



Christ Church Upper Armley CE Primary School

Religious Education Intent and Overview

Religious Education

A major part of the meaning of life is contained in the very process of discovering it.

The Education Act of 1988 requires that Religious Education be taught to all pupils. It must be "in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain."

Religious Education at Christ Church Upper Armley CE Primary School explores how individuals and communities make meaning and sense of their lives through the major religions of the world. It enables pupils to know about, understand and respond to the important and ultimate questions of life. Religious education is taught in such a way that it inspires pupils to explore, develop and affirm their own faith and values and have respect for the faith, beliefs and values of others. It is not the practice of this school to preach to or seek to convert children. Values education permeates the religious education curriculum at Christ Church Upper Armley CE Primary School.

As a Church of England school, the Governing Body has adopted the Leeds Diocesan Syllabus, delivering this through an inquiry-based approach that allows for deeper reflection and questioning. We also use 'Understanding Christianity' as part of our curriculum.

During the Foundation Stage, RE is taught within three Areas of Learning: Personal, Social, and Emotional Development, Communication and Language and Understanding the World. The aim is to provide for children's spiritual, moral, social and cultural development through focusing on what is special to young children, as a 'stepping stone' to understanding what is special to a faith community.

Throughout Key Stage One pupils study Christianity and some aspects of Judaism; a more in-depth study of these religions takes place in Key Stage Two as well as an introduction to Islam and Hinduism.

Religious education is generally taught as a separate subject, although, we plan whole school themes that use RE as a starting point for learning across a range of subjects. In addition, we have special RE days to create a memorable; more holistic and hopefully less disjointed learning experience for our pupils.

We have strong links with Christ Church. We visit the churches for acts of worship and to celebrate significant events in the Church calendar but we also use the church as a teaching resource whenever possible. The parish priest, Reverend Phil, is a regular visitor in school, who leads acts of worship and talks about his role in the church as part of the R.E. curriculum. We also have our very own 'prayer group' which meet regularly. Although parents are entitled to withdraw their children from Religious Education, we encourage all children to participate in this important curriculum area. If you need to discuss this aspect further, please contact the Headteacher first.

We want to ensure that R.E is an exciting, meaningful subject. We base each topic in RE around a series of questions and we always begin by starting from what the children know already. The questions posed are explored in great depth to provoke

deep thinking. To do this we spend much time reflecting, discussing, debating and providing first-hand experiences. We aim for RE to enable our pupils to become 'RE literate' holding informed discussions and opinions.

Greater Depth

Children who are achieving greater depth in RE can:

- Work confidently and independently during lessons, eloquently expressing their views.
- Consistently apply their learning to different contexts and across different curriculum areas.
- Compare, contrast and evaluate world religious and non-religious views whilst coherently expressing their personal views and beliefs.
- Make connections between world religious and non-religious views and discuss what these mean to those who follow these views.
- Discuss and reflect upon the bigger questions, making reference to religious and non-religious world views.
- Confidently challenge others and debate their opinions and views in a respectful way, disagreeing well.
- Make links with specific Religious Texts and talk about the impact they have on believers today.
- Explain their learning and understanding to others in a way that enables others to learn too._

Assessment of learning in RE takes place within all lessons and is tracked and monitored by the individual class Teachers. All Teacher assessments are recorded on ARBOR and are subsequently moderated by the RE Leader who triangulates evidence and moderates judgements. Judgements are shared with parents and carers throughout the year.

Key Curriculum Principles

1. **Enrichment:** – To further enhance our comprehensive RE curriculum, we have several 'Enrichment' events across the year whereby each class dedicates a specific day to further their knowledge and thinking around a particular area. The Enrichment event theme is selected based upon several factors such as Pupil voice, Teacher Assessment and our SIAMS development plan targets. Enrichment events are planned carefully to challenge and develop our children's spirituality, thinking, questioning, and understanding within a particular area or issue within R.E.
2. **Deliberate Practice:**– At Christ Church Upper Armley, we value the important role of RE in holistically and spiritually developing our pupils. We use a 'Big Question' driver to spark children's thinking and ensure we link back and record their

reflections. The 'Reflection areas' within each classroom enable pupils and Teachers to look at their individual thinking journey and can demonstrate how opinions and ideas change over time. Another of our key pedagogical approaches in RE is the time and space given to allow children to reflect and think. Lesson questions and built in time to reflect are viewed as critical to enable children to challenge and grapple with theological ideas and questions.

3. **Oracy** – Through our work with Voice 21 and participation in 'Narrowing the Word Gap' project, pupils regularly experience different types of talk, such as exploratory talk and presentational talk. Strategies for talk to 'learn to talk' and 'learn through' talk are spread throughout the RE curriculum, so that learners can further develop ideas and articulate them to their peers. RE is a fundamental driver for oracy skills, as pupils are always asked to share their thinking, question and challenge ideas. They are encouraged to debate opinions and weigh up the impact that certain elements have on believers today.

Within our RE lessons, we focus on 3 key areas: 'Making Sense of the text', 'Understanding the Impact' and 'Making Connections'. These three strands form the basis of each unit taught and intertwine to ensure full coverage across the Religious Education (RE) curriculum towards the stated outcomes. These aims of each of these areas are described below:

Aims of the RE Curriculum

Making sense of the text

- Identifying and making sense of core religious and non-religious concepts and beliefs.
- Understanding what these beliefs mean within their traditions.
- Recognising how and why sources of authority are used, expressed and interpreted in different ways.
- Developing skills of interpretation.

Understanding the impact

- Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.

Making connections

- Reasoning about, reflecting on, evaluating and connecting the concepts, beliefs and practices studied.
- Allowing pupils to challenge ideas and the ideas to challenge pupils' thinking.
- Discerning possible connections between these ideas and pupils' own lives and ways of understanding the world.

Religions Taught

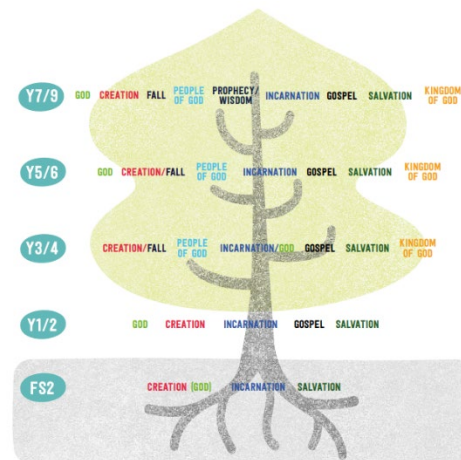
Christianity is taught in all year groups. Christianity is taught in a spiral curriculum (see diagram below) focusing on different concepts e.g. creation which are built upon in each year group.

Different year groups also explore other religions and worldviews. Years 1 and 2 study Judaism, Years 3 and 4 study Sikhism and Years 5 and 6 study Islam. Revisiting the previously taught other faith for the second block, enables children to get a deep understanding of the main concepts facilitating them to ask pertinent questions and think about the impact on followers today.

