

NORTHWICK MANOR PRIMARY SCHOOL

Knowing more.....remembering more..... Connecting learning.....

R.E. Curriculum Overview

R.E. Intent:

At Northwick Manor Primary School we believe the principal aim of Religious Education is to explore what people believe and what difference this makes to how they live. Pupils should be given the **opportunities** to gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, and to be able to reflect on their own ideas and ways of living - regardless of ethnic origin, gender, class, aptitude or disability. Through **ambitious**, high-quality provision and a broad and balanced curriculum our intent is to:

- Enable children to investigate and reflect on some of the most fundamental questions asked by people.
- Understand how and why religious beliefs shape what different people believe and how they live.
- Develop positive attitudes towards people who hold religious and non-religious beliefs different to their own and to prepare them for multicultural life in modern Britain.

Our R.E. curriculum is designed around the Worcestershire Agreed Syllabus for Religious Education and focuses on three core elements: making sense of beliefs; understanding the impact of beliefs (how and why people put their beliefs into action) and making connections between pupils' own lives and ways of understanding the world. These elements offer a structure through which pupils encounter diverse religious traditions alongside non-religious worldviews. Children are guided and given **opportunities** to identify similar themes and threads which connect their learning. For example, Gospel is a theme that is first encountered in Year 2 and then re-visited and built upon in Years 3 and 5. This also enables teaching staff to gain an overview of the entire R.E. curriculum when planning and delivering their lessons. We give pupils the **power** to easily draw on their prior learning from previous units of study or look ahead to future units in order to make strong, relevant connections. This provides a sense of cohesion in their learning and enables children to know more and remember more. It is our **ambition** that every pupil **achieves** more.

Aims of the Syllabus:

EYFS

RE sits very firmly within the areas of personal, social and emotional development and understanding the world. This framework enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have the opportunity to develop their emerging moral and cultural awareness.

Key Stage 1

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject-specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

Key Stage 2

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject-specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

Worcestershire Agreed Syllabus Links:

RE teaching and learning should enable pupils to:

- Make sense of a range of religious and nonreligious beliefs
- Understand the impact and significance of religious and nonreligious beliefs
- Make connections between religious and non-religious beliefs, concepts, practices

Pupils in KS1 should be taught to:

- Identify the core beliefs and concepts studied and give a simple description of what they mean
- Give examples of how people use stories, texts and teachings to guide their beliefs and actions
- Think, talk and ask questions about whether the ideas they have been studying have something to say to them
- Give examples of how stories show what people believe (e.g. the meaning behind a festival)
- Give examples of ways in which believers put their beliefs into action
- Give a good reason for the views they have and the connections they make
- Give clear, simple accounts of what stories and other texts mean to believers

Pupils in LKS2 should be taught to:

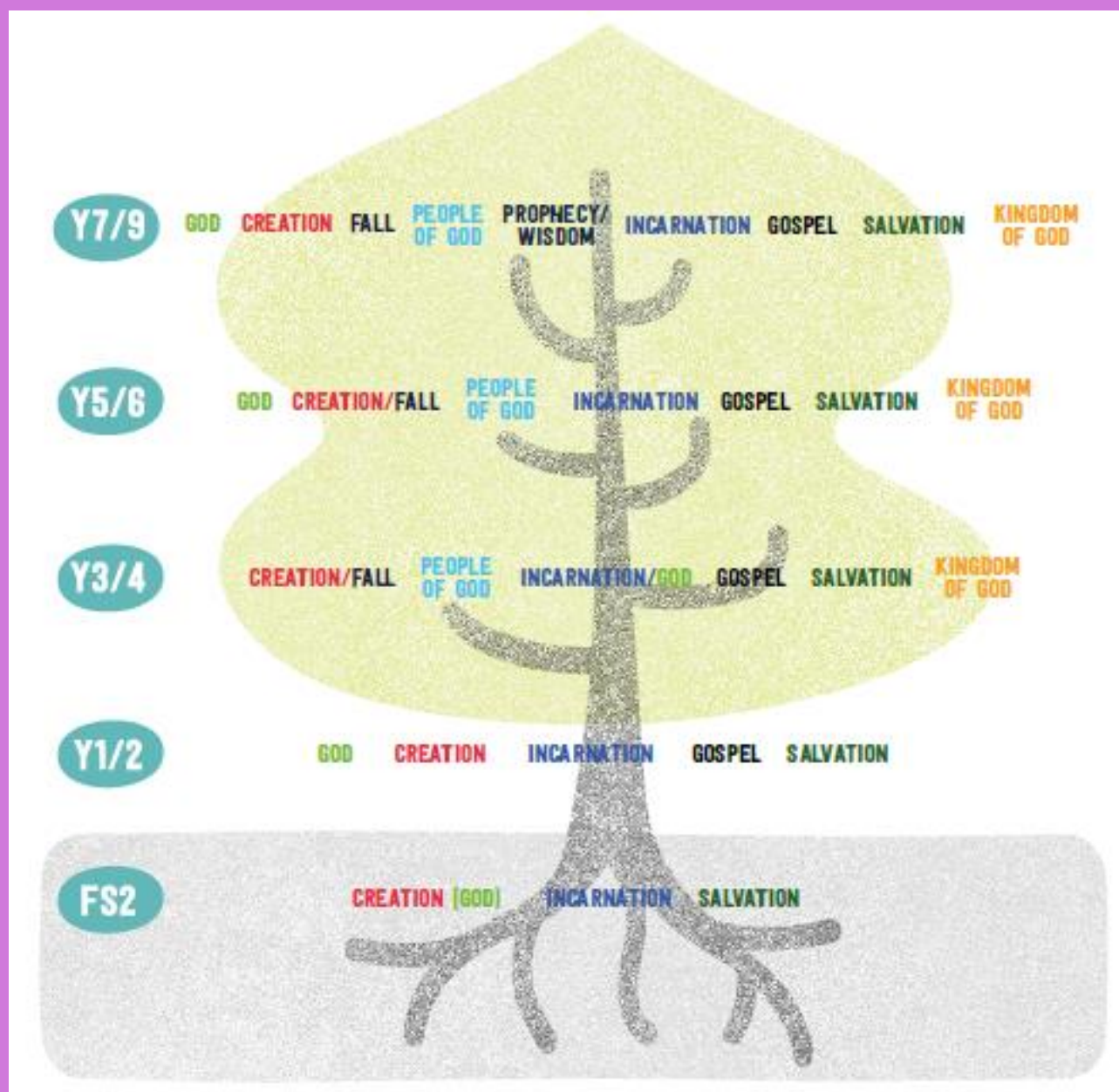
- Identify and describe the core beliefs and concepts studied
- Make simple links between stories, teachings and concepts studied and how people live, individually and in communities
- Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
- Make clear links between texts/sources of authority and the key concepts studied

