

CURRICULUM DESIGN for RELIGIOUS EDUCATION

Religious Education INTENT

Our Religious Education curriculum aims to encourage children to explore what people believe and what difference this makes to how they live. At Eden Park, we celebrate differences, ask questions, explore and discover within our School Values culture. By encouraging rich discourse around traditions that shape the United Kingdom and the world, we want to challenge the children intellectually so that they can gain knowledge, understanding and skills needed to handle questions raised by religion and beliefs all over the world. The children will be encouraged to reflect on their own ideas and ways of living whilst considering that of others, too. At Eden Park we believe that by breaking down the narrative of otherness, the narrative of togetherness grows. We aim to equip children with knowledge and understanding of a range of religious and non-religious world views, to promote spiral, moral, social and cultural development to inspire the children to flourish as citizens in a pluralistic and global community.

Religious Education IMPLEMENTATION.

This curriculum has been built around the Devon Agreed Syllabus for the teaching of Religious Education, though this has been re-ordered so that it sits within the context of our wider curriculum. It uses the support of the programmes in school designed to support the personal development of the children. It is built strongly on substantive knowledge of world views of religions. Our voices of RE (Disciplinary Knowledge) set out ways to interpret the subject by making sense of belief, connections and the impact of belief. Children will be encouraged to use personal knowledge and awareness of their own lens that they use to look at the world through. Each faith is supported by other related units throughout the programme so, as children end Primary school, they will be able to take an extensive understanding with them. With the chance to enjoy real life experiences, visits, visitors and discussions to support their understanding, RE is given a secure place in the whole school curriculum offer.

Religious Education IMPACT.

Impact of teaching and learning will be determined through SLT reviews, subject lead observations, quizzes, and the monitoring of the recording of RE, using our Values scrapbooks. This information will be collated in our 'Quality of Education' document.

Progression of Knowledge

Our Religious Education (RE) curriculum for KS1-KS2 follows The Torbay and Devon Agreed Syllabus 2019-2024. There is an expectation that children will use their prior learning and build upon this as they journey through Eden Park. Children will reach an **end point** where their understanding of RE has been strengthened and deepened through this purposefully mapped out curriculum. In Early Years, children encounter RE through 'Understanding the World'. The EYFS curriculum below can be used to create the foundations of prior knowledge which we build upon as children journey through Year 1 and KS1.

CHRISITIANITY		JUDAISM		HINDUISM		ISLAM	NON RELIGIOUS					
	EYFS	Year 1		Year 2		Year 3		Year 4	Year 5	Year 6		
UNIT 1	F4 Being special: where do we belong?	Unit 1.10 What does it mean to belong to a faith community?		Unit 1.6 Who is a Muslim and how do they live? Part 1		L2.1 What do Christians learn from the Creation story?		L2.3 What is the ‘Trinity’ and why is it important for Christians?		U2.1 What does it mean if Christians believe God is holy and loving?	U2.2 Creation and science: conflicting or complimentary?	
UNIT 2	F2 Why is Christmas special for Christians?	Unit 1.1 What do Christians believe God is like?		Unit 1.3 Why does Christmas matter to Christians?		L2.2 What is it like for someone to follow God?		L2.7 What do Hindus believe God is like?		U2.8 What does it mean to be a Muslim in Britain today?	U2.11 Why do some people believe in God and some people not?	
UNIT 3	F1 Why is the word ‘God’ so important to Christians?	Unit 1.7 Who is Jewish and how do they live?		Unit 1.6 Who is a Muslim and how they live? Part 2		L2.9 How do festivals and worship show what matters to a Muslim?		L2.8 What does it mean to be Hindu in Britain today?		U2.3 Why do Christians believe Jesus was the Messiah?	U2.7 Why do Hindus want to be good?	
UNIT 4	F3 Why is Easter special to Christians?	Unit 1.7 Who is Jewish and how do they live?		Unit 1.5 Why does Easter matter to Christians?		L2.10 How do festivals and family life show what matters to Jewish people?		L2.5 Why do Christians call the day Jesus dies ‘Good Friday’?		U2.9 Why is the Torah so important to Jewish people?	U2.5 What do Christians believe Jesus did to ‘save’ people?	
UNIT 5	F5 what places are special and why?	Unit 1.2 Who do Christians say made the world?		Unit 1.4 What is the ‘good news’ Christians believe Jesus brings?		L2.4 What kind of world did Jesus want?		L2.6 For Christians, when Jesus left, what was the impact of Pentecost?		U2.4 Christians and how live: ‘What would Jesus do?’	U2.6 For Christians, what kind of king was Jesus?	
UNIT 6	F6 What times/stories are special and why?	Unit 1.9 How should we care for the world and for others and why does it matter? (Christians, Jews, Non-Religious).		Unit 1.8 What makes some places sacred to believers? (Christians, Muslims).		L2.12 How and why do people try to make the world a better place? (Christians, Muslims, Jews, Non-Religious).		L2.11 How and why do people mark the significant events of life? (Christians, Hindus, Non-Religious).		U2.10 What matters most to Humanists and Christians? (Christians, Muslims, Jews, Non-Religious).	U2.12 How does faith help people when life gets hard?	
End Point:	By the end of KS1 Children will be able to: ✓ Think, talk and ask questions about living in an amazing world ✓ Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians ✓ Give examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter ✓ Give examples of how Muslims put their beliefs about prayer into action ✓ Talk about what makes some places special to people, and what the difference is between religious and non-religious special places. ✓ 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.				By the end of LKS2 children will be able to: ✓ Recognise what a ‘Gospel’ is and give an example of the kinds of stories it contains ✓ 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. ✓ Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died ‘Good Friday’, giving good reasons for their suggestions. ✓ Identify some different ways in which Hindu’s worship				By the end of UKS2 children will be able to: ✓ Make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate. ✓ Relate the Christian ‘kingdom of God’ model (i.e., loving others, serving the needy) to issues and opportunities in the world. ✓ Describe ways in which Muslim sources of authority guide Muslim living ✓ Make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Devon and Torbay today ✓ Identify and explain beliefs about why people are good and bad. ✓ Give evidence and examples to show how Christians sometimes disagree about what God is like. ✓ Identify beliefs about life after death in at least two religious’ traditions, comparing and accounting for similarities and differences			

The Voices of Religious Education (Disciplinary Knowledge)

<p>Making sense of beliefs.</p> <p>Identifying and making sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.</p>	<p>Making connections.</p> <p>Evaluating, reflecting on and connecting the beliefs and practices studied allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.</p>	<p>Understanding the impact.</p> <p>Examining how and why people put their beliefs into action in diverse ways, within their everyday communities and in the wider world.</p>
<p>KS1</p> <p>I can:</p> <ul style="list-style-type: none"> ✓ Identify core beliefs and concepts studied and give a simple description of what they mean. ✓ Give examples of how stories show what people believe (e.g., the meaning behind a festival). ✓ Give clear, simple accounts of what stories and other texts mean to believers. 	<p>KS1</p> <p>I can:</p> <ul style="list-style-type: none"> ✓ Give examples of how people use stories, texts and teachings to guide their beliefs and actions. ✓ Give examples of ways in which believers put their beliefs into practice. 	<p>KS1</p> <p>I can:</p> <ul style="list-style-type: none"> ✓ Think, talk and ask questions about the ideas I have been studying. ✓ Give a good reason for my views and the connections they make.
<p>LKS2</p> <p>I can:</p> <ul style="list-style-type: none"> ✓ Identify and describe the core beliefs and concepts studied. ✓ Make clear links between texts/sources of authority and the key concepts studied. ✓ Offer suggestions about what texts/ sources of authority can mean and give examples of what these sources mean to believers. 	<p>LKS2</p> <p>I can:</p> <ul style="list-style-type: none"> ✓ Make simple links between stories, teachings and concepts studied and how people live, individually and in communities. ✓ Describe how people show their beliefs in how they worship and in the way they live. ✓ Identify some differences in how people put their beliefs into practice. 	<p>LKS2</p> <p>I can:</p> <ul style="list-style-type: none"> ✓ Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of my own clearly. ✓ Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how we think and live. ✓ Give a good reason for my views and the connections they make.
<p>UKS2</p> <p>I can:</p> <ul style="list-style-type: none"> ✓ Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions. ✓ Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts. ✓ Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority. 	<p>UKS2</p> <p>I can:</p> <ul style="list-style-type: none"> ✓ Make clear connections between what people believe and how they live, individually and in communities. ✓ Use evidence and examples to show how and why people put their beliefs into practice in different ways, e.g., in different communities, denominations or cultures. 	<p>UKS2</p> <p>I can:</p> <ul style="list-style-type: none"> ✓ Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g., believers and atheists). ✓ Consider and weigh up how ideas studied in this unit relate to my own experiences and experiences of the world today, developing insights of my own and giving good reasons for my views.

EYFS

<p>Unit F4: Being special: where do we belong?</p>	<p><u>Potential questions to explore</u></p> <ul style="list-style-type: none"> • How do we show respect for one another? • How do we show love/how do I know I am loved? • Who do you care about? How do we show care/how do I know I am cared for? • How do you know what people are feeling? • How do we show people they are welcome? • What things can we do better together rather than on our own? • Where do you belong? How do you know you belong? • What makes us feel special about being welcomed into a group of people? <p><u>Learning Outcomes/ Children will be able to:</u></p> <ul style="list-style-type: none"> • Retell religious stories making connections with personal experiences • Share and record occasions when things have happened in their lives that made them feel special • Recall simply what happens at a traditional Christian infant baptism and dedication • Recall simply what happens when a baby is welcomed into a religion other than Christianity. <p><u>Learning opportunities:</u></p> <ul style="list-style-type: none"> • One way of introducing this question is to ask a new mum to bring a baby into the class and talk about how the baby was welcomed into their family. • Talk about the idea that each person is unique and valuable. Talk about occasions when things have happened in their lives that made them feel special, from everyday events (a hug from mum/dad/carer/friend) and special events (birthdays). • Introduce the idea that religions teach that each person is unique and valuable too, for example by considering religious beliefs about God loving each person. Explore the Jewish and Christian ideas that God loves people even from before they are born (Psalm 139), and their names are written on the palm of God's hand (Isaiah 49:16). Children could draw around their hands, write their names on the palm and decorate. Also reflect on Christian beliefs about Jesus believing children to be very special. • Tell the story of Jesus wanting to see the children even though the disciples tried stopping them (Mark 10:13–16). • Explain how this belief that God loves children is shown in Christianity through infant baptism and dedication. • Consider signs and symbols used in the welcoming of children into the faith community e.g., water (pure and clean), baptismal candle. Look at photos, handle artefacts (robes, cards, etc.); use role play. • Talk about how children are welcomed into another faith or belief community e.g., the Islamic <i>Aqiqah</i> ceremony, whispering of <i>adhan</i> and cutting of hair; compare how non-religious families' welcome new babies; some atheists (people who believe there is no God) might hold a Humanist naming ceremony. • Consider ways of showing that people are special from other religions e.g., Hinduism: stories about Hindus celebrating Raksha Bandhan – which celebrates the special bond between brothers and sisters. A sister ties a band (or <i>rakhi</i>) of gold and red threads around the right hand of her brother.
<p>Unit F2: Why is Christmas special for Christians?</p>	<p><u>Potential questions to explore</u></p> <ul style="list-style-type: none"> • What special stories about Jesus are in the Bible? • Why do Christians perform Nativity plays at Christmas? • Why do Christians celebrate Jesus' birthday? • What special things do Christians do at Christmas to share God's love?

- What makes every single person unique and precious?
- How does the Christmas story tell Christians they are precious to God?

Learning Outcomes/ Children will be able to:

- Talk about people who are special to them
- Say what makes their family and friends special to them
- Recall simply what happens at a traditional Christian festival (Christmas)
- Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus
- Retell religious stories making connections with personal experiences.

Learning opportunities

- A way into this section could be to ask children to use special bits and pieces to make a lovely picture for a special person, talk about the person they have created it for and why they are special; then take it and give it to them.
- Show baby photos of known adults to the children. Can they match them to the adult photo?
- Use a story sack to introduce a crib scene, beginning with the three figures, Mary, Joseph and baby Jesus, and including shepherds, wise men, donkey, angels, etc. Discuss the children's knowledge about the role of each key figure as it appears, as the crib scene grows. Place the figures in a line of value, starting with the figure that the children think is the most important to the least important. Read the story of Christmas from a children's Bible, matching the figures as you read. Redo the value line, including what Christians might say – most would say Jesus is the most important: that God came to Earth as Jesus (the term for this is incarnation). Act out the story. Set up a Bethlehem stable filled with costumes and/or props for the children to re-enact the story.
- A parcel arrives in the classroom. Discover the contents with the children: birthday party props such as cake, candles, a banner, etc. Talk about children's own experiences of birthdays. Link to Jesus' birthday and Christmas celebrations with the next suggestion:
- Bring out a Christmas box containing traditional Christmas artefacts, such as Nativity scene, cards, decorations, Father Christmas, special food, etc. Share some traditional carols with the children and discuss where and why Christians sing carols.
- Talk about Christmas gifts and what the children would like. Connect with the story of the wise men who gave gifts to Jesus. Reinforce the most important gift to Christians would be Jesus. Mime passing a precious gift around a circle; discuss what children think it is. Link to how precious the Bible is to Christians. Christians believe God demonstrated his love for all people by sending Jesus to Earth – they say that shows how precious people are to God. Provide follow-up activities to respond to the story as part of your continuous provision, e.g. playdough, Nativity figures, Christmas cards and songs, etc.

Unit F1: Why is the word 'God' special to Christians?

Potential questions to explore

- What does the word 'God' mean?
- Which people believe in God?
- Which people believe God is the Creator of everything?
- What is amazing about the world?
- What do Christians say about God as Creator?
- What is the story that Christians and Jews use to think about the Creator?
- What do Christians and other people (including non-religious) think about the world and how we should treat it?

Learning Outcomes/ Children will be able to:

- Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world.
- Retell stories, talking about what they say about the world, God, human beings.
- Think about the wonders of the natural world, expressing ideas and feelings.
- Say how and when Christians like to thank their Creator.
- Talk about what people do to mess up the world and what they do to look after it

Learning opportunities

- One way into this unit might be to spend some time in the outside play area in various weathers, to experience the world as a way into talking about it. Display a large picture of the globe and show some pictures of animals from around the world (e.g. elephant, camel, kangaroo, sheep, blue whale, tuna, albatross). Help children learn the names and talk about where they can be found in the world. Talk about beautiful things in nature. Add the sun and moon to the display. Draw/paint/collage some pictures of their favourite creatures. Talk about things they find interesting, puzzling and wonderful about the world.
- Introduce the idea that quite a few people around the world think that the whole world was created by God. Read the creation story from a children's version of the Bible. Get children to point out which parts of the world were made on which day in the story, including animals and humans. Give children a chance to put some of the display pictures in the order of the story as they talk. Talk about the idea of a Creator. Talk about what is different about the creations they made (their paintings, etc.) and the idea Christians, Jews and Muslims have about God as Creator: they believe God created life. Talk about how special the word 'God' is for Christians (and others) – because they believe he is the Creator.
- Christians like to praise the Creator: talk about why they might like to do this. See if children have any ideas about what Christians might say to God in their prayers – thanking God for the world and for life. Show some clips of Christians singing praising songs (e.g. www.bbc.co.uk/programmes/p044h89p) in church and outside. Talk about why they do it, and what they are saying.
- Connect with idea of harvest celebrations as a way Christians thank their Creator. Find out what happens at a harvest service or take part in one if the timing of this unit is right. Sing some harvest songs (e.g., Out of the Ark Music's 'Combined Harvest' songs, Fischy Music, iSingPOP). Talk about how Christians like to bring food to the service, and then to share it with people who need it.
- Make links between how Christians think God is amazing, and so are careful with how they use his name; and how they think the world is amazing, so try to treat it well, and all creatures too. Decide as a class if children also think the world is amazing, whether or not they believe in God. Decide some things that children could do to treat the world and other people well. Try and do those things!

Unit F3: Why is Easter special for Christians?

Potential questions to explore

- What happens at the end of winter and the beginning of spring?
- How do 'dead' plants and trees come alive again?
- What do Christians believe happened to Jesus?
- Why do Christians think this is such an important story?
- What do Christians do at Easter?
- Why do we have Easter eggs?

Learning Outcomes/ Children will be able to:

- Recognise and retell stories connected with celebration of Easter
- Say why Easter is a special time for Christians
- Talk about ideas of new life in nature
- Recognise some symbols Christians use during Holy Week, e.g., palm leaves, cross, eggs, etc., and make connections with signs of new life in nature
- Talk about some ways Christians remember these stories at Easter.

Learning opportunities:

- A way into this unit could be to bring some crocus or daffodil bulbs and tree buds into the classroom early in the term and keep an eye on how they grow over the weeks.
- Recall any stories children have heard about Jesus in collective worship/assembly or in RE lessons.
- Unpack a bag containing items related to Palm Sunday (e.g., Bible or storybook of Palm Sunday, donkey mask, white cloth or robe, cut-out palm leaves, flags, ribbons, percussion, the word 'Hosanna'). Ask children what they think they are for.
- Tell the story of Palm Sunday. You could act it out, laying palm leaf cut-outs on the floor, etc., helping children to remember the story. Point out that people thought Jesus was going to come as a king and rescue them from the Romans – they wanted to be saved. Show some pictures of Palm Sunday celebrations (search 'Palm Sunday church') and find out about how Christians celebrate it today.
- Look at a palm cross – compare with the palm leaves from Palm Sunday. Compare with cross on hot cross buns. Talk about how the cross reminds Christians that the Bible says Jesus died on a cross, and then was buried in a cave tomb. Use a Story Bible or video clip (e.g., Channel 4's animated Bible stories) to tell the story. Use images and story cubes to get children to remember what happens in the story. (Note that with young children it is better not to focus too much on the death of Jesus, but to move on to Christian belief in resurrection.)

- Create an Easter Garden in the classroom (there are plenty of examples online) asking children what needs to be included – don't forget the cross. Help children to learn that most Christians believe Jesus did not stay dead but came to life again. That's why Easter is a happy festival for Christians. It is also why eggs are linked to Easter – symbols of new life.
- Connect with the idea of new life by looking at the buds and bulbs growing in your classroom and outside. Why not do an Easter egg hunt and get children to tell each other why eggs are part of Easter celebrations?
- Take photos of children's faces showing how Jesus' followers might feel at different stages of the story and get them to put the faces alongside a timeline of photos from Palm Sunday to Easter Sunday. Watch the CBeebies 'Let's Celebrate Easter' clips and make a collage cross.
- Talk to someone who celebrates Easter to find out what parts of the celebration are most special to them.

Unit F5:
Which places
are special
and why?

Potential questions to explore

- Where do you feel safe? Why?
- Where do you feel happy? Why?
- Where is special to me?
- Where is a special place for believers to go?
- What makes this place special?

Learning Outcomes/ Children will be able to:

- Talk about somewhere that is special to themselves, saying why.
- 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
- Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God
- Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church
- Express a personal response to the natural world

Learning opportunities:

- One way of introducing this question is to discuss places that are important to children, for example places to be happy, to have fun, to be quiet or to feel safe. When do they go to these places and what is it like being there? Use models to help children engage in small world play, to talk about what happens in a library, hospital, football ground etc., and why.
- Invite visitors to talk about/show pictures of places that are spiritually significant to them and say why they are special (e.g., special holiday destinations, or a childhood home, or a place where something memorable happened such as a concert, or the local park where they take children to meet together and play. This should build learning towards understanding special places for religious people). Children share and record their own special places in a variety of ways, drawing on all their senses, in a way that is meaningful to them.
- Use some pictures (e.g., a beach, a trampoline, a bedroom) to help children talk about why some places are special, what makes them significant and to whom. Talk about when people like to go there and what they like to do there.
- Consider a church building as a special place for Christians and/or a mosque as a special place for Muslims, where they worship God. Look at some pictures of the features (e.g., church: font, cross, candle, Bible; mosque: washing area, prayer hall, prayer mats, minaret). Talk about what makes this a place of worship. Imagine what it would be like to be there. Find out what people do there. Ask children to choose the most interesting picture(s) and collect children's questions about the image(s). You might get them to create a small world model of something they find in a place of worship, such as a cross or a pulpit.
- Visit a local church or other place of worship. Prepare lots of questions to ask; think about which parts of the building make them feel safe, happy, sad, special. Find out which parts are important for Christians/believers and why.
- Create a special place in the inside/outside area or wider school grounds: a space for quiet reflection. Talk about how to use this well, so that everyone can enjoy it. Go for a nature walk, handle and explore natural objects that inspire awe and wonder; talk about how our world is, and about looking after it. Put some of their ideas into practice, e.g., planting flowers, recycling, etc.

<p>Unit F6:</p> <p>Which stories are special and why?</p>	<p><u>Potential questions to explore</u></p> <ul style="list-style-type: none"> • What is your favourite story? • What do you like about it, and why? • What stories do you know about Jesus? • What do you think Jesus was (is) like? • Do you know any Bible stories? • What stories do you know that are special to Christians (or other faiths)? Who are the stories about? What happens in the story? Does the story tell you about God? • What do you learn? • What stories do you know that tell you how you should behave towards other people? • What are the similarities and differences between different people's special stories? <p><u>Learning Outcomes/ Children will be able to:</u></p> <ul style="list-style-type: none"> • Talk about some religious stories • Recognise some religious words, e.g., about God • Identify some of their own feelings in the stories they hear • Identify a sacred text e.g., Bible, Torah • Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the <i>Chanukah</i> story teaches Jews about standing up for what is right), etc. <p><u>Learning opportunities:</u></p> <ul style="list-style-type: none"> • One way of introducing this question is to ask children to bring favourite books and stories from home, choose the favourite story in the class, or the teacher could share her favourite childhood story and explain why she liked it so much. • Explore stories pupils like, retelling stories to others and sharing features of the story they like. Explore stories suggested below through play, role play, freeze-framing, model-making, puppets and shadow puppets, art, dance, music, etc. • Talk about the Bible being the holy book for Christians that helps them to understand more about God and people. Look at a range of children's Bibles to see how they are similar/different. Share a Bible story from a suitable children's Bible, e.g., Butterworth and Inkpen series, Scripture Union's <i>The Big Bible Storybook</i>. Hear and explore some stories from major faith traditions: choose from the following: • Jews and Christians share these stories (the Jewish scriptures are included in what Christians call the 'Old Testament'): e.g., David the Shepherd Boy (1 Samuel 17) and the story of Ruth (book of Ruth in the Bible). Jews read the story of <i>Chanukah</i> (found in the books of Maccabees, not included in the Christian Old Testament) Christians use stories Jesus told and stories from the life of Jesus: e.g., Jesus as friend to the friendless (Zacchaeus, Luke 19); saying 'thank you' (Ten Lepers, Luke 17:11–19); etc. • Muslims use stories about the Prophet Muhammad* e.g., Prophet Muhammad and the night of power, Muhammad and the cats, Muhammad and the boy who threw stones at trees, Bilal the first muezzin. • Hindus enjoy the story of Rama and Sita; the story of Ganesha; stories about Krishna; Reinforce this learning through follow-up activities: • Read and share the books in own time, on own or with friends. Role-play some of the stories using costumes and props.
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YEAR 1

YEAR 1

AUT 1 – Unit 1.10 What does it mean to belong to a faith community?

