

Lightcliffe CofE Primary School

# RE Curriculum Intent and Overview

In partnership to Educate, Nurture & Empower



## Religious Education at Lightcliffe CE Primary

At Lightcliffe, 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.

The 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.

## The RE Curriculum at Lightcliffe CE Primary

As a Church of England school, Religious Education is firmly rooted in Christianity. There is no guidance directly given in the National Curriculum about the teaching of RE. Lightcliffe 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:

## Aims of the RE Curriculum

### Making sense of the text

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

### Understanding the impact

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

### Making connections

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

## Religions Taught

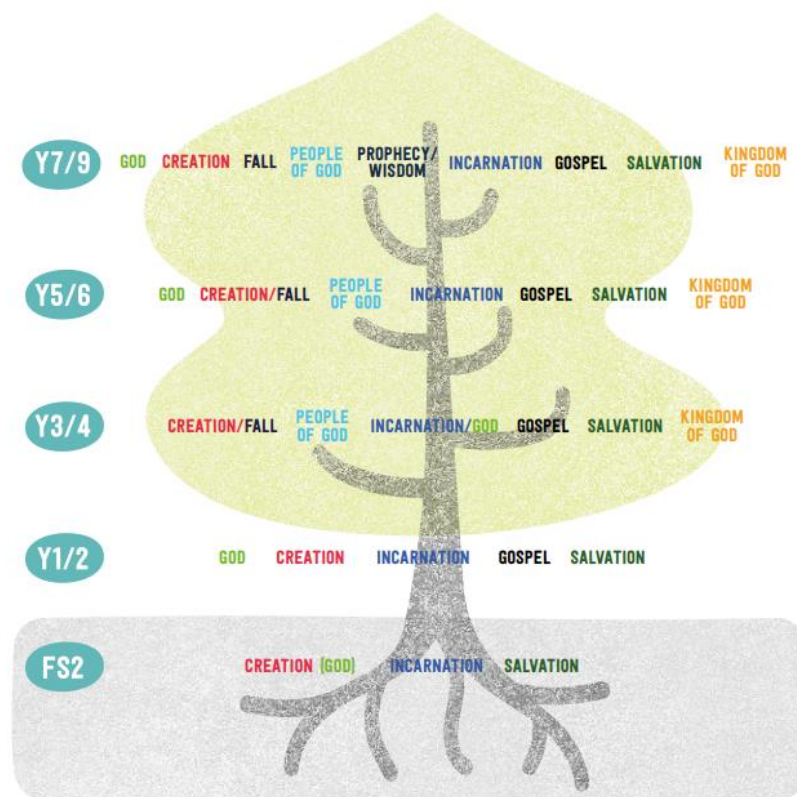
Christianity is taught in all year groups. Christianity is taught in a spiral curriculum (see diagram below) focusing on different concepts e.g. creation which are built upon in each year group.

Different year groups also explore other religions and worldviews. Year 1 study Judaism, Year 2, 5 and 6 study Islam, Year 3 study Hinduism people and Year 4 study Sikhism.





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	
<p>God</p> 	<p>Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit.</p>
<p>Creation</p> 	<p>The universe and human life are God's good creation. Humans are made in the image of God.</p>
<p>Fall</p> 	<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. This idea that humans are 'fallen' and in need of rescue (or salvation) sets out the root cause of many problems for humanity.</p>
<p>People of God</p> 	<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>

<p><b>Incarnation</b></p> 	<p>The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans.</p>
<p><b>Gospel</b></p> 	<p>Jesus' incarnation is 'good news' for all people. ('Gospel' means 'good news'.) His life, teaching and ministry embody what it is like to be one of the people of God, what it means to live in relationship with God. Jesus' example and teaching emphasise loving one's neighbour — particularly the weak and vulnerable — as part of loving God.</p>
<p><b>Salvation</b></p> 	<p>Jesus' death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.</p>
<p><b>Kingdom of God</b></p> 	<p>This does not mean that no one sins any more! The Bible talks in terms of God's 'Kingdom' having begun in human hearts through Jesus. The idea of the 'Kingdom of God' reflects God's ideal for human life in the world — a vision of life lived in the way God intended for human beings. Christians look forward to a time when God's rule is fulfilled at some future point, in a restored, transformed heaven and earth. Meanwhile, they seek to live this attractive life as in God's Kingdom, following Jesus' example, inspired and empowered by God's Spirit.</p>

## 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"> <li>• Develop their spoken language through quality conversation in a language-rich environment, gaining new vocabulary about religion and worldviews</li> <li>• 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</li> <li>• 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</li> <li>• Become comfortable using a rich range of vocabulary and language structures in relation to RE content.</li> <li>• Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs and poems.</li> </ul>
Prime area: Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• Observe and join in warm and supportive relationships with adults and learn how to understand their own feelings and those of others</li> <li>• Manage emotions and develop a positive sense of self, understanding their own feelings and those of others e.g. through religious story</li> <li>• Talk and think about simple values as they learn how to make good friendships, co-operate and resolve conflicts peaceably</li> <li>• Notice and respond to ideas about caring, sharing and kindness from RE content including stories, sayings and songs</li> </ul>
Prime area: Physical Development	<ul style="list-style-type: none"> <li>• 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</li> </ul>
Specific area: Literacy	<ul style="list-style-type: none"> <li>• Build their abilities in language comprehension through talking with adults about the world around them, including the world of religion and belief</li> <li>• Engage with stories and non-fiction in RE settings and enjoy rhymes, poems and songs together.</li> <li>• Build their skills in RE-related word reading, recognizing religious words and discovering new vocabulary in relation to religions and worldviews</li> <li>• Articulate ideas and use RE examples to write simple phrases or sentences that can be read by others.</li> </ul>
Specific area: Mathematics	<ul style="list-style-type: none"> <li>• Develop their spatial reasoning skills, noticing shape, space and measures in relation to RE content</li> <li>• Look for patterns and relationships and spot connections, sorting and ordering objects simply</li> </ul>
Specific area: Understanding the World	<ul style="list-style-type: none"> <li>• Make sense of their physical world and their community, e.g. on visits to places of worship, or by meeting members of religious communities</li> <li>• Listen to a broad selection of stories, non-fiction, rhymes and poems to foster understanding of our culturally, socially and ecologically diverse world.</li> </ul>

	<ul style="list-style-type: none"> <li>• Extend their knowledge and familiarity with words that support understanding of religion and belief</li> <li>• Talk about the lives of people around them, understanding characters and events from stories.</li> <li>• 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.</li> <li>• 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</li> </ul>
<p>Specific area: Expressive Arts and Design</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Create work drawing from religions and beliefs with a variety of materials and tools, sharing their creations and explaining the meaning of their work.</li> <li>• Adapt and recount religious stories inventively, imaginatively and expressively, and sing, perform and learn from well-known songs in RE imaginatively and expressively.</li> </ul>