- Describe how people show their beliefs in how they worship and in the way they live
- Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live
- Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers
- Identify some differences in how people put their beliefs into action
- Give good reasons for the views they have and the connections they make.

Pupils in UKS2 should be taught to:

- Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions
- Make clear connections between what people believe and how they live, individually and in communities
- Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)
- Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts
- Using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in different communities, denominations or cultures
- Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently
- Give meanings for texts/ sources of authority studied, comparing these ideas with ways in which believers interpret texts/ sources of authority
- Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world
- today, developing insights of their own and giving good reasons for the views they have and the connections they make.

Many of our units follow the 'Understanding Christianity' Scheme of work which explores Christian concepts and supports the teaching of Christianity throughout the RE curriculum at Northwick Manor. The diagram below shows how the core concepts build and are re-visited throughout the primary curriculum and beyond.



Key Learning: What will pupils get better at?

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN 1	<p>F5 What places are special and why?</p> <p>Recognising that some religious people have places which have special meaning for them.</p> <p>Talking about the things that are special and valued in a place of worship.</p>	<p>1.2 CREATION: Who do Christians say made the world?</p> <p>Retelling the story of creation from Genesis 1:1–2:3</p> <p>Recognising that 'Creation' is the beginning of the 'big story' of the Bible.</p> <p>Thinking, talking and asking questions about living in an amazing world.</p>	<p>1.6 Who is Muslim and how do they live?</p> <p>Identifying some of the key Muslim beliefs about God.</p> <p>From stories about the Prophet they will show what Muslims believe about Muhammad and how this guides their beliefs and actions.</p> <p>Thinking, talking about and asking questions about Muslim beliefs and ways of living.</p>	<p>L2.9 How do festivals and worship show what matters to a Muslim?</p> <p>Giving examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describing what they involve.</p> <p>Raising questions and suggesting answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims.</p> <p>Making links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.</p>	<p>L2.11 How and why do people mark the significant events of life?</p> <p>Identifying some beliefs about love, commitment and promises in two religious traditions and describing what they mean.</p> <p>Recognising the importance of ceremonies of commitment for religious and non-religious people today.</p> <p>Describing what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean.</p> <p>Identifying some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)</p>	<p>U2.8 What does it mean to be a Muslim in Britain today?</p> <p>Identifying and explaining key Muslim beliefs about God, the Prophet and the Holy Qur'an. (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message)</p> <p>Describing how Muslims use Qur'an guidance on the Five Pillars to guide how they live their lives.</p> <p>Making connections between Muslim beliefs studied and Muslim ways of living in Britain/ Worcestershire today.</p>	<p>U2.7 Why do Hindus try to be good?</p> <p>Identifying and explaining Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately</p> <p>Making connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live</p> <p>Identifying the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.</p> <p>Reflecting on and articulating what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.</p>

Key Golden Nuggets

What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?

	<p>To know that some religious people have places that have special meaning for them.</p> <p>To know a Church is a special place for a Christian.</p> <p>To know a Mosque is a special place for a Muslim.</p> <p>To know some features of a Church and why they are special for a Christian</p>	<p>To know that Christians believe God created the universe.</p> <p>To know that the Bible is a special book for Christians.</p> <p>To know Harvest is a special time for Christians, they thank God for creating the world and think about everything they are grateful for.</p> <p>To know the order in which God created the world according to the Bible.</p>	<p>To know Muslims believe in one God and believe Muhammad is the final messenger.</p> <p>To know that the words of the Shahadah are whispered into the ear of a baby when they are first born.</p> <p>To know there are 99 names of Allah</p> <p>To know that the Pillars of Islam guide Muslims pin how to live their lives.</p>	<p>To know the 5 pillars of Islam (declaration of faith, prayers, fasting, charity and pilgrimage).</p> <p>To know Muslims pray 5 times a day.</p> <p>To know how Muslims show their devotion to their religion (5 pillars)</p>	<p>To know that not every religious person will have the same beliefs and rituals.</p> <p>To know that Tawhid (the oneness of God), belief in the prophet and the guidance of the Quran is very important for Muslims.</p> <p>To know that Muslims look up to Prophet Muhammad pbuh and try to follow in his footsteps.</p> <p>To know how Muslims use the Quran as a guide to their life.</p>	<p>To know that the key Hindu beliefs are dharma, karma, samsara, moksha and be able explaining their meaning accurately.</p> <p>To know that the four Hindu stages of life are called ashramas and they each involve duties.</p> <p>To know that Hindus try to escape the cycle of life, death and re-birth.</p> <p>To know that Hindu beliefs make a difference to how Hindus live their lives E.g. ahimsa (non-violence) means all living things have the right to be treated well.</p>
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Connecting Learning

