



Discovering and Learning Together, so all can Flourish.
'A tree planted by streams of water, which yields its fruit in season' (Psalm1:3)
Wisdom – Hope – Service – Resilience

RE Unit Plan- Whole school

	Term 1- Vision & Values & Psalm 1	Term 2- Hope & Democracy	Term 3- Resilience & Rule of Law	Term 4- Wisdom & Individual Liberty	Term 5- Service & Mutual respect and Tolerance	Term 6- Revisit all
Reception	F1- Why is the word God so important?	F2- Why do Christians perform nativities at Christmas?	What stories are special and why? Christian	F3- Why do Christians put a cross in the Easter Garden?	What places are special and why? Christian	What is special about our world? Christianity & humanism .
Christian Concepts	Creation (God)	Incarnation		Salvation		
Knowledge	For Christians the word 'God' is important as the name of someone very important: the Creator of the universe and all that is in it, including people and animals.	Christians say Jesus was a special baby because he came from God; Christians believe he was God born as a baby; Christians say he was God come to be with us on earth as the friend and rescuer of human beings, For Christians, Jesus is not just a baby, but God. Jesus taught people about God.	To know some Bible stories -e.g. David and the shepherd boy or the story of Ruth. -Jesus healing the sick. -Jesus choosing his disciples - Prophet Muhammad - stories the night of power.	The palm cross reminds Christians that, although the crowds welcomed Jesus, some people were jealous of him – and, a week later, Jesus was arrested and killed on a cross. Hosanna means: 'Save us!'	Know that places of worship are special. - Church visit or study of churches and their features. Compare with synagogue or mosque and set up own sacred place for quiet reflection e.g. prayer garden in school.	Know about some of the 'wonders' of the natural world. Look at its beauty, life cycles, new life etc. Explain some people believe God made the world and everything – look at Creation stories - Muhammad and the ants and the seven kittens (caring for life)



Discovering and Learning Together, so all can Flourish.
'A tree planted by streams of water, which yields its fruit in season' (Psalm1:3)
Wisdom – Hope – Service – Resilience

					Consider other special places, such as Mecca (Makkah) for Muslims.	
Skills	Listen to A Wet and Windy Harvest for Puddles Discuss the harvest festival at this church Perform your song at a school harvest festival.	Explore some story pictures and recall what happened in one or two sentences. Match up the figures in the nativity set to the different parts of the story. Answer questions about what Christians think.	Recognise some religious words e.g. about God. Identify a sacred text e.g. Bible or the Koran. Re-tell stories. Explain the meaning or message from the stories i.e. caring for others.	Know that Easter is a mixture of sorrow, reflection, joy and hope. Reflect on the story and recall what happened in one or two sentences. Learn a Hosanna song and perform it.	Talk about somewhere that is special to themselves, saying why (Reasoning). Be aware that some religious people have places which have special meaning for them. Recognise a place of worship & identify significant features.	Re-tell stories, talking about what they say about the world, God, human beings. Think, talk & express feelings
Vocabulary	Bible, Jesus, disciples, Koran, Prophet Muhammad		Bible, Jesus, disciples,		Church, Christian, Synagogue, Jewish, mosque, Muslim, Islam	
Assessment KPI & Opp						

Year 1	1.1 What do Christians believe God is like?	How and why do we celebrate special and sacred times? <i>Christianity</i> – Expressing	Who is Jewish and what do they believe?	1.5 Why does Easter matter to Christians?	What makes some places sacred? <i>Christianity</i> & <i>Judaism</i>	What does it mean to belong to a faith community? <i>Christianity, Judaism & Humanism</i>
Christian Concepts	God			Salvation		
Knowledge	PUPILS WILL KNOW THAT CHRISTIANS BELIEVE: Christians believe in God, and that they find out about God in the Bible. Christians believe God is loving, kind, fair and forgiving, and also Lord and King. Some stories show these	Consider the importance and value of celebration and remembrance in pupils' own lives. Know about festivals in Christianity, including Christmas, in Christianity: the stories and meanings associated with them Know how Christians celebrate Christmas today. Know how believers express beliefs through this symbol, and how light can mean different things to believers in different communities.	Jewish people believe in God. Some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat). How the mezuzah in the home reminds Jewish people about God. How Shabbat is a special day of the week for Jewish people.	PUPILS WILL KNOW THAT CHRISTIANS BELIEVE: Easter is very important in the 'big story' of the Bible. Christians believe Jesus rose again, giving people hope of a new life.	Know how the words 'sacred' and 'holy' are used. Know what makes some places and things special, sacred or holy. Know where many Christians worship and the features of these places. Explore how religious believers sometimes use music to	Know some symbols of 'belonging' used in Christianity and at least one other religion, and what they mean. Know that everyone is valuable and how Christians show this through infant baptism and dedication, finding out what the actions and symbols mean. Talk to some Christians, and members of another religion, about what is good about being in a community, and what kinds of things