In Foundation Stage children explore the different aspects of religion and how they are special to people. They do this through sharing their own experiences and enjoying religious stories.




In Key Stage 1 children begin to understand the importance of religion to different people. They will have opportunities to reflect on their own feelings enabling them to develop a sense of belonging.




This is further developed in Key Stage 2. Children will learn to recognise diversity within religion, comparing religions to find similarities and differences between them. They will develop effective communication of their own ideas and recognise and respect different viewpoints.

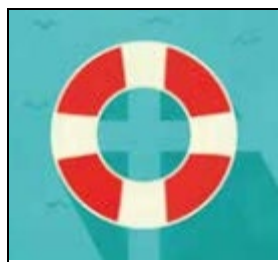



Core Concepts within the Teaching of Christianity

We use the 'Understanding Christianity' resources to support teaching and learning.

Concept	
God 	Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit.
Creation 	The universe and human life are God's good creation. Humans are made in the image of God.
Fall 	<p>Humans have a tendency to go their own way rather than keep their place in relation to their Creator. This attitude is called sin, and Genesis 3 gives an account of this rebellion, popularly called 'the Fall'. This describes a catastrophic separation between God and humans, between humans and each other, and between humans and the environment.</p> <p>This idea that humans are 'fallen' and in need of rescue (or salvation) sets out the root cause of many problems for humanity.</p>
People of God	The Old Testament tells the story of God's plan to reverse the impact of the Fall, to save humanity. It involves choosing a people who will model a restored relationship with God, who will attract all other people back to God.

	<p>The Bible narrative includes the ups and downs of this plan, including the message of the prophets, who tried to persuade people to stick with God. The plan appears to end in failure with the people of God exiled, and then returning, awaiting a 'messiah' — a rescuer.</p>
<p>Incarnation</p> 	<p>The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans.</p>
<p>Gospel</p> 	<p>Jesus' incarnation is 'good news' for all people. ('Gospel' means 'good news'.) His life, teaching and ministry embody what it is like to be one of the people of God, what it means to live in relationship with God. Jesus' example and teaching emphasise loving one's neighbour — particularly the weak and vulnerable — as part of loving God.</p>
<p>Salvation</p>	<p>Jesus' death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.</p>

	
Kingdom of God 	<p>This does not mean that no one sins any more! The Bible talks in terms of God's 'Kingdom' having begun in human hearts through Jesus. The idea of the 'Kingdom of God' reflects God's ideal for human life in the world — a vision of life lived in the way God intended for human beings. Christians look forward to a time when God's rule is fulfilled at some future point, in a restored, transformed heaven and earth. Meanwhile, they seek to live this attractive life as in God's Kingdom, following Jesus' example, inspired and empowered by God's Spirit.</p>

Core Concept and Key Question Overview within the Teaching of Christianity

Concept	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
God	Why is the word of God so important to Christians?	What do Christians believe God is like?		What is the Trinity?	What is the Trinity?	What does it mean if God is holy and loving?	
Creation / Fall	Why is the word of God so important to Christians?		Who made the World?	What do Christians learn from the creation story?			Creation and science, confliction or complimentary?
People of God					What is it like to follow God?		

Incarnation	Why do Christians perform nativity plays at Christmas?	Why does Christmas matter to Christians?	Why does Christmas matter to Christians?	What is the Trinity?	What is the Trinity?	Was Jesus the Messiah?	Was Jesus the Messiah?
Gospel		What is the good news Jesus brings?	What is the good news Jesus brings?	What kind of world did Jesus want?		What would Jesus do?	
Salvation	Why do Christians put a cross on an Easter garden?	Why does Easter matter to Christians?	Why does Easter matter to Christians?	Why do Christians call the day Jesus died Good Friday?	Why do Christians call the day Jesus died Good Friday?	What did Jesus do to save human beings?	What difference does the resurrection make for Christians?
Kingdom of God				When Jesus left what next?	When Jesus left what next?		What kind of king is Jesus?

Early Years Foundation Stage – Reception

RE sits very firmly within the areas of personal, social and emotional development and understanding the world. This curriculum 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 opportunity to develop their emerging moral and cultural awareness.

Early Learning Goals from the DfE 2020 Guidance applied to RE

Children in EYFS should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

Area of Learning	RE enables children to..
Prime area: communication and language	<ul style="list-style-type: none"> Develop their spoken language through quality conversation in a language-rich environment, gaining new vocabulary about religion and worldviews

	<ul style="list-style-type: none"> • Engage actively with stories, non-fiction, rhymes and poems from the RE field, taking opportunities to use and embed new words in a range of contexts • Share their ideas via conversation, storytelling and role play, responding to support and modelling from their teacher, and sensitive questioning that invites them to elaborate their thoughts in the RE field • Become comfortable using a rich range of vocabulary and language structures in relation to RE content. • Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs and poems.
Prime area: Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Observe and join in warm and supportive relationships with adults and learn how to understand their own feelings and those of others • Manage emotions and develop a positive sense of self, understanding their own feelings and those of others e.g. through religious story • Talk and think about simple values as they learn how to make good friendships, co-operate and resolve conflicts peaceably • Notice and respond to ideas about caring, sharing and kindness from RE content including stories, sayings and songs
Prime area: Physical Development	<ul style="list-style-type: none"> • Use and develop their motor skills through RE based arts and craft activities and, for example, small world play, visual representations of their ideas and thoughts, role play
Specific area: Literacy	<ul style="list-style-type: none"> • Build their abilities in language comprehension through talking with adults about the world around them, including the world of religion and belief • Engage with stories and non-fiction in RE settings and enjoy rhymes, poems and songs together. • Build their skills in RE-related word reading, recognizing religious words and discovering new vocabulary in relation to religions and worldviews • Articulate ideas and use RE examples to write simple phrases or sentences that can be read by others.
Specific area: Mathematics	<ul style="list-style-type: none"> • Develop their spatial reasoning skills, noticing shape, space and measures in relation to RE content • Look for patterns and relationships and spot connections, sorting and ordering objects simply
Specific area: Understanding the World	<ul style="list-style-type: none"> • Make sense of their physical world and their community, e.g. on visits to places of worship, or by meeting members of religious communities • Listen to a broad selection of stories, non-fiction, rhymes and poems to foster understanding of our culturally, socially and ecologically diverse world. • Extend their knowledge and familiarity with words that support understanding of religion and belief • Talk about the lives of people around them, understanding characters and events from stories. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read and experienced in class. • Explore the natural world around them making observations of animals and plants, environments and seasons, making space for responses of joy, wonder, awe and questioning

Specific area: Expressive Arts and Design	<ul style="list-style-type: none"> • Develop artistic and cultural awareness in relation to RE materials in relation to art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings. • Build their imagination and creativity by exploring and playing with a wide range of media and materials using RE content, responding in a variety of ways to what they see, hear, smell, touch and taste. • See, hear and participate in a wide range of examples of religious and spiritual expression, developing their understanding, self-expression, vocabulary and ability to communicate through the arts. • Create work drawing from religions and beliefs with a variety of materials and tools, sharing their creations and explaining the meaning of their work. • Adapt and recount religious stories inventively, imaginatively and expressively, and sing, perform and learn from well-known songs in RE imaginatively and expressively.
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Key Stage One

Pupils will develop their knowledge and understanding of religious and non-religious worldviews, recognising their local, national and global contexts. They will use basic subject-specific vocabulary and will 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.

