



Christ Church Upper Armley

Religious Education Curriculum

In partnership to Educate, Nurture & Empower

A member of



Our rationale:

Our RE curriculum is designed to be challenging and to enable children to explore Biblical texts and to understand how they are important in the lives of Christians today, allowing children to make connections to their own lives and beliefs. It develops children's knowledge and understanding of Christianity, other principal world religions, religious traditions and world-views, which offers answers to life's big questions. This helps to engender an appreciation of human creativity and achievement, enabling children to become responsible citizens and preparing them for their current and future world in modern Britain and global society.

Learning about the beliefs of other religions is integral to building the children's understanding of the world and enables them to develop respect for others and their beliefs and helps to challenge prejudice and appreciate and celebrate cultural diversity.

The RE curriculum has been carefully planned so that our children make natural links with other subjects. We provide opportunities for spiritual development and incorporate visits and visitors enrich our curriculum further.

As a Church of England school, Religious Education is firmly rooted in Christianity. Christ Church uses the Diocesan Syllabus for Religious Education from the Dioceses of Leeds and York, including the 'Understanding Christianity: Text, Impact, Connections' resource as recommended by The Diocese of Leeds. The school's long term plan has been designed to incorporate the units from both resources.

To create our curriculum for the teaching of RE, we use 'Understanding Christianity' which has been devised specially for the teaching of Christianity in schools. We use the Diocesan Syllabus for the teaching of other religions and thematic units.

Within our lessons we focus on 3 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:

Our Intent:

At Christ Church, we believe that religious education (RE) plays an important role in defining the school's distinctive Christian character. Our RE learning journey provides a foundation for children to flourish into curious, spiritual, respectful and open-hearted individuals. The skills, values and attitudes developed in RE are at the heart of our friendly and welcoming community, where the children are encouraged to have a positive sense of identity and belonging, guided by the values and beliefs of our Christian faith.

We believe it is crucial to develop our pupils' understanding of the wide variety of worldviews that exist in our world – giving them opportunities to widen their knowledge and experience, discuss and challenge views. Our children are already naturally inquisitive, and

our RE lessons allow them to explore new ideas and support them to ask questions and share their own ideas to deepen their understanding.

Implementation:

Our RE units are split into 3 main sections: making sense of the text, understanding the impact and making connections (as set out below) and are interwoven within learning sequences. We follow this format from both the Understanding Christianity and the Leeds and York Diocesan units. Teachers take the objectives and the core knowledge and create a clear path of learning through each unit which provides opportunities to revisit prior learning as well as new learning, with regular 'digging deeper' activities for challenge. Each RE unit contains both disciplinary and substantive knowledge which show progression through the year groups and across 'themes' which are revisited, such as 'Creation' and 'Incarnation'.

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.

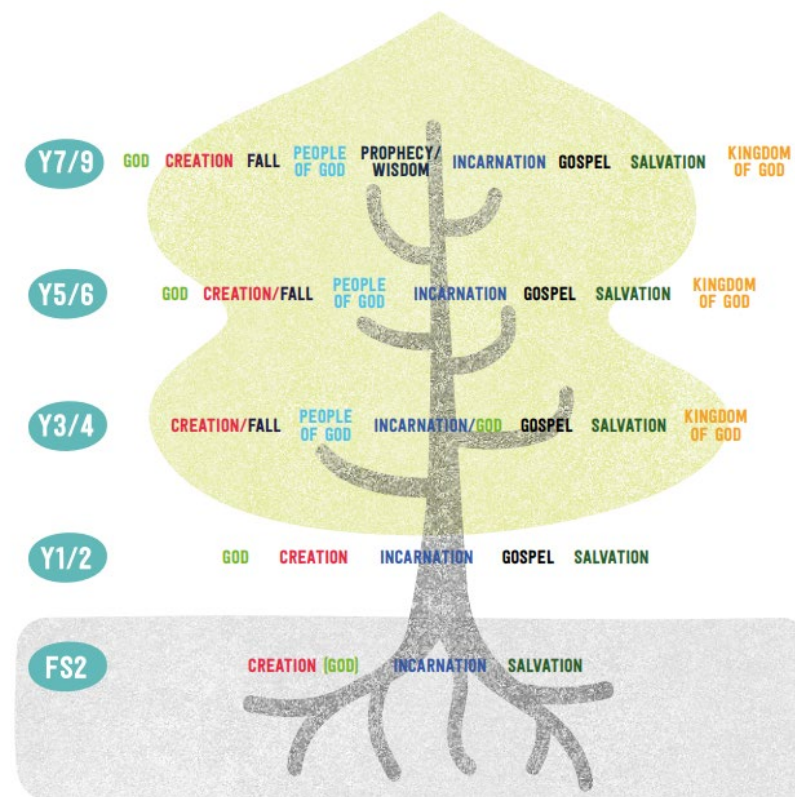
Different year groups also explore other religions and worldviews. Year 1 study Jewish people, Year 2 study Muslim people, Year 3 study Hindu people and Year 4 study Sikh people. Years 5 and 6 study a range of these religions and also study people with no religious beliefs.