	Christian beliefs. Christians worship God and try to live in ways that please him.				help them in worship. Know that Worship in the synagogue includes daily services, rites of passage and festivals. Worship at home includes prayers, Shabbat meals and study.	they do when they meet in groups for worship and community activities Explore the idea that different people belong to different religions, and that many people are not part of religious communities, but that they also belong to different communities. Find out about times when people from different religions and non-religious people might work together.
Skills Per unit (Links to end of Key Stage KPI)	Identify what a parable is. Recall the story of the Lost Sheep, recognise link with concept	Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion. Re-tell stories connected with Christmas/	Give some examples of what they might do to celebrate Shabbat. Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God.	Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. Tell stories of Holy Week and Easter	Recognise that there are special places where people go to worship, and talk about what people do there.	Talk about what is special and of value about belonging to a group that is important to them.

of God as forgiving father. Give a clear simple account of what the story means to Christians. Give at least two examples of a way in which Christians show their belief in God as loving and forgiving. Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.	Easter/Harvest/Pentecost and a festival in another religion and say why these are important to Believers. Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion. Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.	Ask some questions about believing in God and offer some ideas of their own.	from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). Recognise that Jesus gives instructions about how to behave. Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.	Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. Talk about ways in which stories, objects, symbols and actions used in churches, mosques. Consider what things and places are special to pupils and their families,	Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers Give an account of what happens at a traditional Christian infant baptism /dedication/wedding and suggest what the actions and symbols mean Respond to examples of co-operation between different people.
---	---	---	---	--	--



Discovering and Learning Together, so all can Flourish.
'A tree planted by streams of water, which yields its fruit in season' (Psalm1:3)
Wisdom – Hope – Service – Resilience

	Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.				and why; do they have things that are holy and Sacred? Explain why it is important to show respect for other people's precious or sacred belongings (including the importance of having clean hands or dressing in certain ways)	
Vocabulary						
Assessment opportunities – Knowledge	Quiz +					
Unit Link						
Year 1 KPIs (Skills)						

	Element 1: Making sense of the text: - Identify at least two different types of texts from the Bible; for example, a story, a parable, a gospel account of Jesus' life, and instructions about how to behave.		Element 2: Understanding the Impact: - Give three examples of ways in which Christians use the Bible, stories and texts to guide their lives and beliefs.		Element 3: Making Connections: - Think, Talk and ask questions about whether the text has something to say to them, exploring different ideas.	
Year 2	1.2 Who made the world? <i>Christianity</i>	1.3 Why does Christmas matter to Christians?	How and why do we celebrate special and sacred times? <i>Jewish World Views- Hannukah</i>	1.5 Why does Easter matter to Christians? <i>Digging Deeper. & Theme of rescuing. Comparison to Passover- Jewish World Views.</i>	1.4 What is the good news that Jesus brings? <i>Christianity</i>	How can we learn from sacred books? <i>Torah, Bible & maybe Qur'an World Views.</i>
Christian Concepts	Creation	Incarnation		Salvation	Gospel	
Knowledge	PUPILS WILL KNOW THAT CHRISTIANS BELIEVE: God created the universe. The Earth and everything in it are	PUPILS WILL KNOW THAT: Christians believe that Jesus is God and that he was born as a baby in Bethlehem. The Bible points out that his birth showed that he was extraordinary (for example he is worshipped as a king, in Matthew) and that he came	PUPILS WILL KNOW THAT: Jesus was a special person who Christians believe is the Son of God. Some ways a festival is celebrated in another religion. Know why Christmas/ Easter/Harvest/Pentecost are important to believers.	PUPILS WILL KNOW THAT: Easter is very important in the 'big story' of the Bible. Christians believe Jesus rose again,	PUPILS WILL KNOW THAT: Christians believe Jesus brings good news for all people. For Christians, this good news includes being	PUPILS WILL KNOW THAT: Recognise some ways in which Christians and Jewish people treat their sacred books. Sacred texts contain stories which are

