

"We may have different religions, different languages, different coloured skin, but we all belong to one human race." – Kofi Annan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	GOD/CREATION: Why is the word 'God' so important to Christians? (Unit 1)	INCARNATION: Why do Christians perform Nativity Plays at Christmas? (Unit 2)	Being Special: where do we belong? (Unit 3)	SALVATION: Why do Christians put a cross in an Easter garden? (Unit 4)	What places are special and why? (Unit 5)	Which stories are special and why? (Unit 6)
Year 1	CREATION: Who do Christians say made the world? (Unit 7)	INCARNATION: Why does Christmas matter to Christians? (Unit 8)	Who is Jewish and how do they live? (Unit 9)	GOD: What do Christians believe God is Like? (Unit 10)	What does it mean to belong to a faith community? (Unit 11)	How should we care for the world and for others, and why does it matter? (Unit 12)
Year 2	GOSPEL: What is the good news Christians believe Jesus brings? (Unit 13)	GOSPEL: What is the good news Christians believe Jesus brings? (Unit 14)	Who is Muslim and how do they live? (Unit 15)	SALVATION: Why does Easter matter to Christians? (Unit 16)	Who is Muslim and how do they live? (Unit 17)	What makes some places special to believers? (Unit 18)
Year 3	CREATION/FALL: What do Christians learn from the creation story? (Unit 23)	How do festivals and family life show what matters to Jewish people? (Unit 22)	PEOPLE OF GOD: What is it like for someone to follow God? (Unit 19)	How do festivals and worship show what matters to a Muslim? (Unit 21)	INCARNATION/GOD: What is the 'trinity' and why is it important for Christians? (Unit 20)	How and why do people try to make the world a better place? (Unit 24)
Year 4	What do Hindus believe God is like? (Unit 27)	GOSPEL: What kind of world did Jesus want? (Unit 25)	What does it mean to be a Hindu in Britain today? (Unit 29)	SALVATION: Why do Christians call the day Jesus died 'Good Friday'? (Unit 28)	KINGDOM OF GOD: When Jesus left what was the impact of Pentecost? (Unit 26)	How and why do people mark significant events of life? (Unit 30)
Year 5	GOD: What does it mean if God is Holy and loving? (Unit 31)	INCARNATION: Why do Christians believe that Jesus was the Messiah? (Unit 38)	Why is the Torah so important to Jewish people? (Unit 33)	What does it mean to be a Muslim in Britain today? (Unit 32)	PEOPLE OF GOD: How can following God bring freedom and justice? (Unit 35)	What matters most to Humanists and Christians? (Unit 36)
Year 6	Why do Hindus want to be good? (Unit 39)	GOSPEL: Christians and how to live: what would Jesus do? (Unit 37)	CREATION/FALL: Creation and science, conflicting or complimentary? (Unit 34)	SALVATION: What difference does the resurrection make to Christians? (Unit 40)	KINGDOM OF GOD: For Christians, what kind of King is Jesus? (Unit 41)	Why do some people believe in God and some do not? How does faith help people when life gets hard? (Unit 42)

Christians – Understanding Christianity	Other religions and non-religious worldviews	Hinduism	Islam	Judaism
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EYFS – Nursery						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Question	Who am I?	Who keeps us safe?	Which character would you like to be?	What shall I eat today?	Are we there yet?	Are all countries the same?
Understanding the World		Explore the Hindu festival Diwali Learn about the meaning of Christmas	Learn about Chinese culture	Learn about the meaning of Easter	Explore Christian celebrations, including weddings and baptisms	

EYFS – Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Question	What happens at school?	What is a hero?	Which animal is the best?	What's on my plate?	What is the best way to travel?	Where do I live?
RE Unit	GOD/CREATION: Why is the word 'God' so important to Christians? (Unit 1)	INCARNATION: Why do Christians perform Nativity Plays at Christmas? (Unit 2)	Being Special: where do we belong? (Unit 3)	SALVATION: Why do Christians put a cross in an Easter garden? (Unit 4)	What places are special and why? (Unit 5)	Which stories are special and why? (Unit 6)
Vocabulary	Adam Bible Christians creation Eve God Jesus parable pearl precious	incarnation Jesus Christmas Mary Joseph shepherds angel star magi manger	Muslims Hindus Christians Jesus baptism Raksha Badhan welcome love special Rakhi	Jesus God salvation Easter Hosanna palm Good Friday donkey Sunday disciples	Christians pilgrimage Muslims holy church Bible mosque Imam Qur'an vicar	Christians Bible Muslims Torah believer text stories Jews Qur'an special
Critical knowledge, skills and understanding	Children understand that Christians believe that God created the Earth. Children understand that the word God is important	Children understand that Christians believe that Jesus was a special baby because he came from God.	Re-tell religious stories. Making connections with personal experiences. Share and record occasions when things	Children re-tell the story of Easter. Children understand why a palm cross is special to Christians.	Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God.	Talk about some religious stories. Recognise some religious words, e.g. about God