Specific content		Sequencing knowledge	Tier 2 and Tier 3 vocabulary
<ul style="list-style-type: none"> ✓ Recognise the importance of love ✓ What religious leaders teach us about love? ✓ Understand some religious welcome and wedding ceremonies ✓ Recognise the importance of communities in faith. 		<p>Prior knowledge:</p> <p>Future knowledge: in future units, children will examine faith communities in more depth and also the importance of caring for our communities.</p>	Baptism / naming ceremony e.g., brit bat or Aqiqah Faith Wedding Hymn Prayer Community
LESSON 1	<p><u>LO: I can recognise that loving others is important in lots of communities.</u></p> <ul style="list-style-type: none"> • Talk about stories of people who belong to groups. Find out about groups to which pupils belong, including their families and school, what they enjoy about them and why they are important to them. • Find out about some symbols of ‘belonging’ used in Christianity and at least one other religion, and what they mean • Christians: e.g., baptismal candles, christening clothes, crosses as badges or necklaces, fish/<i>ichthus</i> badges, ‘What Would Jesus Do’ (‘WWJD’) bracelets, a rosary, a Bible. • Muslims: e.g., an example of calligraphy, a picture of the Ka’aba, a <i>taqiyah</i> (prayer cap). • Jews: e.g., a <i>mezuzah</i>, a <i>menorah</i>, a Kiddush cup, <i>challah</i> bread, a <i>kippah</i>, symbols of belonging in pupils’ own lives and experience. <p>Please try to use the artefacts available in school.</p>		
LESSON 2	<p><u>LO: I can say what Jesus and one other religious leader taught about loving other people.</u></p> <ul style="list-style-type: none"> • Explore the idea that everyone is valuable. Tell the story of the Lost Sheep and/or the Lost Coin (Luke 15) to show how, for Christians, all people are important to God. Connect to teachings about how people should love each other too: e.g., Jesus told his friends that they should love one another (John 13:34–35), and love everybody (Mark 12:30–31). • Jewish teaching: note that Jesus is quoting the older Jewish command to love neighbours (Leviticus 19:18). • Muslim teaching: ‘None of you is a good Muslim until you love for your brother and sister what you love for yourself.’ 		
LESSON 3	<p><u>LO: I can give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony and suggest what the actions and symbols mean.</u></p> <ul style="list-style-type: none"> • Introduce Christian infant baptism and dedication, finding out what the actions and symbols mean. • Compare this with a welcoming ceremony from another religion either Judaism: naming ceremony for girls – <i>brit bat</i> or <i>zeved habat</i> or Islam: <i>Aqiqah</i>. • Explain that some atheists might have a Humanist naming ceremony. 		
LESSON 4	<p><u>LO: Identify at least two ways people show they love each other and belong to each other when they get married.</u></p> <ul style="list-style-type: none"> • Find out how people can show they love someone and that they belong with another person, for example, through the promises made in a wedding ceremony, through symbols (e.g., rings, gifts, standing under the <i>chuppah</i> in Jewish weddings). Listen to some music used at Christian weddings. • Find out about what the words mean in promises, hymns and prayers at a wedding. • Compare the promises made in a Christian wedding with the Jewish <i>ketubah</i> (wedding contract). • Compare some of these promises with those made in non-religious wedding ceremonies. Identify some similarities and differences between ceremonies. 		

LESSON 5	<u>LO: I can give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences.</u> TRIP or VISITOR. <ul style="list-style-type: none">Talk to Christians, and members of another religion, about what is good about being in a community, and what kinds of things they do when they meet in groups for worship and community activities.		
LESSON 6	<u>LO: I can talk about what I think is good about being in a community, for people in faith communities and for myself.</u> <ul style="list-style-type: none">Explore the idea that different people belong to different religions, and that some people are not part of religious communities, but that most people are in communities of one sort or another.Find out about times when people from different religions and none work together, e.g., in charity work or to remember special events. Examples might include Christian Aid and Islamic Relief, or the Royal British Legion Poppy Appeal and Remembrance Day on 11 November.		
YEAR 1			
AUT 2 – Unit 1.1 What do Christians believe God is like?			
Specific content		Sequencing knowledge	Tier 2 and Tier 3 vocabulary
<ul style="list-style-type: none">✓ To hear some parables and to discuss what they mean✓ To understand how Christians show faith through praise and worship.✓ To be able to give examples of how Christians show belief✓ To discuss what Christians believe God is like (loving and forgiving)		<p>Prior knowledge: In the previous unit, the children found out about faith communities, including Christianity.</p> <p>Future knowledge: In unit 1.2, the children look more into the beliefs of Christians and the role of God in the creation of the world</p>	Parable Jesus Bible Praise Worship Forgiveness.
LESSON 1	<u>LO: I can identify what a parable is and retell the story of the Lost Son</u> <ul style="list-style-type: none">Introduce idea that Christians believe in God; the Bible is the key way of finding out what they think God is like.Tell the story of the Lost Son (Luke 15:1–2, 11–32) using interactive and reflective story-telling techniques. Draw out the forgiveness and love shown by the father. Explain that the story is a ‘parable’ – a special story Jesus told to help people understand ideas. Parables might be harder to understand than some other stories as they have can have hidden meanings.		
LESSON 2	<u>LO: I can give a clear, simple account of what the story of the Lost Son means to Christians.</u> <ul style="list-style-type: none">Refer back to the key question: What do Christians believe God is like?Discuss: What might Christians understand about what God is like from this story? How might God be like the father? Look at the stories of the Lost Sheep and Lost Coin in Luke 15 as more examples.The Parable of the Lost Son teaches that God loves people, even when they go off on their own way. As a class think of ways that Christians might show how glad they are that God loves them so much e.g., sing praising songs, pray saying why they love God, read about God in the Bible, love people, forgive people, care for people, go to church, pray and talk to God, pray and ask God to help, be generous.		
LESSON 3	<u>LO: I can give an example of how Christians put their beliefs into practice in worship.</u> <ul style="list-style-type: none">Christians often understand the Parable of Lost Son as teaching them that God is loving and forgiving, and will forgive them too, and so forgiving and being forgiven is also important – they should also practise forgiveness. Talk about whether forgiving people is only important for Christians or for other people too.Talk about what happens in school if they do something wrong. Share any fresh start/new day practices you might have and the importance of forgiving pupils in school.Talk about other times when forgiveness is given (through role play, if appropriate): At home? At out of school clubs? How do parents forgive? Link this last question to God as a forgiving father in the Lost Son. Refer to the question ‘What do Christians believe God is like?’ – how fully can pupils answer this, focusing on understanding of the parable’s meaning?What happens when forgiveness is not given? Get pupils to practise saying ‘I’m very sorry’ and ‘That’s ok – I forgive you’ to each other around the class. Talk together: Is it good to forgive people? Why/why not? How does it feel if you don’t forgive? Why is it sometimes hard to forgive?		

LESSON 4	<p><u>LO: I can give at least two examples of a way in which Christians show their belief in God as loving and forgiving.</u></p> <ul style="list-style-type: none"> Listen to 'You Can Hold On' by Fischy Music (there is a free extract on www.fischy.com). Discuss the messages in the song. Write an extra verse to the song or even a class poem focusing on what it is like to forgive or not forgive. Explain that Christians often talk about there being four main types of prayer: praise, saying 'sorry', saying 'thank you' and asking for something. The story of the Lost Son might lead Christians to think it is very important to say 'praise' and 'saying "sorry"' prayers.
LESSON 5	<p><u>LO: I can think, talk and ask questions about what I have learned from the story of the Lost Son.</u></p> <ul style="list-style-type: none"> Look through the Lost Son and see if they can see what types of prayers the characters might say at different parts of the story and write some examples of characters' prayers. Compare with some Christian prayers from today (e.g., The Lord's Prayer, some examples online from Christian websites, e.g. www.prayerscapes.com/prayers/prayers.html).
LESSON 6	<p><u>LO: What do Christians believe God is like?</u></p> <ul style="list-style-type: none"> The story of the Lost Son teaches that, like the father in the story, God is loving and forgiving. Talk about how this makes a difference to how Christian's live.

YEAR 1		
SPR 1/SPR 2 - Unit 1.7 Who is Jewish and how do they live?		
Specific content	Sequencing knowledge	Tier 2 and Tier 3 vocabulary
<ul style="list-style-type: none"> ✓ Receive some understanding of the Jewish faith, including special objects and their belief in one God. ✓ Retell a significant Jewish story, such as David and Goliath ✓ Give some examples of Jewish celebration and compare these to their own. 	<p>Prior knowledge: Other faith communities were introduced in the first Year 1 unit.</p> <p>Future knowledge: the children look again at Jewish festivals in Year 3, unit 4.</p>	<p>Jewish Kosher Star of David Tenakh Shabbat</p>
LESSON 1/2	<p><u>LO: I can identify precious items in my home and understand what special objects Jewish people have in theirs.</u></p> <ul style="list-style-type: none"> As a way in, discuss what precious items pupils have in their home – not in terms of money but in terms of being meaningful. Why are they important? Talk about remembering what really matters, what ideas they have for making sure they do not forget things or people, and how people make a special time to remember important events. Find out what special objects Jewish people might have in their home (e.g., 'Through the keyhole' activity, looking at pictures of a <i>mezuzah</i>, candlesticks, <i>challah</i> bread, <i>challah</i> board, <i>challah</i> cover, wine goblet, other kosher food, Star of David on a chain, prayer books, <i>chanukiah</i>, <i>kippah</i>). Gather pupils' questions about the objects. As they go through the unit, pupils will come across most of these objects. Whenever they encounter an object in the unit, ensure that pupils have adequate time to focus on it closely and refer back to pupils' questions and help the class to answer them where possible. <p>*Try to have some of these items available for children to look at and investigate*.</p>	

LESSON 3/4	<p><u>LO: I can recognise the words of the Shema as a Jewish prayer.</u></p> <ul style="list-style-type: none"> Introduce Jewish beliefs about God as expressed in the Shema (Deuteronomy 6:4–9) i.e., God is one, that it is important to love God. (Note that some Jewish people write G-d, because they want to treat the name of God with the greatest respect.) Explore the meaning of the words, what they teach Jews about God, and how they should respond to God. Use this as the background to exploring <i>mezuzah</i>, Shabbat and Jewish festivals – how these all remind Jews about what God is like, as described in the Shema, and how festivals help Jewish people to remember him. Talk about the People of Israel as God’s <i>Chosen</i> or <i>Favoured</i> People. Look at a <i>mezuzah</i>, how it is used and how it has the words of the Shema on a scroll inside. Find out why many Jews have this in their home. Ask pupils what words they would like to have displayed in their home and why.
LESSON 5/6	<p><u>LO: I can retell some stories used in Jewish celebrations (e.g., Chanukah) and give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.</u></p> <ul style="list-style-type: none"> Look at some stories from the Jewish Bible (Tenakh) which teach about God looking after his people (e.g., the call of Samuel (1 Samuel 3). David and Goliath (1 Samuel 17)). Use a variety of interactive ways of learning about the stories, meanings and what happens at festivals: Sukkot: read the story, linking the Favoured People’s time in the wilderness and the gathering of harvest; find out why this is a joyous festival; build a <i>sukkah</i> and spend some time in it; think about connections pupils can make with people who have to live in temporary shelter today.
LESSON 7/8	<p><u>LO: I can retell some stories used in Jewish celebrations (e.g., Chanukah) and give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.</u></p> <ul style="list-style-type: none"> Chanukah: look at some art (e.g. www.artlevin.com); read the story and identify keywords; find out about the <i>menorah</i> (seven-branched candlestick) and how the nine-branched chanukiah links to the story of Chanukah. Explore how these experiences encourage times of reflection, thanksgiving, praise and remembrance for Jewish people.
LESSON 9/10	<p><u>LO: I can give examples of how Jewish people celebrate special times and make links between Jewish ideas of God found in the stories and how people live.</u></p> <ul style="list-style-type: none"> Find out what many Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, <i>challah</i>, bread, family meal, rest. Explore how some Jewish people call it the ‘day of delight’ and celebrate God’s creation (God rested on the seventh day). Put together a 3D mind-map by collecting, connecting and labelling pictures of all of the parts of the Shabbat celebrations. Talk about what would be good about times of rest if the rest of life is very busy and share examples of times of rest and for family in pupils’ homes.
LESSON 11/12	<p><u>LO: I can talk about what is good about reflecting, thanking, praising and remembering for Jewish people and myself.</u></p> <ul style="list-style-type: none"> Consider the importance and value of celebration and remembrance in pupils’ own lives. Experience celebrating in the classroom, with music, food or fun, and talk about how special times can make people happy and thoughtful. Make connections with the ways in which Jews celebrate, talk and remember, and talk about why this is so important to Jewish people, and to others.

YEAR 1
SUM 1 - Unit 1.2 Who do Christians say made the world?

Specific content	Sequencing knowledge	Tier 2 and Tier 3 vocabulary
<ul style="list-style-type: none"> ✓ Hear and retell the story of Creation from Genesis ✓ Understand that many faiths believe the world was created by a single God. ✓ Give an example of how Christians thank God. ✓ Discuss their views on how the world was created. 	<p>Prior knowledge: Year 1 unit 1.1 where the children have worked on Christian’s beliefs in what God is like.</p> <p>Future knowledge: In year 2, the children move onto studying the Christian festivals of Christmas and Easter in depth. In year 3 they look at the Creation story in terms of what Christians learn from it.</p>	<p>Genesis Creator Universe Harvest festival</p>

LESSON 1	<p><u>LO: I can think and talk about created things and creators.</u></p> <ul style="list-style-type: none"> Introduce this unit by spending some time with pupils experiencing nature. Ask pupils how they describe what they see and how they feel. Perhaps use the wild for learning garden. Explore the idea that created things have creators: look at some objects and see what pupils think their creators would be like (kind, clever, friendly, etc.). Look at objects in the natural world: suppose these objects have a creator, what do pupils think that this creator would be like?
LESSON 2	<p><u>LO: I can retell the story of creation from Genesis 1:1–2:3 and recognise that ‘creation’ is the beginning of the ‘big story’ of the Bible.</u></p> <ul style="list-style-type: none"> Introduce idea that many people (e.g., Jews, Christians and Muslims) believe that there is a Creator of the world, God. Set the scene for the story in Genesis 1: a story that tells Christians and Jews about God. Keep coming back to the idea that it tells believers about what the Creator is like as you tell the story in creative and exploratory ways (e.g., choose suitable music and dance moves for each day; use some poems, such as Steve Turner’s <i>In the beginning</i>; do drawings and paintings for each day, then sequence and retell the story to each other, etc.). Answer the key question: Who do Christians say made the world?
LESSON 3	<p><u>LO: I can give at least one example of what Christians do to say ‘thank you’ to God for Creation.</u></p> <ul style="list-style-type: none"> Talk about: if Christians believe God made the world, what should they do? Perhaps thank God. Look at some ‘thank you’ prayers Christians might say about the world, or some praise prayers about the Creator. Make links with grace before meals: many Christians thank God every time they eat. Find out some examples of these prayers and talk about why people say them. What difference does it make to how they live? Make links with Harvest, where Christians traditionally thank God for Creation: connect school harvest celebrations, church festivals and the idea of giving and sharing to those in need. It is not only Christians who are thankful for food, shelter, sunlight, water, crops, life. Talk about what things pupils are grateful for and who they could thank, e.g., parents, friends, shop keepers, dinner supervisors, delivery drivers, farmers, etc. Ask pupils to write some ‘thank you’ comments and to give them to the appropriate people.
LESSON 4	<p><u>LO: I can think, talk and ask questions about living in an amazing world.</u></p> <ul style="list-style-type: none"> Ask pupils what questions they would ask about living in an amazing world. Recall the story from Genesis 1. If there was a Creator and world maker they could ask, what questions would they ask the Creator? Many people do not believe that there is a creator, so talk about whether there are similar or different questions about our amazing Universe if there is no creator.

YEAR 1

SUM 2 - Unit 1.9 How should we care for the world and for others and why does it matter? (Christians, Jews, Non-Religious Views).

Specific content	Sequencing knowledge	Tier 2 and Tier 3 vocabulary
<ul style="list-style-type: none"> ✓ To know that all people are unique and special, and that this view is also held by major world religions ✓ That caring for the world is important, both in a religious and non-religious context. ✓ To discuss religious and secular stories of caring and friendship to see parallels ✓ To be introduced to the work of charities. 	<p><u>Prior knowledge:</u> The children earlier in the year have worked on faith communities.</p> <p><u>Future knowledge:</u> In the following year, the children work on sacred places in the world.</p>	<p>Blessed Values/ Golden rule Some religious charity names (e.g. CAFCOD) and non-religious (OXFAM)</p>

LESSON 1	<p><u>LO: I can identify a story or text that says something about each person being unique and valuable.</u></p> <p>Throughout this unit, make connections with pupils' prior learning from earlier in the year: what have they learnt about God and creation already, and how does this affect how people behave?</p> <ul style="list-style-type: none"> Introduce the idea that each person is unique and important; use teachings to explain why Christians and Jews believe that God values everyone, such as for Christians: Matthew 6:26; Jesus blesses the children (Matthew 19, Mark 10, Luke 18); for Jews and Christians: teachings such as Psalm 8 (David praises God's creation and how each person is special in it). Use the Golden Rule to illustrate a non-religious view of the value of all people. Give an example of a key belief some people find in one of these stories (e.g., that God loves all people). Look carefully at some texts from different religious scriptures about the 'Golden Rule' and see if the pupils can suggest times when it has been followed and times when it has not been followed. Talk about how the Golden Rule can make life better for everyone. Make cartoons to show their ideas.
LESSON 2	<p><u>LO: I can explain what Genesis 1 tells Christians and Jews about the natural world and how people can care for the World.</u></p> <ul style="list-style-type: none"> Recall earlier teaching about Genesis 1: retell the story, remind each other what it tells Jewish and Christian believers about God and creation (e.g., that God is great, creative, and concerned with creation; that creation is important, that humans are important within it). Talk about ways in which Jews and Christians might treat the world, making connections with the Genesis account (e.g., humans are important but have a role as God's representatives on God's creation; Genesis 2:15 says they are to care for it, as a gardener tends a garden). Investigate ways that people can look after the world and think of good reasons they this is important for everyone, not just religious believers. Make links with the Jewish idea of <i>tikkun olam</i> (repairing the world) and Tu B'shevat (new year for trees).
LESSON 3	<p><u>LO: I can give an example of how people show that they care for others.</u></p> <ul style="list-style-type: none"> Talk about the benefits and responsibilities of friendship and the ways in which people care for others. Talk about characters in books exploring friendship, such as Winnie the Pooh and Piglet or the Rainbow Fish. Explore stories from the Christian Bible about friendship and care for others and how these show ideas of good and bad, right and wrong, e.g., Jesus' special friends (Luke 5:1–11), four friends take the paralysed man to Jesus (Luke 5:17–26), 'The Good Samaritan' (Luke 10: 25–37); Jewish story of Ruth and Naomi (Ruth 1–4). Ask pupils to describe their friend's special skills, leading to the idea that we all have special skills we can use to benefit others. Read stories about how some people or groups have been inspired to care for people because of their religious or ethical beliefs e.g., Mother Teresa, Doctor Barnardo, Sister Frances Dominica, the Catholic aid agency CAFOD, the Jewish charity Tzedek; non-religious charities e.g. WaterAid and Oxfam. Also find out about religious and non-religious people known in the local area.
LESSON 4	<p><u>LO: I can give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</u></p> <ul style="list-style-type: none"> Having studied the teachings of caring, work together as a group to create an event e.g., a 'Thank you' tea party for some school helpers – make cakes and thank-you cards, write invitations and provide cake and drink, or organise a small fundraising event and donate the money to a local charity.

YEAR 2

YEAR 2

AUT 1 - Unit 1.6 Who is a Muslim and how do they live? Part 1

Specific content		Sequencing knowledge	Tier 2 and Tier 3 vocabulary
<ul style="list-style-type: none"> ✓ That Muslims believe in one true God and have many names for Allah to aid understanding. ✓ An understanding about the Shahadah ✓ Be able to retell stories from the Prophet Muhammad 		<p>Prior knowledge: This is the first unit that has studied the life of Muslims in depth, but the children have previously worked on faith communities.</p> <p>Future knowledge: Learning from this unit will continue in more depth later in Year 2.</p>	<p>Muslim Allah Shahadah Qur'an Prophet Muhammad</p>
LESSON 1 / 2	<p><u>LO: I can recognise the words of the <i>Shahadah</i>.</u></p> <ul style="list-style-type: none"> Introduce the idea that Muslims believe in Allah as the one true God ('Allah' is the word for 'God' in Arabic, not a name. In Islam, the central belief that there is only one God is referred to as '<i>Tawhid</i>'). Iman means belief, and it is expressed in the words of the <i>Shahadah</i> ('There is no God but God; Muhammad is the messenger of God'). Find out about the <i>Shahadah</i>, and how this is the most important belief for Muslims. It is part of Muslims' daily prayers, and also part of the Call to Prayer; its words are incorporated into the <i>adhan</i>, seen as the best first words for a baby to hear, whispered into their ear soon after birth. Talk about why it is used these ways, and how it shows what is most important to Muslims. To be a Muslim is to submit willingly to God – to allow Allah to guide them through life. 		
LESSON 3 / 4	<p><u>LO: I can identify some of the key Muslim beliefs about God found in the <i>Shahadah</i>.</u></p> <ul style="list-style-type: none"> Muslims believe it is impossible to capture fully what God is like, but they use 99 Names for Allah to help them understand Allah better. Explore some of the names and what they mean; look at some of them written in beautiful calligraphy. Ask the pupils to choose one of the names, think about what the name means and how this quality might be seen in their life or the lives of others. Respond to the sentence starters: <i>One beautiful name found in the Qur'an for Allah is... If I was... I would... If other people were... they would...</i> Ask the pupils to create some calligraphy around a 'beautiful name' of Allah; ask them to explain why this characteristic of God might be important to a Muslim. 		
LESSON 5 / 6	<p><u>LO: I can give examples of how stories about the Prophet show what Muslims believe about Muhammad and to guide their beliefs and actions.</u></p> <ul style="list-style-type: none"> Remind pupils that the <i>Shahadah</i> says Muhammad is God's messenger (many Muslims say 'Peace be upon him' after his name – or write PBUH). Examine the idea that stories of the Prophet are very important in Islam. They say a lot about what the Prophet Muhammad said and did, and these stories often teach Muslims an inspiring lesson. Muslims follow Allah (God), but they learn a lot from the Prophet's example. Give examples of some stories of the Prophet Muhammad e.g. The Prophet cared for all Allah's creation (the story of the tiny ants); Muhammad forbade cruelty to any animal and cared for animals himself to show others how to do it (the camel); he was considered very wise (Prophet Muhammad and the black stone); Muhammad believed in fairness and justice for all (Bilal the first muezzin was a slave to a cruel master. The Prophet's close companion, Abu Bakr, freed him, and made him the first prayer caller of Islam; see www.natre.org.uk/primary/good-learning-in-re-films). Talk about how these stories might inspire people today. 		