	important to God. God has a unique relationship with human beings as their Creator and Sustainer. Humans should care for the world because it belongs to God.	to bring good news (for example, to the poor, in Luke). Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.		giving people hope of a new life.	loved by God, and being forgiven for bad things. Christians believe Jesus is a friend to the poor and friendless. Christians believe Jesus' teachings make people think hard about how to live and show them the right way.	special to many people and should be treated with respect.
Skills Per unit (Links to end of Key Stage KPI)	<u>Retell the story of creation from Genesis 1:1- 2:3</u> <u>Recognise that 'Creation' is the beginning of</u>	Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. Recognise that stories of Jesus' life come from the Gospels. Give examples of ways in which Christians use the story of the	Identify a special time they celebrate and explain simply what celebration means. Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost .	Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. Retell stories of Holy Week and Easter from the	Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.	Talk about some of the stories that are used in religion and why people still read them. Re-tell stories from the Christian Bible and stories from

	the 'big' story of the Bible. Explain what the story tells Christian's about God, Creation and the World. Identify at least one example of what Christians do to say thank you to God for the Creation. Compose questions about living in an amazing world.	nativity to guide their beliefs and actions at Christmas. Decide what they personally have to be thankful for at Christmas time.	Re-tell stories connected with Christmas/Easter/Harvest/Pentecost . Ask questions and suggest answers about stories to do with Christian and Jewish festivals (Shabbat, Pesach, Hanukah).	Bible and recognise a link with the idea of Salvation (Jesus rescuing people). Recognise that Jesus gives instructions about how to behave. Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. Compose questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.	Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. Recognise that Jesus gives instructions to people about how to behave. Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing	another faith; suggest the meaning of these Stories. Ask and suggest answers to questions arising from stories Jesus told and from another religion. Talk about issues of good and bad, right and wrong arising from the stories.
--	---	--	---	--	--	--



Discovering and Learning Together, so all can Flourish.
'A tree planted by streams of water, which yields its fruit in season' (Psalm 1:3)
Wisdom – Hope – Service – Resilience

					good news to the friendless. Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.	
--	--	--	--	--	--	--



Vocabulary						
Assessment opportunities						
- Knowledge						
Unit Link						
Year 2 KPIs (Skills)						
	Element 1: Making sense of the text: - Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.		Element 2: Understanding the Impact: - Give three examples of how Christians put their beliefs into practice and worship.		Element 3: Making Connections: - Think, Talk and ask questions about whether the text has something to say to them, exploring different ideas.	
Year 3	2a.2 What is it like to follow God? <i>Christianity</i>	1.3 Why does Christmas matter to <i>Christians</i> ? <i>Digging Deeper</i>	U2.6 What does it mean to be a Muslim in Britain today. <i>Islamic World Views.</i>	2a.5 Why do <i>Christians</i> call the day Jesus died good Friday?	Why do people pray? <i>Islamic, Jewish, Humanist World Views.</i>	2a.4 What kind of world did Jesus want? <i>Christianity</i>
Christian Concepts	<i>People of God</i>	<i>Incarnation</i>		<i>Salvation</i>		Gospel
Knowledge	PUPILS WILL KNOW THAT: The Old Testament tells the story of a particular group of people, the	PUPILS WILL KNOW THAT: Christians believe that Jesus is God and that he was born as a baby in Bethlehem. The Bible points out that his birth showed he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to	PUPILS WILL KNOW THAT: Muslims believe in God (Allah) and follow the example of the Prophet Muhammad. Muslims do not draw Allah or the	PUPILS WILL KNOW THAT: Christians see Holy Week as the culmination of Jesus' earthly life, leading to his	PUPILS WILL KNOW THAT: Understand the Practice of prayer in Christianity and Judaism.	PUPILS WILL KNOW THAT: Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your

	children of Israel known as the People of God – and their relationship with God. The People of God try to live in the way God wants, following his commands and worshipping him. They believe he promises to stay with them and Bible stories show how God keeps his promises.	bring good news (for example, to the poor, in Luke). Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.	Prophet but use calligraphy, for example, to say what God is like.	death and resurrection. The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to Earth to do. Christians today trust that Jesus really did rise and so is still alive today. Christians remember and celebrate Jesus' last week, death and resurrection.	Some people describe themselves as 'spiritual but not Religious'. some non-religious people may believe it is more use to be kind or to help someone than to pray for them. Some non-religious people use practices like listing things they are thankful for at the end of the day.	neighbour, putting others first. Jesus shows love and forgiveness to unlikely people. Christians try to be like Jesus –they want to know him better and better. Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.
Skills	Make clear links between the story of	Recognise that Incarnation is part of the 'Big Story' of the Bible.	Talk about some simple ideas about Muslim beliefs about God, making	Order Creation and Fall, Incarnation,	Describe what some believers say and do	Identify this as part of a 'Gospel', which tells the story of the