Aims

The principal aim of RE is to enable pupils to hold balanced and informed conversations about religion and worldviews. The wider aims of Religious Education in Church schools are to enable pupils:

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

RE teaching will enable pupils in Key Stage One to:

A. Make sense of a range of religious and non-religious concepts and beliefs.	B. Understand the impact and significance of religious and non-religious beliefs.	C. Make connections between religious and non-religious concepts, beliefs, practices and ideas studied.
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By the end of Key Stage One pupils should be able to:

• Identify the core concepts and beliefs 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, individually and as communities	• Think, talk and ask questions about whether there are any lessons for them to learn from the ideas they have been studying, exploring different ideas
• 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		• Talk about what they have learned

Lower Key Stage Two

Pupils will extend their knowledge and understanding of religious and non-religious worldviews, recognising their local, national and global contexts. They will be introduced to an extended range of sources and subject-specific vocabulary and will be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils will 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.

Aims

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- to engage with challenging questions of meaning and purpose raised by human existence and experience.
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RE teaching will enable pupils to:

A. Make sense of a range of religious and non-religious concepts and beliefs.	B. Understand the impact and significance of religious and non-religious beliefs.	C. Make connections between religious and non-religious concepts, beliefs, practices and ideas studied.
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By the end of Year Four pupils should be able 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	• Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live
• 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	• Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
• Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers	• Identify some differences in how people put their beliefs into practice	• Give good reasons for the views they have and the connections they make • Talk about what they have learned and if they have changed their thinking

Upper Key Stage Two

Pupils will extend their knowledge and understanding of religious and non-religious 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.

Aims

The principal aim of RE is to enable pupils to hold balanced and informed conversations about religion and worldviews

The wider aims of Religious Education in Church schools are to enable pupils:

- to know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.

- to gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- to engage with challenging questions of meaning and purpose raised by human existence and experience.
- to recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- to explore their own religious, spiritual and philosophical ways of living, believing and thinking

RE teaching will enable pupils to:

A. Make sense of a range of religious and non-religious concepts and beliefs.	B. Understand the impact and significance of religious and non-religious beliefs.	C. Make connections between religious and non-religious concepts, beliefs, practices and ideas studied.
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By the end of Year Six pupils should be able to:

• Identify and explain the core beliefs and concepts studied, using examples from texts/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 practice 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
• Taking account of the context(s), suggest meanings for texts/ sources of authority studied, comparing		• 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 ideas with ways in which believers interpret them, showing awareness of different interpretations. their own and giving good reasons for the views they have and the connections they make
		• Talk about what they have learned, how their thinking may have changed and why

Curriculum Overview

Understanding Christianity units (UC)

Diocesan Syllabus units (Faiths) that focus on other principal religions and worldviews including the ear 6 secular world view unit.

Diocesan Syllabus thematic units that compare beliefs and practices between religious and non-religious worldviews (Thematic D)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Being Special Where do we belong? F4 Thematic (D)	Why do Christians perform Nativity plays at Christmas? F2 Christian (UC) Incarnation	Which stories are special and why? F6 Thematic (D)	Why do Christians put a cross in an Easter garden? F3 Christian (UC) Salvation	Which places are special and why? F5 Thematic (D)	Why is the word God so important to Christians? F1 Christian (UC) God/Creation
Year 1	What do Christians believe God is like? 1.1 Christian (UC) God	Why does Christmas matter? 1.3 Christian (UC) Incarnation	How should we care for the world and for others, and why does it matter? Thematic 1.10 (D)	Why does Easter matter? 1.5 Christian (UC) Salvation	What makes some places sacred to believers? Thematic 1.9 (D)	Who is Jewish and how do they live? Faiths 1.6
Year 2	Who made the world? 1.2 Christian (UC) Creation	What is the good news that Jesus brings? 1.4 Christianity (UC) Gospel	How should we care for the world and for others, and why does it matter? Thematic 1.10 (D)	Why does Easter matter? 1.5 Christian (UC) Salvation	Who am I? what does it mean to belong? Thematic 1.8 (D)	Who is Muslim and what do they believe? Faiths 1.7

Year 3	What do Christians learn from the Creation story? Christian L2.1 (UC) Creation	What is the Trinity? Christian L2.3 (UC) Incarnation	What are the deeper meanings of festivals? Thematic L2.9 (D) Extended unit to Easter	Why do Christians call the day Jesus died, Good Friday? Christian L2.5 (UC) Salvation Short unit 2 weeks	What is it like to follow God? Christian L2.2 (UC) People of God	What does it mean to be a Hindu in Britain today? Faiths L2.7 (D)
Year 4	What kind of world did Jesus want? Christian L2.4 (UC) Gospel	What is the Trinity? Christian L2.3 (UC) Incarnation	How and why do believers show their commitments during the journey of life? Extended unit to Easter Thematic L2.10 (D)	Why do Christians call the day Jesus died, Good Friday? Christian L2.5 (UC) Salvation Short unit 2 weeks	When Jesus left, what next? Christian L2.6 (UC) Kingdom of God	What does it mean to be a Sikh in Britain today? Faiths L2.8 (D)
Year 5	What does it mean if God is holy and loving? Christian U2.1 (UC) God	Was Jesus the Messiah? Christian U2.4 (UC) Incarnation What would Jesus do? Christian U2.5 (UC) Gospel	Why is pilgrimage important to some religious believers? Thematic U2.13 (D)	What did Jesus do to save human beings? Christian U2.6 (UC) Salvation	What would make our town a more respectful place? Thematic U2.12 (D)	What does it mean for Muslims to follow God? Faiths U2.9 (D)
Year 6	Creation and Science, conflicting or complementary? Christian U2.2 (UC) Creation	What kind of King is Jesus? Christian U2.8 (UC) Kingdom of God How can following God bring freedom and justice? Christian U2.3 (UC) People of God	How do religions help people live through good times and bad times? Thematic U2.14 (D)	What difference does the Resurrection make for Christians? Christian U2.7 (UC) Salvation	Why do some people believe in God and some not? Secular U2.11 (D)	What does it mean for a Jewish person to follow God? Faiths U2.10 (D)

RE LONG TERM PLANNING

	Links to Prior Learning				
	This is the first unit pupils have experienced in relation to the concept God/Creation.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		Making sense of belief	Understanding the impact	Making connections	
Concept: God/Creation EYFS: Why is the word God so important to Christians?	<p>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.</p> <p>Christians show that God is important to them in church when they gather together to pray to God and to sing his praise. A church is a Christian place of worship. Worship is about people showing how much God is worth to them.</p>	<p>Recognise that for Christians the word 'God' is important.</p> <p>Recognise that Christians see God as the Creator of the universe and all that is in it.</p>	<p>Talk about where Christians worship and give simple explanations as to why worship is important to them.</p> <p>Talk about why harvest is important to Christians.</p> <p>Give examples of what happens in churches at Harvest Time.</p>	<p>In EYFS, the Making Connections element of the approach is woven throughout all activities.</p>	<p>Create, Creation, creative, creator,</p>