## Key Stage One

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

### Aims

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

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

RE teaching will enable pupils in Key Stage One to:

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

· Identify the core concepts and beliefs studied and give a simple description of what they mean	· Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities	· Think, talk and ask questions about whether there are any lessons for them to learn from the ideas they have been studying, exploring different ideas
· Give examples of how stories show what people believe (e.g. the meaning behind a festival)	· Give examples of ways in which believers put their beliefs into action	· Give a good reason for the views they have and the connections they make
· Give clear, simple accounts of what stories and other texts mean to believers		· Talk about what they have learned

## Lower Key Stage Two

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

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- to explore their own religious, spiritual and philosophical ways of living, believing and thinking

RE teaching will enable pupils to:

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

Identify and describe the core beliefs and concepts studied	· Make simple links between stories, teachings and concepts studied and how people live, individually and in communities	· Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live
· Make clear links between texts/sources of authority and the key concepts studied	· Describe how people show their beliefs in how they worship and in the way they live	· Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly

· Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers

· Identify some differences in how people put their beliefs into practice

· Give good reasons for the views they have and the connections they make  
· Talk about what they have learned and if they have changed their thinking

## Upper Key Stage Two

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

ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

### Aims

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

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

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

RE teaching will enable pupils to:

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

<ul style="list-style-type: none"> <li>· Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</li> </ul>	<ul style="list-style-type: none"> <li>· Make clear connections between what people believe and how they live, individually and in communities</li> </ul>	<ul style="list-style-type: none"> <li>· Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</li> </ul>
<ul style="list-style-type: none"> <li>· Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</li> </ul>	<ul style="list-style-type: none"> <li>· 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</li> </ul>	<ul style="list-style-type: none"> <li>· Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently</li> </ul>
<ul style="list-style-type: none"> <li>· Taking account of the context(s), suggest meanings for texts/ sources of authority studied, comparing</li> </ul>		<ul style="list-style-type: none"> <li>· 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</li> </ul>
		<ul style="list-style-type: none"> <li>· Talk about what they have learned, how their thinking may have changed and why</li> </ul>

# 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	Where do we Belong?	Incarnation: Why do Christians perform nativity plays at Christmas?	Why is the word of God so important?	Easter	Which stories are special and why?	Comparing Beliefs and Practices: Which places are special and why?
Year 1	What does it mean to belong to a faith?	Incarnation: Why does Christmas matter to Christians?	World Faiths: Who is Jewish and what do they believe?	Easter	What is the good news?	What makes some places special to believers?
Year 2	World Faiths: Who is Muslim and how do they live?	Incarnation: Why does Christmas Matter?	Comparing Beliefs and Practices: How should we care for the world, for others, and why should it matter?	Salvation: Why Does Easter Matter?	God: What do Christians believe God is like?	What makes some places sacred to believers?
Year 3	Creation/Fall: What do Christians learn from the creation story?	World Faiths: What Does it mean to be a Hindu in Britain today?	How and why do believers show their commitments during the journey of life?	Salvation: Why do Christians call the day Jesus died 'Good Friday'?	Incarnation/God: L2.3 What is the Trinity? (Incarnation and God)	What are the meanings of festivals
Year 4	Fall: What is it like to follow God?	World Faiths: What does it mean to be a Sikh in Britain today?	Incarnation/ God What is the Trinity? (Deeper)	Kingdom of God: When Jesus left, what was the impact of Pentecost?	What are the deeper meanings of festivals	How and why do believers show their commitments during the journey of life?
Year 5	World Faiths: What does it mean for a Jewish person to follow God?	Gospel: What would Jesus do?	Comparing Beliefs and Practices: Why is pilgrimage important to some religious believers?	Salvation: What did Jesus do to save human beings?	What will make our city/ town/ village a more respectful place?	God What does it mean if God is holy and loving?
Year 6	World Faiths: What does it mean for Muslims to follow God?	Incarnation: Was Jesus the Messiah?	Creation and science: conflicting or complementary?	Salvation: What does the resurrection mean for Christians?	How do religions help people live through good times and bad times?	Showcase of World Faiths

<b>Concept:</b> <b>God/Creation</b>  <b>EYFS: Why is the word God so important to Christians?</b>	Disciplinary Knowledge				Vocabulary
	Substantive Knowledge	<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>

<b>Concept:</b> <b>Incarnation</b>					
	<b>Substantive Knowledge</b>	<b>Disciplinary Knowledge</b>			<b>Vocabulary</b>
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
<b>EYFS: Why do Christians perform a nativity at Christmas?</b>	<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	Disciplinary Knowledge				Vocabulary
	Substantive Knowledge	<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>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>	

**Comparing Beliefs and Practices**

**EYFS:  
Being special:  
where do we belong?**

Comparing Beliefs and Practices	Disciplinary Knowledge				Vocabulary
	Substantive Knowledge	<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>	

**EYFS:**  
Which places are special and why?

Salvation	Disciplinary Knowledge				Vocabulary
	Substantive Knowledge	<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>	

**EYFS: Why do Christians put a cross on an Easter garden?**

Comparing Beliefs and Practices	Disciplinary Knowledge				Vocabulary
	Substantive Knowledge	<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>	

Concept: God	Disciplinary Knowledge				Vocabulary
	Substantive Knowledge	<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
<p>Year 1</p> <p><b>What does it mean belonging to a faith?</b></p>	<p>People can belong to different faiths or communities, and this gives them a sense of identity and belonging.</p> <p>Christians believe they belong to the family of God.</p> <p>Belonging is often shown through special ceremonies, such as baptism, which welcomes a person into the Christian community.</p> <p>Belonging to a faith includes sharing beliefs, practices, symbols and celebrations.</p> <p>Other religions also have ways of showing belonging through family, traditions and community life.</p>	<p>Recognise that some people belong to a religion or faith community.</p> <p>Identify what belonging might look like (e.g. being part of a group, sharing beliefs, joining in activities).</p> <p>Describe, in simple terms, what happens at a Christian baptism.</p> <p>Recognise that belonging is important to people of faith.</p>	<p>Talk about how belonging to a faith affects what people do and how they live (e.g. going to church, celebrating festivals, praying).</p> <p>Give examples of how believers show they belong (e.g. symbols, rituals, community gatherings).</p> <p>Recognise that belonging can make people feel part of a community or family.</p> <p>Identify simple ways that belonging influences behaviour and choices.</p>	<p>Talk about groups they belong to (e.g. family, class, clubs) and what it means to belong.</p> <p>Compare belonging to a faith with belonging in their own lives.</p> <p>Ask questions about why belonging might be important to people.</p> <p>Reflect on what makes them feel included, welcomed and valued.</p>	<p>Belong, belonging, faith, Christian, baptism, church, community, family, welcome, symbol, celebration, group.</p>

