is similar between my life and a Hindu person's life?</li> </ul>	<ul style="list-style-type: none"> <li>Trimurti is made up of 3 gods: Brahma, Vishnu and Shiva.</li> <li>Brahman is the creator, Vishnu is the preserver and Shiva is the destroyer.</li> <li>A murti is a sacred statue of God, or a god or goddess.</li> <li>Hindus believe that the soul passes through a cycle of successive lives and its next incarnation is always dependent on how the previous life was lived. (Karma)</li> <li>Most Hindus show their faith through worship (puja) every day at home and have a shrine there.</li> <li>The Hindu building for communal worship is called Mandir (Hindu Temple).</li> <li>Diwali is the Hindu "festival of lights" which celebrates the New Year. It is India's most important holiday.</li> <li>Hindus celebrate Diwali by exchanging gifts – often sweets or candles. Homes are decorated and oil lamps are lit.</li> <li>Know that the importance of the Rama and Sita story and its links to Diwali.</li> <li>Know that all living things possess a 'spark' which is known as Atman which means that all living things are sacred and special.</li> </ul>		Trimurti, Brahma, Vishnu, Shiva, Murti, Mandir, Diwali, atman, puja	
		<b>Retrieval questions</b>	<b>Theology (believing)</b> <ul style="list-style-type: none"> <li>What do Hindus believe about reincarnation?</li> </ul>	<b>Philosophy (thinking)</b> <ul style="list-style-type: none"> <li>Does the Hindu idea of Karma affect how Hindus behave?</li> </ul>	<b>Social Sciences (living)</b> <ul style="list-style-type: none"> <li>How do Hindus worship at home?</li> </ul>	<b>Resources:</b> <a href="#">Lesson Plans: Hinduism: What does it mean to be Hindu in Britain today?</a>
		What is the Trimurti? What are Hindus remembering at Diwali?				

<b>Incarnation: What is the Trinity?</b>	<ul style="list-style-type: none"> <li>➤ What is the significance of water for Christians?</li> <li>➤ What is the Trinity?</li> <li>➤ How is the Trinity portrayed in the Bible?</li> <li>➤ How is the Trinity portrayed in baptism?</li> <li>➤ How is the Trinity portrayed in prayer?</li> <li>➤ How does artwork help us understand the Trinity?</li> </ul>	<ul style="list-style-type: none"> <li>• Know that Christians believe God is Trinity: Father, Son and Holy Spirit</li> <li>• Know that Christians find that understanding God is challenging; people spend their whole lives learning more and more about God</li> <li>• Know that Christians really want to understand God better and so try to describe God using symbols, similes and metaphors, in song story, poems and art</li> <li>• Know that Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief</li> <li>• Know that Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus</li> </ul>			Trinity, father, son, Holy Spirit, worship, baptism	
	<b>Retrieval questions</b>	<b>Theology (believing)</b>	<b>Philosophy (thinking)</b>	<b>Social Sciences (living)</b>	Resources:	
	What is meant by the Trinity? How are the three parts of the Trinity linked?	<ul style="list-style-type: none"> <li>• Why do Christians believe water is significant?</li> </ul>	<ul style="list-style-type: none"> <li>• Is the Trinity like an apple?</li> </ul>	<ul style="list-style-type: none"> <li>• What similarities and differences are there in the way artists have represented the Trinity?</li> </ul>	<a href="#">1: Lesson Plans: Incarnation: What is the Trinity?</a>  <a href="#">2: Lesson resources</a>	
<b>Who is Muslim and how do they live?</b>	<ul style="list-style-type: none"> <li>➤ What do people think about God?</li> <li>➤ What do Muslims think about God?</li> <li>➤ What is the Shahadah?</li> <li>➤ Who is the Prophet Muhammad and why is he important to Muslims?</li> <li>➤ What can people learn from Muslim holy words?</li> <li>➤ What difference does worshipping God make to Muslims?</li> </ul>	<ul style="list-style-type: none"> <li>• Know that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad</li> <li>• Know what the words of the Shahadah are and give (at least) one reason why the Shahadah is important to Muslims</li> <li>• Know that Muslims do not draw Allah or the Prophet, but often use calligraphy to say what God is like</li> <li>• Know who Muhammad is, the giving of the Holy Qur'an and why Muslims put PBUH (peace be upon him) after his name.</li> <li>• Know some of the stories about the Prophet and what their message is for Muslims today.</li> <li>• Know how, where, when and why Muslims read the Qur'an and why they treat it as they do</li> <li>• Know how and why Muslims pray</li> </ul>			Muslim, the Shahadah, belief, Allah, prophet, Muhammad, Qur'an	
	<b>Retrieval questions</b>		<b>Theology (believing)</b>	<b>Philosophy (thinking)</b>	<b>Social Sciences (living)</b>	<b>Resources</b>
	<ul style="list-style-type: none"> <li>• Why is the Qur'an important to Muslims?</li> <li>• Who was the Prophet Mohammad?</li> </ul>		<ul style="list-style-type: none"> <li>• What do Muslims believe?</li> </ul>	Why might Muslims think you should not draw Allah?	How do Muslims worship at home?	*Teaching adapted to Y3
<b>Salvation: Why do Christians call the day Jesus died Good Friday?</b>	<ul style="list-style-type: none"> <li>➤ What happened during Holy Week?</li> <li>➤ How do Christians feel during Holy Week?</li> <li>➤ Why are Churches decorated at Easter?</li> <li>➤ What happened during the Last Supper?</li> <li>➤ Why do Christians call the day Jesus died Good Friday?</li> </ul>	<ul style="list-style-type: none"> <li>• Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</li> <li>• Christians today trust that Jesus really did rise from the dead, and so is still alive today.</li> <li>• Christians remember and celebrate Jesus' last week, death and resurrection.</li> <li>• Jesus washed his disciples' feet at the Last Supper to show humility.</li> </ul>			Sacrifice, Resurrection, Crucifixion, Salvation, Humility	

		Retrieval questions	Theology (believing)	Philosophy (thinking)	Social Sciences (living)	Resources:
		<ul style="list-style-type: none"> <li>What is good about Good Friday?</li> <li>What happened at the Last Supper?</li> </ul>	<ul style="list-style-type: none"> <li>What does Holy Week show us about the Christian belief in God?</li> </ul>	<ul style="list-style-type: none"> <li>What does salvation mean in the world today?</li> </ul>	<ul style="list-style-type: none"> <li>How does a belief in the events of Holy Week impact on the lives of Christians today?</li> </ul>	<p><a href="#">1: Updated Year 3 Unit Why do Christians call the day Jesus died Good Friday.docx</a></p> <p><a href="#">2: Lesson resources</a></p>
Father, Son and Holy Spirit: When Jesus left, what was the impact of Pentecost?		<ul style="list-style-type: none"> <li>What do Christians believe about the Kingdom of God?</li> <li>What happened at Pentecost?</li> <li>How did the events of Pentecost make people feel?</li> <li>Why did Pentecost have to happen for Christians?</li> <li>Why is the Holy Spirit important to Christians?</li> <li>When Jesus left, what was the impact of Pentecost?</li> </ul>	<ul style="list-style-type: none"> <li>Know that 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').</li> <li>Know that Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him.</li> <li>Know 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.</li> <li>Know Christians celebrate Pentecost as the beginning of the Church.</li> </ul>			Pentecost, Holy Spirit, Kingdom of God, Trinity, salvation, symbolic
	Retrieval questions	Theology (believing)	Philosophy (thinking)	Social Sciences (living)	Resources	
	<ul style="list-style-type: none"> <li>What happened at Pentecost?</li> <li>What is the Holy Spirit?</li> </ul>	<ul style="list-style-type: none"> <li>What do Christians believe is meant by 'the Kingdom of God'?</li> </ul>	<ul style="list-style-type: none"> <li>Does it matter if Pentecost actually happened or not?</li> </ul>	<ul style="list-style-type: none"> <li>How does Pentecost impact on the lives of Christians today?</li> </ul>		
Gospel: What kind of world did Jesus want?	<ul style="list-style-type: none"> <li>➤ How were the first disciples chosen?</li> <li>➤ Why do many Christians today believe they are called to be fishers of men?</li> <li>➤ What does an evangelist do?</li> <li>➤ How did Jesus treat people who were unwell?</li> <li>➤ Why did Jesus tell the story of the Good Samaritan?</li> <li>➤ How do vicars and member of the church (local) try to live out Jesus' teachings?</li> </ul>	<ul style="list-style-type: none"> <li>Jesus called them, and they followed him.</li> <li>Jesus said, "Follow me, and I will make you fishers of men", meaning they should share God's love with others.</li> <li>an evangelist is someone who spends their life telling people about Jesus and the good news that they believe Jesus brings.</li> <li>Jesus was kind to people with leprosy. He touched and healed them, even when others avoided them. He showed love, compassion, and inclusion, teaching that God cares for everyone.</li> <li>Jesus told the Good Samaritan story to teach kindness. Everyone is our neighbour, and we should help others, no matter who they are.</li> <li>Vicars and church members try to live like Jesus by being kind, helping others, and sharing God's love. They pray, care for people in need, visit the sick, and support charities. They also teach about Jesus in church and encourage others to be loving and forgiving.</li> </ul>			Jesus, Disciples, Follower, Clergy, Galilee, Vicar, Parable, Samaritan, Gospel, Evangelist	