Noah and the idea of covenant. Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. Make links between the story of Noah and how we live in school and the wider world.	Tell the story of the birth of Jesus and recognise the link with Incarnation – Jesus is 'God on Earth'. Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth. Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous.	links with some of the 99 Names of Allah. Re-tell a story about the life of the Prophet Muhammad. Recognise some objects used by Muslims and suggest why they are important. Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.	Gospel and Salvation within a timeline of the Bible's 'big story'. Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. Give examples of what the texts studied mean to some Christians. Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. Describe how Christians show their beliefs about Palm Sunday, Good Friday and	when they pray. Respond thoughtfully to examples of how praying helps religious believers. Make connections between what people believe about prayer and what they do when they pray. Describe ways in which prayer can comfort and challenge believers. Compare similarities and differences	life and teaching of Jesus. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. Make simple links between Bible texts and the concept of 'Gospel' (good news). Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.
--	--	---	--	---	---



Discovering and Learning Together, so all can Flourish.
'A tree planted by streams of water, which yields its fruit in season' (Psalm1:3)
Wisdom – Hope – Service – Resilience

				Easter Sunday in worship. Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.	between how Christians, Muslims.	Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly
Vocabulary						
Assessment KPI & Opp						
Unit Link						
Year 3 KPIs (Skills)						
	Element 1: Making sense of the text: Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied.		Element 2: Understanding the Impact: Show how Christians put their beliefs into practice in different ways, for example in different denominations.		Element 3: Making Connections: Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses.	
Year 4	2a.1 What do Christians learn from the creation story? Last 3 weeks- Christmas theme= Journeys.		2a.3 What is the Trinity? Christianity		2a.6 When Jesus left, what was the	2.6 Why do some people think that life is like a journey and what significant

			<i>Islamic and Jewish World Views.</i>	impact of Pentecost? <i>Christianity</i>	experiences mark this? <i>Islamic, Jewish, Humanist World Views.</i>
Christian Concepts	Creation & Fall	Incarnation		Kingdom of God	
Knowledge	PUPILS WILL KNOW THAT CHRISTIANS BELIEVE: God the Creator cares for the creation, including human beings. As human beings are part of God's good creation, they do best when they listen to God. The Bible shows that God wants to help people to be close to him – he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments). [Building block from EYFS: Christians believe God made our wonderful world and so we should look after it.]	PUPILS WILL KNOW THAT: Christians believe God is Trinity: Father, Son and Holy Spirit. Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. Christians worship God as Trinity. It is a huge idea to grasp and Christians	PUPILS WILL KNOW THAT: There are differences between religious festivals and other types of celebrations	PUPILS WILL KNOW THAT: Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. Offer suggestions about what the description of Pentecost in Acts 2 might mean. Give examples of what	PUPILS WILL KNOW THAT: Religions mark milestones of commitment (including marriage) Suggest why some people see life as a journey and identify some of the key milestones on this journey. Christian, Jewish, and/or Hindu ceremonies of commitment are different and say what these rituals mean.



Discovering and Learning Together, so all can Flourish.
'A tree planted by streams of water, which yields its fruit in season' (Psalm 1:3)
Wisdom – Hope – Service – Resilience

		have created art to help to express this belief. Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus		Pentecost means to some Christians now. Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. Make links between ideas about the Kingdom of God explored in the Bible and what people believe about	Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people.
--	--	---	--	---	---

				following God in the world today, expressing some of their own ideas.	
Skills	Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. Make clear links between Genesis 1 and what Christians believe about God and Creation. Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.	Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. Offer suggestions about what texts about baptism and Trinity might mean. Give examples of what these texts mean to some Christians today. Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.	Retell some stories behind festivals (e.g. Christmas, Diwali, Pesach). Make connections between stories, symbols and beliefs with what happens in at least two festivals. Identify similarities and differences in the way festivals are celebrated within and between religions. Explore and suggest ideas about what is worth celebrating	Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. Offer suggestions about what the description of Pentecost in Acts 2 might mean. Give examples of what Pentecost means to some	Identify at least two promises made by believers at these ceremonies and say why they are important. Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.