Concept: God	Disciplinary Knowledge				Vocabulary
	Substantive Knowledge	<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
Year 1 What does Easter mean to Christians?	<p>Christians believe that Easter is the most important festival in the Christian calendar.</p> <p>Easter remembers the events of Holy Week, including Jesus' death on the cross (Good Friday) and his resurrection (Easter Sunday).</p> <p>Christians believe that Jesus came back to life, showing God's power and bringing hope and forgiveness.</p> <p>The Easter story is part of the Bible's 'big story', showing how Jesus helps people.</p> <p>Easter is also celebrated in wider society with spring traditions, but these are different from the Christian meaning.</p>	<p>Retell the key parts of the Easter story (Palm Sunday, Good Friday, Easter Sunday).</p> <p>Recognise that Christians believe Jesus died and came back to life.</p> <p>Identify that the Easter story comes from the Bible.</p> <p>Begin to understand that the story shows something important about God and Jesus.</p>	<p>Talk about how Christians celebrate Easter (e.g. church services, Easter gardens, crosses).</p> <p>Give examples of how Christians remember Jesus' death and resurrection.</p> <p>Recognise that Christians feel happy and hopeful at Easter because of what they believe happened.</p> <p>Identify simple ways Christians might show their beliefs (e.g. prayer, celebration).</p>	<p>Talk about what new life and hope mean using their own experiences (e.g. springtime, new beginnings).</p> <p>Ask questions about the Easter story and what it might mean for people.</p> <p>Begin to think about why Easter is important to Christians.</p> <p>Compare Christian Easter with non-religious celebrations (e.g. eggs, spring).</p>	<p>Easter, Jesus, cross, resurrection, new life, hope, Christian, Bible, church, celebration, spring, forgiveness.</p>

Concept: Gospel	Disciplinary Knowledge				Vocabulary
	Substantive Knowledge	<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
<b>Year 1</b> <b>What is the Good News?</b>	<p>Christians believe the Gospel means “good news”.</p> <p>The good news is that Jesus brings God’s love and shows people how to live.</p> <p>Stories in the Bible (Gospels) show Jesus helping people, being kind and teaching about love, forgiveness and caring for others.</p> <p>Christians believe Jesus showed what it is like to follow God and be part of the Kingdom of God.</p> <p>Christians try to follow Jesus’ example by loving others and doing good things.</p>	<p>Recognise that the word Gospel means “good news”.</p> <p>Retell simple stories about Jesus (e.g. helping others, showing kindness).</p> <p>Identify what these stories show about what Jesus is like.</p> <p>Begin to understand that these stories come from the Bible and are important to Christians.</p>	<p>Give examples of how Christians try to follow Jesus’ teaching (e.g. being kind, forgiving, helping others).</p> <p>Talk about how Jesus’ actions in stories influence what Christians think is good and right.</p> <p>Recognise that Christians believe following Jesus brings joy and hope.</p> <p>Identify simple ways Christians show their beliefs in everyday life.</p>	<p>Talk about what makes something “good news” in their own lives.</p> <p>Reflect on how they can show kindness and care to others.</p> <p>Ask questions about why Jesus’ teachings are important to Christians.</p> <p>Make simple links between Bible stories and their own choices and behaviour.</p>	<p>Gospel, good news, Jesus, Bible, Christian, love, kindness, forgiveness, helping others, teaching, story.</p>

<b>Concept:</b> <b>Incarnation</b>  <b>Year 1</b> <b>Why does</b> <b>Christmas</b> <b>matter to</b> <b>Christians?</b>	Disciplinary Knowledge				Vocabulary
	Substantive Knowledge	<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>

Comparing Beliefs and Practices	Disciplinary Knowledge				Vocabulary
	Substantive Knowledge	<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
		There are special places where people go to worship. Christians worship in Church, Muslims in a mosque, Hindus and Sikhs in a temple and Jews in a synagogue.	Recognise that there are special places where people go to worship, and talk about what people do there	Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe	
Year 1 What makes some places special to believers?	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	Give simple examples of how people worship at a church, mosque or synagogue	Talk about what makes some places special to people, and what the difference is between religious and non-religious special places		
	Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.	Talk about why some people like to belong to a sacred building or a community	Talk about what they have learned and what has helped them to learn.		

World Faiths					
	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 <i>small, decorative case which Jewish households attach to the right doorframe of the entrance</i>. It reminds Jews they have made a promise to 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

World Faiths	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>	

Comparing Beliefs and Practices					
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
<p>Year 2</p> <p>How should we care for the world, for others, and why should it matter?</p>	<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>	<p>God</p> <p>Genesis</p> <p>Bible</p> <p>Respect</p> <p>Care</p> <p>Charity</p> <p>Environment</p> <p>Responsibility</p> <p>Unique</p> <p>Valuable</p> <p>Golden Rule</p> <p>Community</p> <p>Kindness</p> <p>Stewardship</p>

Concept: Incarnation	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 incarnate (God in human form), sent to Earth as part of God’s plan to restore relationships between God and humans.</p> <p>The Nativity stories show that Jesus’ birth is significant: he is called Emmanuel (“God with us”), a Saviour and King.</p> <p>The birth of Jesus is part of the ‘big story’ of the Bible, linking to Creation, Fall and Salvation.</p> <p>Advent is a time of preparation for Jesus’ coming; Christmas celebrates his birth.</p> <p>Symbols (light, star, angels, gifts) communicate Christian beliefs about Jesus as the light of the world and bringer of good news.</p>	<p>Retell the Nativity story and identify key events and characters from the Gospels.</p> <p>Recognise that Christians believe Jesus is God, not just a baby.</p> <p>Identify what the stories show about Jesus’ identity (e.g. king, saviour, God with us).</p> <p>Understand that the Bible is the source of authority for these beliefs.</p>	<p>Give examples of how Christians celebrate Christmas in church and at home (e.g. nativity plays, carol services, Advent wreaths, giving).</p> <p>Explain how belief in Jesus as a gift from God influences actions such as generosity, kindness and worship.</p> <p>Recognise that Christmas practices (e.g. giving gifts, helping others) reflect Christian beliefs about love and giving.</p>	

Concept: Salvation	Disciplinary Knowledge				Vocabulary
	Substantive Knowledge	<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 Incarnation, Gospel 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>	