<p><i>YEAR 1: 1.8 What makes some places sacred to believers?</i></p>	<p><i>EYFS: F1 CREATION: Why is the word 'God' so important to Christians?</i></p> <p><i>Year 3: 2a.1 CREATION/FALL: What do Christians learn from the Creation story?</i></p> <p><i>Year 6: CREATION/FALL: Creation & Science –</i></p>	<p><i>Year 3: - L2.9 How do festivals and worship show what matters to a Muslim?</i></p> <p><i>Year 5: U2.8 - What does it mean to be a Muslim in Britain today?</i></p>	<p><i>Year 2: 1.6 - Who is Muslim and how do they live?</i></p> <p><i>Year 5: U2.8 - What does it mean to be a Muslim in Britain today?</i></p>	<p><i>Year 1:1.10 What does it mean to belong to a faith community?</i></p> <p><i>Year 4: L2.2 (KS2a2) PEOPLE OF GOD: What is it like for someone to follow God?</i></p>	<p><i>Year 2: 1.6 - Who is Muslim and how do they live?</i></p> <p><i>Year 3: - L2.9 How do festivals and worship show what matters to a Muslim?</i></p>	<p><i>Year 4: L2.7 - What do Hindus believe God is like?</i></p> <p><i>Year 4 L2.8 - What does it mean to be a Hindu in Britain today?</i></p>
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		<i>Conflict or complimentary?</i>					
AUTUMN 2	F2 INCARNATION: Why is Christmas special for Christians? Beginning to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus. Recalling simply what happens at a traditional Christian festival (Christmas).	1.3 INCARNATION: Why does Christmas matter to Christians? Recognising that stories of Jesus' life come from the Gospels Retelling the story of Jesus' birth and explaining why Jesus is important for Christians. Recognising ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas.	1.6 Who is Muslim and how do they live? <i>(continued)</i> Identifying some of the key Muslim beliefs about God. From stories about the Prophet they will show what Muslims believe about Muhammad and how this guides their beliefs and actions. Thinking, talking about and asking questions about Muslim beliefs and ways of living. (Mini unit - Christmas) What is the 'Good News' in the Christmas Story? Identifying three things that happened to Mary and Joseph in the Christmas story. Giving examples of the parts of the Christmas Story are good news to Christians. Describing an important Christian belief about Jesus and say how this is shown in the Christmas story. Asking and suggesting appropriate answers about why Christians celebrate Christmas.	L2.3 (KS2a3) INCARNATION/ GOD: What is the Trinity and why is it important to Christians? Christmas Recognising what a 'Gospel' is and giving an example of the kinds of stories it contains Understanding what baptism and Trinity mean and how Christians show these beliefs in the way they live.	L2.2 (KS2a2) PEOPLE OF GOD: What is it like for someone to follow God? Making links between the story of Noah and the idea of covenant (an agreement). Making simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony, and how we all live in school and the wider world.	U2.3 (KS2b4) INCARNATION Why do Christians believe that Jesus was the Messiah? Christmas Explaining how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. Identifying Gospel and prophecy texts, using technical terms and start to begin to use theological terms.	U2.7 Why do Hindus try to be good? <i>(continued)</i> Identifying and explaining Hindu beliefs, e.g. <i>dharm</i> , <i>karma</i> , <i>samsara</i> , <i>moksha</i> , using technical terms accurately Making connections between Hindu beliefs about <i>dharm</i> , <i>karma</i> , <i>samsara</i> and <i>moksha</i> and ways in which Hindus live Identifying the four Hindu aims of life and the four stages of life with beliefs about <i>dharm</i> , <i>karma</i> , <i>moksha</i> , etc. Reflecting on and articulating what impact belief in <i>karma</i> and <i>dharm</i> might have on individuals and the world, recognising different points of view.

Key Golden Nuggets

What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?

	To know that Jesus is not just a baby, but God born as a baby.	To know that the birth of Jesus is special to Christians.	To know Muslims believe in one God and believe Muhammad is the final messenger.	To know that Christians believe that God is Trinity: Father, Son and Holy Spirit.	To know that the Bible is organised into books and each book has chapters and verses.	To know that Jesus was Jewish.	To know that the key Hindu beliefs are <i>dharm</i> , <i>karma</i> , <i>samsara</i> , <i>moksha</i> and be able explaining their meaning accurately.
	To know that the Nativity story is a story from the Bible.	To know that stories about Jesus come from the Gospels.	To know that the words of the Shahadah are whispered into the ear of a baby when they are first born.	To know that Christians believe the Father creates (E.g. He sends the son who saves the people)	To know that the Old Testament tells the story of a particular group of people, the Children of Israel known as the People of God and their relationship with God.	To know that Christians believe that Jesus is God in the Flesh.	To know that the four Hindu stages of life are called ashramas and they each involve duties.
	To know that Christmas is celebrated on the 25 th December.	To know that Advent is a time of getting ready for Jesus' coming.	To know there are 99 names of Allah	To know Christians use symbols to describe God.	To know that the People of God try to live their lives in the way God wants, following his commands and worshipping him.	To know that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.	To know that Hindus try to escape the cycle of life, death and re-birth.
	To know some special ways Christmas is celebrated by Christians.	To know the Bible points out that Jesus' birth showed he was extraordinary, and he came to bring good news.	To know that the Pillars of Islam guide Muslims pin how to live their lives.	To know that Christians believe that the Holy Spirit is God's power at work in the world today.	To know that the People of God try to live their lives in the way God wants, following his commands and worshipping him.	To know that the Old Testament talks about a 'rescuer' or 'anointed one' - a messiah.	To know that Hindu beliefs make a difference to how Hindus live their lives E.g. ahimsa (non-violence) means all living things have the right to be treated well.
			(Mini Unit) To know which parts of the Christmas story are good news to Christians.		To know that the word 'covenant' means an agreement or pact where promises are made.	To know that the Old Testament talks about a 'rescuer' or 'anointed one' - a messiah.	