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<p>Make sense of belief Understand the impact Make connections</p>	<p>to Christians and should not be used with a negative connotation. Pupils understand that the earth, and everything on it, needs to be cared for</p>	<p>Children understand that Christians say Jesus was. God come to be with us on earth as the friend and rescuer of human beings. Pupils understand that the nativity story comes from the bible and will connect with a different perspective from what they might learn at home</p>	<p>have happened in their lives that made them feel special. Talk about somewhere that is special to themselves, saying why. Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church (or other place of worship). Express a personal response to the natural world.</p>	<p>Pupils understand that for Christians, Easter is the most important festival of the year.</p>	<p>Recognise that some religious people have places which have special meaning for them. Talk about the things that are special and valued in a place of worship. Talk about somewhere that is special to themselves, saying why. Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church (or other place of worship). Express a personal response to the natural world.</p>	<p>identify a sacred text e.g. Bible, Torah. Talk about some of the things these stories teach believers. Identify some of their own feelings in the stories they hear.</p>
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Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Question	What would you use to build a house?	How have toys changed through time?	How do we keep people safe at sea?	How has transport changed over time?	How does your garden grow?	Where in the world would you travel?
RE Unit	CREATION: Who do Christians say made the world? (Unit 7)	INCARNATION: Why does Christmas matter to Christians? (Unit 8)	Who is Jewish and how do they live? (Unit 9)	GOD: What do Christians believe God is Like? (Unit 10)	What does it mean to belong to a faith community? (Unit 11)	How should we care for the world and for others, and why does it matter? (Unit 12)
Builds On	Reception – Autumn 1 GOD/CREATION: Why is the word 'God' so important to Christians? (Unit 1)	Reception – Autumn 2 INCARNATION: Why do Christians perform Nativity Plays at Christmas? (Unit 2)	New learning	Reception – Autumn 1 GOD/CREATION: Why is the word 'God' so important to Christians? (Unit 1)	Reception – Summer 2 Which stories are special and why? (Unit 6)	Reception – Spring 1 Being Special: where do we belong? (Unit 3)
Memory Master	Discussion with drawings about what Christians believe God created.	Sequence events and make a timeline of the Christmas story.	Revisit special texts from Reception Summer 2 and make link to Judaism through the Torah	What do Christians thank God for at Harvest? Discussion with drawings.	What special books from different religions do we know? Can we remember any stories from these? Class mind map	Revisit the symbols for Christians, Muslims and Hindus. What do we remember about welcoming ceremonies in different religions? Class mind map
Vocabulary	belief believe Bible Creation Genesis God Harvest praise world thank	incarnation Jesus Mary Joseph shepherds Advent secular religious birth celebration	synagogue Torah Jewish Mezuzah Shabbat Shema God Chanukah dreidel Star of David	forgiving prodigal worship Nineveh loving Father parable Jonah God holy	community Muhammad Shabbat Allah Ichthus faith baptism Agigah parable wedding	community world psalm stewardship love Genesis religious nonreligious Christian Jews
Lesson Sequence	1. How might Christians describe the creator of the world? 2. What do Christians believe happened on	1. Who was Jesus? 2. What happened in the story of the birth of Jesus?	1. What is precious to Jewish people? What does a mezuzah remind Jewish people about? 2. " " "	1. What is a parable and who do Christians believe told parables? 2. What were the main events in the story of the Lost or Prodigal	1. What does it mean to belong to a community? 2. How do Christians and Muslims show that they belong?	1. What do Christian, Jewish and non-religious people believe about caring for people? 2. What do Christian, Jewish and non-

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	<p>each day of the creation?</p> <ol style="list-style-type: none"> 3. What do Christians believe about looking after the world? What might Christians want to say thank you for in the world? 4. When do Christians say thank you to God for what he has made and given them? 5. Why do churches have stained glass windows of the creation? 6. Why is the word 'God' so important to Christians? Show what you know 	<ol style="list-style-type: none"> 3. Was Jesus born where people would have expected? 4. Why is waiting and preparing for Christmas important to many Christians? 5. What do some people like to say thank you for at Christmas? 6. How do people use the story of the nativity to guide their beliefs at Christmas? Show what you know 	<ol style="list-style-type: none"> 3. How and why do Jewish people celebrate Shabbat? 4. How and why do Jewish people celebrate Shabbat? 5. What stories do Jewish people tell from the Torah? 6. What is the festival of Chanukah? What was the miracle that happened in the temple in the story? Show what you know 	<p>Son? What does the parable of the Lost Son teach Christians about God?</p> <ol style="list-style-type: none"> 3. What are some of the different prayer types used by Christians? 4. What does the story of Jonah tell Christians about what God is like? 5. What might Christians say to God when they feel worried, happy or sad? 6. Why is the word 'God' so important to Christians? Show what you know 	<ol style="list-style-type: none"> 3. How do Christians, Muslims and Jewish people show that they belong? 4. What do worldviews say about how valuable people are? 5. How do Muslims and Christians welcome a new baby? 6. How do people show that they belong to each other? Show what you know 	<p>religious people believe about caring for people?</p> <ol style="list-style-type: none"> 3. What do Jewish people believe about caring for people? 4. What do Jewish people believe about caring for people? 5. What do Christians and Jewish people believe about the beginning of the world and how do they think people should treat the world? 6. How should we care for the world and for others, and why does it matter? Show what you know
<p>Composite</p>	<p>Children design and create stained-glass windows for a new church to show each of the days of creation.</p>	<p>Children draw or write what they are thankful for and make into a class paperchain.</p>	<p>In a candle/flame outline, children write one thing that they think would be important for Jewish people at Chanukah.</p>	<p>Play pupils a praise song that might be used in church with lyrics that focus on how God is there through both difficult and good times. Explain that within this song the person singing is talking about the hard times and good times and how God is always there for them. Children make links to when this happened in the stories that they have learnt about within this topic.</p>	<p>Children write and draw what they think a Muslim, or a Christian might keep to remember their baby being welcomed into the faith community.</p>	<p>Children write a world changing thing on a speech bubble and illustrate it. These should link with stewardship or mending of the world and the instructions that Adam and Eve were given in Genesis.</p>