Concept: God	Disciplinary Knowledge				Vocabulary
	Substantive Knowledge	<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
		<p>Christians believe in one God who is loving, kind, forgiving and fair.</p> <p>The Bible is the source of authority that teaches Christians what God is like.</p> <p>Stories show God as a forgiving Father who welcomes people back.</p> <p>Christians believe God wants people to live in relationship with Him and show love and forgiveness to others.</p> <p>Christians worship God through prayer, church services and living in ways that please Him.</p>	<p>Identify that Christians believe God is loving and forgiving.</p> <p>Retell the parable of The Lost Son and recognise what it teaches about God.</p> <p>Make simple links between the story and the idea of God as a father who forgives and welcomes people.</p> <p>Give clear, simple accounts of what the story means to Christians.</p>	<p>Give examples of how Christians show their belief in God as loving and forgiving (e.g. saying sorry, forgiving others, showing kindness).</p> <p>Explain how Christians put their beliefs into practice in worship (e.g. prayer, asking forgiveness).</p> <p>Recognise that belief in God influences how Christians treat others and make choices.</p>	

**Year 2**  
**What do Christians believe God is like?**

Comparing Beliefs and Practices	Disciplinary Knowledge				Vocabulary
	Substantive Knowledge	<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
<p>Religious believers have special (sacred) places where they worship and feel close to God.</p> <p>Christians worship in a church, Muslims in a mosque, Jews in a synagogue, and Hindus/Sikhs in a temple.</p> <p>Sacred places often contain special objects and symbols (e.g. cross, font, prayer mat, Torah scroll) which express beliefs about God.</p> <p>These places are important for worship, prayer, community and belonging.</p> <p>Believers think these places are special because they help them connect with God and their faith community.</p>	<p>Recognise that some places are special or sacred to believers.</p> <p>Identify examples of places of worship and say what people do there.</p> <p>Identify some objects and symbols used in worship and what they mean.</p> <p>Make simple links between beliefs about God and worship and the features of a sacred place.</p>	<p>Give examples of how believers use sacred places (e.g. prayer, worship, celebration, community gatherings).</p> <p>Describe how people behave in places of worship to show respect and reverence.</p> <p>Explain how sacred places help believers express and live out their faith.</p> <p>Recognise that belonging to a faith community and its sacred spaces can be important for identity.</p>	<p>Talk about places that are special to themselves and compare them to religious sacred places.</p> <p>Ask and answer questions about why places are important to different people.</p> <p>Consider similarities and differences between religious and non-religious special places.</p> <p>Reflect on what makes a place meaningful, special or sacred.</p>	<p>Sacred, special, worship, church, mosque, synagogue, temple, prayer, symbol, cross, font, altar, Torah, community, belonging, respect, holy.</p>	

**Year 2**  
**What Makes**  
**Places**  
**Sacred to**  
**Believers?**

Concept: Creation / Fall	Disciplinary Knowledge				Vocabulary
	Substantive Knowledge	<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>	<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.)</p>	

<b>Concept:</b> <b>World Faiths</b>  <b>Year 3</b> <b>What does it mean to be a Hindu in Britain today?</b>	Disciplinary Knowledge				<b>Vocabulary</b>
	<b>Substantive Knowledge</b>	<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
<p>Hindus believe in Brahman, the one ultimate reality, which can be understood through different gods and goddesses (e.g. Trimurti: Brahma, Vishnu, Shiva).</p> <p>Many Hindus believe every living being has an atman (a spark of Brahman), meaning all life is sacred and valuable.</p> <p>Hindu beliefs include ideas such as karma (actions have consequences) and dharma (duty/right way to live).</p> <p>Hindus show their faith at home through puja (prayer/worship) and in the mandir (temple) through rituals like arti and festivals such as Diwali.</p> <p>Hindu life in Britain may include both family traditions and participation in a wider faith community, showing diversity in practice.</p>	<p>Identify key Hindu beliefs about God (e.g. Brahman, Trimurti).</p> <p>Recognise that Hindu gods and goddesses express different aspects of the one God.</p> <p>Make simple links between beliefs (e.g. atman, karma) and how Hindus understand life.</p> <p>Offer suggestions about what murtis (sacred images) show about Hindu beliefs about God.</p>	<p>Describe how Hindus show their faith in daily life (e.g. home puja, prayer, family rituals).</p> <p>Give examples of how Hindus worship in the mandir and celebrate festivals like Diwali.</p> <p>Recognise that Hindu beliefs influence how people live, behave and treat others (e.g. respect for all living things).</p> <p>Identify similarities and differences in how Hindus express their faith in Britain today.</p>	<p>Make links between the Hindu idea that everyone has a spark of God (atman) and ideas about respect and value of people today.</p> <p>Reflect on the importance of family, community and belonging in religious life.</p> <p>Consider whether values such as respect, duty and caring for others are important in their own lives.</p> <p>Ask and respond to questions about how religion influences how people live in modern Britain.</p>	<p>Hinduism, Brahman, atman, Trimurti, Brahma, Vishnu, Shiva, karma, dharma, mandir, puja, arti, murti, Diwali, sacred, worship, festival, community.</p>	

<b>Concept:</b> <b>Incarnation</b>  <b>Year 3</b> <b>What is the Trinity?</b>	Disciplinary Knowledge				<b>Vocabulary</b>
	<b>Substantive Knowledge</b>	<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>	<p>Trinity</p> <p>Father</p> <p>Son</p> <p>Holy Spirit</p> <p>Baptism</p> <p>Worship</p> <p>Prayer</p> <p>Creator</p> <p>Saviour</p> <p>Power</p> <p>Symbol</p> <p>Metaphor</p> <p>Simile</p> <p>Gospel</p> <p>Bible</p>	

Salvation	Year 3 Why do Christians call the day Jesus died 'Good Friday'.	Disciplinary Knowledge			Vocabulary	
		Substantive Knowledge	<i>Making sense of belief</i>	<i>Understanding the impact</i>		<i>Making connections</i>
	<p>Christians believe that Jesus' death and resurrection are central to the 'big story' of the Bible (Salvation).</p> <p>The events of Holy Week (Palm Sunday, Last Supper, Good Friday, Easter Sunday) show what Jesus came to do.</p> <p>Christians believe Jesus' death was a sacrifice to bring forgiveness and restore the relationship between God and humans.</p> <p>Although Good Friday remembers Jesus' suffering and death, it is called "good" because Christians believe it brings hope, salvation and new life.</p> <p>Christians believe Jesus rose again (resurrection), showing that death is not the end and offering hope for eternal life.</p>	<p>Retell key events of Holy Week, including Jesus' crucifixion.</p> <p>Recognise links between the events of Good Friday and the concept of Salvation (Jesus rescuing people).</p> <p>Identify what Gospel texts say about Jesus' death and why it is important to Christians.</p> <p>Offer simple explanations of why Christians might call the day "good".</p>	<p>Give examples of how Christians remember Good Friday (e.g. church services, quiet reflection, prayer).</p> <p>Describe how Christians celebrate Easter Sunday as a sign of hope following Good Friday.</p> <p>Explain how belief in Jesus' sacrifice influences how Christians live (e.g. forgiveness, love, self-sacrifice).</p> <p>Recognise that these beliefs shape Christian worship and daily life.</p>	<p>Reflect on ideas of sacrifice, forgiveness, sadness and hope.</p> <p>Ask and respond to questions about why something sad (Jesus' death) might be called "good".</p> <p>Make links between the Christian idea of sacrifice for others and examples in their own lives or the wider world.</p> <p>Consider what difference belief in hope and new life might make to people today.</p>	<p>Good Friday, Easter, Holy Week, crucifixion, resurrection, salvation, forgiveness, sacrifice, Jesus, cross, hope, new life, worship, Gospel.</p>	