		<b>Retrieval questions</b>	<b>Theology (believing)</b>	<b>Philosophy (thinking)</b>	<b>Social Sciences (living)</b>	Resources:
		<ul style="list-style-type: none"> <li>What does the term “fishers of men” mean?</li> </ul>	<ul style="list-style-type: none"> <li>What kind of behaviour did Jesus model?</li> </ul>	If people followed Jesus’ teaching, could it be world changing and how?	What would the world be like if people followed the Parable of the Good Samaritan?	<a href="https://www.bbc.co.uk/programmes/p018zhhw">Resources - RE:quest</a> <a href="https://www.bbc.co.uk/programmes/p018zhhw">https://www.bbc.co.uk/programmes/p018zhhw</a>

Year Group	Unit Core Enquiry Question	Sequence of Lessons	Key Knowledge			Key Vocabulary
Year 4	What do Christians learn from the creation story?	<ul style="list-style-type: none"> <li>Where does Creation belong in the ‘Big Story’ of the Bible?</li> <li>What kind of world do Christians believe in? What do we mean by good?</li> <li>How have Christians interpreted looking after the world?</li> <li>How do different Christians think about and look after the environment?</li> <li>What do Christians mean by ‘The Fall’?</li> <li>What do many Christians learn from the stories of Creation and the Fall?</li> </ul>	<ul style="list-style-type: none"> <li>Creation is the beginning of the Bible’s big story. It tells how God made the world, people, and everything in it.</li> <li>Christians believe God made the world good, beautiful, and full of life. “Good” means everything worked well, with no pain or suffering.</li> <li>Christians believe God asked people to care for the world, protect nature, and treat animals and the environment with kindness.</li> <li>Some Christians help the environment by recycling, planting trees, reducing pollution, and using less energy because they believe God wants them to take care of the Earth.</li> <li>The Fall is when Adam and Eve disobeyed God, bringing sin and suffering into the world. It changed everything, making life harder.</li> <li>Christians learn that God made the world good, but people’s choices can bring problems. They also learn about forgiveness and making good choices.</li> </ul>			Creation Catholic Big Story Responsibility Sin Holy Church Steward Interpret Genesis Fall Temptation
		<b>Retrieval questions</b>	<b>Theology (believing)</b>	<b>Philosophy (thinking)</b>	<b>Social Sciences (living)</b>	<b>Resources</b>
	<ul style="list-style-type: none"> <li>What is the Creation story?</li> </ul>	<ul style="list-style-type: none"> <li>How does the Bible describe ‘The Fall’?</li> </ul>	<ul style="list-style-type: none"> <li>Is the world “Good”?</li> </ul>	<ul style="list-style-type: none"> <li>How do the stories of Creation and Fall affect how Christians live their lives?</li> </ul>		
	What is it like to follow God?	<ul style="list-style-type: none"> <li>Who are the people of God? (Swapped question order)</li> <li>What is a covenant? (Swapped question order)</li> <li>Why is obeying a covenant important?</li> <li>How is marriage similar to Noah’s story?</li> <li>How do stories from the Bible teach Christians to live?</li> <li>What are the benefits of being a person of God?</li> </ul>	<ul style="list-style-type: none"> <li>Know that the Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God.</li> <li>Know that the People of God try to live in the way God wants, following his commands and worshipping him.</li> <li>Know that Christians believe he promises to stay with them and Bible stories show how God keeps his promises.</li> </ul>			Covenant Pact Symbolises Promise Old/ New Testaments, People of God
	<b>Retrieval questions</b>	<b>Theology (believing)</b>	<b>Philosophy (thinking)</b>	<b>Social Sciences (living)</b>	<b>Resources:</b>	
Who are the people of God? What shared texts do Jews and Christians have?	<ul style="list-style-type: none"> <li>What is faith?</li> </ul>	<ul style="list-style-type: none"> <li>What impact does having a faith have on people’s lives?</li> </ul>	<ul style="list-style-type: none"> <li>How can individuals, communities and society shape beliefs?</li> </ul>	<p>1: <a href="#">Lesson plans: Christianity: What is it like to follow God?</a></p> <p>2: <a href="#">Lesson resources</a></p>		