In line with the Leeds and York Diocesan Syllabus (September 2022), children study Christianity for 50% of the curriculum, with the other 50% being made up of other world faiths and non-religious world views.





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 in order 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

Concept	
God 	<p>Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit.</p>
Creation 	<p>The universe and human life are God's good creation. Humans are made in the image of God.</p>
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 	<p>The Old Testament tells the story of God's plan to reverse the impact of the Fall, to save humanity. It involves choosing a people who will model a restored relationship with God, who will attract all other people back to God. The Bible narrative includes the ups and downs of this plan, including the message of the prophets, who tried to persuade people to stick with God. The plan appears to end in failure with the people of God exiled, and then returning, awaiting a 'messiah' — a rescuer.</p>

Incarnation 	<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>
Gospel 	<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>
Salvation 	<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 anymore! The Bible talks in terms of God's 'Kingdom' having begun in human hearts through Jesus. The idea of the 'Kingdom of God' reflects God's ideal for human life in the world — a vision of life lived in the way God intended for human beings. Christians look forward to a time when God's rule is fulfilled at some future point, in a restored, transformed heaven and earth. Meanwhile, they seek to live this attractive life as in God's Kingdom, following Jesus' example, inspired and empowered by God's Spirit.</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 is the Trinity?			
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?		What is the Trinity?		Was Jesus the Messiah?	
Gospel			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 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							What kind of king is Jesus?

Impact:

By the end of Reception, our pupils will have learnt that they are important as an individual, and that they have a role to play in school, in their families and communities. They know that people in the world believe different things and take part in different rituals, and that this is what makes us all special. They can talk about stories they have read which begin to help them to understand how they can apply our school Christian values to their own lives.

By the end of Key Stage One, our pupils have a firm foundation of understanding about Christianity and other world faiths. Their curiosity is encouraged so that they feel confident to question, 'disagree well' and explore their own beliefs. They are enthusiastic about RE and know it helps them to understand other people as well as to shape their own ideas about the world.

By the end of Key Stage Two, our pupils can express themselves clearly and are respectful, open-hearted and thoughtful individuals. Their learning in RE has supported them to know how important they are in their community – that they can have an impact on the world around them. They respect the fact that each person has their own world view and are confident to discuss their own beliefs and explore what other people believe.

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.

	<ul style="list-style-type: none">• 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.
--	--

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.
---	---	---

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
--	--	---

<ul style="list-style-type: none"> • Give examples of how stories show what people believe (e.g. the meaning behind a festival) 	<ul style="list-style-type: none"> • Give examples of ways in which believers put their beliefs into action 	<ul style="list-style-type: none"> • Give a good reason for the views they have and the connections they make
<ul style="list-style-type: none"> • Give clear, simple accounts of what stories and other texts mean to believers 		<ul style="list-style-type: none"> • 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

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.
---	---	---

By the end of Year Four pupils should be able to:

Identify and describe the core beliefs and concepts studied	<ul style="list-style-type: none"> • Make simple links between stories, teachings and concepts studied and how people live, individually and in communities 	<ul style="list-style-type: none"> • Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live
<ul style="list-style-type: none"> • Make clear links between texts/sources of authority and the key concepts studied 	<ul style="list-style-type: none"> • Describe how people show their beliefs in how they worship and in the way they live 	<ul style="list-style-type: none"> • Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
<ul style="list-style-type: none"> • Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> • Identify some differences in how people put their beliefs into practice 	<ul style="list-style-type: none"> • 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.
---	---	---

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

Diocesan Syllabus units that focus on other principal religions and worldviews

Diocesan Syllabus thematic units that compare beliefs and practices between religious and non-religious worldviews