Comparing Beliefs and Practices	Disciplinary Knowledge				
	Substantive Knowledge	<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	Vocabulary
<p>Year 3</p> <p>How and why do believers show their commitment in the journey of life</p>	<p>Religious and non-religious people mark important stages in life with ceremonies of commitment.</p> <p>These ceremonies often include promises, symbols and rituals that show belonging and faith.</p> <p>In Christianity, baptism welcomes a person into the Christian family and marks a commitment to follow God.</p> <p>In Hinduism, the sacred thread ceremony marks a commitment to spiritual learning and responsibility.</p> <p>Marriage is another example where people make personal and religious commitments.</p> <p>These commitments show what people believe about love, faith, responsibility and belonging.</p>	<p>Identify beliefs about love, commitment and promises in different religious traditions.</p> <p>Describe what these beliefs mean for believers (e.g. belonging to God, following a faith).</p> <p>Recognise that ceremonies use symbols and actions to express beliefs.</p> <p>Offer simple suggestions about why these ceremonies are important to believers.</p>	<p>Describe what happens in ceremonies such as baptism, marriage or sacred thread ceremony.</p> <p>Explain how these events show a person's commitment to their faith or way of life.</p> <p>Give examples of how believers live out their commitments (e.g. worship, following teachings, helping others).</p> <p>Recognise that commitment can influence how people live, behave and make decisions.</p>	<p>Reflect on ideas of commitment, promises and belonging in their own lives.</p> <p>Ask questions about whether it is important to mark life events with ceremonies.</p> <p>Compare religious commitments with non-religious commitments.</p> <p>Consider what values (e.g. love, loyalty, responsibility) matter most in life and why.</p>	<p>Commitment, promise, ceremony, ritual, baptism, marriage, sacred thread, faith, belief, belonging, symbol, tradition, responsibility, journey, values.</p>

Comparing Beliefs and Practices					
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
Year 3 What are the deeper meanings of festivals?	<ul style="list-style-type: none"> <li>-Festivals often celebrate key events in a religion's history.</li> <li>-Religious festivals help believers remember and reflect on their faith.</li> <li>-Festivals often include special practices and rituals.</li> <li>-Festivals can strengthen community bonds.</li> <li>-The deeper meanings of festivals often include values like hope, forgiveness, renewal, and generosity.</li> </ul>	<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>	<ul style="list-style-type: none"> <li>Celebration</li> <li>Tradition</li> <li>Symbol</li> <li>Ritual</li> <li>Community</li> <li>Worship</li> <li>Belief</li> <li>Sacred</li> <li>Meaning</li> <li>Story</li> <li>Faith</li> <li>Custom</li> <li>Value</li> <li>Remembrance</li> </ul>

World Faiths	Disciplinary Knowledge				Vocabulary
	Substantive Knowledge	<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
Year 4 What does it mean to be a Sikh in Britain today?	<p>Sikhs believe in one God who guides and protects them. They believe everyone is equal before God. 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>	<p>Sikhism</p> <p>Guru</p> <p>Guru Nanak</p> <p>Guru Gobind Singh</p> <p>Mool Mantar</p> <p>Gurdwara</p> <p>Langar</p> <p>Khalsa</p> <p>Equality</p> <p>Service</p> <p>Waheguru</p> <p>Turban</p> <p>Kara</p> <p>Kesh</p> <p>Kirpan</p> <p>Kachera</p> <p>Kangha</p> <p>Seva</p> <p>Community</p> <p>Belonging</p>

Fall/ Creation	Disciplinary Knowledge				Vocabulary
	Substantive Knowledge	<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
<p>Year 4</p> <p>What is it like to follow God?</p>	<p>The Old Testament tells the story of the People of God and their relationship with God.</p> <p>God made promises (covenants) with people such as Noah, showing commitment and faithfulness.</p> <p>The People of God try to live in the way God wants by following his commands and worshipping him.</p> <p>The Bible shows that sometimes people fail to follow God, but God continues to be faithful.</p> <p>Christians today believe they are part of the People of God and try to live out God's teachings in their lives.</p>	<p>Retell key Bible stories (e.g. Noah) and identify links to the idea of covenant/promise.</p> <p>Recognise that these stories show what it means to follow God.</p> <p>Make links between God's promises and human responsibility to follow Him.</p> <p>Offer simple explanations about what these texts mean to believers.</p>	<p>Describe how Christians try to follow God today (e.g. worship, prayer, following rules, helping others).</p> <p>Give examples of how believers show commitment to God through their actions.</p> <p>Make simple links between Bible stories (e.g. Noah) and how Christians live their lives now.</p> <p>Recognise that following God involves choices about behaviour and values.</p>	<p>Ask questions about what it means to make and keep promises.</p> <p>Reflect on how commitment and faithfulness might apply in their own lives and relationships.</p> <p>Make links between the idea of following rules/guidance and living well in school and the wider world.</p> <p>Consider what can be learned from the idea of faithfulness and trust.</p>	<p>People of God, covenant, promise, Noah, Old Testament, commands, worship, faithfulness, obedience, relationship, trust, commitment.</p>