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<p>Critical Knowledge and Understanding Make sense of belief Understand the impact Make connections</p>	<p>Retell the story of creation from Genesis 1:1–2:3 simply Recognise that 'Creation' is the beginning of the 'big story' of the Bible Say what the story tells Christians about God, Creation and the world Give at least one example of what Christians do to say 'thank you' to God for Creation Think, talk and ask questions about living in an amazing world Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.</p>	<p>Recognise that stories of Jesus' life come from the Gospels. Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas. Think, talk and ask questions about Christmas for people who are Christians and for people who are not. Decide what they personally have to be thankful for, giving a reason for their ideas.</p>	<p>Recognise the words of the Shema as a Jewish prayer Retell simply some stories used in Jewish celebrations (e.g. Chanukah) Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) Make links between Jewish ideas of God found in the stories and how people live Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</p>	<p>Identify what a parable is Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father Give clear, simple accounts of what the story means to Christians Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas Give a reason for the ideas they have and the connections they make.</p>	<p>Recognise that loving others is important in lots of communities. Say simply what Jesus and one other religious leader taught about loving other people. Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious). Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.</p>	<p>Identify a story or text that says something about each person being unique and valuable. Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world. Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories Give examples of how Christians and Jews can show care for the natural earth Say why Christians and Jews might look after the natural world Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world. Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</p>
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Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Question	What do I need to be healthy?	Who were the great monarchs?	How was the Great Fire of London great?	Who would live in a habitat like this?	Who were the first explorers of space?	Where in the world would you like to live?
RE Unit	GOSPEL: What is the good news Christians believe Jesus brings? (Unit 13)	GOSPEL: What is the good news Christians believe Jesus brings? (Unit 14)	Who is Muslim and how do they live? (Unit 15)	SALVATION: Why does Easter matter to Christians? (Unit 16)	Who is Muslim and how do they live? (Unit 17)	What makes some places special to believers? (Unit 18)
Builds On	Gospel – New Year 1 – Spring 2 GOD: What do Christians believe God is Like? (Unit 10)	Year 2 – Autumn 2 GOSPEL: What is the good news Christians believe Jesus brings? (Unit 13)	New religion Year 1 – Spring 1 Who is Jewish and how do they live? (Unit 9)	Reception – Spring 2 SALVATION: Why do Christians put a cross in an Easter garden? (Unit 4)	Year 2 – Spring 1 Who is Muslim and how do they live? (Unit 15)	Reception – Summer 1 What places are special and why? (Unit 5)
Memory Master	What is a parable? What parables do we remember and why did Jesus tell it? Discussion with role play of Jonah and the Whale and the Lost Son.	Discussion with class mind map - What is the good news Christians believe Jesus brings?	Discussion with class mind map about how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)	Children explain why a palm cross is important to Christians.	Revisit guides for treating the Qur'an from Spring 1.	Revisit holy buildings (church and mosque) and their key features.
Vocabulary	apostles Christians disciples fishermen forgiveness Jesus Matthew tax collector peace	Christians Jesus Matthew fishermen disciples tax collector peace forgiveness apostles prayer	Hajj Islam Muslims Prophet Ramadan Salah Sawm Shahadah Tawhid Zakat	God salvation saviour resurrection eternal Life secular Easter worship religious Good Friday	Muslim Shahadah Zakat Haij Islam prophet Salah Sawm Ramadan Allah	Worship place of workshop Jewish holy Christian Muslim community Mosque sacred church synagogue Shabbat

<p>Lesson Sequence</p>	<ol style="list-style-type: none"> 1. What did Jesus' good news mean for Matthew in the Bible story? 2. What might a Christian say was the good news that Jesus brought to Matthew? 3. What do many Christians believe is the good news that Jesus brings about forgiveness? 4. What do many Christians believe is the good news that Jesus brings about peace? 5. What might Christians do to follow the life of Jesus and bring 'good news' to people? 6. How might Christian prayer link to saying sorry and forgiveness? Show what you know 	<ol style="list-style-type: none"> 1. What can we say about peace as part of the good news Christians believe Jesus brings? 2. How can we show the good news that Christians believe Jesus brings? 3. What do Christians believe Jesus showed them about how to pray? 4. What are the important parts of prayer for many Christians? 5. What is the good news that Christians believe Jesus brings? 6. What do we know about the good news that Christians believe Jesus brings? Show what you know 	<ol style="list-style-type: none"> 1. What do people think about God? What do Muslims think about God? 2. What do some of the Muslim 99 Beautiful Names for God mean? 3. What does the Shahadah say about Muslim beliefs? 4. Who was the Prophet Muhammad and why is he important to Muslims? What do Muslims believe the Prophet Muhammad was like? 5. Why is the Prophet Muhammad so important to Muslims? 6. What do Muslims do because they love to treat the Quran with respect? Show what you know 	<ol style="list-style-type: none"> 1. What are the main events of the Bible story of Holy week and Easter? 2. What are the six biggest moments in the story of Easter? 3. How do Christians feel about the main events of the Bible stories of Holy week and Easter? 4. Why do Christians say 'Good Friday' for the day Jesus died? 5. What impact does the Easter story have on many Christians? 6. Why does Easter matter to Christians? Show what you know 	<ol style="list-style-type: none"> 1. Who was the Prophet Muhammad and why is he important to Muslims? 2. What difference does worshipping God make to Muslims? 3. What difference does worshipping God make to Muslims? 4. What difference does worshipping God make to Muslims? 5. What difference does worshipping God make to Muslims? 6. Who is Muslim and how do they live? Show what you know 	<ol style="list-style-type: none"> 1. Which places are special to me? Where is a sacred place for a believer to go? 2. Which place of worship is sacred for Christians? 3. Which place of worship is sacred for Jewish people? 4. What happens during worship at a church and a synagogue? 5. Which place of worship is sacred for Muslims? 6. How are places of worship similar and different? Why are places of worship important to our community? Show what you know
<p>Composite</p>	<p>Using forgiveness image/Lord's prayer picture, write a couple of sentences telling the story of pictures and explain, if the children are Christian, they might believe it is important to forgive.</p>	<p>Inside a cross, draw and write all the different bits of good news that Christians believe Jesus brings to his followers.</p>	<p>Children work as a pair to devise a simple one-page guide for treating the Qur'an, which could be shared with children in Year 1.</p>	<p>Children sort images linked to Easter into those which are secular, and which are religious. They can explain that many Christians give each other Easter Eggs on Easter day as these are a symbol of new life and that, for Christians, Jesus gives them new life when he dies for their sins.</p>	<p>On coin template, children write and draw a picture of what might be given at Zakat. Have a tree template and stick the children's coins onto the branches.</p>	<p>In a table, create a table to show what they know about a church, mosque and synagogue.</p>