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS	God/Creation: Why is the word of God so important to Christians?	Incarnation: Why do Christians perform nativity plays at Christmas?	Comparing Beliefs and Practices: Being special: where do we belong?	Salvation: Why do Christians put a cross in an Easter garden?	Comparing Beliefs and Practices: Which places are special and why?	Comparing Beliefs and Practices: Which stories are special and why?
Year 1	Creation/Fall: Who made the world?	Incarnation: Why does Christmas matter to Christians?	Comparing Beliefs and Practices: What makes some places special to believers?	Salvation: Why does Easter matter to Christians?	World Faiths: Who is Jewish and how do they live?	
Year 2	Gospel: What is the good news that Jesus brings?	Incarnation: Why does Christmas matter to Christians?	Comparing Beliefs and Practices: How should we care for the world, for others, and why should it matter?	Salvation: Why does Easter matter to Christians?	World Faiths: Who is Muslim and how do they live?	
Year 3	Creation/Fall: What do Christians learn from the creation story?	People of God: What is it like to follow God?	Comparing Beliefs and Practices: What are the deeper meanings of festivals?	Incarnation: What is the Trinity?	World Faiths: What does it mean to be a Hindu in Britain today?	
Year 4	Gospel: What kind of world does Jesus want?	Incarnation: What is the Trinity?	Comparing Beliefs and Practices: How and why do believers show their commitments during the journey of life?	Salvation: Why do Christians call the day Jesus died Good Friday?	World Faiths: What does it mean to be a Sikh in Britain today?	
Year 5	Gospel: What would Jesus do?	Incarnation: Was Jesus the Messiah?	Comparing Beliefs and Practices: Why is pilgrimage important to some religious believers?	Salvation: What did Jesus do to save human beings?	World Faiths: What does it mean for Muslims to follow God?	
Year 6	Creation: Creation and science, confliction or complimentary?	Kingdom of God: What kind of king is Jesus?	Comparing Beliefs and Practices: What will make our city / town a more respectful place to live?	Salvation: What difference does the resurrection mean for Christians?	World Faiths: What does it mean for a Jewish person to follow God?	

Concept: God / Creation EYFS: Why is the word God so important to Christians?	Links to Prior Learning				
	This is the first unit pupils have experienced in relation to the concept God/Creation.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
	<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>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</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>

Concept: Incarnation EYFS: Why do Christians perform a nativity at Christmas?	Links to Prior Learning				
	This is the first unit pupils have experienced in relation to the concept God/Creation.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
	<p>Christians say Jesus was a special baby because he came from God; Christians believe he was God born as a baby; Christians say he was God come to be with us on earth as the friend and rescuer of human beings.</p> <p>Christians celebrate Christmas as the birth of Christ on a date chosen by the churches rather than a known date. Western churches celebrate on December 25.</p> <p>Christmas events at churches are numerous, with carol services and crib services.</p> <p>Christians believe Jesus is the light of the world.</p>	<p>Begin to recognise that Christians connect the baby Jesus with the adult Jesus.</p> <p>Recognise that for Christians, Jesus is not just a baby, but God.</p>	<p>Talk about how Christians celebrate Christmas as the birth of Christ.</p>	<p>In EYFS, the Making Connections element of the approach is woven throughout all activities.</p>	<p>Christmas, Jesus stable, Bethlehem, baby, birth, Christ, light, nativity</p>

Comparing beliefs and practices EYFS: Being special: where do we belong?	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>Other cultures and religions have different traditions for naming babies and welcoming them into the community.</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>

Concept: Salvation EYFS: Why do Christians put a cross on an Easter garden?	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>	
	<p>Palm Sunday commemorates Jesus' entry into Jerusalem and is the start of Holy Week</p> <p>For Christians, Easter is the most important festival of the year</p> <p>Easter is also a big secular celebration in Britain, dominated by chocolate eggs, with a focus on springtime</p>	<p>Give a simple account of the last days of Jesus' ministry on Earth, from Palm Sunday to Jesus' resurrection.</p>	<p>Talk about the Christian traditions of Easter.</p> <p>Give examples of secular traditions associated with Easter.</p>	<p>In EYFS, the Making Connections element of the approach is woven throughout all activities.</p>	

Comparing beliefs and practices EYFS: Which places are special and why?	Links to Prior Learning				
	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
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
	A church building is a special place for Christians and a mosque is a special place for Muslims.	<p>Talk about somewhere that is special to themselves, saying why.</p> <p>Talk about why some places are special, what makes them significant and to whom</p>	<p>Recognise that some religious people have places which have special meaning for them</p> <p>Talk about the things that are special and valued in a place of worship</p> <p>Identify some significant features of sacred places</p>	<p>Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church</p> <p>Express a personal response to the natural world</p>	Church, mosque, Muslim, sacred, special

Comparing beliefs and practices EYFS: Which stories are special and why?	Links to Prior Learning				
	This is the third thematic unit which draws upon learning in the previous two thematic units.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
	<p>The Bible is Christians' holy book which helps them to understand more about God.</p> <p>The Qu'ran is the Muslim holy book and is a text that is sacred to them.</p>	<p>Talk about some religious stories</p> <p>Recognise some religious vocabulary, e.g. about God</p> <p>Identify a sacred text</p>	<p>Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do</p> <p>Talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked.</p>	<p>Identify some of their own feelings in the stories they hear.</p>	<p>Bible, holy book, Qu'ran, sacred, promises, feelings, Old testament, new testament, Muhammad, prophet</p>