Comparing Beliefs and Practices	Disciplinary Knowledge				Vocabulary
	Substantive Knowledge	<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
<p><b>Year 4</b> How and why do believers show their commitments during the journey of life?</p>	<p>Building on earlier learning that people mark life events with ceremonies, pupils now understand that commitment is both expressed in ceremonies and lived out over time.</p> <p>Religious traditions mark key stages of life (e.g. birth, coming of age, marriage) through rituals that include promises, responsibilities and belonging.</p> <p>In Christianity, baptism and marriage show commitment to God and to others, with promises that guide how believers live.</p> <p>In Judaism, a Bar/Bat Mitzvah marks a young person taking responsibility for following God's law.</p> <p>In Hinduism, the sacred thread ceremony shows commitment to spiritual learning and duty.</p> <p>These commitments are not one-off events but shape a person's identity, choices and way of life.</p>	<p>Identify beliefs about commitment, responsibility and belonging in different religious traditions.</p> <p>Explain how ceremonies (e.g. baptism, Bar/Bat Mitzvah, sacred thread, marriage) express these beliefs.</p> <p>Make links between symbols, promises and actions used in ceremonies and what they mean for believers.</p> <p>Offer increasingly developed explanations of why commitment is important in religious life.</p>	<p>Describe what happens in different ceremonies of commitment, explaining their meaning.</p> <p>Explain how these ceremonies mark the start of an ongoing commitment, not just a one-time event.</p> <p>Give examples of how believers live out their commitments daily (e.g. worship, following teachings, helping others, making moral choices).</p> <p>Recognise that commitment influences identity, behaviour and long-term life decisions.</p>	<p>Reflect on the idea of life as a journey, where commitments develop and change over time.</p> <p>Compare religious commitments with commitments in their own lives (e.g. friendships, responsibilities, promises).</p> <p>Consider whether publicly marking commitments (through ceremonies) is important and why.</p> <p>Evaluate which values (e.g. faithfulness, responsibility, loyalty, belonging) are most important for guiding a person's life.</p>	<p>Commitment, ceremony, ritual, promise, baptism, marriage, Bar Mitzvah, Bat Mitzvah, sacred thread, faith, belief, belonging, responsibility, identity, journey.</p>

<b>Concept:</b> <b>Incarnation</b>  <b>Year 4</b> <b>What is the Trinity</b>					
	<b>Substantive Knowledge</b>	<b>Disciplinary Knowledge</b>			<b>Vocabulary</b>
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
<p>Building on prior learning that Christians believe in one God, pupils now understand that Christians describe God as Trinity: Father, Son and Holy Spirit. Christians believe:</p> <p>The Father is Creator The Son (Jesus) is Saviour The Holy Spirit is God’s presence and power in the world today</p> <p>The Trinity expresses one God in three persons, which is a core but complex Christian belief.</p> <p>Biblical events (e.g. Jesus’ baptism) show the three “persons” of the Trinity together.</p> <p>Christians use symbols, metaphors and images (e.g. water, shamrock, light) to help explain this difficult idea.</p>	<p>Build on earlier knowledge of God and Jesus to explain that Christians believe Jesus is part of God (not separate from God).</p> <p>Identify examples in the Bible where Father, Son and Holy Spirit appear (e.g. baptism of Jesus).</p> <p>Make links between these texts and the belief that God is three in one.</p> <p>Offer simple but increasingly developed explanations of what the Trinity means, recognising it is difficult to fully understand.</p>	<p>Describe how belief in the Trinity shapes Christian worship and practice (e.g. prayers beginning “In the name of the Father, Son and Holy Spirit”, baptisms).</p> <p>Explain how believers relate to God in different ways:</p> <ul style="list-style-type: none"> <li>-as Creator (Father)</li> <li>-as Saviour and example (Jesus)</li> <li>-as guide and helper (Holy Spirit)</li> </ul> <p>Recognise that belief in the Holy Spirit influences how Christians try to live and make choices.</p> <p>Give examples of how this belief supports a sense of Christian community and belonging.</p>	<p>Build on prior reflection by exploring deeper questions such as: How can something be one and three at the same time?</p> <p>Compare ways people use symbols and metaphors to explain difficult ideas (religious and non-religious).</p> <p>Reflect on what it might mean to believe in a God who is personal, present and active.</p> <p>Consider how ideas of guidance, relationship and community relate to their own lives.</p>	<p>Trinity, Father, Son, Holy Spirit, God, Jesus, Creator, Saviour, baptism, worship, prayer, symbol, metaphor, Gospel, belief, guide, presence.</p>	

<b>Concept:</b> <b>Kingdom of God</b>	<b>Disciplinary Knowledge</b>				<b>Vocabulary</b>
	<b>Substantive Knowledge</b>	<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
<b>Year 4</b> <b>When Jesus left, what was the impact of Pentecost?</b>	<p>Building on prior learning about Jesus' life, death and resurrection, pupils now learn that after Jesus' ascension, Christians believe he sent the Holy Spirit at Pentecost.</p> <p>The event of Pentecost (Acts 2) shows the Holy Spirit coming to the disciples, giving them courage and the ability to share the good news.</p> <p>Christians believe this marks the beginning of the Church. Christians believe the Kingdom of God began with Jesus and continues through the work of the Holy Spirit in people's lives.</p> <p>The Holy Spirit is understood as God's presence and power at work in the world today, helping Christians to live as God intends.</p>	<p>Retell the story of Pentecost and describe what happened.</p> <p>Make links between the arrival of the Holy Spirit and the idea of God being active in the world.</p> <p>Recognise that Pentecost connects to earlier learning about Jesus and the Trinity (Father, Son, Holy Spirit).</p> <p>Offer simple explanations of what the Holy Spirit might mean to Christians.</p>	<p>Describe how Christians celebrate Pentecost and why it is important (e.g. birthday of the Church).</p> <p>Explain how belief in the Holy Spirit influences how Christians live today (e.g. showing courage, sharing beliefs, helping others).</p> <p>Give examples of how churches act to make the Kingdom of God visible (e.g. community work, acts of service, worship).</p> <p>Recognise that belief in the Holy Spirit shapes how Christians make decisions and live out their faith.</p>	<p>Build on previous reflection by asking: What might it mean for people to feel guided or inspired?</p> <p>Consider how ideas of courage, community and purpose are important in their own lives.</p> <p>Make links between the idea of the Kingdom of God and how people try to make the world a better place.</p> <p>Reflect on whether ideas about helping others and sharing good news are important for everyone (religious or not).</p>	<p>Pentecost, Holy Spirit, disciples, ascension, Church, Kingdom of God, Gospel, good news, courage, mission, worship, Acts, community, guide, power.</p>