What does it mean to be a Sikh?	<ul style="list-style-type: none"> <li>➤ Who are the Sikhs?</li> <li>➤ What do Sikhs believe about God?</li> <li>➤ Who are the Ten Gurus and why are they so important in the Sikh religion?</li> <li>➤ Why do the Sikhs treat their holy book like a living guru?</li> <li>➤ What matters most to Sikhs? Symbols and teachings?</li> <li>➤ What matters most to Sikhs? Values and ways of living?</li> <li>➤ What is it like being a Sikh in Britain today?</li> </ul>		<ul style="list-style-type: none"> <li>● Know that Sikhs worship in a Gurdwara</li> <li>● Know some of the religious teaching of Guru Nanak and how these link to the Sikh code of conduct</li> <li>● Know the similarities and differences between the Sikh and Christian communities</li> <li>● Know the 5 Ks and their meanings: Kesh (uncut hair), Kara (a steel bracelet), Kanga (a wooden comb), Kaccha- also spelt Kachh, Kachera (cotton underwear), Kirpan (steel sword)</li> </ul>	Sikh, Guru, gurdwara Khalsa, 5 Ks. Guru Granth Sahib, Guru Nanak, Amrit, Langar	
	<b>Retrieval questions</b>	<b>Theology (believing)</b>	<b>Philosophy (thinking)</b>	<b>Social Sciences (living)</b>	<b>Resources</b>
	Who was Guru Nanak? Where do Sikhs worship?	What are the 5 Ks and why are they important?	Can there ever be true equality amongst humans?	How do Sikhs worship at home?	
What does it mean for a Jewish person to follow God?	<ul style="list-style-type: none"> <li>➤ What do Jews believe about God?</li> <li>➤ How do Jews remember their beliefs about God?</li> <li>➤ What is a Sefer Torah? How is it used?</li> <li>➤ Are there any particular laws that Jewish people need to follow?</li> <li>➤ What can we find out about Jewish communities in the region and further afield?</li> <li>➤ What happens during worship at a synagogue?</li> </ul>		<ul style="list-style-type: none"> <li>● Know some examples of texts that say what God is like and know how Jewish people interpret them</li> <li>● Know the Jewish commandments and how Jews lives in relation to kosher laws</li> <li>● Know some differences between Orthodox and Progressive Jewish people practice</li> <li>● Know how some Jewish people value the words in the Shema through their use of mezuzah and tefillin</li> </ul>	Sefer Torah, synagogue, kosher laws, Orthodox and Progressive, mezuzah and tefillin, Shema, Hashem	
	<b>Retrieval questions</b>	<b>Theology (believing)</b>	<b>Philosophy (thinking)</b>	<b>Social Sciences (living)</b>	<b>Resources:</b>
	<ul style="list-style-type: none"> <li>● What is the Sefer Torah?</li> <li>● What is the difference between orthodox and progressive Judaism?</li> </ul>	<ul style="list-style-type: none"> <li>● What do Jewish people believe about God?</li> </ul>	<ul style="list-style-type: none"> <li>● Do shared beliefs keep a community strong?</li> </ul>	<ul style="list-style-type: none"> <li>● What laws are shared between religions and communities?</li> </ul>	<a href="#">Lesson plans: What does it mean for a Jewish person to follow God?</a>
How and why do people show their commitments during the journey of life?	<ul style="list-style-type: none"> <li>➤ What does the idea of the journey of life mean to us?</li> <li>➤ What is the significance of baptism to Christians? What happens and what does it mean?</li> <li>➤ How do Jewish people mark becoming an adult?</li> <li>➤ What ceremonies do Hindus mark in the journey of life?</li> <li>➤ Why do people choose to get married? What do wedding ceremonies show us about commitment, love, promises?</li> <li>➤ Are all journeys similar? Can we compare the milestones on the journeys of Christians, Jewish people and Hindus?</li> </ul>		<ul style="list-style-type: none"> <li>● Know how to compare the way Christians mark their journey through life with another religion as well as non-religious responses</li> <li>● Know the value and meaning of ceremonies for different religions studied that mark milestones in life – the symbols/ rituals used and the promises made</li> <li>● Know that different denominations within the Christian faith may have different rituals/ ceremonies (e.g. infant baptism vs adult baptism, first communion and confession vs confirmation)</li> </ul>	Commitment Milestones Ritual Ceremony Symbolism reincarnation	

		<b>Retrieval questions</b>	<b>Theology (believing)</b>	<b>Philosophy (thinking)</b>	<b>Social Sciences (living)</b>	<b>Resources:</b>
		<ul style="list-style-type: none"> <li>• What is Baptism?</li> <li>• What is a Bar/ Bat Mitzvah?</li> </ul>	<ul style="list-style-type: none"> <li>• What does the 'journey of life' mean for different religions?</li> </ul>	<ul style="list-style-type: none"> <li>• Do you have to have a belief?</li> </ul>	How do beliefs impact on the lives of individuals, communities and society?	<a href="#">Lesson Plans: Life's journey: How and why do people show their commitments during the journey of life? (All faiths and non-faiths)</a>
<b>What are the deeper meanings of festivals?</b>		<ul style="list-style-type: none"> <li>• What is worth celebrating and why?</li> <li>• What do Christmas and Easter mean to Christians?</li> <li>• What is Diwali significant to Hindus?</li> <li>• How and why do Muslims celebrate the end of Ramadan?</li> <li>• What does the festival of Passover mean to Jewish people today?</li> <li>• What are the deeper meaning of festivals?</li> </ul>		<ul style="list-style-type: none"> <li>• Know the following celebrations: Ramadan (Muslims), Christmas (Christians), Diwali (Hindus) &amp; Passover (Jews) - <i>It is assumed children will be familiar with these celebrations from previously taught units.</i></li> <li>• Know that the deeper meaning of Diwali is that good overcomes bad.</li> <li>• Know that the deeper meaning of Ramadan is to show self-control and the concept of recurring happiness.</li> <li>• Know that the deeper meaning of Passover is when Jews remember God's deliverance of the Hebrew people from slavery.</li> <li>• Know that both Hanukkah and Christmas involve gift giving. Both bring families together, promote goodwill, compassion and sharing.</li> <li>• Know that Eid is a celebration of the end of Ramadan and Easter is the festival celebrating the end of Lent and that both festivals include food and prayers.</li> </ul>		Festival, Ramadan, Eid, Diwali, Christmas, Easter, Passover, Sacrifice, freedom, liberation
		<b>Retrieval questions</b>	<b>Theology (believing)</b>	<b>Philosophy (thinking)</b>	<b>Social Sciences (living)</b>	<b>Resources:</b>
		<ul style="list-style-type: none"> <li>• What is the most important Christian festival and why?</li> <li>• What is significant about Eid for Muslims?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the shared themes of religious festivals?</li> </ul>	<ul style="list-style-type: none"> <li>• What is worth celebrating and why?</li> </ul>	<ul style="list-style-type: none"> <li>• How does belief and associated festivals impact on communities?</li> </ul>	<a href="#">Lesson Plans: Festivals: What are the deeper meanings of festivals? (Christianity, Hinduism, Judaism, Islam)</a>

Year Group	Unit Core Enquiry Question	Sequence of Lessons	Key Knowledge			Key Vocabulary		
Year 5	What does it mean if God is holy and loving?	<ul style="list-style-type: none"> <li>➤ What words do you connect to the idea of 'God'?</li> <li>➤ What does the Bible say God is like?</li> <li>➤ How can ideas of God be expressed in art?</li> <li>➤ How do some Christians respond to a holy and loving God?</li> <li>➤ How do churches and cathedrals reflect Christian ideas about God?</li> <li>➤ What does it mean if Christians believe God is holy and loving?</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils connect words like Holy, omnipresent, omniscient and loving to God.</li> <li>• The Bible says God is loving, powerful, holy, fair, and forgiving. It describes Him as a father who cares for everyone.</li> <li>• Ideas of God can be expressed in art through paintings, stained glass, songs, and sculptures. Artists use light, nature, and symbols like a cross or a heart to represent God.</li> <li>• Some Christians respond to a holy and loving God by praying, worshipping, singing, helping others, and trying to live kindly, following Jesus' example.</li> <li>• Churches and cathedrals reflect Christian ideas about God by being beautiful, peaceful places with stained glass, crosses, candles, and big spaces to show God's greatness and love.</li> <li>• If Christians believe God is holy and loving, it means they see Him as perfect and powerful but also kind and caring, so they trust Him and try to follow His ways.</li> </ul>			Holy Omnipresent Omniscient Believer Eternal Loving Omnipotent Isaiah John Testament		
		<b>Retrieval questions</b>	<b>Theology (believing)</b>	<b>Philosophy (thinking)</b>	<b>Social Sciences (living)</b>		Resources:	
		<ul style="list-style-type: none"> <li>➤ How do Christians understand and express their beliefs about God, and how do these beliefs influence the way they worship and live?</li> </ul>	<ul style="list-style-type: none"> <li>• How does the Bible describe God?</li> </ul>	<ul style="list-style-type: none"> <li>• If God is both powerful and loving, how can we understand why bad things sometimes happen in the world?</li> </ul>	How do Christians live their lives in order to follow Jesus' example?			
	Was Jesus the Messiah?	<ul style="list-style-type: none"> <li>➤ What was going on that meant the People of God needed a saviour?</li> <li>➤ What kind of rescuer/Messiah were people expecting?</li> <li>➤ Why do Christians believe Jesus fulfils the expectations of the Messiah?</li> <li>➤ Why do most Christians believe Jesus is the Messiah?</li> <li>➤ How does Christmas fit in with Christian beliefs about Jesus?</li> <li>➤ Why do Christians believe that Jesus was the Messiah?</li> </ul>	<ul style="list-style-type: none"> <li>• The People of God were living under Roman rule and facing suffering, sin, and separation from God. They needed a saviour to rescue them from their troubles and restore their relationship with God.</li> <li>• People were expecting a king or warrior who would defeat their enemies, especially the Romans, and bring peace, freedom, and justice.</li> <li>• Christians believe Jesus fulfils the expectations of the Messiah because He brought God's kingdom, taught about love, forgiveness, and salvation, and He died and rose again to save humanity from sin.</li> <li>• Most Christians believe Jesus is the Messiah because of His teachings, miracles, death, and resurrection, which they see as fulfilling the prophecies in the Old Testament about the coming Messiah.</li> <li>• Christmas celebrates the birth of Jesus, who Christians believe is the Messiah. It marks the beginning of God's plan to rescue humanity, showing that God became human to save the world.</li> <li>• Christians believe Jesus was the Messiah because He fulfilled prophecies about the Messiah, performed miracles, taught about God's love, and died and rose again to offer salvation to all.</li> </ul>			Messiah Incarnation Saviour Immanuel Micah Theological Prophecy Gospel Prophet Isaiah		