Links to Prior Learning					
Concept: Creation / Fall Year 1 Who made the world?	<p>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 learning that a church is a Christian place of worship. Worship is about people showing how much God is worth to them.</p>				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
	<p>God created the universe.</p> <p>The Earth and everything in it are important to God.</p> <p>God has a unique relationship with human beings as their Creator and Sustainer.</p> <p>Humans should care for the world because it belongs to God.</p>	<p>Retell the story of creation from Genesis 1:1-2.3 simply.</p> <p>Recognise that 'Creation' is the beginning of the 'big story' of the Bible.</p> <p>Say what the story tells Christians about God, Creation and the world</p>	<p>Give at least one example of what Christians do to say thank you to God for the Creation.</p>	<p>Think, talk and ask questions about living in an amazing world.</p>	<p>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</p>

Links to Prior Learning					
Concept: Incarnation Year 1 Why does Christmas matter to Christians?	<p>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.</p>				
	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>

Comparing beliefs and practices Year 1 What makes some places special to believers?	Links to Prior Learning				
	This follows on from the EYFS unit, ' Which places are special and why?' Pupils talked about somewhere that is special to themselves. They recognised that some religious people have places which have special meaning for them; talked about the things that are special and valued in a place of worship; identified some significant features of sacred places and recognised a place of worship.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
	<p>There are special places where people go to worship.</p> <p>Christians worship in Church, Muslims in a mosque, Hindus and Sikhs in a temple and Jews in a synagogue.</p> <p>Some special objects in Judaism are: Torah, tefillin, tallit and kippah.</p> <p>Some special ideas and objects in Islam are: the Qur'an, wudu, calligraphy, prayer mat and prayer beads.</p>	<p>Recognise that there are special places where people go to worship, and talk about what people do there</p> <p>Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean</p> <p>Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.</p>	<p>Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe</p> <p>Give simple examples of how people worship at a church, mosque or synagogue</p> <p>Talk about why some people like to belong to a sacred building or a community</p>	<p>Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas</p> <p>Talk about what makes some places special to people, and what the difference is between religious and non-religious special places</p> <p>Talk about what they have learned and what has helped them to learn.</p>	<p>Tier 3 Synagogue, Shabbat, mosque, Judaism, Islam, Christianity</p> <p>Tier 2 Sacred, Muslim, Holy, community, Christian, Church, place of worship, worship, temple</p>

Concept: Salvation Year 1 Why does Easter matter to Christians?	Links to Prior Learning				
	This follows on from the EYFS unit, 'Why do Christians put a cross in an Easter garden?' Pupils looked at what the Bible says about the last days of Jesus' ministry on Earth, from Palm Sunday to Jesus' resurrection. They learnt that Easter is the most important festival of the year for Christians and lasts considerably longer than just one day. They were also introduced to the secular celebrations of Easter in Britain.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
	<p>Easter is very important in the 'big story' of the Bible.</p> <p>Christians believe Jesus rose again, giving people hope of a new life.</p>	<p>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.</p> <p>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</p> <p>Recognise that Jesus gives instructions about how to behave</p>	<p>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</p>	<p>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.</p>	

World Faiths	Links to Prior Learning				
	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
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
Year 1 Who is Jewish and how do they live?	<p>Jews believe that G-d is one and that it is important to love G-d</p> <p>A mezuzah is a small, decorative case which Jewish households attach to the right doorframe of the entrance. It reminds Jews they have made a promise to G-d.</p> <p>Shabbat is a Jewish celebration that commemorates the day G-d 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 G-d.</p>	<p>Recognise the words of the Shema as a Jewish prayer</p> <p>Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah or Sukkot)</p> <p>Give examples of how the stories used in celebrations (e.g. Shabbat) remind Jews about what God is like.</p>	<p>Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</p> <p>Make links between Jewish ideas of God found in the stories and how people live</p> <p>Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat).</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>	mezuzah, promise, covenant, Chanukah, Sukkot, Shabbat, Shema, prayer