	Harvest festival is an enjoyable though not major festival in the church calendar. It is an opportunity to give thanks to God the creator and provider				
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Comparing Beliefs and Practices	Links to Prior Learning				
	This is the first thematic unit to enable pupils to hold balanced and informed conversations about religion and worldviews.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
	<p>Religions teach that each person is unique and valuable.</p> <p>Jewish and Christian people believe that God loves people even from before they are born.</p> <p>Baptism is a Christian tradition welcoming children into the family of God.</p> <p>To discuss the way in which babies are welcomed into religion (other than Christianity).</p>	<p>Talk about the idea that each person is unique and valuable.</p> <p>Explore the Jewish and Christian ideas that God loves people even from before they are born</p> <p>Share and record occasions when things have happened in their lives that made them feel special.</p>	<p>Talk about signs and symbols used in welcoming children into the faith community.</p> <p>Recall simply what happens at a traditional Christian infant baptism and dedication</p> <p>Recall simply what happens when a baby is welcomed into a religion other than Christianity</p>	<p>Retell religious stories, making connections with personal experiences.</p>	<p>Jewish, Christian, tradition, baptism, unique, love, special, faith, welcome</p>

EYFS: Being special: where do we belong?

	Links to Prior Learning					
Comparing Beliefs and Practices	This is the second thematic unit which will make links to the previous unit, 'Being special: where do we belong?'					
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary	
		Making sense of belief	Understanding the impact	Making connections		
		A church building is a special place for Christians and a mosque is a special place for Muslims.	Talk about somewhere that is special to themselves, saying why.	Recognise that some religious people have places which have special meaning for them		Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church
			Talk about why some places are special, what makes them significant and to whom	Talk about the things that are special and valued in a place of worship		Express a personal response to the natural world
EYFS: Which places are special and why?						

	Links to Prior Learning				
	This is the first unit in relation to the concept of Salvation.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	

special and why?		Identify a sacred text	Talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked.		
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Concept: God	Links to Prior Learning				
	This builds on EYFS learning about the concept of God whereby they learnt Christians see God as the Creator of the universe and all that is in it. They learnt how Christians worship God and where and how they might worship him.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
Year 1 What do Christians believe God is like?	Christians believe in God, and that they find out about God in the Bible.	Identify what a parable is.	Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.	Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.	Christian, God, Jesus, Humans, Bible, worship, sin, forgiveness, love, friendship, peace, prayer
	Christians believe God is loving, kind, fair and forgiving, and also Lord and King.	Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.			
	Some stories show these Christian beliefs.				
	Christians worship God and try to live in ways that please him.	Give clear, simple accounts of what the story means to Christians.	Give an example of how Christians put their beliefs into		

			practice in worship; by saying sorry to God, for example.		
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Concept: Incarnation Year 1 Why does Christmas matter to Christians?	Links to Prior Learning				
	This follows on from the EYFS unit, 'Why do Christians perform nativity plays at Christmas?'. Pupils looked at what the Bible says about Jesus. The unit started by connecting the baby Jesus with the adult Jesus – often a huge confusion for children – and explored the idea that for Christians, Jesus is not just a baby, but God. Pupils were introduced to the fact that Christians celebrate Christmas as the birth of Christ on a date chosen by the churches rather than a known date.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
	<p>Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</p> <p>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 to bring good news (for example, to the poor, in Luke).</p> <p>Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.</p>	<p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</p> <p>Recognise that stories of Jesus' life come from the Gospels</p>	<p>Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</p>	<p>Decide what they personally have to be thankful for at Christmas time</p>	<p>Christmas, Advent, Birth Good News, Jesus; Mary; Joseph, King, Christians, Announce (annunciation); God</p>

Concept: Incarnation Year 1 Why does Christmas matter to Christians?	Links to Prior Learning				
	This follows on from the EYFS unit, 'Why do Christians perform nativity plays at Christmas?'. Pupils looked at what the Bible says about Jesus. The unit started by connecting the baby Jesus with the adult Jesus – often a huge confusion for children – and explored the idea that for Christians, Jesus is not just a baby, but God. Pupils were introduced to the fact that Christians celebrate Christmas as the birth of Christ on a date chosen by the churches rather than a known date.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
	<p>Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</p> <p>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 to bring good news (for example, to the poor, in Luke).</p> <p>Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.</p>	<p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</p> <p>Recognise that stories of Jesus' life come from the Gospels</p>	<p>Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</p>	<p>Decide what they personally have to be thankful for at Christmas time</p>	<p>Christmas, Advent, Birth Good News, Jesus; Mary; Joseph, King, Christians, Announce (annunciation); God</p>
Concept:	Links to Prior Learning				
	This is the first understanding Christianity unit relating to the concept of Gospel. In EYFS, pupils were introduced to the Christmas and Easter story and the significance of these for Christians. Pupils were also introduced to how important God and Jesus are to Christians. They were taught that Christians believe that God created the universe and that the Earth and everything in it are important to God.				

Gospel	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
Year 1 What is the good news Jesus brings?	Christians believe Jesus brings good news for all people.	Name 2 key stories from the Bible and recognise a link with a concept of 'Gospel' or good news.	Give an example of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.	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.	Gospel, news, forgiveness, friendship, peace, Bible, Christians, friendless, teachings, instructions, behave
	For Christians, this good news includes being loved by God, and being forgiven for bad things.	Give simple accounts of what Bible texts (such as	Give an example of how		
	Christians believe Jesus is a friend to the poor and friendless.	the story of Matthew the tax collector) mean to Christians.	Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession)		
	Christians believe Jesus' teachings make people think hard about how to live and show them the right way.	Recognise that Jesus gives instructions to people about			

		how to behave.			
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Concept: Salvation Year 1 Why does Easter matter to Christians?	Links to Prior Learning				
	This follows on from the EYFS work in which pupils explored core concepts within the unit, 'Why do Christians put a cross in an Easter garden?'. Pupils were taught that Easter is very important in the 'big story' of the Bible and that Christians believe Jesus rose again, giving people hope of a new life.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
	Easter is very important in the 'big story' of the Bible.	Recognise that Incarnation, Gospel and Salvation are part of a 'big story' of the Bible.	Give an example 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.	Incarnation, Gospel, Salvation, Easter, Bible, Christians, forgiveness, risen, rose, resurrected, death, worship, prayer
	Jesus showed that he was willing to forgive all people, even for putting him on the cross.	Re-tell stories from Holy week and recognise a link with the idea of Salvation (Jesus rescuing people).			
	Christians believe Jesus builds a bridge between God and humans.				
	Christians believe Jesus rose again, giving people hope of a new life.	Recognise that Jesus gives instructions about how to behave.			