	Retrieval questions	Theology (believing)	Philosophy (thinking)	Social Sciences (living)	Resources:
	<ul style="list-style-type: none"> <li>➤ Why did the People of God believe they needed a saviour, and what kind of leader were they expecting?</li> <li>➤ Why do Christians believe that Jesus is the Messiah, and how does Christmas fit into this belief?</li> </ul>	<ul style="list-style-type: none"> <li>• Why do Christians believe that Jesus was the Messiah?</li> </ul>	<ul style="list-style-type: none"> <li>• If Jesus came to bring peace, love, and forgiveness instead of defeating enemies through war, what does that teach us about how we should solve problems in our own lives?</li> </ul>	<ul style="list-style-type: none"> <li>• What qualities do leaders need to have?</li> </ul>	
Why do Hindus try to be good?	<ul style="list-style-type: none"> <li>• What is Brahman?</li> <li>• What is atman? What can be learned about atman through a Hindu story?</li> <li>• Why is atman important? What else is important?</li> <li>• How does dharma affect the way that someone might live their life?</li> <li>• What example does Gandhi set about how to live?</li> <li>• Why do Hindus try to be good?</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to identify and explain Hindu beliefs including dharma, karma, samsara and moksha, using technical terms correctly.</li> <li>• Know meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha etc</li> <li>• Know the connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live.</li> <li>• Know how to give evidence and examples of how Hindus put their beliefs into practice in different ways</li> <li>• Know how to make connections between the Hindu beliefs studied and explain how and why they are important to Hindus</li> <li>• Know how to reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.</li> </ul>			Brahman, atman, dharma, karma, moksha and samsara, Gandhi
	Retrieval questions	Theology (believing)	Philosophy (thinking)	Social Sciences (living)	Resources
	<ul style="list-style-type: none"> <li>• What is atman and why is it important to Hindu people?</li> <li>• What is samsara and how does it affect how someone might live their life?</li> </ul>	<ul style="list-style-type: none"> <li>• What is Brahman and why is it important to Hindu people?</li> </ul>	<ul style="list-style-type: none"> <li>• Do religion and belief mean the same thing?</li> </ul>	<ul style="list-style-type: none"> <li>• What is karma and how might it affect how people behave?</li> </ul>	
What did Jesus do to save human beings?	<ul style="list-style-type: none"> <li>• Why do Christians believe Jesus was resurrected?</li> <li>• How do many churches mark Good Friday and Easter Sunday?</li> <li>• What is the change in emotions felt for many Christians from Good Friday to Easter Sunday? Why is this felt?</li> <li>• When and why might a Christian have to stand up for their beliefs?</li> <li>• Why do Christians have hope even when someone dies?</li> <li>• What difference does the resurrection make to Christians?</li> </ul>	<ul style="list-style-type: none"> <li>• Jesus was resurrected as told in Luke 24:6-7 – "He is not here; He has risen!" The tomb was empty when the women arrived.</li> <li>• On Good Friday, churches remember Jesus' death with quiet services and Bible readings (Luke 23:44-49).</li> <li>• On Easter Sunday, churches celebrate His resurrection with joyful songs and decorations (Luke 24:1-12).</li> <li>• Christians feel sadness on Good Friday (Luke 23:26-49) but joy on Easter Sunday because Jesus is alive (Luke 24:13-35).</li> <li>• They may stand up for their beliefs if others challenge them, as Jesus encouraged His followers to be strong (Luke 6:22-23).</li> <li>• Christians believe in eternal life because Jesus told the criminal on the cross, "Today you will be with me in paradise" (Luke 23:43).</li> <li>• The resurrection gives Christians hope and proves God's love and forgiveness (Luke 24:46-47).</li> </ul>			Salvation Resurrection Interpret Sacrifice Biblical Theological Gospel Eternal life Incarnation Funeral

	Retrieval questions	Theology (believing)	Philosophy (thinking)	Social Sciences (living)	Resources
	<ul style="list-style-type: none"> <li>What do Christians mean when they say that Jesus' death was a sacrifice?</li> </ul>	<ul style="list-style-type: none"> <li>Why do Christians believe Jesus died on the cross?</li> </ul>	<ul style="list-style-type: none"> <li>Why do people make sacrifices?</li> </ul>	<ul style="list-style-type: none"> <li>How might Jesus' sacrifice affect how Christians live their lives?</li> </ul>	
What does it mean for Muslims to follow God?	<ul style="list-style-type: none"> <li>Who are the Muslims in our region? What does it mean to be a Muslim?</li> <li>What helps you through the journey of life? What helps Muslims through the journey of life?</li> <li>Why does prayer matter to Muslims?</li> <li>Why do Muslims fast during Ramadan?</li> <li>Why do Muslims want to go on pilgrimage?</li> <li>Where do people get advice and guidance from?</li> <li>Why is the mosque/masjid a special place for Muslims?</li> </ul>	<ul style="list-style-type: none"> <li>Know and explain Muslim beliefs about God, the prophet and Holy Qur'an (Muhammad as the Messenger and Qur'an as the message)</li> <li>Know that the Qur'an guidance on 5 pillars and hajj practices follow the Prophet's example during his lifetime.</li> <li>Know that Muslims worship in mosques</li> <li>Know how Muslims put their beliefs into practice in different ways.</li> </ul>			Submit, five pillars, Salah, Hajj, Shahadah, Ramadan, Zakkah, Sawm Haddith, Qur'an, mosque/ masjid
	Retrieval questions	Theology (believing)	Philosophy (thinking)	Social Sciences (living)	Resources
	<ul style="list-style-type: none"> <li>What are the 5 Pillars of Islam?</li> <li>What is the importance of prayer for Muslims?</li> </ul>	<ul style="list-style-type: none"> <li>What does it mean to be a Muslim?</li> </ul>	<ul style="list-style-type: none"> <li>What is meant by peace?</li> </ul>	<ul style="list-style-type: none"> <li>What charity work is done in our local community and beyond to help others?</li> </ul>	<a href="https://www.bbc.co.uk/programmes/b05p6sp2/clips">https://www.bbc.co.uk/programmes/b05p6sp2/clips</a>
Why do some people believe in God and some do not?	<ul style="list-style-type: none"> <li>How many people do and do not believe in God?</li> <li>Is God real? What do people think?</li> <li>Why do people believe or not believe in God?</li> <li>What do people say about science and believing in God?</li> <li>What impact does believing in God have on how people think and live?</li> </ul>	<ul style="list-style-type: none"> <li>Know what the words theist, atheist and agnostic mean and be able to give at least one example of what a theist, atheist or agnostic might say about God.</li> <li>Know where Christians get their ideas about God from.</li> <li>Be able to give an example of what difference it makes for someone to believe in God or not to believe in God.</li> <li>Know how to express some ideas of their own about why people believe or not.</li> <li>Know and understand why someone can be a scientist and also believe in God, and why someone might say that you cannot be a scientist and a Christian.</li> <li>Know how to express some of their own ideas about the connections between science, faith and God.</li> </ul>			Theist, atheist, agnostic, belief, proof, faith