Concept: Gospel Year 2 What is the good news Jesus brings?	Links to Prior Learning				
	This is the first understanding Christianity unit relating to the concept of Gospel. Pupils have been 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. Pupils were introduced to the Christmas and Easter story and the significance of these for Christians.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
	<p>Christians believe Jesus brings good news for all people.</p> <p>For Christians, this good news includes being loved by God, and being forgiven for bad things.</p> <p>Christians believe Jesus is a friend to the poor and friendless.</p> <p>Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</p>	<p>Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.</p> <p>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</p> <p>Recognise that Jesus gives instructions to people about how to behave.</p>	<p>Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.</p> <p>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)</p>	<p>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.</p>	

Links to Prior Learning					
Concept: Incarnation Year 2 Why does Christmas matter to Christians?	<p>This follows on from the Year 1 unit in which pupils were introduced to the core concepts of the 'Why does Christmas matter to Christians?' They were taught that Christians believe that Jesus is God and that he was born as a baby in Bethlehem. They learnt 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). They learn that Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.</p>				
	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>Recognise that Incarnation is part of the 'Big Story' of the Bible.</p> <p>Tell the story of the birth of Jesus and recognise the link with Incarnation – Jesus is 'God on Earth'</p>	<p>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.</p>	<p>Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous.</p>	<p>Trinity, Father, Son, Holy Spirit, Gospel, Baptism, Christians, worship, prayer, Advent</p>

Comparing beliefs and practices Year 2 How should we care for the world, for others, and why should it matter?	Links to Prior Learning				
	This unit links to previous units in EYFS and Y1 on creation in which pupils were introduced to Genesis 1 and explored what it tells Jewish and Christian believers about God and creation (e.g. that God is great, creative, and concerned with creation; that creation is important, that humans are important within it).				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
	<p>Christians and Jews believe that God values everyone.</p> <p>Genesis 1 tells Christians and Jews about the natural world.</p> <p>Some religions believe that serving others and supporting the poor are important parts of being a religious believer</p> <p>The Golden Rule is to treat others as you would like to be treated.</p>	<p>Identify a story or text that says something about each person being unique and valuable</p> <p>Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)</p> <p>Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world.</p>	<p>Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories</p> <p>Give examples of how Christians and Jews can show care for the natural earth</p> <p>Say why Christians and Jews might look after the natural world</p>	<p>Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world</p> <p>Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</p> <p>Talk about what they have learned and how their ideas have changed.</p>	

Concept: Salvation Year 2 Why does Easter matter to Christians?	Links to Prior Learning				
	This follows on from the Y1 work in which pupils explored core concepts within the unit, 'Why does Easter matter to Christians? 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>	
	<p>Easter is very important in the 'big story' of the Bible.</p> <p>Jesus showed that he was willing to forgive all people, even for putting him on the cross.</p> <p>Christians believe Jesus builds a bridge between God and humans.</p> <p>Christians believe Jesus rose again, giving people hope of a new life.</p>	<p>Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible.</p> <p>Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people).</p>	<p>Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship</p>	<p>Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas.</p>	

Links to Prior Learning					
World Faiths: Year 2 Who is Muslim and how do they live?	<p>During EYFS thematic units pupils were introduced to other world religions. In relation to Islam, pupils talked about how people are welcomed into the Muslim faith community e.g. the Aqiqah ceremony, whispering of adhan and cutting of hair. Pupils were introduced to places of worship and that a mosque is a place where Muslims go to worship. Pupils were introduced to some stories about leaders of founders in faith e.g. Prophet Muhammad and the night of power, Muhammad and the cats, Muhammad and the boy who threw stones at trees.</p>				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
	<p>Muslims believe in Allah as the one true God.</p> <p>Muslims believe it is impossible to capture fully what God is like, but they use 99 Names for God to help them understand Allah better</p> <p>The Shahadah says Muhammad is God's messenger</p> <p>When Muslims say aloud the Shahadah they are considered to have officially converted to Islam.</p> <p>Muslims pray regularly and try to pray five times a day.</p>	<p>Recognise the words of the Shahadah and that it is very important for Muslims</p> <p>Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean</p> <p>Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</p>	<p>Give examples of how Muslims use the Shahadah to show what matters to them</p> <p>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</p> <p>Give examples of how Muslims put their beliefs about prayer into action.</p>	<p>Think, talk about and ask questions about Muslim beliefs and ways of living</p> <p>Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</p> <p>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p>	

Concept: Creation / Fall Year 3 What do Christians learn from the creation story?	Links to Prior Learning				
	This unit follows on from the Y1 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>	
	<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>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.</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 believe about God and Creation.</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 earth in some specific ways.)	Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.	<p>God, Jesus, Humans, special create, creation, creator and creative, Harvest festival, sharing, church service, church Bible, worship, universe Jewish Christian, Nature, The Bible, Genesis, temptation, punishment, disobedient, blame, belief, commandments, rules, reconciliation, penance, forgiveness, sin</p>