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<p>Critical Knowledge and Understanding Make sense of belief Understand the impact Make connections</p>	<p>Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'. Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. Recognise that Jesus gives instructions to people about how to behave. Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace and bringing good news to the friendless. Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.</p>	<p>Recognise the words of the Shahadah and that it is very important for Muslims. Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah and give a simple description of what some of them mean. Give examples of how stories about the Prophet show what Muslims believe about Muhammad. Give examples of how Muslims use the Shahadah to show what matters to them. Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan). Give examples of how Muslims put their beliefs about prayer into action. Think, talk about and ask questions about Muslim beliefs and ways of living Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas Give a good reason for their ideas about whether prayer, respect, celebration and self-</p>	<p>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation. (Jesus rescuing people). Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.</p>	<p>Recognise the words of the Shahadah and that it is very important for Muslims. Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah and give a simple description of what some of them mean. Give examples of how stories about the Prophet show what Muslims believe about Muhammad. Give examples of how Muslims use the Shahadah to show what matters to them. Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan). Give examples of how Muslims put their beliefs about prayer into action. Think, talk about and ask questions about Muslim beliefs and ways of living Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas Give a good reason for their ideas about whether prayer, respect, celebration and self-</p>	<p>Recognise that there are special places where people go to worship, and talk about what people do there. Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean. Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship. Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe. Give simple examples of how people worship at a church, mosque or synagogue. Talk about why some people like to belong to a sacred building or a community. Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas. Talk about what makes some places special to people, and what the difference is between religious and non-religious</p>
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Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Question	What do I need to make my body move?	How did the Romans change Britain?	What is King Henry VIII remembered for?	How did Britain change during prehistory?	What is there to discover in North America?	What are the key geographical features of the United Kingdom?
RE Unit	CREATION/ FALL: What do Christians learn from the creation story? (Unit 23)	How do festivals and family life show what matters to Jewish people? (Unit 22)	PEOPLE OF GOD: What is it like for someone to follow God? (Unit 19)	How do festivals and worship show what matters to a Muslim? (Unit 21)	INCARNATION/GOD: What is the 'trinity' and why is it important for Christians? (Unit 20)	How and why do people try to make the world a better place? (Unit 24+)
Builds On	Year 1 – Autumn 1 CREATION: Who do Christians say made the world? (Unit 7)	Year 1 – Spring 1 Who is Jewish and how do they live? (Unit 9)	PEOPLE OF GOD – New Learning Revisit Year 2 – Autumn 2 GOSPEL: What is the good news Christians believe Jesus brings? (Unit 14)	Year 2 – Summer 1 Who is Muslim and how do they live? (Unit 17)	Year 1 – Spring 2 GOD: What do Christians believe God is Like? (Unit 10)	Year 1 – Summer 1 How should we care for the world and for others, and why does it matter? (Unit 12)
Memory Master	Drawings - What do Christians believe happened on each day of the creation?	Labelled drawings of what children think would be important to Jewish people at Chanukah.	Discussion and mind map about all the different bits of good news that Christians believe Jesus brings to his followers.	Revisit Zakat and what might be given.	Why is the word 'God' so important to Christians?	Children write and draw what they think a Muslim, or a Christian might keep to remember their baby being welcomed into the faith community.
Vocabulary	Big Story Catholic church creation Fall genesis responsibility sin steward temptation	freedom Torah Yom Kippur Orthodox Pesach Shabbat Rosh Hashanah Shema Progressive forgiveness	prophets Abram Noah wedding Old Testament pilgrimage Muslims holy church promise Abraham covenant righteous Christians	prophet Muhammad Allah fasting Tawhid Quran Salah Ramadan Sawm Eid	Trinity Holy spirit Messiah John the Baptist believer's baptism Father Jesus scripture infant baptism denomination	Tikkun Olam Jewish Christian Muslim Zakat stewardship steward salvation Humanist golden rule