		<b>Retrieval questions</b>	<b>Theology (believing)</b>	<b>Philosophy (thinking)</b>	<b>Social Sciences (living)</b>	<b>Resources</b>
		<ul style="list-style-type: none"> <li>What is a theist?</li> <li>What is an atheist?</li> </ul>	<ul style="list-style-type: none"> <li>How does belief in God impact on how someone lives?</li> </ul>	<ul style="list-style-type: none"> <li>Can you be good without God?</li> </ul>	<ul style="list-style-type: none"> <li>What do we mean by a multi-cultural society?</li> </ul>	

Year Group	Unit Core Enquiry Question	Sequence of Lessons	Key Knowledge			Key Vocabulary
Year 6	Gospel: What would Jesus do?	<ul style="list-style-type: none"> <li>➤ Where do Christians find out about what Jesus did?</li> <li>➤ Why do Christians think it is wise to follow Jesus' teachings?</li> <li>➤ What was Jesus' sermon on the mount about?</li> <li>➤ How do some Christians follow Jesus' example in caring for those in need?</li> <li>➤ How far do Jesus' teachings and actions inspire others?</li> </ul>	<ul style="list-style-type: none"> <li>Christians find out about what Jesus did in the Bible, particularly in the Gospels (Matthew, Mark, Luke, and John), which tell the story of His life, teachings, and miracles.</li> <li>Christians think it is wise to follow Jesus' teachings because He taught about love, forgiveness, kindness, and how to live in a way that pleases God, which brings peace and joy.</li> <li>Jesus' Sermon on the Mount (found in Matthew 5-7) was about how to live as God's people. It includes teachings on loving enemies, helping others, and living humbly. It also gives the Beatitudes, blessings for those who live with faith and kindness.</li> <li>Some Christians follow Jesus' example by helping the poor, visiting the sick, caring for the homeless, and working with charities. They believe in showing God's love by helping others.</li> <li>Jesus' teachings and actions inspire millions of people around the world. His message of love, peace, and forgiveness has led to social change, kindness, and helping others, and continues to inspire people to make the world a better place.</li> </ul>			<p>Gospel Theology Luke Matthew Mark Interpretation Leprosy Christ-like Parables Commandments</p>
		<b>Retrieval questions</b>	<b>Theology (believing)</b>	<b>Philosophy (thinking)</b>	<b>Social Sciences (living)</b>	<b>Resources:</b>
		<ul style="list-style-type: none"> <li>Where can we find out about Jesus' teachings?</li> </ul>	<ul style="list-style-type: none"> <li>What does the Bible say Jesus did while he was on Earth?</li> </ul>	<ul style="list-style-type: none"> <li>Did Jesus make the world a better place?</li> </ul>	<ul style="list-style-type: none"> <li>How does Jesus' life impact on the lives of Christians?</li> </ul>	

Creation and science: Conflicting or complementary?	<ul style="list-style-type: none"> <li>• What religions believe in the Creation Story?</li> <li>• Do all Christians believe in Genesis?</li> <li>• What do those who don't believe Genesis, think about the creation of the Earth?</li> <li>• How can a scientific belief in creation link to Christian belief?</li> <li>• What do you believe?</li> </ul>	<ul style="list-style-type: none"> <li>• Know and understand that Christians can interpret Genesis in different ways – some believe in it literally and some believe it is there as a story to guide us in knowing how precious our world is</li> <li>• Know that Genesis is the creation story and is at the beginning of the Bible</li> <li>• Know that non-religious people believe religion has nothing to do with how the Earth began</li> <li>• Know and understand why someone can be a scientist and also believe in God, and why someone might say that you cannot be a scientist and a Christian</li> <li>• Know how to express some of their own ideas about the connections between science, faith and God.</li> <li>• Jews, Christians and Muslims all share the early book of the Bible in their religious texts.</li> </ul>			science, controversy, faith, creator, debate, account, complementary
	<b>Retrieval questions</b>	<b>Theology (believing)</b>	<b>Philosophy (thinking)</b>	<b>Social Sciences (living)</b>	Resources:
	<ul style="list-style-type: none"> <li>• What religions share the early books of the Bible?</li> <li>• Where do we find the creation story?</li> </ul>	<ul style="list-style-type: none"> <li>• Do all people of a faith have to believe exactly the same things?</li> </ul>	<ul style="list-style-type: none"> <li>• Was the world created in 7 days?</li> </ul>	<ul style="list-style-type: none"> <li>• Can a scientist believe in God?</li> </ul>	<a href="#">1: Lesson plans: Creation and science: Conflicting or complementary?</a>  <a href="#">2: Lesson resources</a>
Salvation: What difference does the Resurrection make to Christians?	<ul style="list-style-type: none"> <li>• How do the accounts of the Resurrection in the Bible differ?</li> <li>• How do Christians interpret these accounts?</li> <li>• Why do Christians think Jesus was resurrected?</li> <li>• Where does the Resurrection story sit in the Bible timeline?</li> <li>• How does the resurrection influence how people respond to problems today?</li> </ul>	<ul style="list-style-type: none"> <li>• Know that 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</li> <li>• Know that the Gospels give accounts of Jesus' death and resurrection</li> <li>• Know that belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate son of God, but also that death is not the end</li> <li>• Know that this belief gives Christians hope for life with God, starting now and continuing in a new life (heaven)</li> </ul>			Sacrifice, salvation, incarnation, incarnate, everlasting life, witness
	<b>Retrieval questions</b>	<b>Theology (believing)</b>	<b>Philosophy (thinking)</b>	<b>Social Sciences (living)</b>	Resources:
	<ul style="list-style-type: none"> <li>• What happened at the resurrection?</li> <li>• Where do we find out about Jesus' death and resurrection?</li> </ul>	<ul style="list-style-type: none"> <li>• What do Christians believe about incarnation?</li> </ul>	<ul style="list-style-type: none"> <li>• What is meant by everlasting life?</li> </ul>	<ul style="list-style-type: none"> <li>• How do Christians respond to challenges and problems in the world today?</li> </ul>	<a href="#">1: lesson plans: Salvation: What difference does the Resurrection make to Christians?</a>  <a href="#">2: Lesson resources</a>