Connecting Learning


<i>YEAR 1: 1.3 INCARNATION: Why does Christmas matter to Christians?</i>	<i>EYFS: F2 INCARNATION - Why is Christmas special for Christians?</i>	<i>Year 3: - L2.9 How do festivals and worship show what matters to a Muslim?</i>	<i>Year 1: 1.1 GOD - What do Christians believe God is Like?</i>	<i>Year 4: L2.11 How and why do people mark the significant events of life?</i>	<i>EYFS: F2 INCARNATION - Why is Christmas special for Christians?</i>	<i>Year 4: L2.7 - What do Hindus believe God is like?</i>
<i>YEAR 3 : L2.3 (KS2a3) INCARNATION - What is</i>	<i>YEAR 3 : L2.3 (KS2a3) INCARNATION - What</i>		<i>Year 5: 2b.1 GOD – What does it mean if</i>			

	<p><i>the Trinity and why is it important to Christians?</i></p> <p>YEAR 5: U2.3 (KS2b4) INCARNATION - Why do Christians believe that Jesus was the Messiah?</p>	<p><i>is the Trinity and why is it important to Christians?</i></p> <p>YEAR 5: U2.3 (KS2b4) INCARNATION - Why do Christians believe that Jesus was the Messiah?</p>	<p>Year 5: U2.8 - What does it mean to be a Muslim in Britain today?</p> <p>(Mini Unit) EYFS: F2 – Why is Christmas special to Christians?</p> <p>1.3 INCARNATION – Why does Christmas matter to Christians?</p> <p>YEAR 2: GOSPEL – What is the ‘Good News’ Christians say Jesus brings?</p> <p>YEAR 3: L2.3 INCARNATION/ GOD What is the Trinity?</p> <p>YEAR 5: U2.3 INCARNATION – Was Jesus the Messiah?</p>	<p>God is holy and loving?</p> <p>EYFS: F2 INCARNATION - Why is Christmas special for Christians?</p> <p>YEAR 1: 1.3 INCARNATION: Why does Christmas matter to Christians?</p> <p>YEAR 5: U2.3 (KS2b4) INCARNATION - Why do Christians believe that Jesus was the Messiah?</p>	<p>Year 4: L2.11 How and why do people mark the significant events of life?</p>	<p>YEAR 1: 1.3 INCARNATION: Why does Christmas matter to Christians?</p> <p>YEAR 3 : L2.3 (KS2a3) INCARNATION - What is the Trinity and why is it important to Christians?</p>	<p>Year 4 L2.8 - What does it mean to be a Hindu in Britain today?</p>
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SPRING 1	<p>F6 What stories are special and why?</p> <p>Recognising some religious words, e.g. about God</p> <p>Identifying a sacred text e.g. Bible, Torah</p> <p>Talking about some of the things stories teach believers (for example, what Jesus’ story about the ten lepers teaches about saying ‘thank you.’ ; what the <i>Chanukah</i> story teaches Jews).</p> <p>Identifying some of their own feelings in the stories they hear.</p>	<p>1.10 What does it mean to belong to a faith community?</p> <p>Recognise that loving others is important in lots of communities.</p> <p>Saying simply what Jesus and one other religious leader taught about loving other people.</p> <p>Explaining what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and knowing what the actions and symbols mean.</p>	<p>1.7 Who is Jewish and how do they live?</p> <p>Identifying how Jewish people celebrate special times. (e.g. Shabbat, Sukkot, Chanukah)</p> <p>Making links between Jewish ideas of God found in the stories and how people live.</p> <p>Talking about what they think is good about reflecting, thanking, praising and remembering for Jewish people.</p>	<p>L2.10 How do festivals and family life show what matters to Jewish people?</p> <p>Identifying some Jewish beliefs about God, sin and forgiveness and describing what they mean.</p> <p>Making simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals).</p> <p>Describing how Jews show their beliefs through worship in Festivals.</p> <p>Considering the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils’ own lives.</p>	<p>L2.5 (KS2a5) SALVATION: Why do Christians call the day Jesus died ‘Good Friday’? Easter</p> <p>Recognising the word ‘Salvation’, and that Christians believe Jesus came to ‘save’ or ‘rescue’ people, e.g. by showing them how to live</p> <p>Identifying the importance of the events of Holy Week.</p> <p>Making links between the Gospel accounts and how Christians mark the Easter events in their communities.</p>	<p>U2.9 Why is the Torah so important to Jewish people?</p> <p>Identifying and explain Jewish beliefs about God.</p> <p>Interpreting how Jewish people use the Torah.</p> <p>Making clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)</p> <p>Understanding how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)</p>	<p>U2.2 (KS2b2) FALL: Creation & Science – Conflicting or Complimentary?</p> <p>Identifying the purpose and meaning of Genesis 1 (Creation), and comparing their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</p> <p>Understanding reasons why many Christians find science and faith go together.</p> <p>Arguing how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.</p>
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Key Golden Nuggets

What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?