Links to Prior Learning					
World Faiths Year 1 Who is Jewish and how do they live?	During EYFS thematic units pupils were introduced to other world religions. In relation to Judaism, they were taught that a synagogue is a Jewish place of worship, they heard and discussed the Jewish story of Hannukah and considered ways that people that Jewish people show that they are special e.g. through ceremonies to mark their coming of age.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		Making sense of belief	Understanding the impact	Making connections	
	<p>Jews believe that it is important to love God.</p> <p>Shabbat is a Jewish celebration that commemorates the day God rested after creating the world.</p> <p>The Shema is a prayer from the Jewish holy book that Jews read to declare their belief in God.</p> <p>A Mezuzah is a <i>small, decorative case which Jewish households attach to the right doorframe of the entrance</i>. It reminds Jews they have made a promise to God.</p>	<p>Recognise the words of the Shema as a Jewish prayer</p> <p>Simply re-tell two stories used in Jewish celebrations (e.g. Chanukah or Sukkot)</p> <p>Give an example of how the stories used in celebrations (e.g. Shabbat) remind Jews about what God is like.</p>	<p>Give an example of how Jewish people celebrate at Chanukah.</p> <p>Give an example of how some Jewish people might remember God in different ways (e.g. Mezuzah, on Shabbat).</p> <p>Talk about ideas of God found in key Jewish stories and the impact on Jewish people today.</p>	<p>Ask some questions about what Jewish people celebrate and why.</p> <p>Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people.</p> <p>Give a good reason for their ideas about whether any of these things are good for them too.</p>	<p>Jew, Jewish, reflecting, thanking, praising, Mezuzah, promise, covenant, Chanukah, Sukkot, Shabbat, Shema prayer</p>

Concept: Creation/ Fall Year 2 Who made the world?	Links to Prior Learning				
	This unit follows on from the EYFS unit, 'Why is the word of God so important to Christians?' Pupils looked at what the Bible says about God. They learnt that 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. They were also introduced to the fact that Christians show that God is important to them in church when they gather together to pray to God and to sing his praise. They learn that a church is a Christian place of worship. Worship is about people showing how much God is worth to them.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		Making sense of belief	Understanding the impact	Making connections	
	God created the universe. The Earth and everything in it 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.	Retell the story of creation from Genesis 1:1–2.3 simply. Recognise that 'Creation' is the beginning of the 'big story' of the Bible. Say what the story tells Christians about God, Creation and the world	Give at least one example of what Christians do to say thank you to God for the Creation.	Think, talk and ask questions about living in an amazing world.	God, Jesus, Humans, special, create, creation, creator and creative, Harvest festival, sharing, church service, church Bible, worship, universe Jewish Christian, light, waters, land sea, sun, moon, birds, fish, animals and humans, rest

Links to Prior Learning	
	This follows on from the Year 1 unit, 'Why does Christmas matter to Christians?'. Pupils were taught that Christians believe that Jesus is God and that he was born as a baby in Bethlehem. They were introduced to the idea that Jesus was worshipped as a King and that Christians celebrate advent as a time of getting ready for Jesus' coming.

Concept: Incarnation	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
Year 2 Why does Christmas matter to Christians?	Christians believe that Jesus is God and that he was born as a baby in Bethlehem.	Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.	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.	Christmas, Advent, Birth Good News, Jesus; Mary; Joseph, King, Christians, Announce (annunciation); God
	Recognise that Incarnation is part of the 'Big Story' of the Bible. Tell the story of the birth of Jesus and recognise the link with Incarnation – Jesus is 'God on Earth'.	Recognise that stories of Jesus' life come from the Gospels.			

Concept: Gospel	Links to Prior Learning				
	Pupils have been introduced to the Gospel. Pupils have been taught that Christians believe Jesus brings good news to all people. Pupils were introduced to stories from the Bible that Christians believe show that Jesus is a friend to the poor and friendless.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
	Christians believe Jesus brings good news for all people. For Christians, this good news includes being loved by God,	Simply retell two or more stories from the Bible and recognise a link with a concept of	Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and	Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or	Gospel, news, forgiveness, friendship, peace, Bible, Christians,

Year 2 What is the good news Jesus brings?	and being forgiven for bad things.	'Gospel' or good news.	peace, and bringing good news to the friendless.	if there are things for anyone to learn, exploring different ideas.	friendless, teachings, instructions, behave
	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.	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 how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession)		

Concept: Salvation	Links to Prior Learning				
	This follows on from the Year 1 work in which pupils explored core concepts of Salvation. Pupils were taught that Christians believe Jesus rose again, giving people hope of a new life. They were introduced to the idea that Christians believe Jesus builds a bridge between God and humans.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
Year 2 Why does Easter	Easter is also known as Salvation and is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people.	Recognise that Incarnation, Gospel and Salvation are part of a 'big story' of the Bible. Tell stories of Holy Week and Easter	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.	Incarnation, Gospel, Salvation, Easter, Bible, Christians, forgiveness, risen, rose, resurrected, death, worship, prayer

matter to Christians?	Christians believe Jesus builds a bridge between God and humans.	from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).			
	Christians believe Jesus rose again, giving people hope of a new life.	Recognise that Jesus gives instructions about how to behave.			

World Faiths	Links to Prior Learning				
	In Year 1 pupils were introduced to the idea that Jews believe there is one God. They learnt about the Synagogue and they heard and discussed some key Jewish stories from the Torah such as Hannukah.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
Year 2 Who is Jewish and how do they live?	Jews believe that there is one God and that it is important to love God.	Recognise the words of the Shema as a Jewish prayer.	Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)	Ask some questions about what Jewish people celebrate and why.	Jew, Jewish, Abraham, promise, covenant, Synagogue, Orthodox Jews, Mezuzah, Chanukah, Sukkot, Shabbat, Shema prayer
	Jews believe that God made a covenant with Abraham.	Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah or Sukkot)	Make links between Jewish ideas of God found in the stories and how people live.	Talk about some similarities between Christianity and Judaism.	
	Shabbat is a Jewish celebration that commemorates the day God rested after creating the world.	Give examples of how the stories used in celebrations (e.g.	Give an example of how some Jewish		