<p>Lesson Sequence</p>	<ol style="list-style-type: none"> Where does Creation belong in the 'Big Story' of the Bible? What kind of world do Christians believe in? What do we mean by good? How have Christians interpreted looking after the world? How do different Christians think about and look after the environment? What do Christians mean by 'The Fall'? What do many Christians learn from the stories of Creation and the Fall? Show what you know 	<ol style="list-style-type: none"> What do many Jewish people do to mark Shabbat? What does Shabbat look like in the UK today? What do different Jewish people celebrate at Rosh Hashanah? What happens at Yom Kippur? What is the story of Passover? Why do many Jews celebrate Passover every year? 	<ol style="list-style-type: none"> Which information about Bible stories can we get from different types of texts? What can we say about Noah from reading the biblical story? What is the link between the story of Noah and the idea of covenant? What are the links between the story of Noah and how many Christian people live? Did Abram show he trusted in God? Is it always easy for Christians to try to follow God? Show what you know 	<ol style="list-style-type: none"> How do festivals and family life show what matters to a Muslim? What does the opening chapter of the Qur'an teach Muslims about God? Why does prayer matter to Muslims? Why is the mosque a special place for Muslims? Why do Muslims celebrate at the end of Ramadan? How do festivals and worship show what matters to a Muslim? Show what you know 	<ol style="list-style-type: none"> What is the Trinity? What happens in the biblical story of the baptism of Jesus? How is the Trinity shown in the biblical story of the baptism of Jesus? Why is the biblical story of the baptism of Jesus important for many Christians? Why do Christians get baptised? What are the similarities and differences between infant baptism and believer's baptism? What might affect a Christian's decisions about baptism? What is the Trinity and why is it important for Christians? Show what you know 	<ol style="list-style-type: none"> How and why do people try to make the world a better place? What is wrong with the world? How can the 'Golden Rule' help people to work out how to make the world a better place? Tikkun Olam, repairing the world: how do Jewish people try to make the world a better place? Who is inspired by Jesus' example of sacrifice? How do Muslims try to make the world a better place? How do non-religious people try to make the world a better place? Show what you know
<p>Composite</p>	<p>Children use list of Bible stories produced in Lesson 1 and the 7 parts of the 'Big Story'. They identify which part of the 'Big Story' each of the stories on their list fit into.</p>	<p>Children have hexagons with all the vocabulary on and images of Shabbat, Rosh Hashanah, Yom Kippur, and Passover. Children place each hexagon next to another that logically links to it. They should justify each link that they make.</p>	<p>On an artist's interpretation of the moment God tells Abram to leave everything and go to a new land, children add a thought bubble and write in role as Abram to share his thoughts about what he was asked to do and the covenant that God made with him.</p>	<p>Share the book Golden Domes and Silver Lanterns by Hena Khan Focusing on the celebration of Eid, children create a list of anything they know about this festival or have found out from the book.</p>	<p>Children sort quotes to set criteria and chose believer's or infant baptism.</p>	<p>Children carry out research to share a short presentation about how Islamic Relief helps to change the world, support the poor and live out the Muslim teaching of charitable giving.</p>

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<p>Critical Knowledge and Understanding Make sense of belief Understand the impact Make connections</p>	<p>Place the concepts of God and Creation on a timeline of the Bible's 'big story'. Make clear links between Genesis 1 and what Christians believe about God and Creation. Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world. Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways). Describe how and why Christians might pray to God, say sorry and ask for forgiveness. Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.</p>	<p>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people. Offer informed suggestions about the meaning of the Exodus story for Jews today. Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals), Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities. Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including</p>	<p>Make clear links between the story of Noah and the idea of covenant. Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. Make links between the story of Noah and how we live in school and the wider world.</p>	<p>Identify some beliefs about God in Islam, expressed in Surah 1. Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God) Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque). Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims. Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.</p>	<p>Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian. Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways. Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.</p>	<p>Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin). Make links between religious beliefs and teachings and why people try to live and make the world a better place. Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek). Describe some examples of how people try to live (e.g. individuals and organisations). Identify some differences in how people put their beliefs into action. Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas Express their own ideas about the best ways to make the world a better</p>
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		pupils' own lives, and giving good reasons for their ideas.				place, making links with religious ideas studied, giving good reasons for their views.
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Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Question	Were the Dark Ages dark?	Where does my food go?	Are dragons real?	Should all crimes be punished?	How does the Amazon Rainforest matter to us?	What makes St Dennis, St Dennis?
RE Unit	What do Hindus believe God is like? (Unit 27)	GOSPEL: What kind of world did Jesus want? (Unit 25)	What does it mean to be a Hindu in Britain today? (Unit 29)	SALVATION: Why do Christians call the day Jesus died 'Good Friday'? (Unit 28)	KINGDOM OF GOD: When Jesus left what was the impact of Pentecost? (Unit 26)	How and why do people mark significant events of life? (Unit 30)
Builds On	New religion	Year 2 – Autumn 2 GOSPEL: What is the good news Christians believe Jesus brings? (Unit 14)	Year 4 Autumn 1 What do Hindus believe God is like? (Unit 27)	Year 2 – Spring 2 SALVATION: Why does Easter matter to Christians? (Unit 16)	KINGDOM OF GOD – New Learning Revisit Year 4 Spring 2 SALVATION: Why do Christians call the day Jesus died 'Good Friday'? (Unit 28)	Year 2 – Summer 2 What makes some places special to believers? (Unit 18)
Memory Master	Mind map of religions we've learnt.	Revisit good news that Jesus brings in Y2 Gospel unit	Revisit labels explaining symbolism of Ganesh. Match to relevant parts.	Children explain that many Christians give each other Easter Eggs on Easter day as these are a symbol of new life and that, for Christians, Jesus gives them new life when he dies for their sins.	Discuss the moment that they think is the most important in the story of Easter and why they think this.	Revisit what they know about what happens a church, mosque and synagogue and their key features.
Vocabulary	atman aum Brahma Brahman deity Hindu Lakshmi namaste Shiva Vishnu	Jesus disciples follower clergy Galilee vicar parable Samaritan Gospel evangelist	Hindu Puja Ramayana shrine Rama dharma deity mandir Diwali Sita	salvation Jerusalem resurrection forgiveness crucifixion Palm Sunday disciples sin Easter calvary	Pentecost Holy Spirit disciples Lord's prayer baptised tongues acts trinity apostles	significant journey baptism commitment marriage bar mitzvah bat mitzvah ceremony wedding sacred thread