Concept: People of God Year 3 What is it like to follow God?	Links to Prior Learning				
	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.				
	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 stories show how God keeps his promises.</p>	Make clear links between the story of Noah and the idea of covenant.	Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.	Make links between the story of Noah and how we live in school and the wider world.	Noah, Old Testament, Israel, commands, worship, ark, covenant

Comparing beliefs and practices Year 3 What are the deeper meanings of festivals?	Links to Prior Learning				
	This unit makes connections with the EYFS unit 'Being special: where do we belong?' in which pupils were introduced to the idea that religions teach that each person is unique and valuable. Pupils were taught that many religions have special ceremonies to welcome people into their faith community.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
	<p>Religions have festivals for believers to deepen their faith.</p> <p>Festivals are based on symbols, actions, stories and rituals.</p> <p>Each festival has a different purpose or meaning for believers such as forgiveness, good overcoming evil or social action.</p> <p>Festivals help believers to feel part of their community, feel belonging and follow tradition.</p> <p>Festivals in different religions sometimes share themes such as forgiveness (e.g. Day of Atonement in Judaism and Easter Sunday in Christianity)</p>	<p>Identify the main beliefs at the heart of religious festivals (i.e. at least one festival in at least two religions)</p> <p>Make clear links between these beliefs and the stories recalled at the festivals</p>	<p>Make connections between stories, teachings, symbols and beliefs and how believers celebrate these festivals</p> <p>Describe how believers celebrate festivals in different ways (e.g. between celebrations at home and in community; and/or a variety of ways of celebrating within a religious tradition).</p>	<p>Raise questions and suggest answers about what is worth celebrating and remembering in religious communities and in their own lives.</p> <p>Make links between the beliefs and practices studied and the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, giving good reasons for their ideas</p> <p>Talk about what they have learned, how and why their thinking has changed.</p>	

Links to Prior Learning					
Concept: Incarnation Year 3 What is the Trinity?	<p>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.</p>				
	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>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>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>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>	<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 about what texts about baptism and Trinity might mean.</p> <p>Give examples of what these texts mean to some Christians today</p>	<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.</p>	<p>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.</p>	

Links to Prior Learning					
World Faiths Year 3 What does it mean to be a Hindu in Britain today?	<p>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.</p>				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
	<p>Vishnu, Shiva and Brahma are the major gods and Lakshmi, Parvati and Saraswati are the major goddesses in Hinduism.</p> <p>Many Hindus believe that Brahma is the Creator, Vishnu is the preserver and Shiva or Maheshwar is destroyer.</p> <p>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.</p>	<p>Identify some Hindu deities and describe Hindu beliefs about God (e.g.Brahman, trimurti)</p> <p>Offer informed suggestions about what Hindu murtis express about God</p> <p>Make links between Hindu beliefs and the aims of life (e.g. karma)</p>	<p>Describe how Hindus show their faith within their families in Britain today (e.g. home puja)</p> <p>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.</p>	<p>Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas</p> <p>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.</p>	

Concept: Gospel Year 4 What kind of world does Jesus want?	Links to Prior Learning				
	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.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
	<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>Jesus shows love and forgiveness to unlikely people.</p> <p>Christians try to be like Jesus — they want to know him better and better.</p> <p>Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.</p>	<p>Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.</p> <p>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</p> <p>Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.</p>	<p>Make simple links between Bible texts and the concept of 'Gospel' (good news).</p> <p>Give examples of how Christians try to show love to all, including how Members of the clergy follow Jesus' teaching.</p>	<p>Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.</p>	

Concept: Incarnation Year 4 What is the Trinity?	Links to Prior Learning				
	<p>This continues the work that commenced in Year 3 in which pupils were introduced to the core concepts within the ‘What is Trinity?’ unit. Pupils learnt that Christians believe God is Trinity: Father, Son and Holy Spirit and that they believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. Pupils were taught that Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. Pupils learnt that Christians worship God as Trinity and they believe the Holy Spirit is God’s power at work in the world and in their lives today, enabling them to follow Jesus.</p>				
	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>Jesus, the Son of God, is seen by Christians as revealing what God the Father is like.</p> <p>Understanding God is challenging; people spend their whole lives learning more and more about God.</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>	<p>Identify John 1 as part of the ‘Gospel’, noting some differences between John and the other Gospels.</p> <p>Offer suggestions for what texts about God might mean.</p> <p>Give examples of what the texts studied mean to some Christians</p>	<p>Describe how Christians show their beliefs about God the Trinity in the way they live.</p>	<p>Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly.</p>	