	<p>To know the names of sacred books (Bible, Torah, Quran)</p> <p>To know that religious stories have meanings E.g. That Jesus teaches about being friends with the friendless.</p> <p>To know that religious people use the teachings to help them to make good choices.</p>	<p>To know what happens at a traditional Christian baptism.</p> <p>To know some symbols of belonging for Christians e.g. a cross or fish as a badge or necklace.</p> <p>To know some symbols of belonging for Muslims e.g., pilgrims circling the Ka’aba at Hajj</p> <p>To know two ways people say they belong to each other when they get married e.g. Wedding rings and vows</p>	<p>To know that a mezuzah in the home reminds Jewish people of God.</p> <p>To know that Shabbat is a special day of the week for Jewish people.</p> <p>To know some ways that Jewish people celebrate Shabbat e.g. a special meal</p> <p>To know that Chanukah is the Jewish Festival of Lights and celebrates one of the biggest miracles in Jewish history.</p>	<p>To know that Rosh Hashanah is the Jewish new year festival.</p> <p>To know that a shofar is an ancient musical instrument made from a ram’s horn and is sounded 100 times during a traditional Rosh Hashanah service.</p> <p>To know that Yom Kippur means the ‘Day of Atonement’.</p> <p>To know that the festival of Pesach celebrates the story of the Exodus.</p> <p>To know some ways the Ten Commandments are important to Jewish people today.</p>	<p>To know that Christians see Holy Week as the culmination of Jesus’ earthly life, leading to his death and Resurrection.</p> <p>To know the various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.</p> <p>To know that Christians today trust that Jesus really did rise from the dead, and so is still alive today.</p> <p>To know that Christians remember and celebrate Jesus’ last week, death</p>	<p>To know that the Shema is an important prayer for Jewish people that commands them to love God with all their heart, soul and might.</p> <p>To know some ways that Jewish people use and treat the Torah.</p> <p>To know that the Torah contains 613 commandments (mitzvot) including the Ten Commandments.</p> <p>To know that kosher food laws affect the everyday lives of some Jewish people.</p> <p>To know some objects found in a synagogue and explain their</p>	<p>To know there is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.</p> <p>To know people interpretate the texts in different ways. For example, does reading Genesis as a poetic account conflict with scientific accounts?</p> <p>To know there are many scientists throughout history and now who are Christians.</p> <p>To know the discoveries of science</p>
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					and resurrection.	importance e.g. ark, ner tamid, bimah.	make Christians wonder even more about the power and majesty of the Creator. To know the type of text Psalm 8 is and its purpose.
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Connecting Learning

	<p><i>Year 2: 1.4 GOSPEL: What is the Good News Jesus brings?</i></p> <p><i>Year 3: L2.4 GOSPEL: What kind of world did Jesus want?</i></p> <p><i>Year 5: U2.4 GOSPEL: What would Jesus do?</i></p>	<p><i>Year 4: L2.11 How and why do people mark the significant events of life?</i></p> <p><i>Year 4: L2.2 (KS2a2) PEOPLE OF GOD: What is it like for someone to follow God?</i></p>	<p><i>Year 3 - L2.10 - How do festivals and family life show what matters to Jewish people?</i></p> <p><i>Year 5 - U2.9 - Why is the Torah so important to Jewish people?</i></p>	<p><i>Year 2: 1.7 - Who is Jewish and how do they live?</i></p> <p><i>Year 5 - U2.9 - Why is the Torah so important to Jewish people?</i></p>	<p><i>EYFS: F3 SALVATION - Why is Easter Special for Christians?</i></p> <p><i>YEAR1: 1.5 SALVATION - Why does Easter matter to Christians?</i></p> <p><i>YEAR 6: U2.5 (KS2b6) SALVATION - What do Christians believe Jesus did to 'save' people? Easter</i></p>	<p><i>Year 2: 1.7 - Who is Jewish and how do they live?</i></p> <p><i>Year 3 - L2.10 - How do festivals and family life show what matters to Jewish people?</i></p>	<p><i>EYFS: F1 CREATION: Why is the word 'God' so important to Christians?</i></p> <p><i>Year 1: 1.2 CREATION: Who do Christians say made the world?</i></p> <p><i>YEAR 3: 2a.1 CREATION/FALL: What do Christians learn from the Creation story?</i></p>
SPRING 2	<p>F3 SALVATION: Why is Easter Special for Christians?</p> <p>Recognise and retell stories connected with celebration of Easter</p> <p>Say why Easter is a special time for Christians</p> <p>Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc.,</p> <p>Talk about some ways Christians remember these stories at Easter.</p>	<p>1.5 SALVATION: Why does Easter matter to Christians?</p> <p>Re-telling stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)</p> <p>Identifying ways Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</p>	<p>1.7 Who is Jewish and how do they live? (continued)</p> <p>Identifying how Jewish people celebrate special times. (e.g. Shabbat, Sukkot, Chanukah)</p> <p>Making links between Jewish ideas of God found in the stories and how people live.</p> <p>Talking about what they think is good about reflecting, thanking, praising and remembering for Jewish people.</p>	<p>L2.1 (KS2a1) CREATION - What do Christians learn from the creation story?</p> <p>Making links between Genesis 1 and what Christians believe about God and Creation.</p> <p>Recognising that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world.</p> <p>Describing what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways)</p> <p>Describing how and why Christians might pray to God, say sorry and ask for forgiveness.</p>	<p>L2.6 (KS2a6) KINGDOM OF GOD: When Jesus left what was the impact of Pentecost?</p> <p>Understanding the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth.</p> <p>Describing how Christians show their beliefs about the Holy Spirit in worship.</p>	<p>U2.1: GOD: What does it mean for Christians to believe that God is Holy and Loving?</p> <p>Identifying some different types of biblical texts, using technical terms accurately.</p> <p>Explaining connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed.</p> <p>Describing how Christians put their beliefs into practice in worship.</p>	<p>U2.5 (KS2b6) SALVATION: What do Christians believe Jesus did to 'save' people? Easter</p> <p>Explaining how Incarnation and Salvation fit within the 'big story' of the bible.</p> <p>Making clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper</p> <p>Articulating their own responses to the idea of sacrifice, recognising different points of view.</p>

Key Golden Nuggets

What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?