YEAR 2			
AUT 2 - Unit 1.3 Why does Christmas matter to Christians?			
Specific content		Sequencing knowledge	Tier 2 and Tier 3 vocabulary
<ul style="list-style-type: none"> ✓ To retell the story of the Nativity ✓ The significance of Jesus as God on Earth ✓ To learn from a Christian leader/ building about the importance of Christmas ✓ The elements of Christmas that are Christian, and ones that secular 		<p>Prior knowledge: In year 1, children have examined Christian's belief in God as the Creator but have not yet been introduced to Jesus. However, in EYFS the children have learnt the story of the Nativity</p> <p>Future knowledge: The children will also study the significance of Easter in this year.</p>	<p>Christmas as CHRIST MASS.</p> <p>Nativity</p> <p>Gospel</p> <p>Incarnation</p> <p>Advent</p> <p>Crib</p>
LESSON 1	<p><u>LO: I understand that the stories of Jesus' life come from the Gospels, and I can give a clear account of the story of Jesus' birth.</u></p> <ul style="list-style-type: none"> • Introduce this unit by looking for signs that Christmas is coming – signs of winter, decorations, adverts. Ask pupils why they think Christmas is important for Christians. • Tell some familiar stories about a character who appears to be someone he/she is not (e.g., <i>Beauty and the Beast</i>). • Look at a picture of baby Jesus from Christian tradition. What can pupils tell about him from the picture? • Tell the story of the Nativity from the Gospel of Luke, chapters 1 and 2. You could use a Christmas story trail (e.g., Experience Christmas from Jumping Fish). Set up some stations: Gabriel visits Mary; journey to Bethlehem; Jesus born and placed in manger; angels appear to shepherds; shepherds visit Mary. Pupils hear the story at each station then go back to their places and draw pictures/write sentences to retell the story. 		
LESSON 2	<p><u>LO: I can explain why Jesus is important for Christians and give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas.</u></p> <ul style="list-style-type: none"> • Most Christians believe he was very special – not an ordinary baby but God on Earth! Note that the word 'incarnation' means 'God in the flesh'. Christmas celebrates the Incarnation. • Who was Jesus? Why is he important? What would he go on to do/become? • Consider the conditions of Jesus' birth – from the responsibility of Mary to visitors at the birth, to gift giving and celebration. 		
LESSON 3	<p><u>LO: I can think, talk and ask questions about Christmas for people who Christians are and for people who are not</u></p> <ul style="list-style-type: none"> • Talk about Jesus' birth in the outhouse/stable – what were conditions like, and who visited? Luke's story talks about Jesus' birth being 'good news'. • Talk about who it might be good news for and why, and why Christmas is important for Christians. • Look at a selection of Christmas cards: which ones have got a clear link to the story in Luke? • Ask pupils to explain the links. Either visit a church to find out what will be happening around Christmas or get a local Christian leader to bring photos. • Find out about the colours the vicar/priest might wear; what other signs will there be about Jesus' birthday and that this is important to Christians? 		
LESSON 4	<p><u>LO: I can explain some advent traditions.</u></p> <ul style="list-style-type: none"> • Introduce the word 'advent' when Christians prepare for Jesus' arrival. Find out about some Advent traditions (e.g., Advent wreath, candle, calendar, making a crib scene, etc.). • Make connections with the kinds of decorations people put up for birthdays with those put up by Christians for Jesus' birthday. • What decorations would connect with the story in Luke? • Which ones are not connected to the Bible, but to other secular (non-religious) Christmas traditions? 		
LESSON 5	<p><u>LO: I can explain what I have to be thankful for and give reasons.</u></p> <ul style="list-style-type: none"> • People give gifts and they also say 'thank you' at Christmas. • Ask pupils to create the 'thank you' prayers of all the characters in the Nativity story in Luke. • Think about all the people pupils would like to thank at Christmas time. • Ask pupils to create some of their own 'thank you' statements and give them out. 		

YEAR 2		
SPR 1 - Unit 1.6 Who is a Muslim and how do they live? Part 2		
Specific content	Sequencing knowledge	Tier 2 and Tier 3 vocabulary
<ul style="list-style-type: none">✓ How Muslims treat the Qur'an.✓ About the five pillars and how these impact on the daily lives of Muslims✓ Hear the story of the first revelation to Muhammad.	<p>Prior knowledge: This unit was introduced earlier in Year 2, and this unit builds on some knowledge gained there.</p> <p>Future knowledge: In year 3, children learn about specific festivals and worship for Muslims, having done this for Christianity in Year 2.</p>	Muslim* Allah* Shahadah* Qur'an* Prophet Muhammad* Five pillars of Islam Revelation. *Introduced in previous linking unit
LESSON 1 /2	<p><u>LO: I can give examples of how Muslims put their beliefs about prayer into action.</u></p> <ul style="list-style-type: none">• Revisit the <i>Shahadah</i> – it says Muhammad is God's <i>messenger</i>. Now find out about the message given to Muhammad by exploring the story of the first revelation he received of the Holy Qur'an on the 'Night of Power'.• Find out about how, where, when and why Muslims read the Qur'an, and work out why Muslims treat it as they do (wrapped up, put on a stand, etc.).	
LESSON 3 /4	<p><u>LO: I can reflect on what lessons there might be from how Muslims live.</u></p> <ul style="list-style-type: none">• Introduce the idea of the Five Pillars as examples of '<i>ibadah</i>', or 'worship'. Reciting the <i>Shahadah</i> is one Pillar. Another is prayer, '<i>salah</i>'. Look at how Muslims try to pray regularly (five times a day). Find out what they do and say, and why this is so important to Muslims. What difference does it make to how they live every day? (Note that Units L2.9 and U2.8 will go into other Pillars in more depth, so only introduce the others at this point.)• How do Muslims set a good example to others? Consider whether prayer, respect, celebration and self-control are valuable practices and virtues for all people to develop, not only Muslims.	
YEAR 2		
SPR 2 –Unit 1.5- Why does Easter matter to Christians?		
Specific content	Sequencing knowledge	Tier 2 and Tier 3 vocabulary
<ul style="list-style-type: none">✓ The story of holy week, including crucifixion and resurrection.✓ About the terms Palm Sunday, Good Friday and Easter Sunday	<p>Prior knowledge: The previous unit in Y2 has introduced Jesus and the significance of Christmas to Christians.</p> <p>Future knowledge: This unit merges with the next, in which the children work to understand the "good News" that Jesus brings to Christians.</p>	The children have learnt some words that relate to Christmas. Easter Resurrection Holy week (inc. Palm Sunday, Good Friday and Easter Sunday) Crucifixion
LESSON 1	<p><u>LO: I can recognise that Incarnation and Salvation are part of a 'big story' of the Bible.</u></p> <ul style="list-style-type: none">• Introduce the unit by looking around for examples of the new life that comes in the spring. The story for Christians leads to the idea of new life.• Connect the idea of eggs, new life and the belief in Jesus' resurrection. Look at decorated Easter eggs – make some model eggs and decorate with scenes from Easter Sunday. Talk about the Christian belief that Jesus rises from death (resurrection) on the Sunday after his death, and how this shows Christians that Jesus has opened up a way for them to have a new life after they die – a life with God in heaven. This is part of the idea of 'salvation' – for Christians, Jesus offers to save them from death. Talk about why this is important for Christians – talk about the hope Christians have that heaven is a place without pain or suffering – a place of joy.	

LESSON 2	<p><u>LO: I can tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</u></p> <ul style="list-style-type: none">• Introduce the story of Holy Week. (Note that pupils should understand that this story takes place about 33 years after the events of the Nativity, even though pupils have only celebrated Christmas a few weeks ago).• Set up an Easter labyrinth or outdoor trail for pupils, including<ul style="list-style-type: none">○ 1) The entry into Jerusalem e.g., John 12:12–15.○ 2) Jesus’ betrayal and arrest at the Mount of Olives e.g., Luke 22:47–53.○ 3) Jesus dies on the cross e.g., Luke 23:26–56.○ 4) The empty tomb e.g., Luke 24:1–12; 5) Jesus’ appearance to Mary Magdalene and the disciples: John 20:11–23.• At each stop on the labyrinth, pupils should hear part of the story and have a chance to discuss and reflect on it, expressing their thoughts, feelings and questions. Make the labyrinth as sensory as possible: for example, have palm leaves to feel (and wave) for the entry into Jerusalem, and vinegar to smell for the crucifixion. Use a variety of active strategies to get pupils to become familiar with the story (e.g., simple role play, freeze-framing, simple diary entries for different characters, story-boarding, putting images in chronological order, retelling events to each other).• Talk about the emotions of Jesus’ followers during the week. Match the emotions to different characters at different times (e.g., being angry, sad, excited, worried, scared, surprised, happy, puzzled, overjoyed, etc.) Note the big change from Friday (sad) to Sunday (puzzled and overjoyed).	
LESSON 3	<p><u>LO: I can give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter.</u></p> <ul style="list-style-type: none">• Find out about how churches celebrate different parts of Holy Week,<ul style="list-style-type: none">○ Palm Sunday crosses○ Good Friday (church services, hot cross buns, Stations of the Cross)○ Easter Sunday (joyful songs, decorating crosses in church, giving and eating eggs).• Connect these practices with the events in the story. Make up some simple actions that help them to remember the story – and that could be used in Christian celebrations.	
LESSON 4	<p><u>LO: Think, talk and ask questions about whether the story of Easter only something has 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.</u></p> <ul style="list-style-type: none">• Ask pupils why people find it helpful to believe that there is life in heaven after death.• Make a link with the idea that, for Christians, Jesus brings good news (see Unit 1.4) – next unit (discuss briefly).• Give pupils time to reflect on the way the story changes from sadness to happiness, or from darkness to light. Give them a chance to paint some dark marks on a page, perhaps listening to some quiet music, then to paint some bright colours, with joyous music accompanying.• Ask them to talk about what it might feel like when something good happens after something sad.	
YEAR 2		
SUM 1 - Unit 1.4 What is the ‘good news’ Christians believe Jesus brings?		
Specific content	Sequencing knowledge	Tier 2 and Tier 3 vocabulary
<ul style="list-style-type: none">✓ That forgiveness is central to Christian belief.✓ About the peace Jesus brings to believers.✓ The importance of a church as a place to find forgiveness, peace and belief.	<p>Prior knowledge: The children have studied in Year 2 the Christmas and Easter storis.</p> <p>Future knowledge: The children look in more depth about the Creation and also the messages Jesus brought to Christians.</p>	<p>Gospel / Good news New Testament Forgiveness Peace</p>

LESSON 1	<p><u>LO: I can tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or ‘good news’ and explain what some texts in the Bible mean to Christians.</u></p> <ul style="list-style-type: none"> Ask pupils to come up with a list of 12 people (or professions) to change the world: who would they choose and why? The New Testament describes the 12 people Jesus chose – they were not necessarily the kinds of people pupils might expect. Read, dramatize and illustrate the following story about one of Jesus’ ‘world-changers’, Matthew the tax collector (Matthew 9:9–13). Tax collectors were reviled by the Jewish people because they worked for the occupying Roman forces. Explore how and why Matthew’s life was changed by his encounter with Jesus, ‘friend of the friendless’. (Compare with story of Zacchaeus, Luke 19:1–10; Matthew becomes one of Jesus’ 12 disciples.) These accounts are part of the ‘Gospel’ of Jesus, meaning ‘good news’. What was the ‘good news’ that Jesus brought?
LESSON 2 / 3	<p><u>LO: I understand that Jesus gives instructions to people about how to behave and I can give examples of how Christians follow his teachings.</u></p> <ul style="list-style-type: none"> Christians follow Jesus’ teachings about forgiveness, peace and bringing good news to the friendless. Forgiveness: Luke 6:37–38. Jesus teaches his followers that God forgives them, but they need to forgive others too. Talk about who needs forgiveness and how people might feel if they are forgiven. Pupils can talk about real life examples if appropriate. Talk about why forgiveness from God good news for Christians is and why forgiveness from people is important for all of us. What happens if someone does not forgive, compared with if they do? Peace: In John 14:27 Jesus promises his followers peace. Talk about things that stop us having peace (e.g., worry, illness, conflict, fear). Talk about and try out some ways in which people get peace (music, laughter, being quiet, exercise, saying sorry and being forgiven, a hug). How do Christians receive peace from Jesus? If they believe Jesus loves them and forgives them, how does that bring them peace? How is that ‘good news’ for Christians?
LESSON 4	<p><u>LO: I can give examples of how Christians put their beliefs into practice in the Church community and their own lives.</u></p> <ul style="list-style-type: none"> Explore some ways in which Christians try to bring Jesus’ ‘good news’ to others. For example, just like Jesus was ‘friend to the friendless’, Christians try to help people in need, e.g. local food bank; working with homeless people – look at Trinity Church, Cheltenham (trinitycheltenham.com) or St George’s Crypt, Leeds (www.stgeorgescrypt.org.uk/charity). Find out how Christians say sorry to God and receive forgiveness. Sometimes they say sorry in public (see some examples here: bit.ly/2ISR2Vo), sometimes in private (remember the ‘saying “sorry”’ prayers in Unit 1.1). Sometimes Christians say confession to a priest or vicar. Talk to a Christian to ask about why they say sorry, and what difference it makes to them, believing that God forgives them. Build on earlier learning about forgiveness as part of Jesus’ ‘good news’ for Christians.
LESSON 5	<p><u>LO: I can 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.</u></p> <ul style="list-style-type: none"> Ask pupils to investigate a church building and find out how it helps Christians remember the ways in which Jesus’ life and teaching offers them ‘good news’: where can Christians find friendship, peace and forgiveness in this place? E.g. how is prayer encouraged? (E.g. candles.); does it feel peaceful? Are there groups who promote friendship in this church? (Note that this leads well into Unit 1.8, which talks about what makes some places sacred to believers.) Explore the idea that offering friendship to others (especially the friendless), finding ways of being at peace and bringing peace, such as through forgiveness – these are all good things for people, not only Christians. Note that Christians believe they receive these things especially (but not exclusively) through Jesus.

YEAR 2

SUM 2 Unit 1.8 What makes some places sacred to believers? (Christians and Muslims)

Specific content		Sequencing knowledge	Tier 2 and Tier 3 vocabulary
<ul style="list-style-type: none"> ✓ Begin to understand some signs and symbols associated with major world faiths ✓ Study three major faith buildings: a church, a synagogue and a mosque ✓ Examine some major faith artefacts and how they are used. 		<p>Prior knowledge: The children have already examined the role of a church to Christians as a place of peace and faith.</p> <p>Future knowledge: In Year 3, the children continue to look at both Christianity and Islam. They complete a unit of Muslim festivals and also Jewish festivals.</p>	<p>Church: altar, cross, font, baptismal pool, pulpit.</p> <p>synagogue: ark, Torah scroll, <i>tefillin</i>, <i>tallit</i> (prayer shawl) and <i>kippah</i> (skullcap)</p> <p>mosque/masjid: prayer mat, prayer beads</p>
LESSON 1 / 2	<p><u>LO: I can talk about religious and non-religious special places people go to worship, what they do there and why they go.</u></p> <ul style="list-style-type: none"> Throughout this unit, make connections with pupils' prior learning from earlier in the year and in year 1: how do places of worship connect with Christian and Muslims/Jewish beliefs and practices studied? E.g. key stories of Jesus are shown in a church, including clear links to Easter; the mosque is used as a place of prayer, and often contains calligraphy; many Jewish symbols are seen in synagogues and in the home. Talk about how the words 'sacred' and 'holy' are used; what makes some places and things special, sacred or holy; consider what things and places are special to pupils and their families, and why. Do they have any things that are holy and sacred? VISIT TO CHURCH: Explore the main features of places of worship in Christianity and at least one other religion, ideally by visiting some places of worship. While visiting, ask questions, handle artefacts, take photos, listen to a story, sing a song; explore the unusual things they see, do some drawings of details and collect some keywords. Find out how the place of worship is used and talk to some Christians, Muslims and/or Jewish people about how and why it is important in their lives. Look carefully at objects found and used in a sacred building, drawing them carefully and adding labels, lists and captions. Talk about different objects with other learners. Notice some similarities and differences between places of worship and how they are used, talking about why people go there: to be friendly, to be thoughtful, to find peace, to feel close to God. Use the idea of community: a group of people, who look after each other and do things together. Are holy buildings for God or for a community or both? Talk about other community buildings, and what makes religious buildings different from, say, a library or school. 		
LESSON 2	<p><u>LO: I can identify objects used in worship in two religions and explain how they are.</u></p> <ul style="list-style-type: none"> Look at photos of different holy buildings and objects found inside them: can pupils work out which objects might go inside which building, and talk about what the objects are for? Match photos to buildings, and some keywords. Talk about why it is important to show respect for other people's precious or sacred belongings (e.g. the importance of having clean hands, treating objects in certain ways, or dressing in certain ways). Explore the meanings of signs, symbols, artefacts and actions and how they help in worship e.g. church: altar, cross, crucifix, font, lectern, candles and the symbol of light; plus specific features from different denominations as appropriate: vestments and colours, icons, Stations of the Cross, baptismal pool, pulpit; synagogue: ark, <i>Ner Tamid</i>, Torah scroll, <i>tzitzit</i> (tassels), <i>tefillin</i>, <i>tallit</i> (prayer shawl) and <i>kippah</i> (skullcap), <i>chanukiah</i>, <i>bimah</i>; mosque/masjid: <i>wudu</i>, calligraphy, prayer mat, prayer beads, <i>minbar</i>, <i>mihrab</i>, <i>muezzin</i>. 		

LESSON 3	<p><u>LO: I can identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</u></p> <ul style="list-style-type: none"> • Discuss simple examples of how people worship at a church, mosque or synagogue. • Think, talk and ask good questions about what happens in a church, synagogue or mosque. • Explore how religious believers sometimes use music to help them in worship e.g. Christians and Jewish people sing Psalms, hymns and prayers. These may be traditional or contemporary, with varied instruments and voices. Music can be used to praise God, thank God, say 'sorry' and to prepare for prayer. Muslims do not use music so freely, but still use the human voice for the Prayer Call and to recite the Qur'an in beautiful ways. • Listen to some songs, prayers or recitations that are used in a holy building, and talk about whether these songs are about peace, friendliness, looking for God, thanking God or thinking about God. How do the songs make people feel? Emotions of worship include feeling excited, calm, peaceful, secure, hopeful.
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YEAR 3

YEAR 3

AUT 1 L2.1 What do Christians learn from the Creation story?

Specific content		Sequencing knowledge	Tier 2 and Tier 3 vocabulary
<ul style="list-style-type: none"> ✓ A deepening understanding of the creation story and the type of God that created the universe. ✓ Study the “Fall” of Adam and Eve. ✓ Listen to and appreciate how Christians share their faith e.g., music/ festivals/ gatherings. 		<p>Prior knowledge: In Year 1, the children studied the story of the creation from Genesis.</p> <p>Future knowledge: A study of Christianity continues in a unit based on the sort of World Jesus wanted. In Year 6, children compare the Creation Story with Science.</p>	<p>The Creation story (revisited)</p> <p>Genesis</p> <p>Adam/ Eve and The Garden of Eden</p> <p>The Fall.</p>
LESSON 1	<p><u>LO: I can identify ‘wow’ factors in nature.</u></p> <ul style="list-style-type: none"> • As a way into the unit, get pupils outside to experience some of the sights and sounds of nature, focusing on what they find wonderful about the world, identifying ‘wow factors’ in nature. • Take photos for a display and add to it through the unit. 		
LESSON 2	<p><u>LO: I can place the concepts of God and Creation on a timeline of the Bible’s ‘big story’ from studying Genesis 1.</u></p> <ul style="list-style-type: none"> • Read the Jewish/Christian creation story, Genesis 1:1–2:3 (using e.g. the International Children’s Bible on www.biblegateway.com or Bob Hartman’s <i>Lion Storyteller Bible</i>). Ask pupils to say, write or draw what the story suggests is wonderful about the world. • Point out that Christians and Jews believe that God created the world. • From the story, collect some ideas about what kind of God it is who creates the world. • Count how many times the story says the world was ‘good’ or ‘very good’. • Talk about why humans are good in the story. • Add to the ideas about what God is like, according to this narrative. • Think about some ‘wow’ things people have created, including pupils. • Talk about how they have looked after these things and make the connection with Christian beliefs about God wanting humans to look after the world too. • Look at Genesis 1:28–30. Get pupils to make up some more detailed instructions from God to humans to keep the world ‘very good’. 		
LESSON 3 / 4	<p><u>LO: I recognise that the story of ‘the Fall’ in Genesis 3 explains why things go wrong in the world and why Christians might pray to God, say sorry and ask for forgiveness.</u></p> <ul style="list-style-type: none"> • Read Genesis 2:15–17 and chapter 3 in a dramatic and engaging way. Hot-seat the characters (get someone to be a spokesperson for God). Explore how this story teaches Christians that Adam and Eve went their own way, against God, and that this messed up everything. • Introduce the term ‘the Fall’, which describes the way Adam and Eve ‘fell’ from their close relationship with God. • Most Christians see this as a picture of how all people behave: everyone ‘sins’, they say; and that this is why people are separated from God and do bad things. • Find out a bit more about how Christians say sorry to God (see Units 1.1 and 1.4 – recap from KS1) and how Christians say this is needed because people sin and are separated from God and need to have that separation repaired (see units on Salvation). 		