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<p>Lesson Sequence</p>	<ol style="list-style-type: none"> 1. How do many Hindus describe ultimate reality? 2. How might the idea of Brahman being in everything affect how you live? 3. What can we find out about some Hindu deities? 4. How do many Hindus understand deities? 5. What can we learn about deities from Ganesh? 6. What do Hindus believe God is like? Show what you know lesson 	<ol style="list-style-type: none"> 1. Why did Jesus want his followers to tell others about him? 2. How do you think they felt when they were asked to be 'fishers of men'? 3. What is evangelist? How is a vicar like a fisher of men? 4. What can Christians learn from the story of Jesus and the leper? 5. What is Jesus trying to teach his followers about how to act through the parable of the Good Samaritan? 6. What kind of world did Jesus want? Show what you know. 	<ol style="list-style-type: none"> 1. What is Hindu Dharma? 2. How and why do many Hindus perform Puja? 3. What is dharma? What can we learn from the story of King Yudhishtira? 4. What does the Ramayana tell Hindus about dharma? 5. How and why do many Hindus celebrate Diwali? 6. Can I plan a Diwali celebration for my local community? Show what you know 	<ol style="list-style-type: none"> 1. What can you remember about Holy Week? 2. How might Mary have felt as she watched the trial of Jesus? Why do you think she felt like that? 3. Why do Christians call the day when their saviour died Good Friday? 4. What might a Christian want to tell others about the Easter Story? 5. What might a Christian think is the most important part of the story? 6. Why do Christians call the day Jesus died 'Good Friday'? Show what you know 	<ol style="list-style-type: none"> 1. What can you remember about the story of Easter? 2. What were the main events in the story and how were the disciples feeling? 3. For Christians what is the most important thing about Pentecost? Why? 4. In the Bible, what did the Holy Spirit enable the disciples to do? What do many Christians today believe the Holy Spirit enables them to do? 5. What is the trinity? What would the world be like if everything in the Lord's Prayer came to be? 6. When Jesus left what was the impact of Pentecost? Show what you know 	<ol style="list-style-type: none"> 1. How and why do people mark the significant events in life? 2. What is the significance of baptism for Christians? What happens and what does it mean? 3. How do many Jewish people mark becoming an adult? 4. What ceremonies do many Hindus mark in the journey of life? 5. Why do people choose to get married? What do wedding ceremonies show us about commitment, love, promises? 6. Why do people choose to get married? What do wedding ceremonies show us about commitment, love, promises? Show what you know
<p>Composite</p>	<p>Children read labels explaining the symbolism and match them to the relevant parts of the image of Ganesh (an elephant headed deity).</p>	<p>Read Luke and children draw a picture of the part of the story that they feel is most significant for teaching Christians about how to act.</p>	<p>Children create a funding bid for a Hindu community living in a town in modern Britain. This is for a Diwali celebration and the bid that shows the local council what will happen and why.</p>	<p>Children create a simple image to share the moment that they think is the most important in the story of Easter. Write a paragraph to describe what they have drawn and why.</p>	<p>Children answer research questions on the Lord's prayer, focussing on the good news Christians believe Jesus brings.</p>	<p>Compare similarities and differences in Christian and Hindu weddings.</p>

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<p>Critical Knowledge and Understanding Make sense of belief Understand the impact Make connections</p>	<p>Identify some Hindu deities and say how they help Hindus describe God Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God Offer informed suggestions about what Hindu murtis express about God Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali). Identify some different ways in which Hindus worship Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.</p>	<p>Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian. Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways. Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.</p>	<p>Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean. Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma). Describe how Hindus show their faith within their families in Britain today (e.g. home puja). Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali). Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India). Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.</p>	<p>Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live. Offer informed suggestions about what the events of Holy Week mean to Christians. Give examples of what Christians say about the importance of the events of Holy Week. Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities. Describe how Christians show their beliefs about Jesus in worship in different ways. Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.</p>	<p>Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth. Offer informed suggestions about what the events of Pentecost in Acts 2 might mean. Give examples of what Pentecost means to some Christians now. Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now. Describe how Christians show their beliefs about the Holy Spirit in worship. Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.</p>	<p>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean. Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today. Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean. Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals). Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism). Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones. Make links between ideas of love, commitment and</p>
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							promises in religious and non-religious ceremonies. Give good reasons why they think ceremonies of commitment are or are not valuable today.
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Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Question	What lies beyond our Earth?	What is life like in different climate zones?	What impact did the Industrial Revolution have on Cornish tin mining?	When and why did the Maya disappear?	Where can we see the influence of Ancient Greece today?	How do rivers impact the lives of people around the world?
RE Unit	GOD: What does it mean if God is Holy and loving? (Unit 31)	INCARNATION: Why do Christians believe that Jesus was the Messiah? (Unit 38)	Why is the Torah so important to Jewish people? (Unit 33)	What does it mean to be a Muslim in Britain today? (Unit 32)	PEOPLE OF GOD: How can following God bring freedom and justice? (Unit 35)	What matters most to Humanists and Christians? (Unit 36)
Builds On	Year 3 – Summer 1 INCARNATION/GOD: What is the 'trinity' and why is it important for Christians? (Unit 20)	Year 1 – Autumn 2 INCARNATION: Why does Christmas matter to Christians? (Unit 8)	Year 3 – Autumn 2 How do festivals and family life show what matters to Jewish people? (Unit 22)	Year 3 – Spring 2 How do festivals and worship show what matters to a Muslim? (Unit 21)	Year 3 – Spring 1 PEOPLE OF GOD: What is it like for someone to follow God? (Unit 19)	Year 3 – Summer 2 How and why do people try to make the world a better place? (Unit 24)
Memory Master	Diagram of the Trinity to describe the Christian belief.	Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas.	Revisit Shabbat, Rosh Hashanah, Yom Kippur, and Passover and write a short explanation of each.	What is Ramadan and how is Eid celebrated?	What is the link between Noah and the covenant. Discussion and mind map.	How can the 'Golden Rule' help people to work out how to make the world a better place?
Vocabulary	believer eternal holy Isaiah John loving omnipotent omnipresent omniscient testament	Messiah incarnation saviour Immanuel Micah theological prophecy Gospel prophet Isaiah	Torah Sefer Torah orthodox secular Pesach (Passover) synagogue kosher progressive Kashrut	Muslim Ibadah submission Ramadan Shahadah Salah Sawm Zakah Hajj pilgrimage	People of God Children of Israel freedom justice Moses exodus slavery Egypt Pharoah rescue	Humanist nonreligious belief moral golden rule Humanism worldview Christian values authority
Lesson Sequence	1. What words do pupils connect to the idea of 'God'? What words do Christians connect to their idea of God?	1. What was going on that meant the People of God needed a saviour?	1. What do Jewish people look like, and where do we find Jewish people in the UK?	1. How many Muslims and how many mosques are there in Britain? 2. How might the five pillars affect the lives	1. What can we learn about the story of the Exodus in the Bible? 2. Where do we think the Exodus story shows Moses' trust in God?	1. What matters most to Humanists and to Christians? Rules: do we need them? Who breaks them?