Comparing beliefs and practices Year 4 How and why do believers show their commitments during the journey of life?	Links to Prior Learning				
	This links to the Y1 unit, 'What makes some places sacred to believers?'. Pupils learnt that there are special places where people go to worship, and they explored what people do there. They were introduced to what makes some places special to people, and what the difference is between religious and non-religious special places.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
	<p>Believers in many religions see life as a journey.</p> <p>Many religions have ceremonies marking the journey through life such as baptism (Christianity), Bat / Bar Mitzvah (Judaism) and sacred thread ceremony (Judaism)</p> <p>Non-religious people such as Humanists also mark special events through their lives.</p> <p>Different religions have different ways of celebrating commitments such as marriage through ceremonies and traditions.</p> <p>Love, commitment and promises are important in all communities in the world.</p>	<p>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean</p> <p>Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today</p>	<p>Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean</p> <p>Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</p> <p>Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism).</p>	<p>Raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones</p> <p>Make links between ideas of love, commitment and promises in religious and non-religious ceremonies</p> <p>Give good reasons why they think ceremonies of commitment are or are not valuable today</p>	

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

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.

World Faiths Year 4 What does it mean to be a Sikh in Britain today?

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
<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>The Mool Mantar is the first hymn composed by Guru Nanak.</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 clear links between the Mool Mantar and Sikh beliefs and actions</p> <p>Offer informed suggestions about what some of the teachings of the Gurus mean to Sikhs today.</p>	<p>Make simple links between the life of at least one of the Gurus and some actions Sikhs take today (e.g. Guru Nanak and the langar; Guru Gobind Singh and the Khalsa)</p> <p>Give some examples that demonstrate that remembering God, working hard and serving others are important to Sikhs today.</p>	<p>Raise questions about what matters to Sikhs (e.g. equality, service, honest work), and say why they still matter today</p> <p>Make links between key Sikh values and life in the world today, identifying which values would make most difference in pupils' own lives and in the world today</p> <p>Talk about what they have learned and whether they have changed their thinking.</p>	

Links to Prior Learning					
Concept: Gospel Year 5 What would Jesus do?	<p>This follows on from the Y4 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
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
	<p>The good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin.</p> <p>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>Identify features of Gospel texts (for example, teachings, parable, narrative).</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>Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</p>	<p>Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own</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 'messiah' would be like. Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) Christians see Jesus as their Saviour (See Salvation).	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.	

Comparing beliefs and practices Year 5 Why is pilgrimage important to some religious believers?	Links to Prior Learning				
	How and why do believers show their commitments during the journey of life? They learnt some beliefs about love, commitment and promises in two religious traditions and described what they meant.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
	<p>A pilgrimage is a sacred journey undertaken for spiritual purposes.</p> <p>Many religions have holy or sacred places where their followers may visit.</p> <p>Pilgrimages may have special places to visit and rituals to perform.</p>	<p>Identify some of the beliefs that lie behind places and times of pilgrimage in at least two religions (e.g. ummah in Islam; Mary in Roman Catholicism)</p> <p>Explain ways in which stories that lie behind sites of pilgrimage connect with beliefs (e.g. Shiva and the Ganges; Israel as G-d's Chosen or Favoured people in Judaism)</p>	<p>Explain the spiritual significance and impact of pilgrimage on pilgrims in at least two religions</p> <p>Compare the similarities and differences between ways in which people undertake pilgrimage and how they affect the way they live.</p>	<p>Evaluate and explain the importance of pilgrimage in the world today, giving good reasons for their views</p> <p>Reflect on and articulate lessons that people might gain from the idea and practice of pilgrimage, including their own responses</p> <p>Consider and weigh up the value of e.g. reflection, repentance and remembrance, in the world today, including in their own lives</p> <p>Talk about how and why their thinking has developed through this unit.</p>	

Concept: Salvation Year 5 What did Jesus do to save human beings?	Links to Prior Learning				
	This follows on from the Y4 unit, 'Why do Christians call the day Jesus died Good Friday/' 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.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
	<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>The Gospels give accounts of Jesus' death and resurrection.</p> <p>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.</p> <p>Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).</p> <p>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</p>	<p>Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.</p> <p>Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.</p> <p>Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts</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>Show how Christians put their beliefs into practice.</p>	<p>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today</p>	

World Faiths Year 5 What does it mean for Muslims to follow God?	Links to Prior Learning				
	This follows on from the Y2 unit, 'Who is Muslim and what do they believe?'. Pupils were introduced to the Shahadah and how important it is for Muslims. They identified some of the key Muslim beliefs about God found in the Shahadah and the 99 names. They were introduced to examples of how Muslims use stories about the Prophet to guide their beliefs and actions.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
	<p>There are different Muslim groups: the largest (globally and locally) are Sunni; the next major group are called Shi'a; some Muslims are Sufi.</p> <p>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).</p> <p>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</p>	<p>Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Muhammad as the Messenger, Qur'an as the message)</p> <p>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).</p>	<p>Make clear connections between Muslim beliefs and worship (e.g. Five Pillars, mosques, art)</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>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</p> <p>Reflect on and talk about what and how they have learned, and how and why their thinking has changed.</p>	