Discovering and Learning Together, so all can Flourish.
'A tree planted by streams of water, which yields its fruit in season' (Psalm1:3)
Wisdom – Hope – Service – Resilience

			and remembering in religious communities and in their own lives. Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid).	Christians now. Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today,	
--	--	--	---	--	--

				expressing some of their own ideas.		
Vocabulary						
Assessment KPI & Opp						
Unit Link						
Year 4 KPIs (Skills)						
	Element 1: Making sense of the text: Identify at least five different types of biblical texts, using technical terms accurately.		Element 2: Understanding the Impact: Make clear connections between Bible texts and concepts studied with what Christians believe, how Christians worship and how Christians behave in their whole lives, their church communities, and in the wider world.		Element 3: Making Connections: Weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.	
Year 5	2b.1 What does it mean if God is holy and loving? <i>Christianity</i>	U2.9 What can be done to reduce racism and can religion help? <i>Islamic, Jewish, Christianity</i> <i>Humanist- World Views.</i>	2b.5 What would Jesus do? <i>Christianity</i>	2b.6 What did Jesus do to save human beings? <i>Christianity</i>	U2.4 If God is everywhere, why go to a place of worship? <i>Islam</i>	U2.3 What do religions say to us when life gets hard? <i>living Islamic, Jewish, Humanist World Views.</i>
Christian Concepts	God		Gospel	Salvation		
Knowledge	PUPILS WILL KNOW THAT:	PUPILS WILL KNOW THAT:	PUPILS WILL KNOW THAT: The good news is not just about setting an example for good	PUPILS WILL KNOW THAT:	PUPILS WILL KNOW THAT:	PUPILS WILL KNOW THAT:

Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace. Christians do not all agree about what God is like, but try to follow	Racism is unjust referring to teaching from different religions and worldviews. Know some of the key ideas about racism and religion through the study of people who have given ideas to reduce prejudice and hatred. Understand the challenges racism presents to human communities and consider different religious responses.	behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin. Christians see that Jesus' teachings and example cut across expectations – the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable. Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.	Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. The Gospels give accounts of Jesus' death and resurrection. The New Testament says that Jesus' death was somehow 'for us' Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory	Different places of worship have key features. Make connections between how believers feel about places of worship in different traditions.	Religion can help believers when times are hard. Some Christian, Hindu and/or nonreligious beliefs about life after death.
---	---	---	--	---	--



Discovering and Learning Together, so all can Flourish.
'A tree planted by streams of water, which yields its fruit in season' (Psalm 1:3)
Wisdom – Hope – Service – Resilience

	his path, as they see it in the Bible or through Church teaching. Christians believe getting to know God is like getting to know a person rather than learning information.			over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light. Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.		
--	---	--	--	---	--	--

Skills	Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms. Make clear connections between Bible texts studied and what Christians believe about God; for example, through how	Respond sensitively to religious engagements with racism with ideas of their own . Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies. Describe examples of connections between antiracism and religion. Find out about at least two examples of antiracism that have been effective.	Identify features of Gospel texts (for example, teachings, parable, narrative). Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.	Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts. Make clear connections between the Christian belief in	Describe the most important functions of a place of worship for the community. Give examples of how places of worship support believers in difficult times, explaining why this matters to believers. Present ideas about the importance of people in a place of worship, rather than the place itself.	Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation Explain some similarities and differences between beliefs about life after death. Explain some reasons why Christians and Humanists have different ideas about an afterlife.
----------------------	--	--	---	--	--	--

	churches are designed. Show how Christians put their beliefs into practice in worship. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.			Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. Show how Christians put their beliefs into practice. Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.		
Vocabulary						
Assessment KPI & Opp						
Unit Link						
Year 5 KPIs (Skills)						
	Element 1: Making sense of the text: –		Element 2: Understanding the Impact: Make clear connections between Bible texts and concepts studied with what Christians believe,		Element 3: Making Connections: Weigh up how biblical ideas, teachings or beliefs relate to the	