	<p>The Shema is a prayer from the Jewish holy book that Jews read to declare their belief in God.</p> <p>A Mezuzah is a <i>small, decorative case which Jewish households attach to the right doorframe of the entrance</i>. It reminds Jews they have made a promise to God.</p>	Shabbat) remind Jews about what God is like.	people might remember God in different ways (e.g. Mezuzah, on Shabbat).		
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Concept: Creation / Fall	Links to Prior Learning				
	This unit follows on from the Y2 unit on Creation in which pupils were taught that Christians believe that God created the universe and that the Earth and everything in it are important to God. They were taught that Christians believe that God has a unique relationship with human beings as their Creator and Sustainer and that humans should care for the world because it belongs to God.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
Year 3 What do Christians learn from	<p>God the Creator cares for the creation, including human beings.</p> <p>As human beings are part of God's good creation, they do best when they listen to God.</p>	<p>Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.</p> <p>Make clear links between Genesis 1 and what Christians</p>	<p>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</p>	<p>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.</p>	<p>God, Jesus, Humans, special create, creation, creator and creative, Harvest festival, sharing, church service, church Bible, worship, universe Jewish Christian, Nature, The</p>

the creation story?	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), and offers forgiveness even when they keep on falling short.	believe about God and Creation.	earth in some specific ways.)		Bible, Genesis, temptation, punishment, disobedient, blame, belief, commandments, rules, reconciliation, penance, forgiveness, sin
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Links to Prior Learning					
Concept: Incarnation	This follows on from the Y2 unit, 'Why does Christmas matter to Christians?'. Pupils learnt that Christians believe that Jesus is God and that he was born as a baby in Bethlehem. They were taught that 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 to bring good news (for example, to the poor, in Luke). Pupils learnt that Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
	<p>Christians believe God is Trinity: Father, Son and Holy Spirit.</p> <p>Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</p> <p>Christians find that understanding God is challenging; people spend their whole lives learning more and more about God.</p>	<p>Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.</p> <p>Offer suggestions</p>	Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.	Express clearly some ideas of their own about what the God of Christianity is like.	Trinity, God, Father, Son, Holy Spirit, Gospel, saviour, symbols, similes, metaphors, power, baptism, prayer, teachings
Year 3 What is the Trinity?					

	<p>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.</p>	<p>about what texts about baptism and Trinity might mean.</p>			
	<p>Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief.</p>	<p>Give an example of what these texts mean to some Christians today.</p>			
	<p>Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</p>				

Concept: Gospel	Links to Prior Learning				
	<p>This follows on from the Y2 unit, 'What is the good news Jesus brings?'. Pupils were taught that 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. Pupils learnt that Christians believe Jesus is a friend to the poor and friendless and that Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</p>				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
Year 3 What kind of world	<p>Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first.</p>	<p>Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.</p>	<p>Make simple links between Bible texts and the concept of 'Gospel' (good news). Give examples of how Christians try to show</p>	<p>Make links between the Bible stories studied and the importance of love, and life in the world today, expressing</p>	<p>God, Gospel, Neighbour, Friendship, forgiveness, peace, disciples, social justice, clergy, leper</p>

does Jesus want?	Jesus shows love and forgiveness to unlikely people.	Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.	love to all, including how Members of the clergy follow Jesus' teaching.	some ideas of their own clearly.	
	Christians try to be like Jesus — they want to know him better and better.	try to follow Jesus and be 'fishers of people'.			
	Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.	Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.			

Concept: Salvation	Links to Prior Learning				
	This follows on from the Y2 unit, ‘Why does Easter matter to Christians?’ Pupils learnt that Easter is very important in the ‘big story’ of the Bible and that Jesus showed that he was willing to forgive all people, even for putting him on the cross. Pupils learnt that Christians believe Jesus builds a bridge between God and humans and they believe Jesus rose again, giving people hope of a new life.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
Making sense of belief		Understanding the impact	Making connections		
Year 3 Why do Christians call the day Jesus	Christians see Holy Week as the culmination of Jesus’ earthly life, leading to his death and resurrection.	Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible’s ‘big story’.	Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.	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.	Resurrection, death, Holy Week, Last Supper, Disciples, Risen, Salvation, Jerusalem, Easter, Palm Sunday, Good Friday, worship, teachings
	The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.	Suggest what the texts about the entry into	Describe how Christians show their beliefs about Palm		

died Good Friday?	Christians today trust that Jesus really did rise from the dead, and so is still alive today.	Jerusalem, and the death and resurrection of Jesus might mean to Christians today.	Sunday, Good Friday and Easter Sunday in worship.		
	Christians remember and celebrate Jesus' last week, death and resurrection				

World Faiths	Links to Prior Learning				
	During EYFS thematic units pupils were introduced to other world religions. Pupils have been introduced to the temple being a place where Sikhs worship. They have heard a selection of stories from the Sikh faith including the story of Rama and Sita.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
Year 3 What does it mean to be a Sikh in Britain today?	<p>Sikhs believe in one God who guides and protects them.</p> <p>They believe everyone is equal before God.</p> <p>Sikhs believe that your actions are important and you should lead a good life.</p> <p>Guru Nanak is considered to be the first Sikh Guru.</p>	<p>Identify some of the core beliefs of Sikhism, e.g. one God, the message of Guru Nanak, equality and service.</p> <p>Make links between the Mool Mantar and Sikh beliefs and actions.</p> <p>Identify the five K's and explain the</p>	<p>Make simple links between the life of Guru Nanak and some actions Sikhs take today (e.g. Guru Nanak and the langar)</p> <p>Give an example that demonstrates that remembering God, working hard and serving others are important to Sikhs today.</p>	<p>Ask questions about what matters to Sikhs (e.g. equality, service, honest work), and suggest why they still matter today.</p> <p>Make links between key Sikh values and life in the world today.</p> <p>Identify which key Sikh value would make the most difference in</p>	<p>Sikh, God, equal, equality, service, Guru Nanak, The langar, The Mool Mantar, Guru Gobind Singh, Khalsa</p>

	<p>The Mool Mantar is the first hymn composed by Guru Nanak.</p> <p>The symbolism of the five K's.</p>	<p>symbolism behind them.</p> <p>Offer suggestions about what some of the teachings of the Gurus mean to Sikhs today.</p>		<p>pupils' own lives and in the world today.</p>	
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Concept: People of God Year 4 What is it like to follow God?	Links to Prior Learning				
	<p>This is the unit within the core concept People of God. Pupils have been introduced to the Old Testament Creation story within Genesis and have been explored how important God is to Christians.</p>				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
	<p>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.</p> <p>The People of God try to live in the way God wants, following his commands and worshipping him.</p> <p>They believe he promises to stay with them and Bible</p>	<p>Make clear links between the story of Noah and the idea of covenant.</p>	<p>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</p>	<p>Make links between the story of Noah and how we live in school and the wider world.</p>	<p>Noah, Old Testament, Israel, commands, worship, ark, covenant</p>

	stories show how God keeps his promises.				
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Concept: Incarnation Year 4 What is the Trinity?	Links to Prior Learning				
	This follows on from the Y3 unit where pupils were introduced to the idea that Christians believe that God is a Trinity. They were taught that Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. They were taught that many Christians find understanding God challenging and that it is not a simple concept.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
	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 but many 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. Christians believe the Holy Spirit is God's power at work in the world and	Explain the difference between a 'Gospel', 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.	Trinity, God, Father, Son, Holy Spirit, Gospel, saviour, symbols, similes, metaphors, power, baptism, prayer, teachings

	in their lives today, enabling them to follow Jesus.				
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Concept: Kingdom of God Year 4 When Jesus left, what was the impact of Pentecost?	Links to Prior Learning				
	This is the first Understanding Christianity Unit about the concept, Kingdom of God. Previously whilst studying Incarnation, pupils have been introduced to the idea that Christians believe Jesus is a King. Building upon their understanding of Trinity and Salvation they have learnt Christians believe that Jesus is still alive.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
	<p>Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven').</p> <p>Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him.</p> <p>Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God.</p>	<p>Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.</p> <p>Offer suggestions about what the description of Pentecost in Acts 2 might mean.</p> <p>Give examples of what Pentecost means to some Christians now.</p>	<p>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.</p>	<p>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.</p>	<p>Pentecost, Jesus, King, Holy spirit, Kingdom of God, Church, beliefs, church community</p>