LESSON 5	<u>LO: I can describe what Christians do because they believe God is Creator.</u> <ul style="list-style-type: none">Find some examples of how Christians follow God, wonder at how amazing God’s creation is, care for and try to look after the world – to be ‘stewards’ or ‘caretakers’. E.g. Mucknall Abbey, Worcestershire; A Rocha and their ‘Eco Church’ and ‘Living lightly’ campaigns. Find out what they think about God and find some evidence that they do these things because they believe in God as Creator.Find and listen to some songs and hymns that celebrate the Christian idea of God as creator (e.g. Fischy Music’s ‘Wonderful World’ and ‘Creator God’). Collect examples of things that Christians thank God for. Compare these with the ‘wow’ ideas in nature and from humans.In groups, discuss what pupils think Christians could learn about God, humans, animals, nature, creation, and caring for the world from the creation story.Ask them to decide which are the most important two for Christians and why – allow a range of views.Gather any questions pupils have about the ideas studied.Talk about whether believing in God might make a difference to how people treat the Earth or not.		
LESSON 6	<u>LO: I can ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.</u> <ul style="list-style-type: none">Remind pupils that many people are not Christians and don’t believe the world was created by God.Ask pupils to think of other reasons why nature/humans are important and why we should look after the world/each other.See if pupils decide upon one thing everyone in the class can try to do over the next week to make the world ‘very good’ (whether or not they believe in a God).		
YEAR 3			
AUT 2 L2.2 What is it like for someone to follow God?			
	Specific content	Sequencing knowledge	Tier 2 and Tier 3 vocabulary
	<ul style="list-style-type: none">✓ To be familiar with navigation around the Bible.✓ To hear the story of Noah and the covenant.✓ To identify the importance of promises.	<p><u>Prior knowledge:</u></p> <p>The children have previously studied major Christian festivals, including Christmas and Easter.</p> <p><u>Future knowledge:</u></p> <p>Further units on the promises Christians make by believing in God and the sanctuary of prayer follow.</p>	Old Testament and New Testament Covenant/ pact. Promise (in context of weddings/ Christenings)
LESSON 1	<ul style="list-style-type: none">Introduce pupils to the Bible: Old Testament and New Testament, books, chapters and verses.Teach them how to find their way around using book-chapter-verse.Explain that the stories of the Old Testament happened many years before Jesus, and that they focus on the friendship between the main characters (such as Noah, Abraham, Joseph) and God.		

LESSON 2 / 3	<p><u>LO: I understand the links between the story of Noah and the idea of covenant.</u></p> <ul style="list-style-type: none">Read the story of Noah from Genesis 6:5–9:17 (use a child-friendly version such as the <i>Lion Storyteller Bible</i>; compare with a full online version such as International Children’s Bible on www.biblegateway.com). Act it out in dramatic fashion! Ask pupils to think about the story: puzzling questions, favourite/least favourite parts, turning points, surprises, how they felt about the characters and events.List the qualities Noah had that made God choose him, and what Noah does in obedience to God.Collect together the rules God gives Noah and his family after the flood (Genesis 9:1–7). Compare this with the commands in Genesis 1:28 and 2:15–17 (link with Unit L2.1). Note that both stories show God giving humans some responsibilities – part of being the ‘People of God’ is trying to live by God’s commands.Ask pupils to define a ‘pact’ and talk about if they have ever made one. Explain that when God gives rules in the Noah story, he makes a covenant — a pact (Genesis 9:8–17). God is not just giving humans rules to obey, but he also has a promise to keep. Collect the promises he makes in the story. Talk about how the rainbow is used as a sign of hope for the future for God’s people and all creation. Get pupils to answer the questions: what was God’s covenant with Noah and what was it like for them to follow God?Think about the agreements/pacts/covenants people make (e.g. keeping to the rules in sport, shops giving customers goods they have paid for, friends playing when they have promised to do so). Remind pupils that God in the Noah story was trying to do away with evil in the world and make it a better place. In groups, list what they think we could do without from today’s world in order to make it a better place. Ask pupils to split their list into two categories: ‘Things we could stop’ and ‘Things we can’t stop’. Discuss how pupils in the class think they could help to stop items on the first list and pick two or three that everyone in the class will work hard to stop.		
LESSON 4	<p><u>LO: I can make links between promises in the story of Noah and promises that Christians make at a wedding ceremony</u></p> <ul style="list-style-type: none">Come up with a list of people who make promises, and the promises they make (e.g. Brownies, police officers, parents at christenings). Look at photos or watch a video of a Christian wedding. Building on learning from Unit 1.10, look at the promises people make to each other, and how this wedding is the beginning of a pact between the couple and – for Christians – with God too. Make connections with the promises in the story of Noah. Give pupils a list of promises, including ones that are not found in a wedding, and get them to work out which ones are real.		
LESSON 5	<p><u>LO: I can make links between the story of Noah and how we live in school and the wider world.</u></p> <ul style="list-style-type: none">Remind pupils how many Jews and Christians use the rainbow as a reminder of God’s promise, so they trust God to keep his promise; ask pupils to identify some symbols that show promises, commitment and hope at a wedding. Talk about what people can do to keep to their promises – starting with weddings but looking at all kinds of pacts/covenants we make. Talk about what is good about being able to trust each other when we make promises. Recall the unit question: what is it like to follow God? Christians say it includes trusting God, obeying God, believing that God promises to stay with them and to forgive, and believing that God will do this.		
YEAR 3			
SPR 1 - L2.9 How do festivals and worship show what matters to a Muslim?			
	Specific content	Sequencing knowledge	Tier 2 and Tier 3 vocabulary
	<ul style="list-style-type: none">✓ To explain what ibadah is and means to Muslims✓ To understand what Muslims believe God to be like✓ To understand the principles of Ramadan and the festival of Eid-ul-Fitr	<p><u>Prior knowledge:</u></p> <p>The children have studied how Muslims chose to lead their lives and understand the principles of the five pillars.</p> <p><u>Future knowledge:</u></p> <p>One further unit on being a Muslim in Britain is studied in Year 5.</p>	<p>Ramadan</p> <p>Eid-ul-Fitr</p> <p>Islam (peace)</p> <p>Surah</p> <p><i>rak’ah</i> (prayer positions),</p>
LESSON 1	<p><u>LO: I can explain what ibadah is and means to Muslims.</u></p> <ul style="list-style-type: none">To introduce this unit, recall learning from Unit 1.7 about <i>ibadah</i> (worship and belief in action).Remind pupils about the Five Pillars – they have explored <i>Shahadah</i> and <i>salah</i> already.This unit builds on that learning by digging a little deeper into prayer, then looking at fasting in Ramadan and the festival of Eid-ul-Fitr.Introduce the meaning of the words ‘Islam’ and ‘Muslim’: based on the Arabic root ‘slm’, which means peace; Islam means the peace that comes from being in harmony with God; and Muslim means one who willingly submits to God.		

LESSON 2	<p><u>LO: I can identify some beliefs about God in Islam, expressed in Surah 1.</u></p> <ul style="list-style-type: none"> • Read Surah 1 (chapter 1) of the Qur'an. • What does it tell Muslims about what God is like? • Explore how this chapter shows the nature of God in Islam (<i>Tawhid</i> – the oneness of God).
LESSON 3	<p><u>LO: I can make clear links between beliefs about God and <i>ibadah</i>.</u></p> <ul style="list-style-type: none"> • Explain to children that Muslims believe God is worth worshipping and that Muslims submit to God. • Re-visit salah – prayer five times a day. • Build on learning from Unit 1.6. Start by asking pupils why they think Muslims pray. • For Muslims, the God revealed in Qur'an Surah 1 is worth worshipping, submitting to and praying to. • Recalling basic introduction covered in Unit 1.6, look at what happens in prayer: the preparation and the <i>rak'ah</i> (prayer positions), etc. Use this to help find out about the significance of prayer to Muslims – why it is important to worship God and pray, and what difference it makes to Muslim ways of living; talk about how regular praying might make life easier and/or harder. • Compare prayer at home with Friday prayer at the mosque. • Look at the use of <i>subhah</i> beads as part of prayer. • How does prayer show what matters to a Muslim?
LESSON 4	<p><u>LO: To give examples of <i>ibadah</i> (worship) in Islam and describe what they involve.</u></p> <ul style="list-style-type: none"> • Children need to 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). • The mosque/<i>masjid</i> is important within the Muslim communities. • Explore how it is a place of prayer, teaching and community support.
LESSON 5	<p><u>LO: I can explain what happens for Muslims during Ramadan.</u></p> <ul style="list-style-type: none"> • Explain to the children that another of the Five Pillars is fasting during Ramadan. • Find out about the experiences of a Muslim fasting during Ramadan and how Muslims celebrate Eid-ul-Fitr at the end of the fast: • Explore how Muslims show self-control by fasting during Ramadan and why this is important. What are the benefits for Muslims of fasting, and what can they learn from this experience? • Explore the 'Night of Power' (Laylat-ul-Qadr) which is celebrated during the last ten days of Ramadan, to mark the giving of the Qur'an. What happens in the community and why? • Explore what happens in a Muslim household at Eid-ul-Fitr and how this shows that Muslims worship Allah. Why do they celebrate the end of Ramadan?
LESSON 6	<p><u>LO: I can ask questions about the value of submission and self-control to Muslims.</u></p> <ul style="list-style-type: none"> • Encourage the children to 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. • Willing submission to God is central to Islam; ideally Muslims demonstrate this through <i>ibadah</i>, worship. • What are the benefits for anyone of living a self-disciplined life? • What things might people who are not Muslims stop and reflect on five times a day, and what benefits could it have? • How can pupils live more harmoniously? What steps could the class, school, neighbourhood, country and world take to live in harmony?

YEAR 3		
SPR 2 L2.10 How do festivals and family life show what matters to Jewish people?		
Specific content	Sequencing knowledge	Tier 2 and Tier 3 vocabulary
<ul style="list-style-type: none"> ✓ The importance of the 10 commandments to the Jewish. ✓ The features of the festival of the Passover ✓ The significance of New Year as a fresh start. ✓ Yom Kippur (day of atonement) 	<p>Prior knowledge: In Year 1, children have studied how Jewish people live and also looked at Christian life and festivals. In Year 2.</p> <p>Future knowledge: One further Jewish unit occurs in Year 5, with a study of the Torah and its importance.</p>	Passover Exodus Rosh Hashanah and Yom Kippur Repentance deliverance atonement
LESSON 1	<p><u>LO: I can explain the importance of the Ten Commandments to Jewish people.</u></p> <p>This unit builds on learning from Unit 1.6 and explores the importance of the family and home in Judaism, as you look at ways in which festivals are celebrated. You could re-visit the celebration of Shabbat and deepen pupils' understanding in this context.</p> <ul style="list-style-type: none"> • Explain to the children that after their escape from Egypt, the Jewish people were given the Ten Commandments. <p>Consider the importance of the commandments to the Jewish people at the time, and why they are still important to Jews (and Christians) today.</p>	
LESSON 2	<p><u>LO: I can make links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people.</u></p> <ul style="list-style-type: none"> • Pesach/Passover: explore the epic story of the Exodus through text, art, film and drama, exploring the relationship between the people and God. • Find out how this dramatic story is remembered at the festival of Pesach and celebrated in Jewish homes, including the preparation and the seder meal. • Reflect on the important themes of Pesach (e.g. freedom, faithfulness of God; the Jewish people's place as God's Chosen or Favoured People – rescued from slavery to demonstrate this; brought into the Promised Land) and what Pesach means to Jews today. • Talk about the ways in which slavery is still present in the world today, and how important freedom is. What role do all of us have in bringing freedom? • Encourage children to consider the meaning of the Exodus story for Jews today. 	
LESSON 3	<p><u>LO: I can identify some Jewish beliefs about God, sin and forgiveness and describe what they mean.</u></p> <ul style="list-style-type: none"> • Rosh Hashanah and Yom Kippur: Explore Rosh Hashanah, the Jewish new year festival. • Consider how Jews examine their deeds from the past year and look to make a fresh start for the next one. • Find out about the <i>shofar</i>, eating sweet foods, <i>tashlich</i>. • Yom Kippur, the 'Day of Atonement': a day of fasting and praying for forgiveness; what happens and why; and the main themes of repentance, deliverance and salvation. • Consider how for Jews this is both solemn (because of the reality of sin) and joyful (God's readiness to forgive). (Note that some Jewish people write G-d, because they wish to respect the name of G-d and do not want it to be erased or defaced.) • Talk about the value in pupils' own lives of reflection, saying 'sorry', being forgiven and making resolutions to improve. 	
LESSON 4	<p><u>LO: I can describe how Jews show their beliefs through worship in festivals, both at home and in wider communities.</u></p> <ul style="list-style-type: none"> • Find out about some of the prayers and blessings that Jewish people say through the day (e.g. the Talmud teaches that Jews should say 'thank you' 100 times a day!) • The Siddur prayer book contains numerous '<i>baruch atah Adonai</i>' prayers – 'Blessed are you, King of the universe'. • What are the benefits of expressing gratitude regularly? • Note that non-religious people are encouraged to keep 'gratitude journals' today because it makes them happier. Make connections with the practice of gratitude in Jewish living (and other faith traditions). 	

LESSON 5	<p><u>LO: I can ask questions about whether it is good for Jews and everyone else to remember the past and look forward to the future.</u></p> <ul style="list-style-type: none"> Encourage children to make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas. Compare and consider the value of family rituals in pupils' own lives; make connections with the way Jewish family life and festivals encourage a reflective approach to life and living; talk about whether there are good opportunities for reflection, remembering past times and looking forward in school life as well.
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YEAR 3			
SUM 1 – L2.4 What kind of world did Jesus want?			
	Specific content	Sequencing knowledge	Tier 2 and Tier 3 vocabulary
	<ul style="list-style-type: none">✓ The role of the Disciples✓ About the Gospel✓ Be familiar with a story of the Leper and how this shows the world that Jesus wanted and how he wants his followers to behave.	<p><u>Prior knowledge:</u> In Year 2, children have studied Christian festival and the good news that Christians believe Jesus brings.</p> <p><u>Future knowledge:</u> In year 4, the children study the significance of Good Friday and also the impact of the Pentecost</p>	Disciples (and names) Gospel (reminder)
LESSON 1	<ul style="list-style-type: none">• Introduce this unit by getting pupils to think about their favourite possessions and what things they spend their time doing on a regular weekend.• Bring in some examples of your own favourite possessions and include some information about what you spend your time doing on a weekend.		
LESSON 2	<p><u>LO: I can make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’.</u></p> <ul style="list-style-type: none">• Read the account of Jesus calling his first disciples (Matthew 4:18–22).• Note what Jesus asks these people to do.• What would they have to give up?• How much would pupils be prepared to give up of their weekend routines?• Why did these men leave everything to follow Jesus?• Role-play this, getting pupils to suggest what the disciples thought and why. What might a ‘fisher of people’ be expected to do? Note that the word ‘Gospel’ means ‘good news’ – Jesus must have seemed like good news to them. This unit explores some examples of why people thought he and his message was ‘good news’.		
LESSON 3	<p><u>LO: I can identify texts that come from a Gospel, which tell the story of the life and teaching of Jesus.</u></p> <ul style="list-style-type: none">• Tell pupils that the story discussed in the previous lesson is part of a ‘Gospel’, which tells the story of the life and teaching of Jesus. It’s a kind of biography, and the writers made choices about what to include — they don’t tell everything he ever said and did (and not all Christians agree about whether they include the actual words of Jesus).• Ask pupils why they think Matthew included this story in his Gospel.• Why didn’t Matthew just give a list of qualities Jesus was looking for in a disciple — like a set of entry qualifications?		
LESSON 4	<p><u>LO: I can suggest ideas and then find out about what Jesus’ actions towards outcasts means for Christians.</u></p> <ul style="list-style-type: none">• Look at some other stories that show what kind of world Jesus wanted.• The story of the healing of the leper (Mark 1:40–44) would be a good place to start. Note how lepers were viewed at the time – as unclean and rejected and explore why Jesus touched and healed this person.• Discuss how Jesus’ practice of showing love to those most vulnerable and often rejected by society (also seen in the Good Samaritan - Luke 10:25–37) helped to show what kind of world Jesus wanted. How did he want his followers to behave?		

LESSON 5	<u>LO: I can give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus’ teaching in different ways.</u> <ul style="list-style-type: none">• Encourage the children to make links between the importance of love in the Bible stories they’ve looked at so far and life in the world today.• Can the children discuss real life examples of how Christians try to show love for others?• Perhaps the children can carry out some research OR can the children speak with a Christian (perhaps someone from the church) and write a report together?		
YEAR 3			
SUM 2 – L2.12 How and why do people try to make the world a better place?			
	Specific content	Sequencing knowledge	Tier 2 and Tier 3 vocabulary
	<ul style="list-style-type: none">✓ That many people request forgiveness for sins from their God.✓ That many faiths (and non-faiths) adhere to the golden rule and listen to their conscience.✓ To make the world better, many people support charity, and this is the same for people with faith.	<p>Prior knowledge: In year 1, the children learnt about how we should care for the world and the community</p> <p>Future knowledge: In Year 4 the children learn about significant life events and also things that matter to all people, regardless of faith.</p>	Mercy <i>tikkun olam</i> (mending the world) <i>tzedaka</i> (charity) Muslim belief in charity (<i>zakah</i>): Charity
LESSON 1	Throughout this unit, make connections with pupils’ learning from earlier in the year: what have they already learned about how believers try to live? Why do believers want to follow the commands and teachings of their traditions? <u>LO: I can identify some beliefs about why the world is not always a good place.</u> <ul style="list-style-type: none">• Encourage children to think about some of the ways in which the world is not such a good place: you could start small and local and end up big and global e.g. from upsetting people in the dinner queue through to messing up the environment. Talk about why people are not always as good as they could be.• Create a page in your values book to evidence these ideas and then link with the ideas below.• Connect with Units L2.1 and L2.4 which explore the idea for Christians (and Jews) that people prefer to do their own thing rather than obey the Creator (sin) and so keep needing to say sorry and ask for help. Recall that Christians believe God helps them through the Holy Spirit (see Unit L2.1). Muslims believe people do good and bad deeds, and also need God’s mercy.		
LESSON 2	<u>LO: I can make links between religious beliefs and teachings and why people try to live and make the world a better place.</u> <ul style="list-style-type: none">• Religions suggest that people need help and guidance to live in the right way. Explore teachings which act as guides for living within two religious traditions studied during the year, and a non-religious belief system, e.g. the Ten Commandments (Exodus 20:1–21, Deuteronomy 5:1–22), the Two Commandments of Jesus (Mark 12:28–34) and the ‘Golden Rule’ (Matthew 7:12). Note that the Golden Rule is important in many traditions, including for Humanists.• Ask children to work out what people must have been doing if they needed to be given those rules.• Do people still behave like that?• What difference would it make if people keep these guides for living? How would it make the world a better place?		
LESSON 3	<u>LO: To make simple links between teachings about how to live and ways in which people try to make the world a better place.</u> <ul style="list-style-type: none">• Over the next two lessons, children will explore some ideas and individuals that help inspire people to make the world a better.• Research the Jewish teaching of <i>tikkun olam</i> (mending the world) and <i>tzedaka</i> (charity)• Find some examples of Jewish charities who try to make the world better, what do they do and why? (e.g. Tzedek, Jewish Child’s Day)• Find out about the Jewish new year festival for trees (Tu B’shevat) and how that can ‘mend the world’.		

LESSON 4	<p><u>LO: To make simple links between teachings about how to live and ways in which people try to make the world a better place.</u></p> <ul style="list-style-type: none"> • Split the class in to two groups. • One group will research the Muslim belief in charity (<i>zakah</i>): find out what it is, and how Muslims give charity. • Use some examples of charities such as www.Islamic-Relief.org.uk or www.muslimhands.org.uk and find out how and why they help to make the world a better place. • The other group will explore the lives of inspirational Christians (e.g. Desmond Tutu, Martin Luther King Jr, Mother Teresa, etc.). Consider how their religious faith inspired and guided them in their lives, and their contribution to making the world a better place.
LESSON 5	<p><u>LO: Identify some differences in how people put their beliefs into action</u></p> <ul style="list-style-type: none"> • Recap previous lessons and consider how Jewish people, Muslims and Christians put their beliefs into action to try and make the world a better place. Compare the work of Christian Aid and Islamic Relief: can they change the world? • Compare non-religious ways of 'being good without God': e.g. what do Humanists use to guide their ways of living? Many use the Golden Rule (which is common across many religions too), using reason, listening to conscience. • Look at some inspiring Humanists who fight for justice (e.g. Annie Besant fought for women's rights) and why they did this. Look at the work of the secular charity, Oxfam. How have they made the world a better place?
LESSON 6	<p><u>LO: To suggest ideas about how to make the world a better place.</u></p> <ul style="list-style-type: none"> • Considering this units teaching and learning, children need to voice how they believe the world can be made a better place, making links with religious ideas studied, giving good reasons for their views. • Encourage pupils to reflect on the values of love, forgiveness, honesty, kindness, generosity and service in their own lives and the lives of others.

YEAR 4

YEAR 4 AUT 1 L2.3 What is the 'Trinity' and why is it important for Christians?

Specific content		Sequencing knowledge	Tier 2 and Tier 3 vocabulary
<ul style="list-style-type: none"> ✓ The importance of water in Christianity as a way to cleanse ✓ The story of Jesus's baptism ✓ The Holy trinity (God the Father and Creator, God the Son and Saviour, and God the Holy Spirit as the presence and power of God at work in all life today) 		<p>Prior knowledge: In year 2, the children found out about the Gospel (Good news) that Jesus brings.</p> <p>Future knowledge: Also in Year 4, the children explore Christianity on more depth, including the Pentecost and Good Friday.</p>	<p>Gospel (previously used in Year 2)</p> <p>Baptism</p> <p>Holy Trinity (saviour, Creator, Holy Spirit)</p>
LESSON 1	<p><u>LO: I can recognise what a 'Gospel' is and give an example of the kinds of stories it contains.</u></p> <ul style="list-style-type: none"> • Introduce the idea of a 'Gospel' — a life-story or biography of the life and teaching of Jesus. • Tell pupils the story from one of the four Gospels e.g. Matthew 3:13–17. • Ask what they think is going on. Ask for suggestions about the meaning of details: the water, the voice, the dove. 		
LESSON 2	<p><u>LO: I can explain what texts about baptism and the trinity mean to Christians today</u></p> <ul style="list-style-type: none"> • Reflect on the last lesson and make a link with why water is used in Christian baptism – because of its many symbolic meanings. Explore with the children how and why water is used as a symbol in Christianity: use some water to prompt pupils to think about how and when it can be cleansing, refreshing, life-giving, beautiful, dangerous, still, flowing, reflective, thirst-quenching • Recap on prior teaching of baptism (EYFS: Unit F4, Year 1 Units 1.8/1.10). • Re-tell the story of Jesus' own baptism. Ask pupils to draft a suggestion for a baptism prayer for a baby in a Christian family today: from their learning about Jesus' baptism, what kinds of words do they think will be in the prayer? Investigate what happens and what prayers are said at Christian baptisms and compare the official prayers with their suggestions: what did they miss out? (See e.g. Prayers for those being baptised (bettergatherings.com)). 		
LESSON 3	<p><u>LO: I can describe how Christians show their beliefs about God the Trinity in worship</u></p> <ul style="list-style-type: none"> • At the very start of Jesus' public life, it pictures the Trinity: the voice of God announces Jesus as the Son of God, and the Holy Spirit is present in the form of a dove. Christians believe that one important thing the story teaches is that Jesus is not just a good man, but God who has come to Earth to rescue humanity. • Following on from the last lesson, encourage children to notice where Christian belief in the Trinity (God as three persons in one: Father, Son and Holy Spirit) is shown in the celebrations. Explore the differences between baptising babies and adults. List similarities and differences between the celebrations and make connections with the story of Jesus' baptism. Remind pupils of the symbolism of water: list as many ideas as possible for what water symbolises in baptism. 		