	- Explain connections between biblical texts and the key concepts studied, using theological terms.		how Christians worship and how Christians behave in their whole lives, their church communities, and in the wider world.		issues, problems and opportunities of their own lives and the world today, developing insights of their own.	
Year 6	U2.10 How and why should religious communities do more to care for the earth? <i>World Views</i>	2b.2 Creation and Science: conflicting and complementary? <i>Christianity</i>	2b.3 How can following God bring freedom and justice? <i>Christianity</i>	2b.7 What difference does the resurrection make for Christians? <i>Christianity</i>	2b.8 What kind of king is Jesus? <i>Christianity</i>	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? <i>Believing Islamic, Jewish, Humanist World Views.</i>
Christian Concepts		Creation & Fall	People of God	Salvation	Kingdom of God	
Knowledge	PUPILS WILL KNOW THAT: Know the key environmental problems and some key religious teachings about the Earth Know there are	PUPILS WILL KNOW THAT: There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a	PUPILS WILL KNOW THAT: The Old Testament pieces together the story of the People of God. The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus’ death and resurrection also rescue people from slavery to sin. Christians apply this idea to living today by trying to serve God and to	PUPILS WILL KNOW THAT: Christians read the ‘big story’ of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans’	PUPILS WILL KNOW THAT: Jesus told many parables about the Kingdom of God. These suggest that God’s rule has begun, through the life, teaching	PUPILS WILL KNOW THAT: Respond with ideas of their own to the title question. Find out about religious teachings, charities and ways of expressing generosity (C3).

	connections between beliefs about the earth in holy texts and how some people have become activists. Know about the key concepts such as khalifa (Islam), stewardship (Christianity), Bhumi (goddess in Hindu dharma) and Tu B'Shevat (Jewish) which have implications for care of the earth.	poetic account conflict with scientific accounts? There are many scientists throughout history and now who are Christians. The discoveries of science make Christians wonder even more about the power and majesty of the Creator.	bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.	relationship with God. The Gospels give accounts of Jesus' death and resurrection. Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).	and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. Many Christians try to extend then Kingdom of God by challenging unjust social structures in their locality	Expected: Describe and make connections between examples of religious creativity (buildings and art). Show understanding of the value of sacred buildings and art. Suggest reasons why some believers see generosity and charity as more important than buildings and art. Apply ideas about values from scriptures to the title question.
--	---	---	--	--	---	---

					and in the world.	
Skills	Find out about two examples of religious projects seeking to have an environmental impact. Understand the challenges facing the planet and responses from different religions. Discuss their own and others' ideas about the kinds of collaboration, activism and commitment needed to	Outline the importance of Creation on the timeline of the 'big story' of the Bible. Identify what type of text some Christians say Genesis 1 is, and its purpose. Outline the importance of Creation on the timeline of the 'big story' of the Bible. Identify what type of text some Christians say Genesis 1 is, and its purpose. Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. Make clear connections between Genesis 1 and Christian belief about God as Creator.	Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.	Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation. Suggest meanings for resurrection accounts, and compare their ideas with way in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. Explain connections between Luke 24 and the Christian concepts of	Explain connections between biblical texts and the concept of the Kingdom of God. Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. Make clear connections between belief in the Kingdom of	



Discovering and Learning Together, so all can Flourish.
'A tree planted by streams of water, which yields its fruit in season' (Psalm1:3)
Wisdom – Hope – Service – Resilience

	'save the Earth.	Show understanding of why many Christians find science and faith go together. Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.		Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. Show how Christians put their beliefs into practice in different ways. Explain why some people find belief in the Resurrection makes sense and inspires them. Offer and justify their own	God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community. Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world	
--	-------------------------	---	--	--	--	--



Discovering and Learning Together, so all can Flourish.
'A tree planted by streams of water, which yields its fruit in season' (Psalm 1:3)
Wisdom – Hope – Service – Resilience

				responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.	could or should learn from Christian ideas.	
Vocabulary						
Year 6 KPIs						
	Element 1: Making sense of the text: – Taking account of the context(s), suggest meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.		Element 2: Understanding the Impact: Show how Christians put their beliefs into practice in different ways, for example in different denominations.		Element 3: Making Connections: Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses.	

Bank of Units to use if required:



Discovering and Learning Together, so all can Flourish.
'A tree planted by streams of water, which yields its fruit in season' (Psalm 1:3)
Wisdom – Hope – Service – Resilience

KS1:

- 1.8 How should we care for others and the world, and why does it matter?

LKS2:

- L2.9: What can we learn from religious worldviews about deciding what is right or wrong. (Year 3/4– T5 (25–26))
- L2.8: What does it mean to a Hindu in Britain today?
- L2.10– How do family life and festivals show what matters to Jewish people?
- L2.2: Why is the Bible important to Christians today?