	Christians celebrate Pentecost as the beginning of the Church.				
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Concept: Salvation Year 4 Why do Christians call the day Jesus died Good Friday?	Links to Prior Learning				
	This builds upon the previous Year 3 unit where pupils learnt that that Christians believe Jesus builds a bridge between God and humans and they believe Jesus rose again, giving people hope of a new life and that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
	Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.	Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.	Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.	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.	Resurrection, death, Holy Week, Last Supper, Disciples, Risen, Salvation, Jerusalem, Easter, Palm Sunday, Good Friday, worship, teachings
	The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.	Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.	Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.		
	Christians today trust that Jesus really did rise from the dead, and so is still alive today.	Give examples of what the texts studied mean to some Christians.			
	Christians remember and celebrate Jesus' last week, death and resurrection				

World Faiths	Links to Prior Learning				
	During EYFS thematic units pupils were introduced to other world religions. In relation to Hinduism, they considered ways Hindus show people are special e.g celebrating Raksha Bandhan. They were introduced to places of worship and were taught that a Hindu place of worship is a Mandir (temple). They heard stories from Hindu culture including the stories about Krishna.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
Year 4 What does it mean to be a Hindu in Britain today?	Vishnu, Shiva and Brahma are the major gods and Lakshmi, Parvati and Saraswati are the major goddesses in Hinduism.	Identify some Hindu deities and describe Hindu beliefs about God (e.g. Brahman, trimurti)	Describe how Hindus show their faith within their families in Britain today (e.g. home puja)	Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas	Hindu, Mandir, Vishnu, Shiva Brahma, Lakshmi, Parvati, Saraswati, Krishna, God, Goddess, Creator, preserver, destroyer, sacred, deities, murtis, karma, puja, faith, Diwali
	Many Hindus believe that Brahma is the Creator, Vishnu is the preserver and Shiva or Maheshwar is destroyer.	Offer informed suggestions about what Hindu murtis express about God	Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; Diwali), indicating some differences in how Hindus show their faith.	Consider and weigh up the value of taking part in family and community rituals in Hindu communities and express insights on whether it is a good thing for everyone, giving good reasons for their ideas and talking about whether their learning has changed their thinking.	
	Some Hindus believe that all living beings possess a 'spark' of Brahman, the Ultimate Reality. This 'spark' is known as 'atman' and means that all living beings are sacred and special.	Make links between Hindu beliefs and the aims of life (e.g. karma)			

Concept: God Year 5 What does it mean if God is holy and loving?	Links to Prior Learning				
	This builds on previous Year 1 learning about God. They learnt that Christians believe in God, and that they learnt about God from stories in the Bible such as 'The Lost Son'. They were introduced to the idea that Christians believe God is loving, kind, fair and forgiving, and also Lord and King. They learnt that Christians worship God and try to live in ways that please him.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
	<p>Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.</p> <p>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.</p> <p>Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching.</p> <p>Christians believe getting to know God is like getting to know a person rather than learning information.</p>	<p>Identify some different types of biblical texts, using technical terms accurately.</p> <p>Explain connections between biblical texts and Christian ideas of God, using theological terms.</p>	<p>Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.</p> <p>Show how Christians put their beliefs into practice in worship.</p>	<p>Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p>	<p>omnipotent, omniscient and eternal, God, Christians, loving, injustice, Grace</p>
Links to Prior Learning					

Concept: Incarnation Year 5 Was Jesus the Messiah?	This follows on from the lower Key Stage Two unit, 'What is Trinity?' In Year Four, pupils learnt that Christians believe God is Trinity: Father, Son and Holy Spirit. They were taught that Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. They learnt that Christians believe that Jesus, the Son of God, is seen by Christians as revealing what God the Father is like and that they believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
	Jesus was Jewish. Christians believe Jesus is God in the flesh. They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this	Explain the place of Incarnation and Messiah within the 'big story' of the Bible. Identify Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms.	Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.	Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.	Trinity, Incarnation, father, son, Holy Spirit, Jesus, Messiah, Incarnation, Saviour, prophecy, Bible.

	<p>'messiah' would be like.</p> <p>Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)</p> <p>Christians see Jesus as their Saviour (See Salvation).</p>				
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Concept: Gospel	Links to Prior Learning				
	<p>This follows on from the Y3 unit, 'What kind of world did Jesus want?' Pupils learnt that Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. They were taught that Christians believe Jesus shows love and forgiveness to unlikely people and that Christians try to be like Jesus — they want to know him better and better. They learnt that Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.</p>				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
Year 5 What would Jesus do?		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
	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.	Identify features of Gospel texts (for example, teachings, parable, narrative).	Make clear connections between Gospel texts, Jesus' 'good news', and how Christians	Relate biblical ideas, teachings or beliefs (for example, about	Gospel, sin, parable, Bible, 'Good news', Christian community, global neighbours

	<p>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>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</p>	<p>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.</p>	<p>live in the Christian community and in their individual lives.</p>	<p>peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own</p>	
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Concept: Salvation	Links to Prior Learning				
	<p>This follows on from the Y4 unit, 'Why do Christians call the day Jesus died Good Friday?' where pupils were taught that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. They were introduced to the various events of Holy Week, such as the Last Supper and how important these events are to Christians in showing the disciples what Jesus came to earth to do.</p>				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
Year 5 What did Jesus do to save	<p>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.</p>	<p>Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.</p>	<p>Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion /Lord's Supper.</p>	<p>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today</p>	<p>Salvation, Gospel, Incarnation, Bible, sin, death, resurrection, devil, sacrifice, Holy Communion, Eucharist, Lord's Supper, Mass, faith,</p>
	<p>The Gospels give accounts of Jesus' death and resurrection.</p>	<p>Explain what Christians mean when they say that Jesus' death was a</p>			

human beings?	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 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.	sacrifice, using theological terms.	Show how Christians put their beliefs into practice.		
	Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).	Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts			
	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				

World Faiths	Links to Prior Learning				
	This is the first unit explicitly on Islam however they have been introduced to elements of Islam through Collective worship and cultural and diversity weeks.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
Year 5	There are different Muslim groups: the largest (globally and locally) are Sunni; the next major group are called Shi'a; some Muslims are Sufi.	Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Muhammad as the	Make clear connections between Muslim beliefs and worship (e.g. Five Pillars, mosques, art) Give evidence and examples to show how	Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Yorkshire today.	Muslim, Islam, Mosque, Pillars, Shi'a, Sunni, Sufi, fasting, prayer, Ramadan, Mecca, Qur'an, Muhammad, Prophet, Hajj

What does it mean for Muslims to follow God?	The five pillars of Islam are declaring your faith in God, prayer, charity, fasting during Ramadan and going on pilgrimage to Mecca (also known as Makkah).	Messenger, Qur'an as the message)	Muslims put their beliefs into practice in different ways.	Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims	
	The Qur'an is the Muslim holy book and Muslims believe it is the final revealed word of God and was revealed to the Prophet Muhammad by the Angel Jibril	Describe and explain ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on five pillars; hajj practices follow example of the Prophet).		Reflect on and talk about what and how they have learned, and how and why their thinking has changed.	