LESSON 4	<u>LO: I can describe how Christians show their beliefs about God the Trinity in worship</u> <ul style="list-style-type: none">• Look carefully at two paintings of the Baptism (for example, by Verrocchio and Daniel Bonnell – see www.artbible.info and search ‘baptism’).• Discuss similarities and differences between how the different painters show God.• Recap the idea that Christians believe God is three in one: Father, Son and Holy Spirit. They sometimes describe the Trinity according to their different roles: God the Father and Creator, God the Son and Saviour, and God the Holy Spirit as the presence and power of God at work in all life today.• Ask pupils to list ways in which these pictures show this belief.• Ask the class to make their own pictures of the baptism of Jesus which include symbols for the voice of God and the Holy Spirit.		
LESSON 5 /6	<u>LO: I can make links between some Bible texts and the idea of God in Christianity.</u> <ul style="list-style-type: none">• Return to the unit question: What is the ‘Trinity’ and why is it important for Christians?• Ask pupils to express their response using symbols and art.• Use a triangle, a triptych or a three-piece Venn diagram and ask pupils to design a work of art for a church called ‘Holy Trinity’.• There are at least 7 churches named this in Devon alone holy trinity church Devon - Search (bing.com) — there are many hundreds in the UK.• Ask them to write a short piece to explain their artwork and the ‘big idea’.		
YEAR 4 AUT 2 L2.7 What do Hindus believe God is like?			
Specific content		Sequencing knowledge	Tier 2 and Tier 3 vocabulary
<ul style="list-style-type: none">✓ The importance of AUM✓ To see Braham as the Creator in Hindu faith.✓ Hindu versions of God and some parallels to other faiths, including Christianity.		<p><u>Prior knowledge:</u></p> <p>This is the first unit where Hinduism has been studied uniquely, though mixed faith units have started to talk about a world of differing faiths.</p> <p><u>Future knowledge:</u></p> <p>In the next unit, children look at life in Britain for Hindus today.</p>	AUM Brahman Deities Brahma, Vishnu and Shiva (the <i>Trimurti</i>)
LESSON 1	<u>LO: I can explain the meaning of ‘Aum’ to Hindus.</u> <ul style="list-style-type: none">• Show pupils a range of ‘Aum’ symbols in both 2D and 3D form. Ask if, where and when pupils have seen the sign before and what they think it means.• Explain that it is a symbol used in Hinduism. It is called ‘Aum’ and made up of 3 sounds: ‘A’, ‘U’ and ‘M’.• Many Hindus believe that it was the very first sound out of which the universe was created. It is a symbol and sound that is used by many Hindus to represent Brahman (God), the ultimate being, whose spirit is in everything.• Using water and salt, tell the story of Svetaketu to illustrate the idea of Brahman being invisible but in everything.		
LESSON 2	<u>LO: I can identify some Hindu deities and offer informed suggestions about what Hindu <i>murtis</i> express about God.</u> <ul style="list-style-type: none">• Illustrate how people (including pupils) can be described in different aspects (e.g. teacher, parent, netball player, friend, helpful, computer whizz, etc.).• Gather some photos to show these different ways of describing themselves – one photo would not be enough to show the ‘real you’.• Show some images of Hindu deities, Brahma, Vishnu and Shiva (the <i>Trimurti</i>) and their consorts, Saraswati, Lakshmi and Parvati.• Ask pupils to raise questions about each image – what do they suggest God is like?• Explore the idea that these deities are three ways of understanding God – three pictures to help Hindus relate to the impossible-to-understand Ultimate Reality, Brahman.• Look at different pictures of Hindu deities and see if pupils can identify common or distinctive features for each. What aspect of Brahman do they express?		

LESSON 3	<u>LO: I can make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God.</u> <ul style="list-style-type: none">Investigate a number of different statues and pictures of gods and goddesses to find out what ideas these show about the nature of God, for example, Ganesh (the remover of obstacles, and son of Shiva); Krishna (who comes to Earth to protect it, avatar of Vishnu); Parvati and Durga.		
LESSON 4	<u>LO: I can make links between beliefs about God and how Hindus live and worship (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali).</u> <ul style="list-style-type: none">Look at how Hindus often choose a deity to worship at a shrine in their own home.Find out about what happens at an act of puja at home, exploring it using the senses.Explore the story of Rama and Sita, from the Ramayana, celebrated at Diwali. Link to the idea of the <i>Trimurti</i> (Rama is another avatar of Vishnu).Introduce Diwali (more details on celebrating Diwali are explored in Unit L2.8).		
LESSON 5	<u>LO: I can raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today.</u> <ul style="list-style-type: none">Think about cycles of life, death and rebirth that we see in nature (e.g. seasons, seeds/bulbs, forest fires, etc.). Note how necessary they are for life.Talk about what pupils think death has to do with life; this Hindu idea suggests that death/destruction is often a necessary part of life.Connect with <i>Trimurti</i> – Brahma (Creator), Vishnu (Preserver) and Shiva (Destroyer). Explore the qualities of each of these deities in the context of the idea of the cycle of life.		
LESSON 6	<u>LO: I can make links between the Hindu idea of everyone having a ‘spark’ of God in them and ideas about the value of people in the world today, giving good reasons for my ideas.</u> <ul style="list-style-type: none">Talk about the idea for some Hindus that all living beings possess a ‘spark’ of Brahman, the Ultimate Reality.This ‘spark’ is known as ‘<i>atman</i>’ and means that all living beings are sacred and special.Talk about what difference this would make to how people treat each other and the natural world if everyone believed that all living beings contained the ‘spark’ of God.What is good about this idea?Is there anything helpful about it for people who are not Hindus, or who do not believe there is a god?Make a set of school rules for a world where everyone has an ‘atman’.Compare with the actual school rules: how far do we try to treat everyone as if they are special?		
YEAR 4 SPR 1 L2.8 What does it mean to be Hindu in Britain today?			
Specific content		Sequencing knowledge	Tier 2 and Tier 3 vocabulary
<ul style="list-style-type: none">✓ What being a Hindu is like in Britain including the use of a shrine?✓ How Hindus demonstrate their faith.✓ About a significant Hindu festival		<p>Prior knowledge: Hinduism as a faith was introduced in the previous unit. The children have previously looked at life in Britain if you are Jewish or a Muslim.</p> <p>Future knowledge: A final unit on Hinduism is studied in Year 6.</p>	<p>dharmā –Hindu’s whole way of life ‘Sanatan Dharma’, ‘Eternal Way’ Shrine. Diwali</p>

LESSON 1	<p><u>LO: I can describe how Hindus show their faith within their families in Britain today.</u></p> <ul style="list-style-type: none"> • Explain to children that ‘Hinduism’ is a European word for describing a diverse religious tradition that developed in what is now northern India. • People within the tradition itself often call Hinduism ‘Sanatan Dharma’, which means ‘Eternal Way’ and describes a complete way of life rather than a set of beliefs. • Introduce the word dharma – this describes a Hindu’s whole way of life, there is no separation between their religious, social and moral duties. • Find out about how Hindus show their faith within their families. Show pupils objects you might find in a Hindu’s home and why e.g. <i>murtis</i>; a family shrine; statues and pictures of deities; a <i>puja</i> tray including incense, fruit, bells, flowers, candles; some sacred texts such as the Bhagavad Gita, <i>Aum</i> symbols. Find out what they mean, how they are used, when and why. • Explore the kinds of things Hindu families would do during the week e.g. daily <i>puja</i>, blessing food, arti ceremony, singing hymns, reading holy texts, visiting the temple, etc. Talk about which objects and actions are most important and why. What similarities and differences are there with the family values and home rituals of pupils in the class?
LESSON 2	<p><u>LO: I can describe how Hindus show their faith within their faith communities in Britain today</u></p> <ul style="list-style-type: none"> • Explore what Hindus do to show their tradition within their faith communities. <p>Find out what Hindus do together and why e.g. visit the temple/<i>mandir</i>, performing rituals, including prayer, praise such as singing hymns/songs (<i>bhajans</i>), offerings before the <i>murtis</i>, sharing and receiving <i>prashad</i> (an apple or sweet) representing the grace of God, looking at Hindu iconography – make links with learning from Unit L2.7 about how the different images show the different characters and attributes of the deities.</p>
LESSON 3	<p><u>LO: I can describe how Hindus show their faith within their faith communities in Britain today</u></p> <ul style="list-style-type: none"> • Find out how Hindus celebrate Diwali in Britain today. • Show images of Diwali being celebrated (search online for local Diwali celebrations) and recall the story of Rama and Sita from Unit L2.7. • Identify the characters, connect with ideas of Rama as the god Vishnu in human form (avatar); examine the role of Sita; examine the use of light in Hindu celebrations to represent good overcoming bad, and Hindus overcoming temptation in their own lives; and the festival as an invitation to Lakshmi, goddess of prosperity and good fortune. • Ask pupils to weigh up what matters most at Diwali. Talk about whether Hindus should be given a day off at Diwali in Britain.
LESSON 4	<p><u>LO: I can describe how Hindus show their faith within their faith communities in Britain today</u></p> <ul style="list-style-type: none"> • Recap the previous session on Diwali and find out about other Hindu celebrations, e.g. Holi, or Navaratri/Durga Puja in Britain (e.g. BBC clip on Durga Puja in Kolkata here: BBC - Religions - Hinduism: Navaratri (Navratri)) • Talk about what good things come from sharing in worship and rituals in family and community. • Are there similarities and differences with people in other faith communities that pupils have studied already? • Are there similarities and differences with people who are not part of a faith community? • If possible, invite a Hindu visitor to talk about how they live/video chat, including ideas studied above.
LESSON 5	<p><u>LO: I can 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.</u></p> <ul style="list-style-type: none"> • Children to create a page in the Values scrapbook answering the following questions or sharing in a discussion/debate: <ul style="list-style-type: none"> ○ What is good about being a Hindu in Britain today? ○ Is taking part in family and community rituals a good thing for individuals? ○ Is taking part in family and community rituals a good thing for society?

YEAR 4 SPR 2 L2.5 Why do Christians call the day Jesus dies 'Good Friday'?

Specific content		Sequencing knowledge	Tier 2 and Tier 3 vocabulary
<ul style="list-style-type: none"> ✓ The idea that some believe Jesus died to pay the penalty of human sin. ✓ In depth study of the significant days of Easter. ✓ About the emotional impact of Jesus's death on those around him. ✓ About the significance of Holy week to Christians as a festival that is at least as important as Christmas and why it is called "Good" Friday. 		<p>Prior knowledge: Earlier in Year 4 the children gained an understanding of the Holy Trinity. In year 2, the children had looked at the significance of Easter.</p> <p>Future knowledge: Jesus as the Saviour is considered further in Year 5.</p>	<p>Previously introduced in Year 2 <i>Resurrection, Holy week (Palm Sunday, Good Friday and Easter Sunday), Crucifixion</i> Salvation</p>
LESSON 1	<p><u>LO: I can recognise the world 'Salvation' and that Christians believe Jesus came to 'save' or 'rescue' people</u></p> <ul style="list-style-type: none"> • Remind pupils that Christians believe humans are separated from God because they all sin – that is, they prefer to go their own way rather than God's. • Most Christians say that Jesus came to show people how to live a life of love and obedience – saving or rescuing them by helping them to live God's way. • Some Christians say Jesus did more – that he actually died to pay the penalty for all people's sin. This will be explored more in Unit 2.5. 		
LESSON 2	<p><u>LO: I can make simple links between the Gospel accounts and how Christians mark the Easter events in their communities</u></p> <ul style="list-style-type: none"> • Recap work on Holy Week from Unit 1.5 – what can pupils remember? • Get pupils to prepare to write a diary entry for Mary, the mother of Jesus, for three important days in Holy Week: Palm Sunday (entry to Jerusalem: Matthew 21:7–11); Good Friday (Jesus' death: Luke 23:13–25, 32–48); and Easter Sunday (Jesus is raised to life: Luke 24:1–12). • Use active strategies to tell the story of each day, discussing how Mary might be feeling – perhaps through some hot-seating, freeze-framing and role-play; explore questions pupils have about the stories, and any surprises for the characters and for pupils. • Create an emotion graph for Mary for the week. Use these to help pupils write a simple diary for the three days, showing ideas about what happened, how Mary might feel, and why she thought it happened. Would Mary call the day Jesus died 'Good Friday'? Would she say something different on Sunday? 		
LESSON 3	<p><u>LO: I can give examples of what Christians say about the importance of the events of Holy Week</u></p> <ul style="list-style-type: none"> • Talk about pupils' responses and reaction to the story of Holy Week: how did it make them feel? • How do they think Christians will feel as they read this account? • What would Christians learn from Jesus' example and teaching in these accounts? • Try and speak with someone from the Church to visit the school to discuss this in more detail. Link with next lesson. 		
LESSON 4	<p><u>LO: I can describe how Christians show their beliefs about Jesus and how they may feel during the events of Holy Week.</u></p> <ul style="list-style-type: none"> • Use visits, visitors, church websites and church programme cards to find photos and other information about what different churches do on Palm Sunday, Good Friday and Easter Sunday (e.g. types of service, music, readings, actions and rituals, colours, decorations). • Use this BBC clip to explore these ideas more fully: www.bbc.co.uk/programmes/p02mww94. • Record how Christians (e.g. Nathan and Lara in the clip) might feel on each Good Friday and Easter Sunday – perhaps compare their emotion graph with Mary's. • Talk about what Christians think about Jesus and the idea of 'salvation': one idea is that Christians see Jesus shows them how to live a life that pleases God, a life of love for all – 'saving' them from going the wrong path in life. • Design pages in the Values book to show the importance of each day – linking the texts, various Christian practices, and the meanings for Christians. 		

LESSON 5	<u>LO: I can offer informed suggestions about what the events of Holy Week mean to Christians</u> <ul style="list-style-type: none">• For people at the time, these three parts of the story provoke hope, sadness and joy.• Why was there hope as Jesus arrived as king? (E.g. the people were expecting God to rescue them and restore their land.)• Why was there sadness? (E.g. their king was killed, and everything seemed lost.)• Why was there joy? (E.g. Jesus was alive!)• You could annotate Mary’s emotion graph with these explanations.• Explore why these stories still provoke these emotions in Christians today. Compare with what brings hope, sadness and joy to pupils. Reflect on the key question: Why do Christians call the day their king died ‘Good’ Friday? (E.g. They think that Jesus rose from death – so Friday was not the end; and he opened up a way to heaven too, which Christians say is good news for all.)		
LESSON 6	<u>LO: I can raise thoughtful questions and suggest some answers about why Christians call the day Jesus died ‘Good Friday’, giving good reasons for their suggestions.</u> <ul style="list-style-type: none">• Children to answer this in writing or by recorded discussion and shared in Values book.		
YEAR 4 SUM 1 L2.6 For Christians, when Jesus left, what was the impact of Pentecost?			
	Specific content	Sequencing knowledge	Tier 2 and Tier 3 vocabulary
	<ul style="list-style-type: none">✓ Pentecost the Christian festival celebrating the descent of the Holy Spirit on the disciples of Jesus after his Ascension, held on the seventh Sunday after Easter✓ What Christians believe the Kingdom of Heaven is like.	<p><u>Prior knowledge:</u></p> Earlier in Year 4 the children gained an understanding of the Holy Trinity and a previous using looked in more depth at good Friday.	Pentecost. Ascension Kingdom of Heaven Disciples (previously introduced)
LESSON 1	<u>LO: I can offer informed suggestions about what the events of Pentecost in Acts 2 might mean</u> <p>Recall learning from Unit L2.5, about belief in Jesus’ death and resurrection.</p> <ul style="list-style-type: none">• Many Christians say Jesus was raised to new life to bring in a new ‘kingdom’ where God rules in people’s lives. The Bible says that Jesus went to heaven after his resurrection, leaving his disciples behind. They wanted to show everyone that God rules on Earth — but how?• Ask pupils what they think happens next. The story says God sent his Holy Spirit to empower the disciples.• Read or tell the story of Pentecost (Acts 2:1–15, 22 and 37–41), using a suitable translation (e.g. the International Children’s Bible on www.biblegateway.com).• Make it dramatic and exciting (fire, tornadoes, accusations of drunkenness, confusion and 3,000 people changing their lives!)• Ask ‘I wonder ...’ questions as you go: Why is the Spirit like a wind? Like a flame? Why do they appear drunk? Why did the people who listened come from 15 different countries? Consider pupils’ responses to the story — their questions, comments, surprises, puzzles.		
LESSON 2	<u>LO: I can make clear links between the story of Pentecost and Christian beliefs about the ‘kingdom of God’ on Earth</u> <ul style="list-style-type: none">• Since Pentecost, Christians have been trying to make the world look more like the kingdom of God.• Ask pupils to describe what it might be like, if the God described by Christians really did rule in everyone’s heart. Talk about why Christians would say God’s rule on Earth is a good thing today.• Look at the words of the Lord’s Prayer: what clues does that give to what Christians might believe the kingdom of God should be like?		

LESSON 3	<p><u>LO: I can give examples of what Pentecost means to some Christians now</u></p> <ul style="list-style-type: none"> • Pentecost is the Church's birthday. Ask pupils to suggest ways in which Christians should celebrate this birthday — the giving of the Holy Spirit. • List some activities Christians might do and say, where would this be, and why. • Think about ways of capturing the excitement of that first Pentecost with sound, movement, colour, and so on. Compare with examples of what churches do.
LESSON 4	<p><u>LO: I can make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now</u></p> <ul style="list-style-type: none"> • In the final part of the chapter, acts 2:41–47, 3,000 people accept Jesus as king of their lives, and join the 'kingdom of God'. • Ask pupils to use the text to find out what these new followers of Jesus were told to do, what they did and how they felt. • Connect with their learning on God as Trinity (Unit L2.3). Who or what do Christians think the Holy Spirit is? Why do Christians think the Holy Spirit is important now? Christians might say the Spirit of God is like a battery: Christians can't do God's work and live in God's way without the Holy Spirit's power. Find out more about Christian beliefs about the Holy Spirit (e.g. bit.ly/2mfD7fG) and list the ways in which Christians believe the Holy Spirit helps them.
LESSON 5	<p><u>LO: I can describe how Christians show their beliefs about the Holy Spirit</u></p> <ul style="list-style-type: none"> • Give pupils part of some artwork that shows the story (e.g. from www.artbible.info) and ask pupils to sketch the rest of the picture, from the story. • Compare with the original artwork to see what they included and left out. How have artists expressed the idea of the power of the Holy Spirit and the impact on the disciples and listeners?
LESSON 6	<p><u>LO: I can make links between ideas about the kingdom of God in the Bible and what people believe about following God today.</u></p> <ul style="list-style-type: none"> • Consider why quite a few people do not want to have God as 'king' in their life. • See if pupils can give some reasons, from people being atheists to preferring to make up their own minds about how to live. • Consider why Christians believe allowing God to rule in their life is a good thing, which guides and comforts them. • Ask pupils to explain what difference they think the giving of the Holy Spirit at Pentecost made to Christians, then and now.

YEAR 4 SUM 2 L2.11 How and why do people mark the significant events of life? (Christians, Hindus, Non-Religious).

Specific content	Sequencing knowledge	Tier 2 and Tier 3 vocabulary
<ul style="list-style-type: none"> ✓ The early life festivals of a range of faiths, preparing humans for their futures. ✓ Early festivals for non-religious people (e.g. naming ceremony) ✓ The importance of love and community to all people. 	<p><u>Prior knowledge:</u> In the mixed faith and non-religious units so far, the children have looked at sacred places and how to make the world a better place.</p> <p><u>Future knowledge:</u> Children move on to how faith helps people with life's challenges in Year 6. Death is a feature in older units.</p>	<p>Baptism (previously introduced) Communion Confession <i>bar/bat mitzvah</i>. Sacred thread ceremony.</p>
<p>Throughout this unit, make connections with pupils' prior learning from earlier in the year. Compare the ways Christians mark their journey through life with whichever religion has been studied this year, as well as non-religious responses, where appropriate. Note: Pupils may naturally bring up the topics of death or afterlife in this unit. If they do, discussions about these topics may be valid as part of pupils' RE in this unit and these discussions should be handled sensitively. However, these topics are not the main focus of this unit as they appear in the Upper Key Stage 2 units.</p>		

LESSON 1	<p><u>LO: I can identify some beliefs about love, commitment and promises in two religious traditions and describe what the rituals in these ceremonies mean</u></p> <ul style="list-style-type: none"> • Explore and use the religious metaphor of life as a journey. • What are the significant milestones on this journey? What other metaphors could be used for life? • Consider the value and meaning of ceremonies that mark milestones in life, particularly those associated with growing up and taking responsibility within a faith community. • How do these practices show what is important in the lives of those taking these steps?
Lesson 2	<p><u>LO: I can identify some beliefs about love, commitment and promises in two religious traditions and describe what the rituals in these ceremonies mean</u></p> <ul style="list-style-type: none"> • Explore the symbols and rituals used and the promises made; explore what meaning these ceremonies have to the individual, their family and their communities; reflect on the ongoing impact of these commitments: <ul style="list-style-type: none"> ○ Christians: e.g. Baptists/Pentecostals celebrate ‘believers’ baptism’, or ‘adult baptism’. ○ Church of England and Roman Catholic celebrations of infant baptism (note that infant baptism has been introduced in Units F4, 1.8, 1.10 L2.3 and L2.4, so build on that learning). ○ Roman Catholics celebrate first communion and confession; Church of England and Roman Catholics celebrate confirmation. ○ Hindus: sacred thread ceremony. ○ Jews: <i>bar/bat mitzvah</i>.
LESSON 3	<p><u>LO: I can offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today</u></p> <ul style="list-style-type: none"> • Consider whether and how non-religious people (e.g. pupils and families in your school who have no religious background; Humanists) mark these moments. Why are these moments important to people?
LESSON 4	<p><u>LO: I can make links between ideas and beliefs about love and commitment and how people in at least two religious traditions and identify differences in how people celebrate commitment</u></p> <ul style="list-style-type: none"> • Compare some different commitments held by believers in different religions – and by the pupils themselves. • Think about the symbolism, meaning and value of ceremonies that mark the commitment of a loving relationship between two people: compare wedding ceremonies and marriage commitments in two religious traditions e.g. Christian and Hindu/Jewish (NB: Christian and Jewish marriage was introduced in Unit 1.10, so build on that learning). What happens? What promises are made? Why are they important? What prayers are offered? • How do people’s religious beliefs show through these ceremonies and commitments? Compare with non-religious, civil wedding ceremonies.
LESSON 5	<p><u>LO: I can raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones</u></p> <ul style="list-style-type: none"> • Work with the metaphor of life as a journey: what might be the signposts, guidebooks, stopping points or traffic jams? Does religious or spiritual teaching have an impact on believers on life’s journey? • Create a ‘map of life’ for a Hindu, Jewish or Christian person, showing what these religions offer to guide people through life’s journey. Can anyone learn from another person’s ‘map of life’? Is a religion like a ‘map for life’?
LESSON 6	<p><u>LO: I can give good reasons why I think ceremonies of commitment are or are not valuable today.</u></p> <ul style="list-style-type: none"> • Encourage children to reflect on their own ideas about the importance of love, commitment, community, belonging and belief today. • Can they make links between ideas of love, commitment and promises from both a religious and a non-religious standpoint?