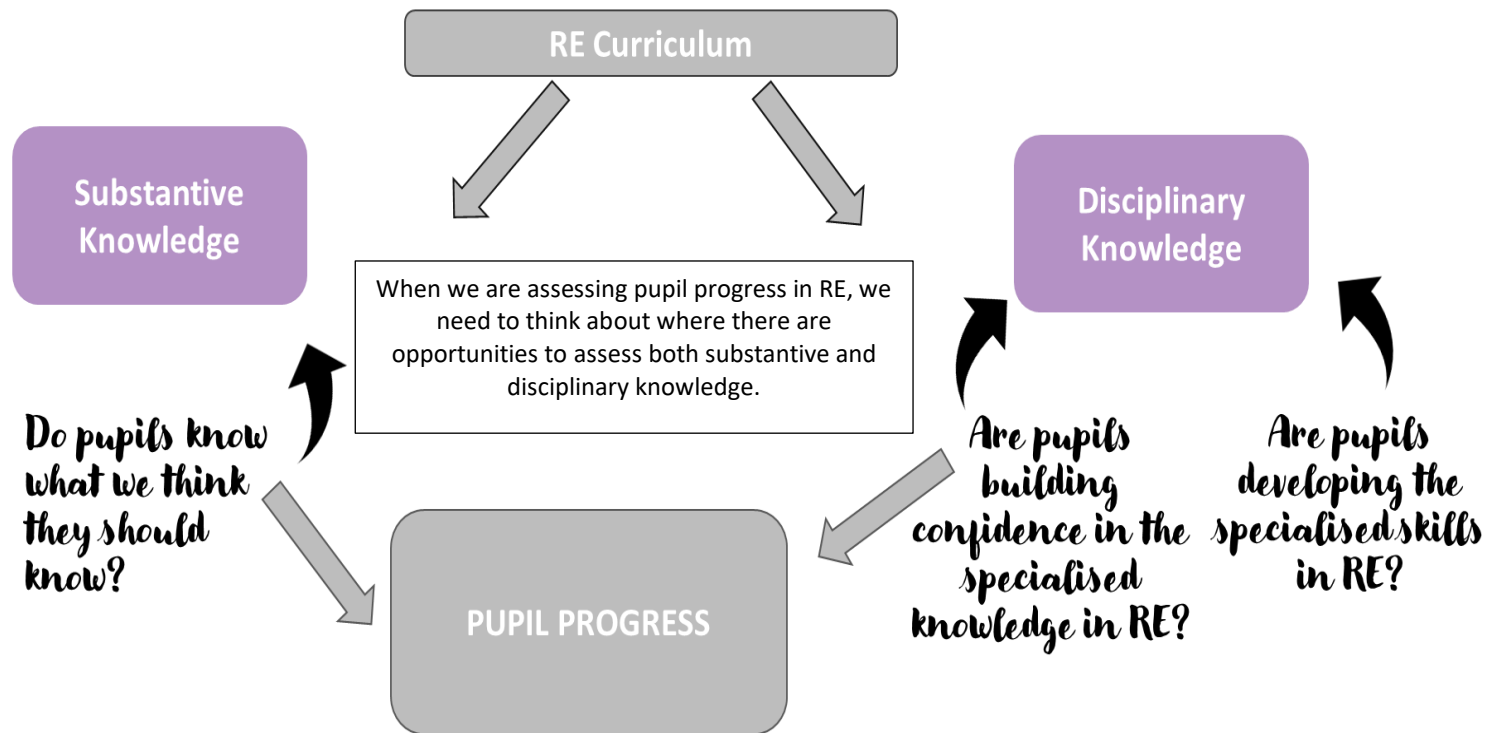
How can following God bring freedom and justice?	<ul style="list-style-type: none"> <li>➤ What was life like as a slave in Egypt in Old Testament Biblical times?</li> <li>➤ What happened in Moses early life which led to Moses and the children of Israel being part of the people of God?</li> <li>➤ Why did Moses continue to follow God's will?</li> <li>➤ What is the significance of the 10 commandments for Jewish and Christian people?</li> <li>➤ How does the story of Moses link to Jesus' bringing salvation from Sin?</li> <li>➤ Which parts of the story of Exodus teach us about resisting injustice and tyranny?</li> <li>➤ How can following God bring freedom and justice?</li> <li>➤ What ten commandments for living would you give to bring freedom and justice to more people?</li> </ul>	<ul style="list-style-type: none"> <li>• Know that the Old Testament pieces together the story of the people of God</li> <li>• Know the story of Moses and the Exodus and that it shows how God rescued his people from slavery in Egypt</li> <li>• Know that Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin</li> <li>• Know that Christians apply this idea to living today by trying to serve God and to bring about freedom to others; for example, loving others, caring for them, bringing health, food, justice and telling the story of Jesus</li> <li>• Know what we mean by freedom and justice – how was this viewed in Biblical times, and what does this mean today</li> </ul>	Freedom, justice, Exodus, suffering, leadership, vulnerability, obedience, Covenant, tyranny		
	<b>Retrieval questions</b>	<b>Theology (believing)</b>	<b>Philosophy (thinking)</b>	<b>Social Sciences (living)</b>	<b>Resources</b>
	<ul style="list-style-type: none"> <li>• What is the story of Moses?</li> <li>• What do we mean by freedom and Justice?</li> </ul>	<ul style="list-style-type: none"> <li>• Why is the story of Moses important for Christians and Jews?</li> </ul>	<ul style="list-style-type: none"> <li>• Can there ever be true freedom?</li> </ul>	<ul style="list-style-type: none"> <li>• How do the 10 commandments relate to British values?</li> </ul>	
How do religions help people to live through the good and bad times?	<ul style="list-style-type: none"> <li>➤ What is life like?</li> <li>➤ What is a person's soul?</li> <li>➤ What is reincarnation?</li> <li>➤ Who believes in Heaven?</li> <li>➤ What is judgement?</li> <li>➤ What do Muslims and Christians believe about judgement?</li> <li>➤ How does a belief in Heaven affect how a believer lives their life?</li> <li>➤ What do people who do not believe in God think happens when we die?</li> </ul>	<ul style="list-style-type: none"> <li>• Know the importance of being thankful and how this applies to those of faith, atheists and agnostics</li> <li>• Know what some religions believe about life after death and reincarnation - and form their own opinion about this</li> <li>• Know that some religions (Hindus and Sikhs) believe that souls get reborn – reincarnated. Understand how the belief in karma and samsara might affect how someone lives their life</li> <li>• Know that different religions believe that judgements are made on a person's life before their soul is allowed into Heaven or the afterlife. Know the differences and similarities between the beliefs of Christians and Muslims</li> <li>• Know how a belief in Heaven or paradise might affect how people live their lives through good and bad times</li> <li>• Know how a funeral might help a person of faith when someone has died. Understand how it can be a celebration of someone's life</li> <li>• Know what a non-religious person believes happens when we die, compared to a religious person.</li> </ul>	Judgement, soul, afterlife, heaven, purgatory, funeral, forgiveness, compassion		

		Retrieval questions	Theology (believing)	Philosophy (thinking)	Social Sciences (living)	Resources:
		<ul style="list-style-type: none"> <li>Which religions believe in reincarnation?</li> <li>Which religions believe in heaven?</li> </ul>	<ul style="list-style-type: none"> <li>How does belief affect how someone lives their life?</li> </ul>	<ul style="list-style-type: none"> <li>Who should stand in judgement?</li> </ul>	<ul style="list-style-type: none"> <li>Why do we have laws?</li> </ul>	<a href="#">Updated Year 6 Unit How do religions help people to live through the good and bad times.docx</a>

## Assessment

Assessment requires teachers to know what individual pupils know and can do. The learning outcomes on each key question outline will help teachers to assess this, and to devise appropriate learning activities to enable pupils to secure their understanding and skills. Note that the spiral nature of the curriculum means that pupils will encounter some of the same concepts in different questions at different key stages. Exploring the same concepts again, from a different perspective and using different materials, is essential to support pupils' ability to connect ideas and develop a coherent understanding of religion and belief, consolidating and embedding learning.

# Assessing Pupil Progress in RE



Assessment tasks should ALWAYS start from the 'Big Question' for the unit and aim to include the key knowledge and vocabulary for the unit.

Assessments could include activities such as: creating posters, report writing, information leaflets, writing with the use of scaffolded sentence starters, double page spreads or 'hexagon' tasks (explained further below). Teachers should be assessing the use of key vocabulary and key knowledge for the unit.

### **'Hexagon' tasks**

For these, pupils are given a set of cut hexagons, adapted to suit the content of the unit they have been taught. Blank hexagons are provided so words and pictures can be added, other words and pictures can be deleted and replaced. The identified key vocabulary of the unit should form the basis of the words.