Concept: Creation / Fall Year 6 Creation and science, conflict or complimentary?	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>	
	<p>There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.</p> <p>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?</p> <p>There are many scientists through history and now who are Christians.</p> <p>The discoveries of science make Christians wonder even more about the power and majesty of the Creator.</p>	<p>Outline the importance of Creation on the timeline of the 'big story' of the Bible.</p> <p>Identify what type of text some Christians say Genesis 1 is, and its purpose.</p> <p>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.</p>	<p>Make clear connections between Genesis 1 and Christian belief about God as Creator.</p> <p>Show understanding of why many Christians find science and faith go together.</p>	<p>Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</p>	

Concept: Kingdom of God Year 6 What kind of king is Jesus?	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>	
	<p>Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.</p> <p>The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.</p> <p>Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.</p>	<p>Explain connections between biblical texts and the concept of the Kingdom of God.</p> <p>Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.</p>	<p>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.</p>	<p>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.</p>	

Comparing beliefs and practices Year 6 What will make our city a more respectful place to live?	Links to Prior Learning				
	This unit builds upon prior learning throughout the Key Stage in which pupils have explored everyone (religious and non-religious) should care for others and look after the natural world.				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
	<p>The number of people who consider themselves as religious has fallen in recent years.</p> <p>The number and type of places of worship has changed a lot over time because of a change in the demographic of different communities.</p> <p>The beliefs that people have can influence their lives and the impact they can have on society and making their communities better places.</p> <p>Many people of faith work with those who have different beliefs to support diversity and 'interfaith' in our communities.</p>	<p>Identify the religions and beliefs represented locally and regionally, and explain some of their key beliefs</p> <p>Describe examples of how different communities deal with diversity and interfaith issues.</p>	<p>Make clear connections between what different people believe and the way they live (e.g. involvement in community, in interfaith projects etc.)</p> <p>Explain how and why people respond differently to diversity and interfaith issues (e.g. inclusivism, exclusivism etc).</p>	<p>Make connections between religious and non-religious beliefs and practices related to living with difference in community</p> <p>Reflect on and articulate lessons people might gain from the experience of living in communities of diverse beliefs and practices, including their own responses</p> <p>Talk about how and why people think differently about diversity and interfaith, giving good reasons for their own views</p> <p>Consider and weigh up the ways in which the ideas studied relate to their own experiences and views of the world today.</p>	

Concept: Salvation Year 6 What does the resurrection mean to Christians?	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>	
	<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>The Gospels give accounts of Jesus' death and resurrection.</p> <p>Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.</p> <p>This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).</p>	<p>Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.</p> <p>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.</p> <p>Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.</p>	<p>Make clear connections between Christian belief in the resurrection and how Christians worship on Good Friday and Easter Sunday.</p> <p>Show how Christians put their beliefs into practice in different ways.</p>	<p>Explain why some people find belief in the Resurrection makes sense and inspires them.</p> <p>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.</p>	

Links to Prior Learning

This links to the Y1 unit on Judaism in which pupils learnt about Jewish celebrations (e.g. Chanukah or Sukkot) and makes links to work undertaken within some of the thematic units.

World Faiths

Year 6 What does it mean for a Jewish person to follow God?

Substantive Knowledge

The Torah is the first part of the Jewish bible. It is the central and most important document of Judaism and has been used by Jews through the ages.

Jews believe that the Torah shows how God wants Jews to live. It contains 613 commandments and Jews refer to the ten best known of these as the ten 10 statements.

According to Jewish law, the three basic elements of keeping kosher are:

- Avoiding any non-kosher animals (fish that don't have fins and scales, land animals that do not both chew their cud and have cleft hooves, most birds);
- Avoiding eating meat and dairy together;
- Only eating meat that was slaughtered in a certain way.

Disciplinary Knowledge

Making sense of belief

Identify and explain Jewish beliefs about God

Give examples of some texts that say what God is like and explain how Jewish people interpret them.

Understanding the impact

Make clear connections between Jewish beliefs about the Torah and how they use it

Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)

Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)

Making connections

Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today

Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far these ideas are valuable to people who are not Jewish

Talk about how ideas of tradition, ritual, community and study relate to their own lives, giving good reasons for their views and explaining how their thinking has developed during the unit.

Vocabulary