YEAR 5

YEAR 5 AUT 1 U2.1 What does it mean if Christians believe God is holy and loving?

Specific content		Sequencing knowledge	Tier 2 and Tier 3 vocabulary
<ul style="list-style-type: none"> ✓ The differences between God being loving and God being holy, using Bible text. ✓ The role of the cathedral in worship ✓ The comparison of what god is like for Christians, Jews and Muslims. 		<p>Prior knowledge: The children have studied Easter and the holy trinity in the previous year.</p> <p>Future knowledge: In the following units, the children see the importance of the Messiah.</p>	<p>Divine/ divinity Cathedral Psalm</p>
LESSON 1	<p><u>LO: I can explain connections between biblical texts and Christian ideas of God, using theological terms</u></p> <ul style="list-style-type: none"> • Ask pupils to put together some words to describe a divine being, a god. • If such a being existed, what would this god be like? Collect their ideas from their previous study of religions in RE, naming specific ideas from different traditions where they can. • Explore what Christians believe about God, using a selection of Bible texts, e.g. Psalm 103 (a prayer of King David); Isaiah 6:1–5 (where a prophet has a religious experience); and 1 John 4:7–13 (where one of the followers of Jesus writes a letter about what God is like). • Gather all the words and ideas describing what Christians believe about God and compare with pupils' ideas from the first section. • Explore which parts of the texts talk about God being holy and which are about God being loving. Examine the difference between these ideas, coming up with good definitions of both terms. 		
LESSON 2	<p><u>LO: I can make clear connections between Bible texts studied and what Christians believe about God.</u></p> <ul style="list-style-type: none"> • Medieval Christians built cathedrals 'to the glory of God'. • Talk about what kind of God cathedrals suggest the builders had in mind. • Investigate how different parts of cathedrals express ideas about God as holy and loving, connecting with the ideas about God learned earlier in the unit. 		
LESSON 3	<p><u>LO: I can show how Christians put their beliefs into practice in worship</u></p> <ul style="list-style-type: none"> • Listen to some Christian worship songs, both traditional and contemporary. • Find some that talk about God and look closely to work out how much they emphasise the idea of God's holiness and/or love. • (Modern songs can be found here: www.praisecharts.com/songs/ccli-top-100-songs and a list of more traditional hymns from BBC Songs of Praise here: bbc.in/1PSm10Q). 		

LESSON 4	<u>LO: I can weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today.</u> <ul style="list-style-type: none">• Ask pupils to express creatively the Christian ideas they have learned about God in this unit.• They should use symbols, images, signs and colours to represent the qualities and attributes explored.• Bear in mind the prohibition on depicting God in Judaism and Islam and teach appropriately for the pupils in your class.• Writing poems might be an acceptable alternative for classes with Jewish and Muslim pupils.		
LESSON 5/6	<u>LO: I can weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today.</u> <ul style="list-style-type: none">• Set a short writing task where pupils explain why it is important for Christians that the God they believe in and worship is not only holy, and not only loving, but holy <i>and</i> loving• Many people do not believe in God, so what kinds of guidelines for living might they draw up?• Compare with Humanist ideas. Consider whether these guidelines reflect more of a ‘holy’ or a ‘loving’ response to humanity: i.e. do they balance justice and mercy, are they more strict or relaxed, stern or forgiving?• Discuss how far it is good that there are strict rules and laws in the UK, and how far it is good that people can be forgiven.• Compare their own experiences: what are the advantages/disadvantages of having strict rules in a school (for example) or of being in a place where forgiveness is offered? What could the world do with more of?		
YEAR 5 AUT 2 U2.8 What does it mean to be a Muslim in Britain today?			
	Specific content	Sequencing knowledge	Tier 2 and Tier 3 vocabulary
	<ul style="list-style-type: none">✓ About the various groups within the faith.✓ The festival of Eid-ul-Adha✓ About forms of guidance and authority for Muslims.✓ About Pilgrimage (Hajj)	<p><u>Prior knowledge:</u> This unit builds on two previous units on Islam (1.6, L2.9) and some thematic study (e.g. 1.8, L2.12)</p> <p><u>Future knowledge:</u> This is the last primary unit on Islam. Secondary school have to teach RE to an agreed local syllabus, and parents have the right of withdraw.</p>	Prophet Sunni/Shi’a/Sufi Pilgrimage (Hajj)
LESSON 1/2	<p>Note that this unit builds on two previous units on Islam (1.6, L2.9) and some thematic study (e.g. 1.8, L2.12), so start by finding out what pupils already know. Recall key concepts: <i>ibadah</i>, <i>Tawhid</i>, <i>Iman</i> (see Guidance in Devon and Torbay syllabus p.142)</p> <p><u>LO: I can identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur’an</u></p> <ul style="list-style-type: none">• Set the context, using the information in the 2011 census (see Guidance in Devon and Torbay syllabus p.146). Ask pupils how many Muslims they think there are in Britain and in the local area.• This unit explores what it is like to be one of these Muslims. Talk about the fact that there are different Muslim groups.• The largest group (globally and locally) are Sunni; the next major group are called Shi’a; some Muslims are Sufi. Find out how many Sunni/Shi’a/Sufi mosques there are in your area/southwest.• Investigate the design and purpose of a mosque/<i>masjid</i> and explain how and why the architecture, artwork and activities (e.g. preparing for prayer) reflect Muslim beliefs.• Explore how Muslims put the words of the Qur’an and the words and actions of the Prophet Muhammad into practice, and what difference they make to the lives of Muslims, e.g. giving of <i>Sadaqat</i> (voluntary charity); respect for guests, teachers, elders and the wise; refraining from gossip; being truthful and trustworthy.• Find out about the festival of Eid-ul-Adha, at the end of <i>Hajj</i>, celebrated to recall Ibrahim’s faith being tested when he was asked to sacrifice Ismail.• Consider the significance of the Holy Qur’an for Muslims as the final revealed word of God: how it was revealed to the Prophet Muhammad by the Angel Jibril; examples of key stories of the Prophets (e.g. Ibrahim, Musa, Isa, Prophet Muhammad) noting how some of these stories are shared with Christian and Jewish people (e.g. Ibrahim/Abraham, Musa/Moses, Isa/Jesus); examples of stories and teachings, (e.g. Surah 1 <i>The Opening</i>; Surah 17 – the Prophet’s Night Journey); how it is used, treated, learnt.		

LESSON 3	<p><u>LO: I can describe ways in which Muslim sources of authority guide Muslim living</u></p> <ul style="list-style-type: none"> Find out about people who memorise the Qur'an and why (<i>hafiz, hafiza</i>). Find out about the difference between the authority of the Qur'an and other forms of guidance for Muslims: Sunnah (model practices, customs and traditions of the Prophet Muhammad); Hadith (sayings and actions of the Prophet Muhammad). Reflect on what forms of guidance pupils turn to when they need guidance or advice and examine ways in which these are different from the Qur'an for Muslims.
LESSON 4	<p><u>LO: I can make clear connections between Muslim beliefs and <i>ibadah</i> and give examples to show how Muslims put their beliefs into practice in different ways.</u></p> <ul style="list-style-type: none"> Give an overview of the Five Pillars as expressions of <i>ibadah</i> (worship and belief in action). Deepen pupils' understanding of the ones to which they have already been introduced: <i>Shahadah</i> (belief in one God and his Prophet); <i>salat</i> (daily prayer); <i>sawm</i> (fasting); and <i>zakah</i> (almsgiving). Introduce <i>Hajj</i> (pilgrimage): what happens, where, when why? Explore how these Pillars affect the lives of Muslims, moment by moment, daily, annually, in a lifetime.
LESSON 5	<p><u>LO: I can make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Devon and Torbay today</u></p> <ul style="list-style-type: none"> Think about and discuss the value and challenge for Muslims of following the Five Pillars, and how they might make a difference to individual Muslims and to the Muslim community (<i>ummah</i>). Investigate how they are practised by Muslims in different parts of Britain today. Consider what beliefs, practices and values are significant in pupils' lives.
LESSON 6	<p><u>LO: I can consider and weigh up the values of submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims</u></p> <ul style="list-style-type: none"> Children to consider the values from the LO. Children to consider how they affect the lives of Muslims today. Then, write a short response to how valuable they are to people who are not Muslims.

YEAR 5 SPR 1 U2.3 Why do Christians believe Jesus was the Messiah?

Specific content		Sequencing knowledge	Tier 2 and Tier 3 vocabulary
<ul style="list-style-type: none"> ✓ The role of the Messiah in Christianity. ✓ The role of the people who surrounded Jesus in the development of the faith. ✓ The relationship between a modern Christmas and the birth of Christ. ✓ Both the Jewish and Christian view of the Messiah 		<p><u>Prior knowledge:</u> Previous units have studied the Holy Trinity and the significance of Holy Week.</p> <p><u>Future knowledge:</u> The next Christian based unit considers decisions that Jesus would make in how He would want us to live.</p>	<p>Incarnation Messiah Saviour.</p>
LESSON 1	<p><u>LO: I can explain the place of Incarnation and Messiah within the 'big story' of the Bible.</u></p> <p>Read the 'big story' of the Bible in Guidance p.139 of the Torbay/Devon Syllabus as background for this unit. Recall the term 'incarnation' – Christian belief in Jesus as God 'in the flesh', one of the three persons of the Trinity – Jesus comes to heal the effect of sin and 'the Fall'.</p> <ul style="list-style-type: none"> Ask pupils to consider what kind of person is needed when people need help (e.g. if they are being bullied, in an accident, if one country is under attack from another one, etc.). Discuss the qualities someone might need to 'save' the situation. Outline the situation of the People of God (see Guidance p.139) – their land occupied by enemy forces for over 500 years, hopeful that God would send them a saviour – the hoped-for 'Messiah'. Ask pupils to list the qualities such a Saviour would need. 		

LESSON 2	<p><u>LO: I can identify Gospel and prophecy texts, using technical terms</u></p> <ul style="list-style-type: none"> Set pupils up as investigative journalists to find the answer to the question: Was Jesus the hoped-for Messiah? Give them the following Bible texts (from books of the prophets in what Christians call the Old Testament) that point out the Jewish expectation: Isaiah 7:14; Isaiah 9:6–7; Isaiah 11:1–5; Micah 5:2. Summarise the expectations creatively (e.g. an annotated ‘Wanted!’ poster for the Messiah).
LESSON 3	<p><u>LO: I can comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible</u></p> <ul style="list-style-type: none"> Read Matthew 1:18–24, 2:1–12 – texts from a Gospel. Ask your investigators to look for evidence in Matthew’s account that he saw Jesus as the Messiah – any clues that Jesus meets the expectations from the Isaiah and Micah texts? Interview some witnesses – get Mary, Joseph, Herod, some wise men into the class hot-seat and grill them. Write up the final news article, claiming the Messiah has arrived and it is Jesus, presenting evidence. (Note that while Christians believe Jesus – who was Jewish – was the promised Messiah, most Jewish people were not convinced at the time, and Jews today still don’t think he was.)
LESSON 4	<p><u>LO I can show how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas</u></p> <ul style="list-style-type: none"> Gather together all ideas pupils associate with Christmas. How many of them are to do with Christianity and Jesus? Investigate some Christian advertising campaigns to put across the ‘true meaning’ of Christmas as being about God sending a ‘Saviour’ (e.g. churchads.net/#sthash.zlXKBj2E.dpuf). What message are they putting across? How do they show the belief that Jesus was the Saviour, come to heal the division between people and God, and between people? Ask pupils to do their own advertising campaign, expressing the Christian meaning of Christmas, including the idea of incarnation. Explore how Christians might celebrate Christmas in ways that reflect the belief in a saviour bringing peace with God and good news for all people, e.g. helping at homeless shelters, www.presentaid.org or Urban Outreach’s ‘Christmas Dinner on Jesus’ programme: www.youtube.com/watch?v=ltpWf4k3LG8
LESSON 5	<p><u>LO: I can weigh up how far the idea of Jesus as the ‘Messiah’ is important in the world today and, if it is true, what difference that might make</u></p> <ul style="list-style-type: none"> Ask pupils to clearly express an answer to the unit question, giving good reasons: Why do Christians believe Jesus was the Messiah? Expand this idea: why do Christians believe the world needs a ‘Saviour’? Make connections with earlier learning about sin and ‘the Fall’ (see Unit L2.1). What difference would it make if everyone believed Jesus is the Saviour? Obviously, not everyone thinks Jesus is a Saviour sent from God. Explore the non-religious response that humans need to sort the world out by themselves: how might humans heal division and bring peace? Reflect on ways in which your pupils might make a difference.

YEAR 5 SPR 2 U2.9 Why is the Torah so important to Jewish people?

Specific content	Sequencing knowledge	Tier 2 and Tier 3 vocabulary
<ul style="list-style-type: none"> ✓ Identify and explain Jewish beliefs about God ✓ 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 	<p><u>Prior knowledge:</u> In Year 3, the children have looked at the Jewish faith and what matters to a Jewish family.</p> <p><u>Future knowledge:</u> This is the past study of Judaism in our curriculum. In year 7, the majority of our children will study Hanukah as the festival of Light.</p>	<p>Kosher Orthodox Torah (Law), Nevi’im (the Prophets), Ketuvim (the Writings).</p>

LESSON 1	<p><u>LO: I can identify and explain Jewish beliefs about God and give examples of some texts that say what God is like.</u></p> <p>Note that this unit builds on two previous units on Judaism (1.7, L2.10) and some thematic study (e.g. 1.8, L2.11, L2.12), so start by finding out what pupils already know.</p> <ul style="list-style-type: none"> Recap prior learning about Jewish beliefs about God in ‘the Shema’, including belief in one God and the command to love God with all their heart, soul and might. Recall where it is found (Deuteronomy 6:4–9), how it links to beliefs about God and its use in the <i>mezuzah</i>. Learn about Orthodox use of the Shema in the <i>tefillin</i>. (Note: some Jews do not write the name of God out fully, instead they put ‘G-d’ as a mark of respect, and so that God’s name cannot be erased or destroyed.) Find out more about the titles used to refer to God in Judaism and how these reveal Jewish ideas about the nature of God (e.g. Almighty, King, Father, Lord, King of Kings). Use some texts that describe these names (e.g. the Shema, Ein Keloheinu and Avinu Malkeinu – two Jewish prayers found in a <i>siddur</i>, a daily prayer book).
LESSON 2	<p><u>LO: I can make connections between Jewish beliefs about the Torah and how they use and treat it.</u></p> <ul style="list-style-type: none"> Find out about how a <i>Sefer Torah</i> (handwritten scroll) is produced, covered and treated and the reasons for this; how it is used each week in the synagogue and for the annual cycle of readings. Talk about the Jewish holy book – the Written Torah or TeNaKh: this name refers to Torah (Law), Nevi’im (the Prophets), Ketuvim (the Writings). (Note the overlap with the Christian Old Testament.) Look at some examples of texts and stories from these different parts of the Tenakh. Find out about the place of the Torah at the heart of Jewish belief and practice and the importance of regular Torah study for many Jews.
LESSON 3	<p><u>LO: I can make connections between Jewish commandments and how Jews live.</u></p> <ul style="list-style-type: none"> Build on prior learning: e.g. Recall the Creation story and how it is used at Rosh Hashanah; how Shabbat is inspired by God resting on day 7. Note how much of the Torah (the first five books of the Tenakh) is devoted to the story of Exodus and Passover, and the laws that were then given – and are still followed by the Jewish community today: the Torah contains 613 commandments (<i>mitzvot</i>), including the Ten Commandments. One group of these <i>mitzvot</i> deals with which foods may or may not be eaten. Find out about kosher food laws and how they affect the everyday lives of Jewish people. Note that not all Jews keep all these laws. Explore the fact that there is diversity within Judaism, which explains why Jews do not all keep the kosher laws in the same way. Find out some features of Orthodox and Progressive Judaism in relation to kosher, and Shabbat observance.
LESSON 4	<p><u>LO: I can give examples of how Jewish people put their beliefs in to practise.</u></p> <ul style="list-style-type: none"> Explore two synagogues: one Orthodox (e.g. www.birminghamsynagogue.com) and one Progressive (e.g. www.bpsjudaism.com). Compare them and find out similarities and differences: objects found in them: e.g. ark, <i>Ner Tamid</i>, <i>bimah</i>; layout, services (bit.ly/2m3QWwg for a comparison). Find out about the place of the synagogue in the life of the Jewish community.
LESSON 5	<p><u>LO: I can make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today</u></p> <ul style="list-style-type: none"> Find out about some contemporary Jews, both local and global. Use this to reflect upon the diversity of the Jewish community. Find out about local Jewish communities (www.jewishgen.org/jcr-uk/england_geographic.htm and www.jewishgen.org/jcr-uk/London/london_boroughs.htm)
LESSON 6	<p><u>LO: I can consider and weigh up the value of e.g., tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.</u></p> <ul style="list-style-type: none"> Reflect on the value of ritual and tradition in Jewish communities, comparing its value in schools, families and other communities.

YEAR 5 SUM 1 U2.4 Christians and how live: 'What would Jesus do?'			
Specific content		Sequencing knowledge	Tier 2 and Tier 3 vocabulary
<ul style="list-style-type: none"> ✓ Identify features of Gospel texts (for example, teachings, parable, narrative) ✓ Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community ✓ Make connections between Christian teachings and the issues, problems and opportunities in the world today. 		<p>Prior knowledge: By now, children will understand major festivals and the realisation that God is Holy and loving. They will know Jesus to be believed to be the Saviour.</p> <p>Future knowledge: In year 6, the children return to the concepts of Jesus as a Saviour and as a King.</p>	<p>Parable Gospel (repeated) Range of Christian teachings including peace, forgiveness and healing Sermon on the Mount</p>
LESSON 1	<p><u>LO: To identify features of Gospel texts and to take account of the context, suggest meanings of Gospel texts and compare their own ideas with ways in which Christians interpret biblical texts</u></p> <ul style="list-style-type: none"> • Examine Jesus' teaching about the two greatest commandments – to love God and love your neighbour (Matthew 22:36–40). • How do these help Christians to decide how to live? • Keep these commands in mind as pupils explore the following teachings. • Christians might ask 'What would Jesus do?' as they encounter issues in life. So, what <i>would</i> Jesus do? <p>Foundations for living: the wise and foolish builders: Matthew 7:24–27.</p> <ul style="list-style-type: none"> • Why did Matthew record these words? • Why did Jesus have to teach them? • What were people doing? • What did the wise and foolish builders learn? • So, what is the message for Jesus' listeners? • Is it the same message for Christians today? 		
LESSON 2	<p><u>LO: To make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</u></p> <p>Sermon on the Mount: Matthew 5–7.</p> <ul style="list-style-type: none"> • Note that these texts help Christians to think about 'what Jesus would do'. • Are there any surprising ideas in the passage? • Take extracts from the Sermon and ask pupils to suggest what they think they mean. • What does Jesus think people are like if he needs to give this sermon? Is he right? • Look for clues as to what people at the time thought was the right way to live. • In what way was Jesus' view different? If this is 'good news', who is it good news for? • Collect the vivid metaphors/similes Jesus uses. • What are the most effective for communicating Jesus' teaching about loving God and neighbour? 		
LESSON 3	<p><u>LO: To 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.</u></p> <p>A healing miracle: The Centurion's Servant: Luke 7:1–10.</p> <ul style="list-style-type: none"> • Dramatise this story. • For whom does Jesus bring 'good news' here? • Remember that the Romans were the occupying forces in Israel. Jesus' 'good news' is meant to extend beyond the 'people of God'. 		

LESSON 4	<u>LO: To 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.</u> <ul style="list-style-type: none">Explore ways in which Christians try to use Jesus’ words as their ‘foundations for living’:Prayer: recall the common components of Christian prayer – praise, confession, asking, thanking [see units 1.1 and 1.4]; find some examples of Christian prayers; what prayers might Christians say on the topics of justice, health, kindness or peace, linking to the Sermon on the Mount?Justice: there are many people who are persecuted and who mourn; look at the work of Christian Aid in trying to bring justice www.christianaid.org.uk/whatwedoIllness and healing: e.g. explore the work of www.leprosymission.org.uk and its connection with Jesus’ life and teachings; find out about the role of the Roman Catholic Church – it runs over 5,000 hospitals, 17,000 dispensaries, 577 leprosy clinics and over 15,000 houses for the elderly and chronically ill (see Catholic Herald, bit.ly/1UgFgl1): how do they put Jesus’ teachings into practice?Turning enemies into friends: Jesus talks about turning the other cheek, not using violence: find out about Christian Peacemaker Teams, who stand between warring forces to stop violence (cpt.org/work); look at the work of Desmond Tutu and the Truth and Reconciliation Commission, or stories from the Forgiveness Project, or Taizé. Can pupils work out what it is that helps people to forgive? Is there anything we can learn from these examples?		
LESSON 5	<u>LO: To articulate my own responses to the issues studied this unit, recognising different points of view.</u> <ul style="list-style-type: none">Look at ways in which people show generosity to those in need, e.g. supporting foodbanks, volunteering for charities.Non-religious and people of other faiths are also committed to serving others; why do they do it?Which of these examples is the most inspiring to pupils? Are there any practical ways they can help people in need? Should they?		
YEAR 5 SUM 2 U2.10 What matters most to Humanists and Christians? (Christians, Muslims, Jews, Non-Religious).			
	Specific content	Sequencing knowledge	Tier 2 and Tier 3 vocabulary
	<ul style="list-style-type: none">✓ 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	<p>Prior knowledge: In year 3, the children considered charity, and the Golden Rule that many people support regardless of faith.</p> <p>Future knowledge: In year 6, there is a final consideration of the use of faith to support people, and also a consideration of Creation for all people.</p>	Humanist Fallen Moral code/ morality Values/ Core Values Moral purpose
LESSON 1	<u>LO: To identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)</u> <ul style="list-style-type: none">Talk about what kinds of behaviour and actions pupils think of as bad (examples from films, books, TV as well as real life).Rank some of these ideas – which are the worst, and which are less bad? Why?Reflect on the question: why do people do good things and bad things?Are we all a mixture of good and bad? Explore pupils’ answers.		
LESSON 2	<u>LO: To 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’)</u> <ul style="list-style-type: none">Make a link with previous learning on the Christian belief about humans being made in the image of God (Genesis 1:28) and also sinful (the ‘Fall’ in Genesis 3).Why do some Christians think this is a good explanation of why humans are good and bad? Note that not everyone agrees with this idea.Other faith traditions have different explanations.People who are non-religious may just say that people have developed with a mix of good and bad.Humanists are one group of non-religious people (see Guidance p.145); they say that humans should work out their own way of being good, without reference to any ‘divine being’ or ancient authority: they say people can be ‘good without god’.		