Comparing Beliefs and practices	Disciplinary Knowledge				Vocabulary
	Substantive Knowledge	<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
Year 4 What are the deeper meanings of festivals?	<p>Building on earlier knowledge that festivals are special times for believers, pupils now understand that festivals have deeper meanings linked to beliefs and values.</p> <p>Religious festivals (e.g. Christmas, Easter, Diwali) remember key events in a religion's story and express core beliefs.</p> <p>Festivals often include symbols, rituals and traditions which communicate meanings such as hope, forgiveness, renewal and generosity.</p> <p>Festivals help believers to strengthen community, identity and belonging.</p> <p>In Britain today, festivals are celebrated in both religious and cultural ways, showing diversity and shared values.</p>	<p>Identify the key beliefs behind at least one festival in different religions.</p> <p>Make clear links between stories, teachings and festivals (e.g. Nativity-Christmas; resurrection-Easter; Rama and Sita-Diwali).</p> <p>Explain how symbols and actions used in festivals express deeper meanings.</p> <p>Offer increasingly developed suggestions about what these festivals mean to believers.</p>	<p>Describe how believers celebrate festivals in different ways (e.g. at home, in places of worship, in communities).</p> <p>Explain how festivals help believers to remember, reflect and live out their faith.</p> <p>Give examples of how festival values (e.g. generosity, forgiveness, hope) influence behaviour and choices.</p> <p>Recognise similarities and differences in how festivals are celebrated within and across traditions.</p>	<p>Build on earlier reflection by asking: What is worth celebrating and remembering in our own lives?</p> <p>Make links between festival values (e.g. hope, kindness, community) and life in the wider world today.</p> <p>Compare religious and non-religious celebrations, considering what gives them meaning.</p> <p>Reflect on whether festivals help people to feel a sense of belonging and identity.</p>	<p>Festival, celebration, belief, symbol, ritual, tradition, community, worship, meaning, value, hope, forgiveness, renewal, generosity, identity.</p>

<b>Concept: God</b>  <b>Year 5 What does it mean if God is holy and loving?</b>	<b>Substantive Knowledge</b>	<b>Disciplinary Knowledge</b>			<b>Vocabulary</b>
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
	<p>Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.</p> <p>Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace.</p> <p>Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching.</p> <p>Christians believe getting to know God is like getting to know a person rather than learning information.</p>	<p>Identify some different types of biblical texts, using technical terms accurately.</p> <p>Explain connections between biblical texts and Christian ideas of God, using theological terms.</p>	<p>Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.</p> <p>Show how Christians put their beliefs into practice in worship.</p>	<p>Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p>	<p>God Holy Loving Omnipotent (all-powerful) Omniscient (all-knowing) Omnipresent (everywhere) Trinity Worship Praise Prayer Justice Mercy Grace Relationship Awe Respect</p>

<b>Concept:</b> <b>World Faiths</b>  <b>Year 5</b> <b>What does it mean for a Jewish person to follow God?</b>					
	<b>Substantive Knowledge</b>	<b>Disciplinary Knowledge</b>			<b>Vocabulary</b>
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
<p>Building on earlier learning about belief and practice, pupils now understand that Jews believe in one God (G-d) who is creator and law-giver.</p> <p>The relationship between God and the Jewish people is based on a covenant (promise), which shapes how Jews live.</p> <p>The Torah (part of the Tenakh) is a key source of authority and contains laws and teachings (mitzvot) that guide Jewish life.</p> <p>Important practices such as Shabbat, prayer and festivals help Jews to remember God and live faithfully.</p> <p>Jewish identity is expressed through belief, daily actions and belonging to a community, though practices vary between individuals and groups.</p>	<p>Identify key Jewish beliefs about one God, covenant and law.</p> <p>Explain how the Shema expresses belief in one God.</p> <p>Make links between Torah teachings and how Jews understand how to live.</p> <p>Offer increasingly developed explanations about what it means to follow God in Judaism.</p>	<p>Describe how Jewish people live out their beliefs (e.g. keeping Shabbat, prayer, following mitzvot).</p> <p>Explain how these practices show commitment to God in everyday life.</p> <p>Give examples of how Jewish families and communities express their faith in Britain today.</p> <p>Recognise that belief in God influences choices, behaviour and identity.</p>	<p>Reflect on what it means to follow rules or guidance in life and why this might matter.</p> <p>Compare Jewish ways of life with practices from other religions already studied.</p> <p>Consider the importance of community, identity and belonging.</p> <p>Evaluate whether ideas such as commitment, discipline and faithfulness are important in their own lives and in the world today.</p>	<p>Judaism, Jew, G-d, Torah, Tenakh, covenant, mitzvot, Shema, Shabbat, synagogue, prayer, law, commandment, faith, community, identity.</p>	

Concept: Gospel	Disciplinary Knowledge				Vocabulary
	Substantive Knowledge	<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>	



<b>Concept:</b> <b>Salvation</b>  <b>Year 5</b> <b>What did Jesus do to save human beings?</b>	Disciplinary Knowledge				<b>Vocabulary</b>  Salvation Sin Forgiveness Sacrifice Crucifixion Resurrection Redemption Grace Atonement Jesus Cross Love Eternal life Hope Faith
	<b>Substantive Knowledge</b>	<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>	

Comparing Beliefs and practices	Disciplinary Knowledge				Vocabulary
	Substantive Knowledge	<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
		<p>Building on earlier learning about beliefs and values, pupils now understand that many religions teach respect, compassion and justice.</p> <p>Christians believe all people are made in the image of God, meaning everyone has value and should be treated with respect.</p> <p>Jesus taught “love your neighbour as yourself” and showed through stories (e.g. the Good Samaritan) that kindness should extend to everyone.</p> <p>Other religions (e.g. Islam, Judaism, Hinduism) also teach values such as charity, equality, non-violence and respect for others.</p> <p>People from different faiths and worldviews work together in communities to promote respect, inclusion and harmony.</p>	<p>Identify key beliefs about respect, equality and community in Christianity and at least one other religion.</p> <p>Explain how these beliefs are expressed in religious teachings and stories.</p> <p>Make links between beliefs (e.g. imago Dei, charity, kindness) and what they mean for how people should live.</p> <p>Offer informed suggestions about how these beliefs help guide behaviour in society.</p>	<p>Give examples of how people act on their beliefs to build respectful communities (e.g. charities, food banks, interfaith work).</p> <p>Explain how beliefs influence how people treat others and respond to difference.</p> <p>Recognise that people respond to diversity in different ways, but many aim to promote peace, fairness and respect.</p> <p>Describe how religious and non-religious groups contribute to community cohesion in Britain today.</p>	

**Year 5**  
**What will make out city a more respectful place?**

<b>Concept: Creation</b>  <b>Year 6</b> <b>Creation and science, conflict or complimentary?</b>	Disciplinary Knowledge				<b>Vocabulary</b>  Creation Creator Genesis Science Big Bang Evolution Belief Faith Interpretation Literal Symbolic Complementary Conflict Stewardship Responsibility Harmony
	<b>Substantive Knowledge</b>	<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
		There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.  These debates and controversies relate to the purpose and interpretation of the texts: for example, does reading Genesis as a poetic account conflict with scientific accounts?  There are many scientists through history and now who are Christians.  The discoveries of science make Christians wonder even more about the power and majesty of the Creator.	Outline the importance of Creation on the timeline of the 'big story' of the Bible.  Identify what type of text some Christians say Genesis 1 is, and its purpose.  Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.	Make clear connections between Genesis 1 and Christian belief about God as Creator.  Show understanding of why many Christians find science and faith go together.	