It is important to keep in mind the learning outcomes for the unit and ensure that the words and pictures used will help to show what pupils know, understand and can do in relation to those outcomes.

Pupils are given large sheet of paper. They then arrange the hexagons on the document under the unit question.

Pupils can work in pairs on the task, each working with a different coloured pen, writing their comments around the outside. They provide a key as to who has used which colour so that they can be assessed individually. Adults could also scribe responses as needed.

The following might be given to pupils, especially KS2 pupils, to help explain the task.

### **Tell me what you know!**

#### **These words and pictures can help you answer the question.**

- Maybe you know what one or two of them are.
- Maybe you can pair some up and give a reason why.
- Maybe you can join all of them up as an answer to the question.
- Maybe you can add extra hexagons to link to other RE units, other areas of the curriculum or even things outside school.

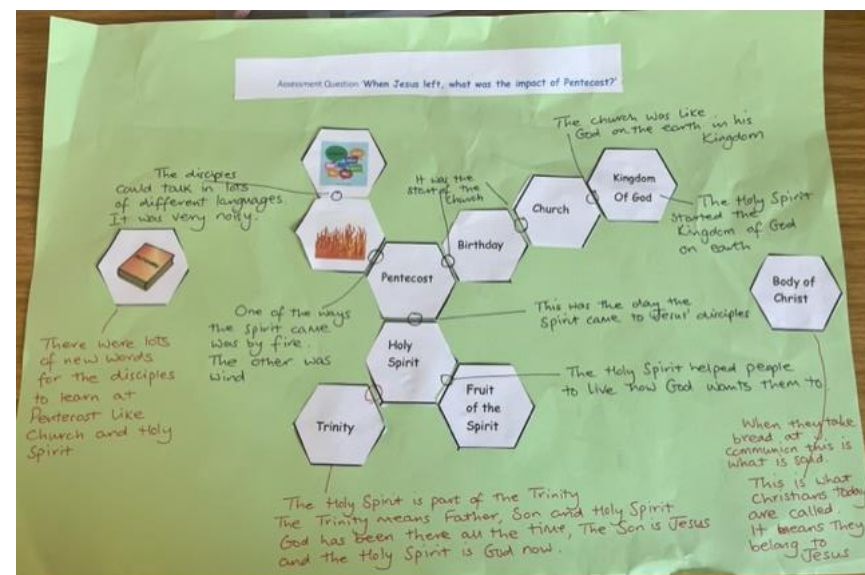
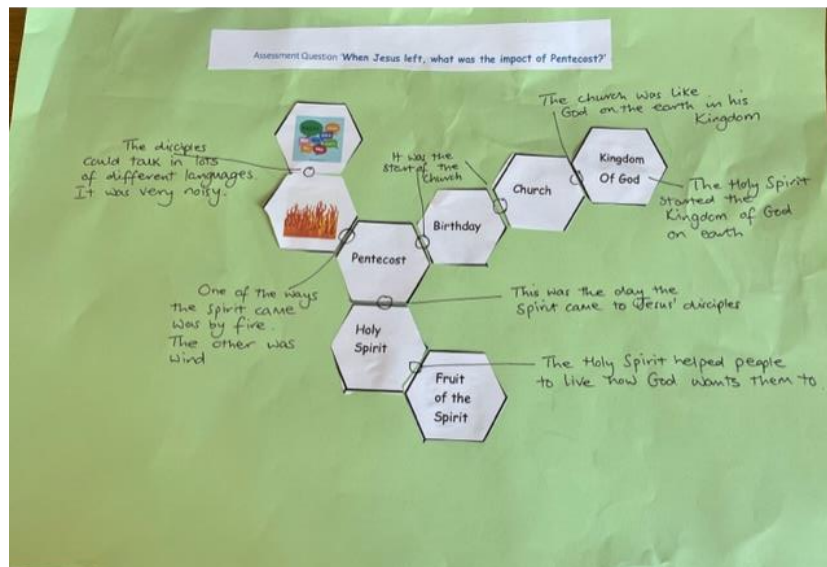
Below is an example to support teachers in understanding what these assessment tasks might look like when completed by pupils.

Here are 2 examples from LKS2. In the first one a pupil has set out *most* of the hexagons and thought about how they link together (shown by the circles between hexagons) and around the edge have written their own comments about what the words mean in relation to the overarching question, ideas and thoughts they have about ways the hexagons link together. **THIS PUPIL WOULD BE ASSESSED AT EXPECTED.**

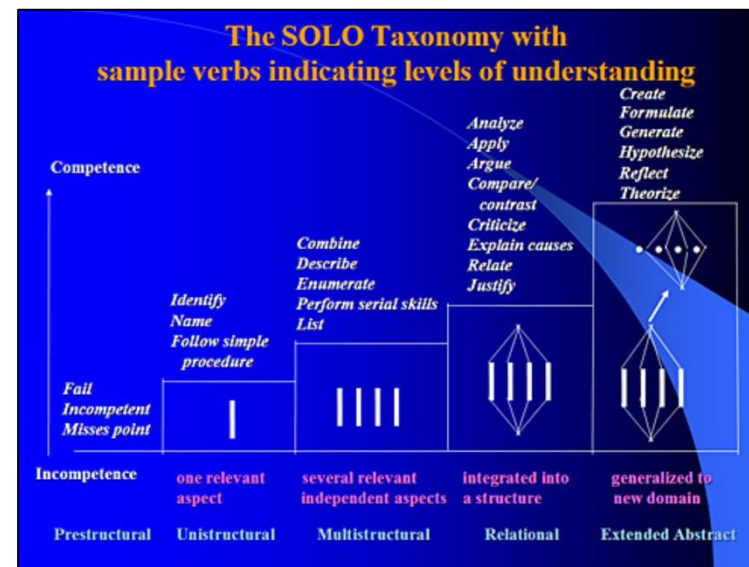
- They have used most of the hexagons, linked them together in their own way and show what they know about those words and pictures and have answered the unit question.

Example 2 show a pupil who would be working at GREATER DEPTH.

- They have used *all* the hexagons and linked them to other hexagons
- They show understanding of the Trinity – prior learning
- They are able to begin to offer a suggestion as to what the Body of Christ means, a difficult concept for a LKS2 pupil to grasp. They link Body of Christ to Communion, maybe a new topic or prior learning



Pupil learning can then be assessed using SOLO Taxonomy -Structure of Observed Learning Outcomes – a method proposed by Biggs and Collis.  
<https://www.johnbiggs.com.au/academic/solo-taxonomy/> This approach provides a model that describes 5 levels of increasing complexity in pupils understanding of the units they encounter.



<b>Pre-structural</b>	The task is not carried out appropriately. The pupil hasn't fully understood the task.  When using 'hexagon' task – they can't talk about any words or pictures in a way which relates to the question.
<b>Uni-structural (beginning)</b>	The pupil's response only focusses on 1 relevant aspect of the task.  When using 'hexagon' task – they can talk about only 1 relevant thing that relates to the question.
<b>Multi-structural (working towards)</b>	The pupil's response begins to answer the question.  When using 'hexagon' task – the response focusses on 2 or 3 words or pictures. They can put the hexagons into a few groups which begin to answer the question.
<b>Relational (Expected)</b>	The pupil can answer the question and show a good understanding of the topic.  When using 'hexagon' task – the pupil can link most of the words and pictures into a coherent whole using the hexagons to answer the question.
<b>Extended abstract (greater depth)</b>	The pupil can extend their learning into further areas, maybe suggesting new topics or ideas or stories which arise out of their learning.

**Progression Statements**

There are two progression statements in RE.

**Substantive– Knowledge and understanding of religion and worldviews**

Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life, and ways of expressing meaning with reference to the specific beliefs and religions studied.