LESSON 3	<p><u>LO: To make clear connections between Christian and Humanist ideas about being good and how people live and suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</u></p> <ul style="list-style-type: none"> • Talk about how having a 'code for living' might help people to be good. • Look at a Humanist 'code for living', e.g. Be honest; Use your mind to think for yourself; Tell the truth; Do to other people what you would like them to do to you. • How would this help people to behave? • What would a Humanist class, school or town look like? • Explore the meanings of some big moral concepts, e.g. fairness, freedom, truth, honesty, kindness, peace. • What do they look like in everyday life? • Give some examples.
LESSON 4	<p><u>LO: To make clear connections between Christian and Humanist ideas about being good and how people live and suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</u></p> <ul style="list-style-type: none"> • Christian codes for living can be summed up in Jesus' two rules: love God and love your neighbour. • Explore in detail how Jesus expects his followers to behave through the story of the Good Samaritan (Luke 10:25–37) and Jesus' attitude on the cross (Luke 23:32–35). • Jesus talks about actions as fruit. What does he mean? • If a person's intentions are bad, can their actions produce good fruit?
LESSON 5	<p><u>LO: To make clear connections between Christian and Humanist ideas about being good and how people live and suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</u></p> <ul style="list-style-type: none"> • Consider similarities and differences between Christian and Humanist values. • They often share similar values but the beliefs behind them are different – see Unit U2.11 for more. • What have pupils learned about what matters most to Humanists and Christians?
LESSON 6	<p><u>LO: To raise important questions and suggest answers about how and why people should be good and to make connections between the values studied and their own lives, and their importance in the world today.</u></p> <ul style="list-style-type: none"> • Discuss what matters most, e.g. by ranking, sorting and ordering a list of 'valuable things': family/friends/Xbox/pets/God/food/being safe/being clever/being beautiful/being good/sport/music/worship/love/honesty/human beings. • Get pupils to consider why they hold the values they do, and how these values make a difference to their lives. • Consider some direct questions about values: • is peace more valuable than money? • Is love more important than freedom? • Is thinking bad thoughts as bad as acting upon them? • Notice and think about the fact that values can clash, and that doing the right thing can be difficult. • How do pupils decide for themselves?

YEAR 6

YEAR 6 AUT 1 U2.2 Creation and science: conflicting or complimentary?

Specific content		Sequencing knowledge	Tier 2 and Tier 3 vocabulary
<ul style="list-style-type: none"> ✓ Understand what type of text some Christians say Genesis 1 is, and ✓ 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 ✓ Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account 		<p>Prior knowledge: At the end of year 6, children worked on the need for a moral code in society, regardless of a religious view and so are now able to make comparison more easily between a religious and not religious outlook.</p> <p>Future knowledge: In year 7-9, pupils begin to look at other views of religions and how this differ/ stay the same for non-religious people (e.g. attitudes to marriage, crime, drugs and women)</p>	<p>Genesis 1 Creation story “The Message” of Genesis Cosmology Evolution (links with science unit for Year 6)</p>
LESSON 1	<p><u>LO: To identify what type of text some Christians say Genesis 1 is, and its purpose.</u></p> <p>As preparation for this unit, revise work on genre with pupils. Give them a range of text types (e.g. newspaper, poem, prayer) and match them to the possible author and audience.</p> <ul style="list-style-type: none"> • Read Genesis 1:1–2:3 in creative and interactive ways. Talk about what the story means, how it makes them feel, and any surprising, interesting or puzzling moments. • Suggest to pupils that this text is a detective story or a newspaper report. • Ask them to find any evidence for or against these ideas. • Ask them to suggest what type of writing/genre it is and why they think that. • Think about the context of the story – it’s at least 2,500 years old and written within an ancient society/culture. 		
LESSON 2	<p><u>LO: 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</u></p> <ul style="list-style-type: none"> • Look at <i>The Message</i> translation (Bible Gateway bit.ly/2m3tv6M). • What clues are there to show that this is a poem? • If it is, what effect does that have on the meaning? Note that people (including Christians) disagree about the genre, purpose and meaning of Genesis. • Some say it is a literal account (the universe was created in six days), others that it is more a description of what God and creation are like rather than how creation actually happened. 		

LESSON 3	<p><u>LO: To show understanding of why many Christians find science and faith go together</u></p> <ul style="list-style-type: none"> • Explore the scientific account of cosmology (the beginning of the universe) and evolution (the development of living beings). • Summarise them in a simplified diagram. • Work out what difference it makes if someone interprets Genesis literally or poetically, when considering the connection between Genesis and science. (Literal readings lead to conflict with science; poetic do not necessarily.) • Ask pupils to come up with as many questions as they can about the Genesis text and the beginnings of the universe and life. • Sort them – are some better answered by science and some by the text? • Recall work on genre and purpose: which purposes are more likely for Genesis (e.g. for a science textbook or a worship prayer; for worshippers of God or ‘unbelievers’; to explain who God is, why the world is beautiful, who humans are, etc.). • Reflect on why some might say science and belief in creation are in conflict or complementary.
LESSON 4	<p><u>LO: To show understanding of why many Christians find science and faith go together</u></p> <ul style="list-style-type: none"> • Find out about Christians who are also scientists (e.g. astrophysicist Jennifer Wiseman – see interview clips on www.faradayschools.com/library/videogallery and http://bit.ly/1lv1o1G) • How do they reconcile their faith with their professional work? • Invite some local Christians who are scientists (e.g. teachers, parents, a local vicar, vet, doctor or engineer). • How do they make sense of believing in God and doing science? (Note links with Unit U2.11.) • Ask pupils to consider gazing up at the night sky and recording their feelings and sensations. • Connect their response with the sense of awe a Christian might feel from thinking about a Creator of all this.
LESSON 5	<p><u>LO: To show understanding of why many Christians find science and faith go together</u></p> <ul style="list-style-type: none"> • Ask pupils to see how far they agree or disagree with the statement: ‘Genesis explores why the universe and life exists. Science explores how the universe works the way it does.’ • Come up with some questions that science definitely can answer (e.g. to do with properties and laws of nature) and ones that it cannot (e.g. to do with questions of personal meaning and value).
LESSON 6	<p><u>LO: To 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.</u></p> <ul style="list-style-type: none"> • Look at the key question: Creation and science: conflicting or complementary? • Ask pupils to give a written response, giving good reasons, and a creative response to the ideas explored.

YEAR 6 AUT 2 U2.11 Why do some people believe in God and some people not?

Specific content	Sequencing knowledge	Tier 2 and Tier 3 vocabulary
<ul style="list-style-type: none"> ✓ Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from ✓ Make clear connections between what people believe about God and the impact of this belief on how they live ✓ Consider and weigh up different views on theism, agnosticism and atheism. 	<p>Prior knowledge: The children in the last unit started to look at the contradicting / complimentary version of the creation, between Science and Genesis 1.</p> <p>Future knowledge: In year 7, the majority of our pupils start early studies on “why have religions?” and the prejudice some believers receive as a result of their faith.</p>	<p>Theist Atheist agnostic</p>

LESSON 1/2	<p><u>LO: To identify and explain what religious and non-religious people believe about God, saying where they get their ideas from and give reasons why people do or do not believe in God</u></p> <ul style="list-style-type: none"> • Pupils' understanding of what God is like as far as Christians, Jews and Muslims are concerned should be reasonably developed by now. • Find out about how many people in the world and in your local area believe in God – using global statistics and the 2011 UK census (see Guidance p.146). • Ask pupils why they think so many people believe in God. Collect these reasons. • Find out about how many do not believe. • Learn the words 'theist' (believes in God), 'agnostic' (cannot say if God exists or not) and 'atheist' (believes there is no god).
LESSON 3	<p><u>LO: To identify and explain what religious and non-religious people believe about God, saying where they get their ideas from and give reasons why people do or do not believe in God</u></p> <ul style="list-style-type: none"> • To explore the unit key question, ask pupils to raise questions about the existence and nature of God. • Focus on Christian ideas of God, in order to make this more manageable. • Start by clarifying what Christians believe God is like and where they get their ideas from. • Revisit some of the names of God and metaphors for God in the Bible (e.g. God as Father, Spirit, Son, eternal, almighty, holy, shepherd, rock, fortress, light). • If this God exists, what difference would 'he' make to the way people live? • Investigate a range of viewpoints on the question, from believers to atheists. • Compare the sources of authority of Christians (e.g. Bible, Church teachings, religious leaders, individual conscience) with some non-religious sources (e.g. individual conscience, some philosophers and other thinkers).
LESSON 4	<p><u>LO: To give evidence and examples to show how Christians sometimes disagree about what God is like</u></p> <ul style="list-style-type: none"> • Recall and build on learning from Unit U2.2 to explore how and why Christians still believe in God in an age of science. • Many Christians would say that they want to find out more about the world and how it works – doing science is part of their response to belief in God as Creator. • Find out about Christians who are also scientists (e.g. Jennifer Wiseman, John Polkinghorne, Denis Alexander, Russell Stannard, and local examples).
LESSON 5	<p><u>LO: To reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging</u></p> <ul style="list-style-type: none"> • Explore what impact believing in God might make on the way someone lives his or her everyday life. • Is faith in God restricting or liberating? How do people respond to God? • E.g. from personal responses in private prayer, study, worship; communal responses of worship and striving for justice. • Talk about and reflect upon the possible benefits and challenges of believing or not believing in God in Britain today. • Get pupils to reflect upon their own views and how they view people with different beliefs than their own.
LESSON 6	<p><u>LO: To consider and weigh up different views on theism, agnosticism and atheism</u></p> <ul style="list-style-type: none"> • Explore some reasons why people do or do not believe in God. • Consider some of the main reasons. • These include family background – many people believe (or don't believe) because of their home background; religious experience – many people say they have experienced a sense of 'the presence of God' or had prayer answered, many would argue that the Universe, the Earth and life are extraordinary and are best explained as the result of an all-powerful Creator. • Many people who do not believe in God point to the existence of terrible suffering as a key reason. • Many atheists argue that religions are all created by humans. • Some argue that there is no need to use a Creator to explain the existence of the Universe and life; they argue that science provides reliable evidence and explanations, and that religion does not.

YEAR 6 SPR 1 U2.7 Why do Hindus want to be good?

YEAR 6 SPR 1 U2.7 Why do Hindus want to be good?		
Specific content	Sequencing knowledge	Tier 2 and Tier 3 vocabulary
<ul style="list-style-type: none"> ✓ Identify and explain Hindu beliefs, e.g. <i>dharmā</i>, <i>karmā</i>, <i>samsara</i>, <i>moksha</i>, ✓ Connect the four Hindu aims of life and the four stages of life with beliefs about <i>dharmā</i>, <i>karmā</i>, <i>moksha</i>, etc. ✓ Give evidence and examples to show how Hindus put their beliefs into practice in different ways 	<p>Prior knowledge: The children have studied Hinduism in Year 4, and the concept of goodness has occurred in other faiths.</p> <p>Future knowledge: This is the last primary unit on Hinduism. Secondary school have to teach RE to an agreed local syllabus, and parents have the right of withdraw. In year 7, the children begin studies of Buddhism.</p>	<p><i>dharmā</i>, <i>karmā</i>, <i>samsara</i>, <i>moksha</i>, Hindu aims of life.</p>
LESSON 1	<p><u>LO: To identify and explain Hindu beliefs using technical terms accurately</u></p> <ul style="list-style-type: none"> Recall learning about Brahman (God, Ultimate Reality) and <i>atman</i> (eternal self) in Unit L2.7. Remember that Hinduism is very diverse, and so there is hardly anything that we can say 'all Hindus believe ...' However, the ideas of <i>dharmā</i>, <i>karmā</i>, <i>samsara</i> and <i>moksha</i> are commonly held, although described in a range of ways. Recap the above ideas and ensure pupils are secure in their understanding of the definitions. The concepts will be covered again during the unit. 	
LESSON 2	<p><u>LO: To give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about <i>samsara</i>, <i>moksha</i>, etc.</u></p> <ul style="list-style-type: none"> Explore the Hindu story from the Mahabharata, the 'man in the well' (www.indianetzone.com/50/man_well.htm) in a creative way. this presents one picture of the way the world is for a Hindu worldview: the <i>atman</i> is trapped in the physical body and wants to escape the terrible dangers, but the man is distracted by the trivial pleasures instead of trying to get out. This is a warning to Hindus that they should pay attention to finding the way to escape the cycle of life, death and rebirth. 	
LESSON 3	<p><u>LO: To make clear connections between Hindu beliefs about <i>dharmā</i>, <i>karmā</i>, <i>samsara</i> and <i>moksha</i> and ways in which Hindus live</u></p> <ul style="list-style-type: none"> Use the previous lesson to set the scene for learning about <i>karmā</i>, <i>samsara</i>, etc. below. Explore Hindu ideas of <i>karmā</i> – the law of cause and effect, and how actions bring good or bad <i>karmā</i>. Connect this with Hindu beliefs about <i>samsara</i> – the cycle of life death and rebirth travelled by the <i>atman</i> through various reincarnations, to achieve <i>moksha</i> (release from the cycle of <i>samsara</i>, and union with Brahman). Find out how and why the game of 'snakes and ladders' links with Hindu ideas of <i>karmā</i> and <i>moksha</i>. Reflect on how these beliefs offer reasons why a Hindu might try to be good – to gain good <i>karmā</i> and a better reincarnation, and ultimately release from <i>samsara</i>. 	
LESSON 4	<p><u>LO: Connect the four Hindu aims of life and the four stages of life with beliefs about <i>dharmā</i>, <i>karmā</i>, <i>moksha</i>, etc.</u></p> <ul style="list-style-type: none"> Explore Hindu ideas about the four aims of life (<i>punusharthas</i>): <ul style="list-style-type: none"> <i>dharmā</i>: religious or moral duty. <i>artha</i>: economic development, providing for family and society by honest means. <i>kama</i>: regulated enjoyment of the pleasures and beauty of life. <i>moksha</i>: liberation from the cycle of birth and rebirth/ reincarnation. Compare these with pupils' goals for living. Connect with the idea of <i>karmā</i> – pursuing these aims contribute to good <i>karmā</i>, doing things selfishly or in ways that harm others bring bad <i>karmā</i>. 	

LESSON 5	<u>LO: Give evidence and examples to show how Hindus put their beliefs into practice in different ways</u> <ul style="list-style-type: none">• Hindus might describe life as a journey towards <i>moksha</i>; Hindu life is also part of a journey through different stages (<i>ashramas</i>), each with different duties.• Look at the different <i>dharma</i>/duties Hindus have at the four ashramas: student, householder, retired person, renouncer.• How does the <i>dharma</i> for these stages help Hindus to be good?• Compare with the duties pupils have now, and ones they think they will have at later stages of life.• Consider some Hindu values and how they make a difference to Hindu life, individually and in community, e.g. <i>ahimsa</i> (non-violence) and <i>satya</i> (truthfulness).• Connect these with ideas of <i>atman/karma</i> (all living beings have an eternal self/atman and so deserve to be treated well; learning the truth and speaking truthfully are ways of worshipping God).		
LESSON 6	<u>LO: Reflect on and articulate what impact belief in <i>karma</i> and <i>dharma</i> might have on individuals and the world, recognising different points of view.</u> <ul style="list-style-type: none">• Find out about some ways in which Hindus make a difference in the world-wide community.• How does a Hindu way of life guide them in how they live? E.g. Mahatma Gandhi, Pandurang Shastri Athavale. <u>OR</u> <ul style="list-style-type: none">• Consider the value of the idea of <i>karma</i> and reincarnation: what difference would it make to the way people live if everything they did carries good or bad <i>karma</i>, affecting future rebirths?• If no one escapes from this law of justice, how does that change how we view injustice now?• Talk about how different people respond to this idea, including non-religious responses and the ideas of pupils themselves.• What difference would it make to how they live? Why?		
YEAR 6 SPR 2 U2.5 What do Christians believe Jesus did to ‘save’ people?			
	Specific content	Sequencing knowledge	Tier 2 and Tier 3 vocabulary
	<ul style="list-style-type: none">✓ explaining how Incarnation and Salvation fit within the big story of the bible.✓ 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	<u>Prior knowledge:</u> The children have already studied Easter and Holy week as a Christian festival and seen its importance in parallel to Christmas <u>Future knowledge:</u> In the next unit, the children study what kind of King Jesus is for Christians.	A repeat of the language of Holy week including Lent, Ash Wednesday, Palm Sunday, good Friday and Easer Sunday. Incarnation Salvation Communion Lord’s Supper Sacrifice
LESSON 1	<u>LO: To outline what happened in Holy week and explain how Incarnation and Salvation fit within it</u> <ul style="list-style-type: none">• Explore what happened in Holy Week (recap from Year 2).• All four Gospels describe the events but Mark 14–15 offers the most succinct account.• You could start by giving pairs of pupils some short extracts (e.g. Last Supper, Garden of Gethsemane, Judas’ betrayal and arrest, trial, Peter’s denial, Pilate, crucifixion, death, burial, resurrection).• Ask pupils to decide how they would portray this scene in art or do a freeze frame.• Hand out some examples of artwork of these scenes (see jesus-story.net/index.htm) and see what differences there are with their ideas; talk about why the artists presented the way they did.• How have they communicated the events?• Get pupils to order the extracts.• Talk about their responses: key moments, feelings, surprises, puzzles?• How would they sum up the meaning of the story?• If pupils do not clarify salvation, that is okay as it will be covered at a later point in the unit but be sure to come back and check their understanding of incarnation and salvation and how they fit in to the bigger picture.		

LESSON 2	<p><u>LO: To explain what Christians mean when they say that Jesus' death was a sacrifice</u></p> <ul style="list-style-type: none"> Explore the mainstream Christian belief that Jesus's death was a sacrifice – a price he paid to save people from their sins and bring them back to God. Christians think of this in different ways, e.g. people deserve punishment for their sins, but Jesus was punished in the place of everyone – he was a substitute; Jesus took everyone's sins as he died, lifting the burden from the believer; Jesus' example guides the lost back to God. How might Christians respond to the idea that Jesus sacrificed his life for their sake? Remember that Christians believe Jesus' death was not the end.
LESSON 3	<p><u>LO: To make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper</u></p> <ul style="list-style-type: none"> Christians remember Jesus' death and resurrection throughout the year, particularly through the celebration of communion/the Lord's Supper. Find out about how different Christian churches celebrate communion. Talk about what symbols are, and then explore the symbolism of the bread and wine, linking with the Passover celebration (see Unit L2.10) but also connecting with sacrifice – representing Jesus' body and blood. Ask pupils for some suitable ideas that could be included in a ceremony for Christians to remember the salvation brought by Jesus. Ask pupils to say how the actions, words, music and symbols they have included are appropriate for such an important ceremony, and how they link with Jesus' life, death and resurrection, and the idea of 'Salvation'.
LESSON 4	<p><u>LO: To show how Christians put their beliefs into practice in different ways and weigh up the value and impact of ideas of sacrifice in the world today</u></p> <ul style="list-style-type: none"> Consider who was responsible for Jesus' death: e.g. the Romans, the crowd, Pilate, the Jewish authorities, God, Jesus himself. Remind pupils of the wider context of the 'big story' (see Guidance p.128). What difference does this make to their ideas? Many Christians say that Jesus willingly gave his life to repair the damage done between humans and God (see sin and 'the Fall' Unit L2.1). Some Christians follow Jesus' example even to the point of dying. Talk about what a martyr is and show images of the commemoration of twentieth-century martyrs at Westminster Abbey (bit.ly/2lrOQCP). Find out a bit about these people. Talk about what kinds of things people are prepared to die for. How much are pupils prepared to sacrifice for something they believe in? What would they sacrifice and for what?
LESSON 5	<p><u>LO: To show how Christians put their beliefs into practice in different ways and weigh up the value and impact of ideas of sacrifice in the world today</u></p> <ul style="list-style-type: none"> Find a good cause that would be worth putting some effort into supporting. www.givingwhatwecan.org/ indicate charities that make a big impact; www.toilettwinning.org is another worthwhile cause. What would your class be prepared to do to bring health and life to others in need? Connect this with a Christian understanding of Jesus' sacrifice bringing salvation. Ask pupils to draft a short charter for the school, local community or the world (if they can get that far) to explain how far the idea of sacrifice is good and necessary for making the world a better place. They should make links with Christian ideas and Jesus' teachings. It is perfectly fine for them to say that sacrifice is not good, but they must offer good reasons and alternatives that will make the world a better place!

YEAR 6 SUM 1 U2.6 For Christians, what kind of king was Jesus?