	<p>To know that Palm Sunday remind Christians of Jesus' entry into Jerusalem.</p> <p>To know that the Palm Cross is a special symbol for Christians.</p> <p>To know that hot cross buns are traditionally eaten on Good Friday and are a symbol that Jesus died on the cross.</p> <p>To know that Easter eggs are a symbol of Jesus' new life.</p>	<p>To know that Easter is very important in the 'big story' of the Bible.</p> <p>To know that Christians believe Jesus rose again, giving people hope of a new life.</p> <p>Christians believe Jesus builds a bridge between God and humans.</p> <p>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter E.g. Palm Sunday crosses, a joyful service of Easter Sunday, giving and receiving chocolate eggs.</p>	<p>To know that a mezuzah in the home reminds Jewish people of God.</p> <p>To know that Shabbat is a special day of the week for Jewish people.</p> <p>To know some ways that Jewish people celebrate Shabbat e.g. a special meal</p> <p>To know that Chanukah is the Jewish Festival of Lights and celebrates one of the biggest miracles in Jewish history.</p>	<p>To know that Christians believe God the Creator cares for the creation, including human beings.</p> <p>To know that Christians believe that as human beings are part of God's good creation, they do best when they listen to God.</p> <p>To know that the Bible shows that God wants to help people to be close to him and gives them guidelines on good ways to live (such as the Ten Commandments).</p> <p>To know some ways Christians might pray to God and know some reasons why e.g., to say sorry, to forgive and ask for forgiveness.</p>	<p>To know Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is King.</p> <p>To know Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him.</p> <p>To know Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost.</p> <p>To know Christians celebrate Pentecost as the beginning of the Church.</p>	<p>To know Christians believe God is holy and loving and give examples from a Psalm or Bible verse e.g. Psalm 103</p> <p>To know that Christian worship songs both traditional and modern emphasise the belief that God is holy and loving.</p> <p>To know the architecture of medieval cathedrals expresses the idea that God is holy. Worcester Cathedral was built in a cross shape and with symmetry to reflect perfection.</p> <p>To know that many people do not believe in God.</p>	<p>To know that the Gospels give accounts of Jesus' death and resurrection.</p> <p>To know that the New Testament says that Jesus' death was somehow 'for us'.</p> <p>To know Christians interpret this in a variety of ways: for example, as a sacrifice for sin; rescuing the lost and leading them to God; leading from darkness to light.</p> <p>To know Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).</p> <p>To know Christians believe that Jesus calls them to sacrifice their own needs to</p>
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the needs of others, and some are prepared to die for others and for their faith.

Connecting Learning

<p><i>YEAR1: 1.5 SALVATION - Why does Easter matter to Christians?</i></p> <p><i>YEAR 4: L2.5 (KS2a5) SALVATION - Why do Christians call the day Jesus died 'Good Friday'? Easter</i></p> <p><i>YEAR 6: U2.5 (KS2b6) SALVATION - What do Christians believe Jesus did to 'save' people? Easter</i></p>	<p><i>EYFS: F3 SALVATION - Why is Easter Special for Christians?</i></p> <p><i>YEAR 4: L2.5 (KS2a5) SALVATION - Why do Christians call the day Jesus died 'Good Friday'? Easter</i></p> <p><i>YEAR 6: U2.5 (KS2b6) SALVATION - What do Christians believe Jesus did to 'save' people? Easter</i></p>	<p><i>Year 3 - L2.10 - How do festivals and family life show what matters to Jewish people?</i></p> <p><i>Year 5 - U2.9 - Why is the Torah so important to Jewish people?</i></p>	<p><i>EYFS: F1 CREATION: Why is the word 'God' so important to Christians?</i></p> <p><i>Year 1: 1.2 CREATION: Who do Christians say made the world?</i></p> <p><i>Year 6: 2b.2 CREATION/FALL: Creation & Science – Conflict or complimentary?</i></p>	<p><i>Year 5 U2.11 - Why do some people believe in God and some people not?</i></p> <p><i>Year 6 - U2.6 (KS2b8) KINGDOM OF GOD: What kind of King is Jesus?</i></p>	<p><i>Year 1: 1.1 GOD - What do Christians believe God is Like?</i></p> <p><i>Year 3: 2a.3: GOD – What is the Trinity?</i></p>	<p><i>EYFS: F3 SALVATION - Why is Easter Special for Christians?</i></p> <p><i>YEAR1: 1.5 SALVATION - Why does Easter matter to Christians?</i></p> <p><i>YEAR 4: L2.5 (KS2a5) SALVATION - Why do Christians call the day Jesus died 'Good Friday'? Easter</i></p>
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<p>SUMMER 1</p> <p>F4 Being Special: where do we belong?</p> <p>Retelling simple religious stories</p> <p>Recalling simply what happens at a traditional Christian infant baptism and dedication</p> <p>Recalling simply what happens when a baby is welcomed into a religion other than Christianity.</p>	<p>1.8 What makes some places sacred to believers?</p> <p>Recognising special places where people go to worship, and talking about what people do there.</p> <p>Identifying objects used in worship in two religions and giving a simple account of how they are used/ what they mean.</p> <p>Recognising examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe</p>	<p>1.4 GOSPEL: What is the good news Christians say Jesus brings?</p> <p>Recognising the link with the concept of 'Gospel' or 'good news' and stories in the Bible.</p> <p>Giving clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</p> <p>Recognising that Jesus gives instructions to people about how to behave and explaining how Christians put these beliefs into practice.</p> <p>Asking 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.</p>	<p>L2.4 (KS2a4) GOSPEL: What kind of world did Jesus want?</p> <p>Identifying texts that come from a Gospel, which tells the story of the life and teaching of Jesus.</p> <p>Giving examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.</p> <p>Making links between the importance of love in the Bible stories studied and life in the world today.</p>	<p>L2.7 What do Hindus believe God is like?</p> <p>Identifying some Hindu deities and saying how they help Hindus describe God.</p> <p>Making links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God and how they live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali).</p> <p>Identifying some different ways in which Hindus worship.</p>	<p>U2.4 (KS2b5) GOSPEL: What would Jesus do?</p> <p>Identifying the main features of Gospel texts (for example, teachings, parable, narrative)</p> <p>Suggesting meanings of Gospel texts studied, and comparing their own ideas with ways in which Christians interpret them.</p> <p>Making connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives.</p>	<p>U2.6 (KS2b8) KINGDOM OF GOD: What kind of King is Jesus?</p> <p>Considering different possible meanings for the biblical texts studied, showing awareness of different interpretations</p> <p>Making clear connections between belief in the kingdom of God and how Christians put their beliefs into practice.</p> <p>Relating the Christian 'Kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today</p> <p>Articulating their own responses to the idea of the importance of love and service in the world today.</p>
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Key Golden Nuggets