Concept: Creation	Links to Prior Learning				
	This follows on from the Year 3 unit, 'What do Christians learn from the Creation story?' Pupils were taught that Christians believe that God the Creator cares for the creation, including human beings and that as human beings are part of God's good creation, they do best when they listen to God. They were taught that Christians believe that 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), and offers forgiveness even when they keep on falling short.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
Year 6 Creation and science,	There is much debate and some controversy around the relationship between the accounts of creation in	Outline the importance of Creation on the timeline of the	Make clear connections between Genesis 1 and Christian belief	Identify key ideas arising from their study of Genesis 1 and comment on how far these are	Creation, conflict, compliment, debate, controversy, wonder, majesty, Genesis 1, Creator, faith

confliction or complimentary?	Genesis and contemporary scientific accounts.	'big story' of the Bible.	about God as Creator.	helpful or inspiring, justifying their responses.	
	These debates and controversies relate to the purpose and interpretation of the texts: for example, does reading Genesis as a poetic account conflict with scientific accounts?	Identify what type of text some Christians say Genesis 1 is, and its purpose.	Show understanding of why many Christians find science and faith go together.	Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.	
	There are many scientists through history and now who are Christians.	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.			
	The discoveries of science make Christians wonder even more about the power and majesty of the Creator.				

Concept: Incarnation	Links to Prior Learning				
	This follows on in more depth from the Year Five unit introducing 'Jesus as a Messiah' to Christians. In Year Five, pupils learnt that Christians believe God is Trinity: Father, Son and Holy Spirit and that Jesus in 'God in the flesh' or Incarnate. They were taught that Christians believe God sent his Son Jesus, who 'saved' or 'rescued' his people. Christians believe that Jesus 'the Son' is their saviour because of Salvation whereby they believe Jesus bridges a gap between God and the people.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
	Jesus was Jewish.	Explain the place of	Show how Christians put their beliefs about Jesus'	Weigh up how far the idea that Jesus is the	Trinity, Incarnation, father, son, Holy Spirit,

Year 6 Was Jesus the Messiah?	<p>Christians believe Jesus is God in the flesh.</p>	<p>Incarnation and Messiah within the 'big story' of the Bible.</p>	<p>Incarnation into practice in different ways in celebrating Christmas.</p>	<p>Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.</p>	<p>Jesus, Messiah, Incarnation, Saviour, prophecy, Bible.</p>
	<p>They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.</p>	<p>Identify Gospel and prophecy texts, using technical terms.</p>	<p>Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</p>		
	<p>The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like.</p>	<p>Explain connections between biblical texts, Incarnation and Messiah, using theological terms.</p>			
	<p>Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)</p>				
	<p>Christians see Jesus as their Saviour (See Salvation).</p>				

	Links to Prior Learning				
	This is the first unit pupils have explored link to the core concept Kingdom of God.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	

Concept: Kingdom of God Year 6 What kind of king is Jesus?	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.	Explain connections between biblical texts and the concept of the Kingdom of God. Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.	Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice 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 could or should learn from Christian ideas.	Kingdom, obedience, worship, community, global neighbours,
	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 the Kingdom of God by challenging unjust social structures in their locality and in the world.				

Concept: Salvation	Links to Prior Learning				
	This unit follows on from the Y5 unit, 'What did Jesus do to save human beings?' They learnt that Christians read the 'big story' of the Bible as pointing out the need for God to save people and this salvation includes the ongoing restoration of humans' relationship with God. They learnt that the Gospels give accounts of Jesus' death and resurrection and that the New Testament says that Jesus' death was somehow 'for us'.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
	Christians read the 'big story' of the Bible as pointing out the need for God to save people.	Outline the timeline of the 'big story' of the Bible, explaining the place within it of the	Make clear connections between Christian belief in the resurrection and how	Explain why some people find belief in the Resurrection makes	Resurrection, Gospels, Incarnate, heaven, Luke 24, sacrifice,

Year 6 What does the resurrection mean to Christians?	This salvation includes the ongoing restoration of humans' relationship with God.	ideas of Incarnation and Salvation.	Christians worship on Good Friday and Easter Sunday.	sense and inspires them.	Salvation, Incarnation, Hope, worship, faith
	The Gospels give accounts of Jesus' death and resurrection.	Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.	Show how Christians put their beliefs into practice in different ways.	Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.	
	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).	Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.			

	Links to Prior Learning				
	This unit builds on the learning in Year 5 whereby pupils learnt about different types of Muslims. They were introduced to the five pillars and learnt about the Qur'an. They learnt about Muslim beliefs about the word of God. They started to make connections between Muslim beliefs and worship and thought about some of the ways Muslims put their beliefs into practice.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	

World Faiths Year 6 What does it mean for Muslims to follow God?	<p>The Five Pillars are expressions of <i>ibadah</i> (worship and belief in action).</p>	<p>Identify and explain Muslim beliefs about the Five Pillars of Islam.</p>	<p>Give evidence and examples to show how Muslims put their beliefs into practice in different ways.</p>	<p>Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Yorkshire today.</p>	<p>Muslim, Islam, Mosque, Pillars, Ibadah, Shi'a, Sunni, Sufi, fasting, prayer, Ramadan, Mecca, Qur'an, Muhammad, Prophet, Hajj, Sadaqah, Ummah</p>
	<p>Most Muslims undertake sawm (fasting); and zakat (alms giving).</p> <p>It is the expectation that all Muslims will go on Hajj once in their lives.</p>	<p>To know what happens, where, when and why on hajj (pilgrimage) Explore how these affect the lives of Muslims, moment by moment, daily, annually, in a lifetime.</p> <p>Investigate how they are practised by Muslims in Yorkshire/Britain today. Consider what beliefs, practices and values are significant in pupils' lives.</p>	<p>Think about and discuss the value and challenge for Muslims of following the Five Pillars, and how they might make a difference to individual Muslims and to the Muslim community (ummah).</p> <p>Muhammad into practice, and what difference they make to the lives of Muslims, e.g. giving of Sadaqah (voluntary charity); respect for guests, teachers, elders and the wise; refraining from gossip; being truthful and trustworthy.</p>	<p>Consider the significance of the Holy Qur'an for Muslims as the final revealed word of God.</p> <p>Reflect on and talk about what and how they have learned, and how and why their thinking has changed.</p>	

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