YEAR 6 SUM 1 U2.6 For Christians, what kind of king was Jesus?		
Specific content	Sequencing knowledge	Tier 2 and Tier 3 vocabulary
<ul style="list-style-type: none"> ✓ Explore connections between biblical texts and the concept of the kingdom of God ✓ Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice ✓ Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today 	<p>Prior knowledge: In the last unit, the children have looked at a more in-depth version of Jesus as the Saviour, that was first introduced in Year 5.</p> <p>Future knowledge: This is the last primary unit on Christianity. Secondary school have to teach RE to an agreed local syllabus, and parents have the right of withdraw. In year 7, the majority of our pupils continue their studies of Christianity with an in depth look at lent and Ash Wednesday.</p>	<p>Kingship Kingdom of God Heaven Nobel peace prize</p>
LESSON 1	<p><u>LO: To explain connections between biblical texts and the concept of the kingdom of God</u></p> <ul style="list-style-type: none"> • This unit is about trying to transform the world. • Talk about what a better world would be like. • Gather ideas about some of the problems in the world (e.g. hunger, poverty, violence, lack of healthcare, etc.) and find out about some people who have made a difference to the world (e.g. have a look at winners of the Nobel Peace Prize or the Niwano Peace Prize). • List ways in which people could make the world a better place in the next 50 years. 	
LESSON 2	<p><u>LO: To explain connections between biblical texts and the concept of the kingdom of God and consider different possible meanings for the biblical texts studied</u></p> <ul style="list-style-type: none"> • Introduce the idea of Jesus as a different kind of king by reading about his 'temptation in the wilderness' in Luke 4:1–13. • Specifically see verses 5–8 where Luke describes the devil offering Jesus a chance to be king of all nations on Earth. Jesus refuses. What does this say about Jesus' idea of kingship? • Explore the idea that Christians believe Jesus came to Earth to get people into heaven but also to make the world more like heaven. • Jesus told parables about the 'kingdom of God' or the 'kingdom of heaven' to explain this idea. • For Christians, the kingdom of God is, in essence, where God rules – not a geographical territory, but in human hearts and minds, lives and communities. 	
LESSON 3/4	<p><u>LO: To explain connections between biblical texts and the concept of the kingdom of God and consider different possible meanings for the biblical texts studied</u></p> <ul style="list-style-type: none"> • Remember Jesus' great commandments (love God and love your neighbour). <p>Look at some of the 'kingdom parables' to find out what the 'kingdom of God' is meant to be like. Here are some examples to consider over the next two lessons:</p> <ul style="list-style-type: none"> • The Feast: Luke 14:12–24. Explore, asking pupils for their comments, feelings, ideas and questions. Consider possible meanings: who was the audience for the story, and how might they have responded? Who do they think should be at the feast, and who does Jesus say will be included? How does Jesus want his followers then and now to behave? • The Tenants in the Vineyard: Matthew 21:33–46. Explore this story creatively. Use these clues to work out what it might mean. In the Old Testament, the people of God are compared to God's vineyard. In John's Gospel, Jesus is called the Son of God. The Old Testament called the Prophets 'Servants of the Lord'. The chief priests were Jesus' enemies – they were jealous because he was so popular, and disagreed with him about religion, they arrested Jesus and he was killed a few days later. If these are parables of the kingdom of God, for Christians, what kind of king is Jesus? (Some key teachings from these two parables are that God extends a gracious welcome to all humanity, but people don't always want it: selfishness or greed can get in the way of spiritual life and the coming of God's kingdom.) 	

LESSON 5	<u>LO: To make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice</u> <ul style="list-style-type: none">• Compare pupils’ ideas about a better world from lesson 1 to the picture they get from their studies about what kind of world Jesus wanted (from the ‘Kingdom Parables’.• Find out about how Christians try to make the world more like the kingdom of God and comment on why it is the kind of thing that Jesus would like, e.g. how a local church serves the needs of people who are left out (use a local church; also look at Trinity, Cheltenham trinitycheltenham.com; Oasis churches www.oasisuk.org/church or the Salvation Army www.salvationarmy.org.uk/easterhouse ; the work of Church Action on Poverty (www.church-poverty.org.uk/); find out about the Christian Prison Fellowship (www.prisonfellowship.org.uk/what-we-do); explain how Traidcraft’s Christmas video shows their belief in the kingdom of God in action (www.youtube.com/watch?v=1YV2mCyafvQ).		
LESSON 6	<u>LO: Relate the Christian ‘kingdom of God’ model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today</u> <ul style="list-style-type: none">• Address the key question: for Christians, what kind of king is Jesus?• Jesus’ idea of kingship seems to be that to be in his kingdom, a person has to serve others, particularly those who are most vulnerable and in need.• Taking specific current examples, what would be different if all leaders followed this model?• Talk about whether this is a good model of leadership and if there are good alternative models; talk about what gets in the way of people bringing justice; consider examples from other faiths and non-religious individuals/groups who work to bring justice and fairness.		
YEAR 6 SUM 2 U2.12 How does faith help people when life gets hard?			
	Specific content	Sequencing knowledge	Tier 2 and Tier 3 vocabulary
	<ul style="list-style-type: none">✓ Describe 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,✓ Give examples of ways in which beliefs about resurrection/ judgement /heaven/karma/reincarnation make a difference to how someone lives	<p><u>Prior knowledge:</u></p> <p>The children in Year 6 have been able to look at the views of people who do not have faith.</p> <p><u>Future knowledge:</u></p> <p>This is the last primary unit. Secondary school have to teach RE to an agreed local syllabus, and parents have the right of withdraw. Pupils start Year 7 looking at religion and philosophy, the purpose and nature of world religion and the use of symbolism in religion.</p>	Afterlife Resurrection judgement karma reincarnation
LESSON 1/2	<u>LO: To describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life</u> <ul style="list-style-type: none">• Use stimulus material to encourage pupils to ask questions about life, death, suffering, and what matters most in life.• Analyse and evaluate pupils’ questions, to recognise and reflect on how some ‘big questions’ do not have easy answers, and how people offer different answers to some of the big questions about life, death, suffering, etc.• Explore how some people might thank God in good times, and how, more broadly, living a life of gratitude can lead to happier and healthier lives, whether religious or non-religious (see Psalm 103 and happierhuman.com/benefits-of-gratitude).• Explore ways in which religions help people to live, even when times are tough, e.g. through prayer, giving a sense of purpose, a guide to deciding what is right and wrong, membership of a community who care for each other, opportunities to celebrate together.• Ask some religious believers to explain how their faith has helped them in difficult times, and how it encourages them to enjoy life too.• Use the story of Job in the Jewish and Christian scriptures.		

LESSON 3	<p><u>LO: To identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences</u></p> <ul style="list-style-type: none"> • Introduce the idea that most religious traditions teach about some form of life after death, which can bring comfort to people as they face suffering, or if they are bereaved. • Teach pupils that some people believe that death is the end of life, and that there is no afterlife. • Learn some key concepts about life after death, comparing beliefs and sources of authority, and exploring whether these beliefs make a difference to people when facing death and bereavement. <ul style="list-style-type: none"> ○ Christianity: Bible teaching on resurrection of the body, judgement by God, salvation through Jesus, heaven. ○ Hinduism: law of <i>karma</i> affects the reincarnation of the individual <i>atman</i>, pinning it to <i>samsara</i>, the cycle of life death and rebirth, until it can escape (<i>moksha</i>) and be absorbed back to Brahman. ○ One secular/non-religious view about what happens after death, e.g. Humanism: i.e. nothing: we might continue in people's memories and through our achievements, but death is final. • How do ideas of life after death help people in difficult times?
LESSON 4	<p><u>LO: To make clear connections between what people believe about God and how they respond to challenges in life</u></p> <ul style="list-style-type: none"> • Compare ceremonies that mark death/passing away, noting similarities and differences, how these express different beliefs, and how they might be important to the living. • Read and respond to prayers, liturgies, meditation texts and songs/hymns used when someone has died, and think about the questions and beliefs they address.
LESSON 5	<p><u>LO: To interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these</u></p> <ul style="list-style-type: none"> • Look at examples of 'art of heaven' in which religious believers imagine the afterlife; explore how these art works reflect Christian, Hindu and nonreligious beliefs; get pupils to respond with artwork of their own.
LESSON 6	<p><u>LO: To offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.</u></p> <ul style="list-style-type: none"> • Respond to the question, 'How does religion help people when life gets hard?' • Consider how important this role of religion is, in a country where religious belief is declining, but in a world where religious belief is growing.

Core concepts in world religions

The Torbay and Devon Agreed Syllabus 2019 – 2024 have identified some core concepts that are at the heart of the religions taught. Religions are complex and so any selection is going to be limited but the following concepts have been deemed central, so that if pupils get a good grasp of them, it will support their learning about that religion. Teachers can use this to support their planning and teaching of these world religions and ‘non-Religions’. However, it is not expected for children to know every concept below.

Christianity

Christians do not all agree about the details of these key concepts, and there is real diversity within and between denominations. These descriptions below do, however, represent a broad, mainstream view of Christian belief. Taken together, they tell the ‘big story’ of the Bible – from Creation to the kingdom of God:

God: Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit.

Creation: Christians believe the Universe and human life are God’s good creation. Humans are made in the image of God.

Fall: Christians believe humans tend to go their own way rather than keep their place in relation to their Creator. This attitude is called ‘sin’, and Genesis 3 gives an account of this rebellion, popularly called ‘the Fall’. This describes a catastrophic separation between God and humans, between humans and each other, and between humans and the environment. This idea that humans are ‘fallen’ and in need of rescue (or salvation) sets out the root cause of many problems for humanity.

People of God: Many Christians say that the Old Testament tells the story of God’s plan to reverse the impact of the Fall, to save humanity. It involves choosing a people who will model a restored relationship with God, who will attract all other people back to God. The Bible narrative includes the ups and downs of this plan, including the message of the prophets, who tried to persuade people to stick with God. For Christians, the plan appears to end in failure with the people of God exiled, and then returning, awaiting a ‘messiah’ – a rescuer.

Incarnation: For Christians, the New Testament presents Jesus as the answer – the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live amongst humans.

Gospel: Christians believe that Jesus’ incarnation is ‘good news’ for all people. (‘Gospel’ means ‘good news’.) His life, teaching and ministry embody what it is like to be one of the people of God, what it means to live in relationship with God. Jesus’ example and teaching emphasise loving one’s neighbour – particularly the weak and vulnerable – as part of loving God.

Salvation: For Christians, Jesus’ death and resurrection bring about the rescue or salvation of humans. He opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.

Kingdom of God: Christians accept that this does not mean that no one sins anymore! The Bible talks in terms of God’s ‘kingdom’ having begun in human hearts through Jesus. The idea of the ‘kingdom of God’ reflects God’s ideal for human life in the world – a vision of life lived in the way God intended for human beings. Christians look forward to a time when God’s rule is fulfilled at some future point, in a restored, transformed heaven and Earth. Meanwhile, they seek to live this attractive life as in God’s kingdom, following Jesus’ example, inspired and empowered by God’s Spirit.

Sources of authority:

One of the main sources of authority for Christians is the Bible.

- *For Roman Catholic Christians*, the Bible’s authority is balanced alongside the teachings and traditions of the Church – the Church indicates how to interpret the Bible, for example.
- *For most Protestant Christians* (e.g., Church of England, Baptist, Methodist, Pentecostal, etc.), the Bible is the key source of authority. Churches do guide their members in how to read, understand and apply the Bible’s teachings, but the Bible is more authoritative than the church guidance. In general, Protestants believe that ‘ordinary’ Christians should have access to it and be able to interpret it for themselves, rather than be told what it means. The Bible is a collection of different books (66 in the Old Testament and 27 in the New Testament). These encompass all kinds of different types of text, including legal codes, historical reports, poetry, prayers, fictional stories such as parables, letters and prophetic texts containing warnings from God about what might happen if people carry on disobeying God, for example. These different types of texts all need to be interpreted appropriately (you don’t look for historical accuracy in a poem, for example).

Christians read the Bible differently:

- *Conservative readings*: Some Christians regard the Bible as the inspired Word of God, containing ultimate truth communicated from the Creator to all people. Christians who have this view are more likely to regard the Gospels as presenting what Jesus actually said, and describing events that actually happened as they are depicted in the text. They are likely to believe that Jesus did perform miracles and did rise from the dead. Globally, the majority of Christians have a view like this, although this does not mean that they read all the texts literally – they recognise that different types of text require different ways of reading.
- *Liberal readings*: Other Christians see the Bible more as a collection of human writings, containing great wisdom about how people respond to life. This means that they may question the historical claims of some of the texts, and instead look for general truths and teachings about human experience. For example, they may question whether the Gospels give historical accounts of what Jesus actually said or did; they might argue that the Gospels reflect the teachings of the early Christian Church many years after Jesus. Some Christians with this liberal viewpoint might say that Jesus did not rise from the dead – the idea of resurrection is a metaphor for a transformed life rather than a historical or future reality. Globally, this liberal approach is a minority view among Christians, although it is more prevalent among Christians in the UK and Europe than it is in North and South America, for example. These are not the extreme ends of a continuum, but they do represent something of the variety of views.

Hinduism

Dharma

The key concept of *dharma* frames a Hindu's life. It describes Hindu social and moral duty. Hindus aim to live in conformity with their *dharma*, and aiming to maintain this will inform all or many aspects of their life. *Dharma* varies according to the personal path individual Hindus have taken and the circumstances of life.

Brahman

Brahman represents the concept of God in Hinduism. Brahman is seen as the source of all life, the sum total of all souls in the Universe, present in every living thing and the 'place' or state of being that is *moksha*. Brahman is too infinite to be understood by the human intellect, but humans can come to Brahman, the Ultimate, through the many Hindu deities – gods and goddesses – all of whom represent an aspect of Brahman's character or being. Other deities through whom Brahman is worshiped are Lord Vishnu, Lord Shiva, Lord Ganesh (or 'Ganpati'), Goddess Lakshmi, Goddess Parvati, Goddess Sarasvati and Durga Mata.

Atman

The *atman* refers to the 'eternal self' or 'soul', the 'essence' of a single being. When the body dies, the *atman* moves into a new body in the process known as *samsara*, or reincarnation. Hindus believe Brahman is present in the *atman*, which is in all living things, and the elements – earth, air, fire and water.

Karma

The *atman* returns to the Earth in another body according to the law of *karma*. This translates as 'action' or 'deed', but its wider meaning is cause and effect'. *Karma* refers to the sum of a Hindu's actions, which will determine his or her future existences. A life lived in accordance with one's dharma means future reincarnation in a body with more potential to reach Brahman/*moksha*.

Samsara

Samsara describes the cycle of birth, death and rebirth (reincarnation). The life one is born into depends on how the previous life has been lived, or how far the individual kept or performed his or her *dharma*. There is no personal judgement of the individual. Together, the laws of *karma* and *samsara* provide cosmic, but impersonal, balance.

Moksha

Moksha describes the ultimate goal of all Hindus: liberation from the cycle of *samsara* and the constant pain of rebirth. There are different ways to attain *moksha* and one path says that by following one's *dharma*, one slowly achieves more and more favourable births. *Moksha* is sometimes described as a drop of water meeting the ocean, as the *atman* is finally reunited with Brahman.

Islam

Tawhid (sometimes spelled tawheed)

Tawhid is the oneness of Allah (God). Islam teaches absolute monotheism – there is only one God. To regard anyone or anything as being equal to Allah, or even a partner with Allah, is described as *shirk* and is absolutely forbidden. The Muslim confession of faith, the *Shahadah*, declares: ‘There is no god except Allah (God)’. This is not just an abstract theological statement but one that is worked out in many ways. Allah cannot be represented in art, so the geometrical designs so prominent in Islamic culture reflect the unity and beauty of Allah. Using the 99 Names of Allah is helpful in exploring the nature of Allah in Islam (see unit 1.7, for example).

Iman

Iman is faith, the believer’s response to God. Faith is expressed primarily in acceptance of Muhammad as the final messenger of God (in the words of the *Shahadah*, ‘There is no god except Allah; Muhammad* is the messenger of Allah’) and of Al-Qur’an as the revealed word of God. ‘Qur’an’ means ‘reciting’ and is the definitive guide for all Muslims.

Ibadah

Muslims use this single word for both worship and any action that is performed with the intention of obeying Allah. Thus, worship and belief in action are inextricably linked by language. This concept includes the Five Pillars of Islam, which help Muslims to ensure that their lives are dedicated to the worship of Allah. As the whole of life is worship, no special emphasis is placed on any one aspect of obligation.

The Five Pillars

The compulsory Five Pillars provide a structure for the daily spiritual life of a Muslim. There are two main groups of Muslims, Sunni and Shi’a. Sunni Muslims accept the importance of these five. Shi’a Muslims also accept their importance, but may not refer to them by the same name and also regard some additional acts as obligatory.

- *Shahadah* is the declaration of faith: ‘There is no god except Allah; Muhammad is the messenger of Allah.’
- *Salat* is ritual prayer carried out five times a day.
- *Zakat* is an annual gift for charity, usually 2.5 per cent of income.
- *Sawm* is fasting from food and water during the daylight hours of the month of Ramadan.
- *Hajj* is pilgrimage to Makkah, to be made at least once in a lifetime if possible.

Akhlaq

Akhlaq is a term that cannot be translated by a single English equivalent. It means behaviour, morality, manners, attitudes, and the social ethical codes by which Muslims should live. Included are aspects of family and social life and also issues for the whole of humanity, e.g., the possibility of an Islamic social and economic order, which is a viable alternative to both capitalism and communism.

Judaism

God

Jews believe in one Creator God who cares for all people. Jews worship God, saying blessings and thanks, and believe that they are the chosen people. Many Jewish people avoid saying and writing God's name, and so in a Jewish context, it might be printed as 'G-d'. The Jewish prayer, the Shema, begins with words that are a fundamental expression of Jewish belief: 'Hear, O Israel: The LORD our God is one LORD; and you shall love the LORD your God with all your heart, and with all your soul, and with all your might' (Deuteronomy 6:4–5). Parts of the Shema are written on a *mezuzah* (parchment on which religious text is written, which is generally placed inside a small decorative box) and attached to the doorposts of Jewish homes, to be remembered each time it is passed. Parts of the Shema are also placed inside *tefillin*, the prayer boxes worn on the head and left arm of many Jews, especially Orthodox and Conservative, when they pray.

The Torah

The Torah, meaning teaching, instruction or law, is the main Jewish holy book. The term is used in a wider sense to mean the first five books of the Hebrew Bible (the same in content as the Old Testament of the Christian Bible) and the Talmud – oral law or 'Oral Torah' explaining the Torah. The Torah contains the Ten Commandments given to Moses and the 613 *mitzvot* or the Jewish laws/commandments (*halakha*) that observant Jews obey. It also focuses on the Jews' relationship with God and contains songs, prayers and wise sayings. The whole Hebrew Bible includes: the TeNaKh, 'written Torah', which consists of the Torah (law; the first five books), Nevi'im (Prophets) and the Ketuvim (Writings), the Talmud, or oral law, which is made up of the Mishnah (the first writing down of this oral law in about 200 CE) and the Gemara (a commentary on the Mishnah) The Torah is held in great esteem and kept in a special place in the synagogue called the 'Ark'. A weekly portion is read aloud in the Shabbat synagogue service and there is an annual cycle of readings, culminating in the festival of Simchat Torah ('rejoicing in the Torah'). Torah scrolls are taken from the Ark and carried or danced around the synagogue seven times. Many Jews regularly study the Torah – to do so is to worship God.

The People and the Land

The family and home are very important in Jewish life. Shabbat, or the Jewish day of rest, starts at sunset on Friday and lasts until three stars appear in the sky on Saturday. Friday nights are special, involving time at the synagogue, prayers, a meal with family and friends and the chance to rest, discuss and focus on God. Whilst Jewish practice of Shabbat may vary across the different traditions, the coming together of families every weekend, and the wider community for Shabbat services, has been at the heart of Jewish community life for centuries. The instructions in the Shema to 'teach these laws thoroughly to your children, speak of them when you sit in your house' are obeyed as part of Shabbat. Shabbat celebrates the seventh day of creation – the day of rest – and is called 'the day of delight' in some Jewish traditions. Refraining from work is seen by many as a release from the pressure of modern life rather than a restriction. 'Kashrut' is the body of Jewish law dealing with the foods that are fit to be eaten. These laws, found in the Torah, have existed for more than 3,000 years and continue to play an important part in the daily lives of many observant Jews. Food that meets the demands of kashrut is called 'kosher' (fit). 'Keeping kosher' involves eating only certain animals that have been killed in a special way and using separate sets of kitchen utensils for milk and meat products, which must not be mixed. Food that is forbidden is *trefah* or *treyf* ('torn'). The land of Israel is at the heart of Jewish identity for Jews all over the world. Israel is the land promised to Abraham and his descendants by God, where Jews lived for hundreds of years, and is the site of the last remaining wall of the Jewish Temple today. In 70 CE Roman invaders largely destroyed the Temple and threw the Jewish people out of their homeland. They remained exiled until the State of Israel was declared in 1948, following the Second World War and the Nazi Holocaust. During the centuries of Jewish exile various settlers, including many Muslims, came to live in the area around Jerusalem, Palestine. The land is now an area of far from-resolved conflict between Israel and Palestine.

Humanism

RE is not just for the religious, but for all pupils. Most pupils in schools in Britain today do not identify very closely, if at all, with a religious community, and so it is appropriate that RE should include consideration of some of the alternatives to religion which exist in our society. It is clear that it is not only religious people who take ethics seriously; there are various philosophies and approaches to life that have nothing to do with any particular religion but call followers to lives of love and unselfishness. These living belief systems can be grouped together as 'non-religious world views' or 'ethical life stances'. Their forms are often eclectic, but include everything from rationalist atheism and agnosticism, through post-Marxist accounts of humanity, to postmodern spiritualities or life stances. People who feel at home with such descriptions do not all identify formally with Humanism, but Humanists UK articulate perhaps the most visible and organised non-religious ethical life stance to be seen in the nation's public life.

Humanism has a long history, and many great intellectuals from past centuries have influenced the modern Humanist tradition. These figures would include thinkers from classical civilisation such as Epicurus and Seneca, as well as enlightenment philosophers from Thomas Paine through John Stuart Mill to Bertrand Russell. Notable contemporary Humanists in the UK include such public figures as Richard Dawkins, Stephen Fry, A.C. Grayling, Tim Minchin, Philip Pullman and Polly Toynbee. Though relatively few Humanists belong to a Humanist organisation (in the 2011 Census just over 15,000 people identified themselves specifically as Humanists), the ideas of Humanism are very influential in the UK today, and many people recognise themselves when they hear Humanism described.

With an approach to life based on humanity and reason, Humanists recognise that moral choices are properly founded on human nature and experience alone. We value the truth and consider facts as well as feelings in reaching a judgement. Humanists reject the idea of any supernatural agency intervening to help or hinder us. Humanists UK

Humanists are people who:

- believe primarily in humanity
- hold that human nature is a remarkable product of the Universe, but not the product of any divine creation, and that the human race can expect no help from any gods
- place their confidence in the power of human reason, goodwill and science to solve the problems that face us, and reject the power of prayer or worship
- accept the limitations of a lifetime and notice that we live on in the memories of others and in our achievements, but reject all ideas of rebirth, resurrection or eternal life
- when it comes to ethics, believe that their own reasoned sense of goodness and happiness should guide them to decide what is right for themselves and others
- are often concerned for the greatest happiness for the greatest number
- think it is best to make ethical decisions by looking at the individual case, not just by applying a hard-and-fast rule
- have often been active in working for human rights and get involved in a variety of social and ethical issues

Those who identify themselves as Humanist may have special secular welcomes for a new baby, wedding ceremonies based on Humanist ideals and non-religious funerals. They may celebrate festivals in a secular way, whether this means joining in New Year celebrations with relish or marking United Nations Day.

Ethically, Humanism is often personal and individual, liberal, tolerant and rationally based. Humanists may be in favour of free choice in matters such as euthanasia or divorce, and may emphasise virtues such as truthfulness, generosity, democracy, tolerance, justice and cooperation. Humanists try to put the 'Golden Rule' into action: treat other people as you would like them to treat you.