What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?

	<p>To know that everyone is unique</p> <p>To know some Christian beliefs about how people are special to God</p> <p>To know how a baby is baptised in the Christian faith</p>	<p>To know the names of some religious sacred places (Church, Mosque, Synagogue and Temple)</p> <p>To know the features of a Church (altar, cross, crucifix, font, lectern) and start to explain how these help people in worship.</p> <p>To know the features of a Mosque (calligraphy, prayer mat, prayer beads, minbar, mihrab) and start to explain why these are important for Muslims.</p> <p>To know the features of a Synagogue (ark, torah scroll, tzitzit, tefillin, tallit, kippah, hanukkah) and start to explain why these are important for Jews.</p>	<p>To know that Jesus's teachings are very important to Christians as they try to implement his teachings in their daily lives.</p> <p>To know Christians believe Jesus brings good news for all people. For Christians, this good news includes being loved by God, and being forgiven for bad things.</p> <p>To know Christians believe Jesus is a friend to the poor and friendless.</p> <p>To know Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</p>	<p>To know Christians believe Jesus challenges everyone how to life- he sets the example of loving God and your neighbour e.g. putting others first.</p> <p>To know Christians believe Jesus challenges people who pretend to be good (hypocrisy) and show love and forgiveness to unlikely people.</p> <p>To know Christians try to be like Jesus- they want to know him better and better.</p> <p>To know Christians try to put Jesus's teachings into practice in lots of ways, from church worship to social justice.</p>	<p>To know that the belief in a supreme God Brahman is central in Hinduism.</p> <p>To know that Hindu's believe Brahman takes many forms. Especially three forms called the Trimurti.: Brahma is the creator of the world and all creatures. He is usually shown with four heads. Vishnu is the preserver of the world. His role is to return to the earth in troubled times and restore the balance of good and evil. He has blue skin and four arms. Shiva is the destroyer of the universe. Shiva destroys the universe in order to re-create it. Shiva has blue skin, a third eye and carries a trident.</p>	<p>To know that the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin.</p> <p>To know that 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.</p> <p>To know Christians believe that they should bring this good news to life in the world in different ways, within</p>	<p>To know Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.</p> <p>To know Christians believe that the Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.</p> <p>To know that many Christians try to extend the Kingdom of God by challenging unjust social structures in their</p>
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					<p>To know that Hindus believe that life is a cycle of birth, death, and rebirth. They also believe that the next life depends on how the previous life was lived.</p> <p>To know that Hindu's visit the Mandir to pray and also have shrines at home where they can pray.</p>	<p>their church family, in their personal lives, with family, with their neighbours, in the local, national and global community</p>	<p>locality and in the world.</p>
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Connecting Learning