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	<ol style="list-style-type: none"> 2. What does the Bible say God is like? 3. How can ideas of God be expressed in art? 4. How do some Christians respond to a holy and loving God? 5. How do churches and cathedrals reflect Christian ideas about God? 6. What does it mean if God is Holy and loving? Show what you know lesson 	<ol style="list-style-type: none"> 2. What kind of rescuer/Messiah were people expecting? 3. Why do Christians believe Jesus fulfils the expectations of the Messiah? 4. Why do most Christians believe Jesus is the Messiah? 5. How does Christmas fit in with Christian beliefs about Jesus? 6. Why do Christians believe that Jesus was the Messiah? Show what you know 	<ol style="list-style-type: none"> 2. What is the Torah? What is a Sefer Torah? 3. Why are there different types of synagogue in the UK? 4. How does the Torah influence what Jewish people might eat? 5. How are Jewish people adapting festivals in the UK? 6. Why is the Torah important to Jewish people? Show what you know 	<p>of Muslims in Britain today?</p> <ol style="list-style-type: none"> 3. Why is Zakah/charity important to Muslims? How is charity important to you? 4. Why do Muslims go on pilgrimage? 5. Why do Muslims go on pilgrimage? 6. What does it mean to be a Muslim in Britain today? Show what you know 	<ol style="list-style-type: none"> 3. How might the Exodus story help Christians when life gets tough? 4. What do we think about the importance of the Ten Commandments? 5. How do many Christians try to bring freedom and justice (themes from the Exodus story) into today's world? 6. What can we say about the Exodus story, its themes and its importance for Christians today? Show what you know 	<ol style="list-style-type: none"> 2. Who is a Humanist? What codes for living do non-religious people use? 3. Who is a Humanist? What codes for living do non-religious people use? 4. What values matter most to Christians? How does it show? How can our different values be discussed? 5. How do Humanists and Christians know how to act? What do they base their decisions on? 6. What matters most to Humanists and to Christians? Show what you know
<p>Composite</p>	<p>Through church visit, explore ways in which building reflects the Christian ideas of God recalled in the unit's key vocabulary and texts. For example, stained glass tells stories; the font points to God's loving welcome and forgiveness; the altar talks of sacrifice; confessionals talk of forgiveness; the cross shape and all crosses/crucifixes talk of God's love through Jesus. Children sketch areas of the</p>	<p>Pupils create their own advertising campaign, expressing the Christian meaning of Christmas, including the idea of Messiah and incarnation.</p>	<p>Use some hexagons with all the key vocabulary written in and also other words such as kashrut, Miriam, Pesach and others. Children explain how these all link back to Torah?</p>	<p>Children create a travel guide for pilgrims going on the Hajj for the first time.</p>	<p>Children create a poster advertising the work of Christian Aid, explaining how it tries to live out the commandment of loving your neighbour as yourself and strives to bring freedom and justice to all.</p>	<p>Children use their knowledge of the fruits of the spirit and the philosopher Peter Singer to write about what a humanist might do in the situation and what a Christian might do in given scenarios.</p>

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	church and label them with the key words.					
<p>Critical Knowledge and Understanding Make sense of belief Understand the impact Make connections</p>	<p>Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms. Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed. Show how Christians put their beliefs into practice in worship. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p>	<p>Explain the place of Incarnation and Messiah within the 'big story' of the Bible. Identify Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms. Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.</p>	<p>Identify and explain Jewish beliefs about God. Give examples of some texts that say what God is like and explain how Jewish people interpret them. Make clear connections between Jewish beliefs about the Torah and how they use and treat it. Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws). Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice). Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today. Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate</p>	<p>Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message). Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet). Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art). Give evidence and examples to show how Muslims put their beliefs into practice in different ways. Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Cornwall today. Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how</p>	<p>Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.</p>	<p>Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist). Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God'). Make clear connections between Christian and Humanist ideas about being good and how people live. Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between orthodox and progressive Jewish practice). Raise important questions and suggest answers about how and why people should be good.</p>