**Disciplinary – Responding to religion and worldviews**

Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values, and commitments making increasingly insightful links to the specific religions studied.

End of EYFS progress will be determined against the Early Learning Goals

End of Year 1 statements. Children will remember and know how to ...

<b>Substantive – Knowledge and understanding of religion and worldviews</b>	<b>Disciplinary – Responding to religion and worldviews</b>
Use key words and vocabulary related to Christians and may be at least one other religion and worldviews	Talk about different beliefs and practices using the correct vocabulary
Encounter a variety of religious and moral stories from Christians, one other religion and worldviews.	Suggest meanings behind religious and moral stories.
Show how individuals and faith communities celebrate life events.	Ask or respond to questions about how individuals and faith communities live.
Name the different beliefs and practices of Christians, at least one other religion.	Express their own ideas about belief and practices creatively.

End of Year 2 statements. Children will remember and know how to ...

<b>Substantive – Knowledge and understanding of religion and worldviews</b>	<b>Disciplinary – Responding to religion and worldviews</b>
Name the different beliefs and practices of Christians and at least one other religion and begin to look for similarities between religions.	Talk about and find meanings behind different beliefs and practices.

Retell some of the religious and moral stories from the bible and at least one other religious text or special books.	Suggest meanings of some religious and moral stories.
Demonstrate and understanding of what it looks like to be a person of faith.	Ask and respond to questions about what individuals and faith communities do.
Use key words and vocabulary related to Christians and at least one other religion.	Express their own ideas, opinions and talk about their work creatively using a range of different medium.

End of year 3 statements. Children will remember and know how to ...

<b>Substantive – Knowledge and understanding of religion and worldviews</b>	<b>Disciplinary – Responding to religion and worldviews</b>
Recall the different beliefs and practices of the religions studied at KS1 and at least one new religion or worldview	Suggest and consider the impact of different beliefs and practices.
Recount some religious and moral stories from at least three different sources of authority	Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong.
Understand that diversity exists within and between religions and worldviews	Ask and respond to questions about how individuals and faith communities live and why.
Use key words and vocabulary related all religions studied so far.	Use a range of different media to express creatively ideas, thoughts, and opinions. Begin to explain ideas and justify opinions.

End of year 4 statements. Children will remember and know how to ...

<b>Substantive – Knowledge and understanding of religion and worldviews</b>	<b>Disciplinary – Responding to religion and worldviews</b>
Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions.	Respond to meanings behind different beliefs and practices using the correct vocabulary
Compare the similarities of at least three different religious texts or stories in simple terms.	Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong.
Understand the diversity of belief in different religions, nationally and globally.	Express an informed view on the impact of diversity of faith and belief in our world
Compare different responses to ethical questions looking from the perspective of different religions and worldviews in simple terms	Articulate and communicate connections between their own ideas and others in simple terms.

End of year 5 statements. Children will remember and know how to ...

<b>Substantive – Knowledge and understanding of religion and worldviews</b>	<b>Disciplinary – Responding to religion and worldviews</b>
Make connections between the different beliefs and practices of religions and worldviews studied so far.	Reflect and respond thoughtfully to the significance of meaning behind different beliefs and practices. Using the correct vocabulary.
Compare stories, beliefs and practices from a variety of religions and worldviews making reference to similarities and differences.	Respond thoughtfully to a range of stories, beliefs, and practices. Provide reasons for what they mean to different faith communities.
Understand and begin to evaluate the diversity of belief in different religions, nationally and globally. Begin to recognise that those who have non-religious worldview follow a moral code	Express an informed view on the impact of diversity of faith and belief in our world Relate this to own lives.
Articulate simple responses to ethical questions from the range of different religions and worldviews studied so far.	Discuss and begin to apply own and others’ ideas about ethical questions and to express own ideas clearly in response.

End of year 6 statements. Children will remember and know how to ...

<b>Substantive – Knowledge and understanding of religion and worldviews</b>	<b>Disciplinary – Responding to religion and worldviews</b>
Make connections between different beliefs and practices of all religions and worldviews studied.	Reflect and respectfully respond to the significance of meaning behind different beliefs and practices.
Make links and compare stories, beliefs and practices from different religions and worldviews including similarities and differences.	Respond respectfully to a range of writings, stories, beliefs and practices. Provide justified reasons for similarities and differences.
Understand and evaluate the diversity of belief in different religions, nationally and globally. Recognise that those who have non-religious worldview follow a moral code	Express an informed and considered view on the impact of diversity of faith and belief in our world. Relate this to own lives and others.
Articulate detailed responses to ethical questions from the range of different religions and worldviews studied so far.	Discuss and apply their own and others’ ideas about ethical questions and to express arguments in a structured response.

### Middle leader questions - Deep Dive in RE

Outline your roles and areas of responsibility - what training have you had?

Does RE have a strong profile in school?

What's working well in - **RE**?

Key achievements in this subject area - things to celebrate?

Challenges? Areas to be developed - priorities? Why - rationale?

How are you supported to do your leadership role effectively?

Have you made any recent changes to the RE curriculum? **Why?**

Briefly describe your school's **vision, aims and ambition for RE?**

Your intent – what are you aiming for?

Where did this come from?

**What does it mean to get better in RE in your school?**

Content, concepts, categories of knowledge

**Can you show me how your curriculum is sequenced so that pupils get better at RE as they go through it?**

**What is the RATIONALE for the ordering of the content? Why this, why now**

***Substantive knowledge***

**(Making sense of**

**- learning factual knowledge about...)**

Tell me about how pupils will build up a broad knowledge of religion, religions and non-religious worldviews in your curriculum.

What are some of the key ideas (concepts) that pupils will take away from studying specific religions? Can you show me?

How do you balance the study of specific religions and general questions about religion?

***Disciplinary Knowledge***

**(Ways of knowing – learning from...)**

Tell me about *how* the children learn and know about religion.

How are you helping pupils to think in a critical, curious and informed way about religion?

Do pupils have opportunities to reflect on personal knowledge, assumptions or perspectives?

Where is this planned in the curriculum?

Can you show me some examples?

How do all teachers know what pupils need to know by the end of the unit/term/year?

Are the essential knowledge – key concepts, skills, vocabulary and understanding you want pupils to gain clearly laid out in your curriculum maps and/or planning for each topic? SHOW ME

Tell me how do teachers introduce key words and vocabulary that will help children to make sense of religious ideas they might encounter.

**How do plans consider pupils' prior knowledge and understanding?**

Has the content been carefully selected and sequenced to ensure pupils can **draw on** what they have learned before and make sense of what is to come?

Can you show me a curriculum example where specific RE content is sequenced to enable pupils to be ready for something more complex?

What does RE look like in the Early Years?  
Do pupils encounter RE through people, books, places and objects? Do they develop the words needed to confidently talk about them?

What are the **timetabling** arrangements for RE?  
Have you allocated enough time to particular units or topics to make sure they're broad and deep enough?

Show me the topics you are teaching currently with Year ? and Year ?  
What should pupils already know in these topics and what are you adding to their knowledge?

**Which aspects of the RE curriculum are revised and repeated? Why?**

Christian faith  
World faiths and worldviews

**What knowledge/concepts do pupils find difficult in RE?** How have you adapted/changed the curriculum to address this?

**How do you ensure the RE curriculum is implemented fully and successfully, with pupils remembering what they have learned?**

What checks do you make?  
What changes do you make as a result?

**Issues Impact Fix**

How do you know pupils are knowing more and remembering more in RE?  
Is the standard of work good enough?



## Monksmoor Park RE Curriculum



<p>How do you enrich RE? How do you support staff and develop subject knowledge and pedagogy?</p> <p><b>Outline your school's approach to assessment in RE – rationale</b></p> <p><b>What is the school's way of measuring progress?</b></p>	
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