Concept: Salvation	Disciplinary Knowledge				Vocabulary
	Substantive Knowledge	<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
<p>Building on prior learning about Jesus' death as sacrifice, pupils now understand that Christians see the resurrection as central to salvation.</p> <p>Christians believe that Jesus rose from the dead, confirming that he is the Son of God and that death is not the end.</p> <p>The resurrection is part of the 'big story' of the Bible, showing God's power over sin and death.</p> <p>Christians believe the resurrection offers hope of new and eternal life, both now and beyond death.</p> <p>The resurrection is understood as evidence of God's love, forgiveness and victory, and is central to Christian faith and worship.</p>	<p>Outline the place of resurrection within the 'big story' (Creation- Fall-Incarnation - Salvation).</p> <p>Identify and interpret Gospel accounts of the resurrection (e.g. empty tomb, appearances of Jesus).</p> <p>Explain connections between the resurrection and key theological ideas such as sacrifice, salvation, hope and new life.</p> <p>Recognise that Christians may have different interpretations of resurrection accounts while still seeing them as central.</p>	<p>Explain how belief in the resurrection shapes Christian worship (e.g. Easter Sunday celebrations, Good Friday reflection).</p> <p>Describe how this belief influences how Christians live (e.g. hope in difficult times, forgiveness, courage, faith).</p> <p>Give examples of how Christians express belief in new life and hope through actions in their communities.</p> <p>Recognise that belief in the resurrection shapes Christian identity, worldview and responses to suffering and death.</p>	<p>Reflect on the idea of life after death and why it might be important to believers.</p> <p>Consider how belief in hope and new beginnings might influence how people respond to challenges.</p> <p>Evaluate whether belief in the resurrection could make a difference to people's lives today, giving reasons.</p> <p>Compare Christian beliefs about resurrection with other religious or non-religious views about what happens after death.</p>	<p>Resurrection, salvation, crucifixion, Jesus, Easter, hope, eternal life, forgiveness, sin, redemption, atonement, grace, faith, new life, victory.</p>	

Year 6  
What does the resurrection mean for Christians?

<b>Concept:</b> <b>Incarnation</b>  <b>Year 6</b> <b>Was Jesus</b> <b>the</b> <b>Messiah?</b>	Disciplinary Knowledge				<b>Vocabulary</b>  Incarnation Messiah Jesus Prophecy Saviour Emmanuel Son of God Humanity Divinity Gospel Hope Kingdom of God Disciples Miracles Salvation Fulfilment
	<b>Substantive Knowledge</b>	<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
		<p>Jesus was Jewish.</p> <p>Christians believe Jesus is God in the flesh.</p> <p>They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.</p> <p>The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like.</p> <p>Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)</p> <p>Christians see Jesus as their Saviour (See Salvation).</p>	<p>Explain the place of Incarnation and Messiah within the 'big story' of the Bible.</p> <p>Identify Gospel and prophecy texts, using technical terms.</p> <p>Explain connections between biblical texts, Incarnation and Messiah, using theological terms.</p>	<p>Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</p> <p>Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</p>	

Comparing Beliefs and practices	Disciplinary Knowledge				Vocabulary
	Substantive Knowledge	<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
<p>Year 6 How do religions help people live through good times and bad?</p>	<p>Building on earlier learning about beliefs influencing how people live, pupils now understand that religions provide guidance, meaning and support in both positive and challenging times.</p> <p>Many religions teach that God (or ultimate reality) is a source of comfort, strength and guidance.</p> <p>Sacred texts (e.g. Bible, Qur'an) and teachings help believers respond to joy, suffering and uncertainty.</p> <p>Practices such as prayer, worship, pilgrimage, charity and community support help believers during key life experiences.</p> <p>Religious communities (e.g. churches, mosques, temples) offer belonging and practical support in times of celebration and hardship.</p> <p>Beliefs about hope, forgiveness, resilience and life after death help believers make sense of difficult experiences.</p>	<p>Identify key beliefs from different religions about coping with life's challenges and celebrations.</p> <p>Explain how sacred texts and teachings provide guidance in good times and bad.</p> <p>Make connections between beliefs (e.g. hope, trust in God, compassion) and religious responses to life events.</p> <p>Offer informed interpretations about what these beliefs mean for believers.</p>	<p>Describe how believers use practices such as prayer, worship, rituals and community support during life events.</p> <p>Give examples of how religions help people respond to joy (e.g. celebrations, gratitude) and difficulty (e.g. loss, suffering).</p> <p>Explain how religious beliefs influence attitudes such as resilience, hope, forgiveness and generosity.</p> <p>Recognise the role of religious communities in providing emotional and practical support.</p>	<p>Reflect on how people (religious and non-religious) find support during good times and difficult moments.</p> <p>Compare religious ideas about hope, suffering and meaning with their own views and experiences.</p> <p>Evaluate how far religious beliefs and practices might be helpful in modern life, giving reasons.</p> <p>Consider what can be learned from religious responses about coping, resilience and community.</p>	<p>Belief, faith, worship, prayer, community, resilience, hope, suffering, gratitude, guidance, sacred text, support, compassion, forgiveness, meaning.</p>

World Faiths	Disciplinary Knowledge				Vocabulary
	Substantive Knowledge	<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
		<p>Building on earlier learning about beliefs influencing how people live, pupils now understand that religions provide guidance, meaning and support in both positive and challenging times. Many religions teach that God (or ultimate reality) is a source of comfort, strength and guidance.</p> <p>Sacred texts (e.g. Bible, Qur'an) and teachings help believers respond to joy, suffering and uncertainty.</p> <p>Practices such as prayer, worship, pilgrimage, charity and community support help believers during key life experiences.</p> <p>Religious communities (e.g. churches, mosques, temples) offer belonging and practical support in times of celebration and hardship.</p> <p>Beliefs about hope, forgiveness, resilience and life after death help believers make sense of difficult experiences.</p>	<p>Identify key beliefs from different religions about coping with life's challenges and celebrations.</p> <p>Explain how sacred texts and teachings provide guidance in good times and bad.</p> <p>Make connections between beliefs (e.g. hope, trust in God, compassion) and religious responses to life events.</p> <p>Offer informed interpretations about what these beliefs mean for believers.</p>	<p>Describe how believers use practices such as prayer, worship, rituals and community support during life events.</p> <p>Give examples of how religions help people respond to joy (e.g. celebrations, gratitude) and difficulty (e.g. loss, suffering).</p> <p>Explain how religious beliefs influence attitudes such as resilience, hope, forgiveness and generosity.</p> <p>Recognise the role of religious communities in providing emotional and practical support.</p>	

**Year 6  
Showcase of  
World Faiths**

World Faiths	Disciplinary Knowledge				Vocabulary
	Substantive Knowledge	<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>	