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			responses on how far they are valuable to people who are not Jewish.	far they are valuable to people who are not Muslims. Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.		Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.
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Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Question	Why is Earth so angry?	How was the Battle of Britain a turning point in WWII?	Do we agree with Darwin's theory of evolution?	What were the Ancient Egyptian's most significant achievements?	Who was really responsible for the sinking of the Titanic?	Why is the fishing industry so important to local communities?
RE Unit	Why do Hindus want to be good? (Unit 39)	GOSPEL: Christians and how to live: what would Jesus do? (Unit 37)	CREATION/FALL: Creation and science, conflicting or complimentary? (Unit 34)	SALVATION: What difference does the resurrection make to Christians? (Unit 40)	KINGDOM OF GOD: For Christians, what kind of King is Jesus? (Unit 41)	Why do some people believe in God and some do not? How does faith help people when life gets hard? (Unit 42)
Builds On	Year 4 – Spring 1 What does it mean to be a Hindu in Britain today? (Unit 29)	Year 4 – Autumn 2 GOSPEL: What kind of world did Jesus want? (Unit 25)	Year 3 – Autumn 1 CREATION/ FALL: What do Christians learn from the creation story? (Unit 23)	Year 4 – Spring 2 SALVATION: Why do Christians call the day Jesus died 'Good Friday'? (Unit 28)	Year 4 – Summer 1 KINGDOM OF GOD: When Jesus left what was the impact of Pentecost? (Unit 26)	Year 5 – Summer 2 What matters most to Humanists and Christians? (Unit 36)
Memory Master	Drawings showing what the Trimurti is and why it important.	What can Christians learn from the story of Jesus and the leper? What is Jesus trying to teach his followers about how to act through the parable of the Good Samaritan?	Children identify each part of the 'Big Story' and as a class or in groups, mind map what they have learnt about each part.	Children explain why Christians call the day Jesus died 'Good Friday'?	Revisit the Lord's prayer, focussing on the good news Christians believe Jesus brings.	What is a Humanist? What codes for living do non-religious people use?
Vocabulary	ahimsa atman Brahman deity Dharma duty karma moksha reincarnation samsara	Gospel theology Luke Matthew Mark interpretation leprosy Christ-like parables commandments	science genesis big bang theory complementary creation literal creator conflicting interpretation theory	salvation resurrection interpret sacrifice biblical theological gospel eternal life incarnation funeral	parable kingdom salvation forgiving unforgiving banquet biblical inheritance social unjust	theist atheist psychology evidence psychologist agnostic Humanist philosophy reason theologian

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<p>Lesson Sequence</p>	<ol style="list-style-type: none"> 1. Who or what is Brahman? 2. What is atman? What can be learned about atman through a Hindu story? 3. What is samsara? Why is atman important? What else is important? 4. How might dharma affect the way someone lives their life? 5. What is ahimsa and how does it affect the lives of Hindu people? 6. Why do Hindus want to be good? Show what you know lesson. 	<ol style="list-style-type: none"> 1. Where do Christians find out about what Jesus did? 2. Why do Christians think it is wise to follow Jesus' teachings? 3. What was Jesus' sermon on the mount about? 4. How do some Christians follow Jesus' example in caring for those in need? (part 1) 5. How do some Christians follow Jesus' example in caring for those in need? (part 2) 6. How far do Jesus' teachings and actions inspire others? 	<ol style="list-style-type: none"> 1. What can we find out about the creation story in Genesis 1? 2. What might many Christians see as important in Genesis 1? 3. What relationships do scientists have with religious worldviews? 4. How and why do some Christians see both science and religion as important? 5. What are some different Christian views about the relationship between science and religion? 6. Science and religion: conflicting or complementary? Show what you know 	<ol style="list-style-type: none"> 1. Why do Christians believe Jesus was resurrected? 2. How do many churches mark Good Friday and Easter Sunday? 3. What is the change in emotions felt for many Christians from Good Friday to Easter Sunday? Why is this felt? 4. When and why might a Christian have to stand up for their beliefs? 5. Why do Christians have hope even when someone dies? 6. What difference does the resurrection make to Christians? Show what you know 	<ol style="list-style-type: none"> 1. In Jesus' parables, who is invited into God's kingdom? 2. According to Jesus' teachings, how important is forgiveness in God's kingdom? 3. How does Christian Aid try to make the world more like God's kingdom? 4. How do Christians see God's kingdom as being now and in the future? 5. For Christians, what are the features of God's kingdom and Jesus' kingship? 6. How do Christians try to live in God's kingdom? Show what you know 	<ol style="list-style-type: none"> 1. Belief in God: what patterns can we see in our local area, our country and our world? 2. What do we mean by agnostic, atheist or theist? 3. How can psychology help us understand what people mean when they think about the idea of God? 4. What can we learn from theology about the idea of God? 5. Why do some people believe that God does not exist? 6. Why do some people believe in God and some people not? Where do I stand?
<p>Composite</p>	<p>In groups, write a paragraph to explain why Hindus want to be good using the terms samsara, dharma, karma, atman, Brahman and moksha at least once as well as talking about actions that a Hindu believer would take and why.</p>	<p>Children write a postcard of thanks to the Leprosy Mission charity linking their thanks and thoughts to the topic's focus on asking 'what would Jesus do?' and living in a Christlike way.</p>	<p>Debate - Science and religion: conflicting or complementary?</p>	<p>Children design a card that Christian might send using a verse or their own words to share the Christian message of salvation and life after death.</p>	<p>Children list at least three characteristics of Jesus' kingship, from their learning so far.</p>	<p>Children produce a short oral presentation to give to a group of Year 3 pupils. They present reasons why people might not believe in God today and how humanists would see the world using evidence and reason.</p>

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<p>Critical Knowledge and Understanding Make sense of belief Understand the impact Make connections</p>	<p>Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. Give evidence and examples to show how Hindus put their beliefs into practice in different ways Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.</p>	<p>Identify features of Gospel texts (for example, teachings, parable, narrative). Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts. Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives. Articulate their own responses to the issues studied, recognising different points of view.</p>	<p>Identify what type of text some Christians say Genesis 1 is, and its purpose. Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. Make clear connections between Genesis 1 and Christian belief about God as Creator. Show understanding of why many Christians find science and faith go together. Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.</p>	<p>Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. Explain what Christians mean when they say that Jesus' death was a sacrifice. Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. Show how Christians put their beliefs into practice in different ways. Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. Articulate their own responses to the idea of sacrifice, recognising different points of view.</p>	<p>Explain connections between biblical texts and the concept of the kingdom of God. Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice. Show how Christians put their beliefs into practice in different ways. Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today. Articulate their own responses to the idea of the importance of love and service in the world today.</p>	<p>Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life. Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences. Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement). Give examples of ways in which beliefs about resurrection/ judgement/heaven/karma /reincarnation make a difference to how someone lives. Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these. Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.</p>
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