	<p>YEAR 1: 1.10 What does it mean to belong to a faith community?</p>	<p>EYFS: F4 Being Special: where do we belong?</p> <p>EYFS: F6 What times/stories are special and why?</p> <p>EYFS: F5 What places are special and why?</p>	<p>YEAR 3: L2.4 (KS2a4) GOSPEL: What kind of world did Jesus want?</p> <p>YEAR 5: U2.4 (KS2b5) GOSPEL - What would Jesus do?</p>	<p>YEAR 2: 1.4 GOSPEL- What is the good news Christians say Jesus brings?</p> <p>YEAR 5: U2.4 (KS2b5) GOSPEL - What would Jesus do?</p>	<p>Year 4 L2.8 - What does it mean to be a Hindu in Britain today?</p> <p>Year 6 U2.7 - Why do Hindus try to be good?</p>	<p>YEAR 2: 1.4 GOSPEL- What is the good news Christians say Jesus brings?</p> <p>YEAR 3: L2.4 (KS2a4) GOSPEL: What kind of world did Jesus want?</p>	<p>Year 4: L2.6 (KS2a6) KINGDOM OF GOD: When Jesus left what was the impact of Pentecost?</p> <p>Year 5 U2.11 - Why do some people believe in God and some people not?</p>
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<p>SUMMER 2</p>	<p>F1 CREATION: Why is the word 'God' so important to Christians?</p> <p>Talking about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world.</p> <p>Retelling stories, talking about what they say about the world, God, and human beings.</p> <p>Talking about what people do to mess up the world and what they do to look after it.</p>	<p>1.1 GOD: What do Christians believe God is like?</p> <p>Identifying what a parable is and telling the story of the Lost Son from the Bible.</p> <p>Giving examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry)</p> <p>Thinking, talking and asking questions about whether they can learn anything from the story for themselves.</p>	<p>1.9 How should we care for the world and for others, and why does it matter?</p> <p>Identifying stories or texts that say something about each person being unique and valuable.</p> <p>Understanding what Genesis 1 tells Christians and Jews about the natural world.</p> <p>Giving good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</p>	<p>L2.12 How and why do people try to make the world a better place?</p> <p>Identifying some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)</p> <p>Making links between religious beliefs and teachings and why people try to live and make the world a better place</p> <p>Expressing their own ideas about the best ways to make the world a better place, making links with religious ideas studied.</p>	<p>L2.8 What does it mean to be a Hindu in Britain today?</p> <p>Describing how Hindus show their faith within their families (e.g. home puja) and within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)</p> <p>Identifying some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India).</p> <p>Identifying the terms dharma, Sanatan in Hinduism and saying what they mean.</p> <p>Making links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma).</p>	<p>U2.11 Why do some people believe in God and some people not?</p> <p>Considering different possible meanings for the biblical texts studied, showing awareness of different interpretations.</p> <p>Explaining the connections between belief in the kingdom of God and how Christians put their beliefs into practice.</p> <p>Relating the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today.</p>	<p>U2.12 How does faith help people when life gets hard?</p> <p>Explaining how Incarnation and Salvation fit within the 'Big Story' of the Bible.</p> <p>Explaining connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion /Lord's Supper</p> <p>Evaluating the value and impact of ideas of sacrifice in their own lives and the world today, articulate their own responses and recognising different points of view.</p>
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Key Golden Nuggets

What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?

	<p>To know that for Christians the word 'God' is important to Christians as they believe He is the creator of the universe and all that is in it.</p> <p>To know Christians are taught to respect God's name and use it with love and care because God is holy and great.</p> <p>To know Christians show that God is important to them in church when they gather together to pray to God and to sing his praise.</p>	<p>To know Christians believe in God, and that they find out about God in the Bible.</p> <p>To know Christians believe God is loving, kind, fair and forgiving, and also Lord and King.</p> <p>To know Christians worship God and try to live in ways that please him.</p>	<p>To know that every single person is unique and valuable regardless of if they follow a religion or not.</p> <p>To know that Genesis 1 highlights that God created all that is in heaven and earth. Christians and Jews believe this is a reminder to them to protect the environment and look after what God has made.</p> <p>To know that the teachings in the Bible help encourage Christians to look after the natural world.</p>	<p>To know that Christians believe the world isn't always a good place because of 'sin' and that there are people in the world that choose to make bad choices.</p> <p>To know and identify how our actions can impact other lives and the planet.</p> <p>To know that the Christian faith helps Christians to make moral choices.</p>	<p>To know that reincarnation: the cycle of birth, death and rebirth is a key Hindu belief.</p> <p>To know Hindus worship in a temple called a Mandir. Mandirs vary in size from small village shrines to large buildings, surrounded by walls.</p> <p>To know that Hindu's visit the Mandir at any time to pray and participate in the bhajans (religious songs).</p> <p>To know that Hindus also worship at home and often have a special room with a shrine to particular gods.</p>	<p>To know the definition of atheist, theist and agnostic.</p> <p>To know the difference between a fact, opinion and belief but understanding the importance of respecting one another's views.</p> <p>To know how the Christian faith impacts the way a Christian may live their life.</p> <p>To know what Muslims believe and how it may impact their life.</p> <p>To know the beliefs of a Humanist and discuss how this impacts their way of life.</p>	<p>To know how Incarnation and Salvation fit within the 'Big Story' of the Bible.</p> <p>To know that the Last Supper was Jesus' last meal before he died and he shared two signs with his followers: bread as a symbol for his body being broken, and wine as a symbol for his blood being spilled when he was crucified.</p> <p>To know that Jesus being risen again is a story of hope for Christians.</p> <p>To know that Christians, Jews and Muslims all worship God during good and hard times as they</p>
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					<p>To know that Dharma means a 'duty' and Hindu's believe their faith is a complete way of life. Sanatan means 'eternal' which means they regard their duties as ongoing regardless of someone's background.</p>	<p>To know that there are similarities within humanism and religions with regards to moral beliefs.</p>	<p>believe their destiny is in God's hands.</p>
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Connecting Learning

	<p><i>Year 1: 1.2 CREATION: Who do Christians say made the world?</i></p> <p><i>YEAR 3: 2a.1 CREATION/FALL: What do Christians learn from the Creation story?</i></p> <p><i>Year 6: 2b.2 CREATION/FALL: Creation & Science – Conflict or complimentary?</i></p>	<p><i>Year 3: 2a.3: GOD – What is the Trinity?</i></p> <p><i>Year 5: 2b.1 GOD – What does it mean if God is holy and loving?</i></p>	<p><i>Year 3: L2.12 - How and why do people try to make the world a better place?</i></p>	<p><i>Year 2: 1.9 - How should we care for the world and for others, and why does it matter?</i></p>	<p><i>Year 4: L2.7 - What do Hindus believe God is like?</i></p> <p><i>Year 6 U2.7 - Why do Hindus try to be good?</i></p>	<p><i>Year 4: L2.6 (KS2a6) KINGDOM OF GOD: When Jesus left what was the impact of Pentecost?</i></p> <p><i>Year 6 - U2.6 (KS2b8) KINGDOM OF GOD: What kind of King is Jesus?</i></p>	<p><i>Year 1:1.10 - What does it mean to belong to a faith community?</i></p>
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