

St Chad's Church of England Primary School

# Religious Education Curriculum Intent and Overview

*(includes revised Long-Term Plan for 25-26)*

In partnership to Educate, Nurture & Empower



A member of



## Religious Education at St Chad's CE Primary

At St Chad's, 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 St Chad's

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. St Chad's 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

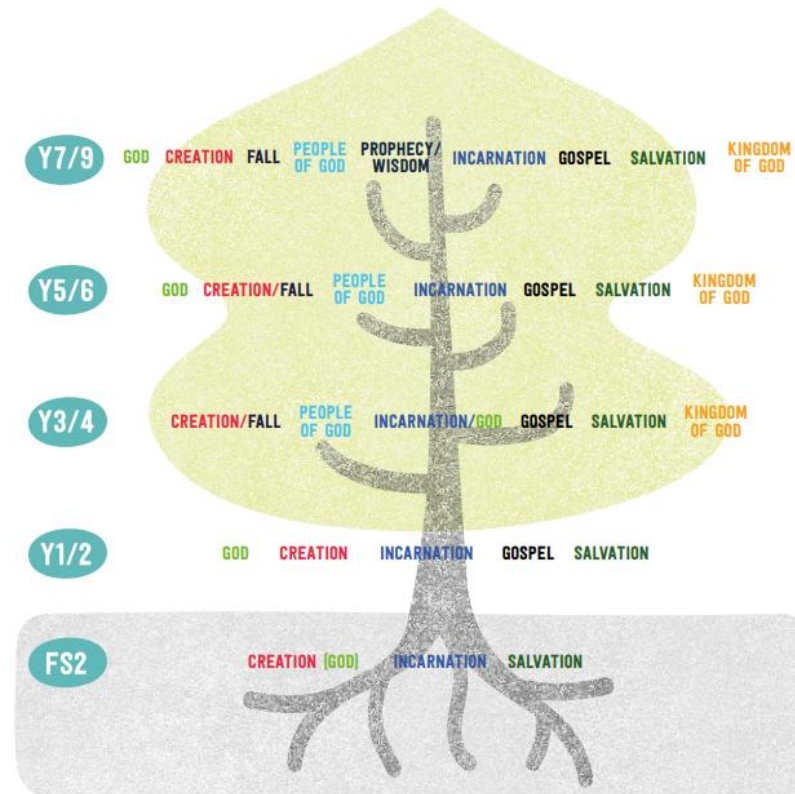
Christianity is taught in all year groups. Christianity is taught in a spiral curriculum (see diagram below) focusing on different concepts e.g. creation which are built upon in each year group.

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><b>God</b></p> 	<p>Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit.</p>
<p><b>Creation</b></p> 	<p>The universe and human life are God's good creation. Humans are made in the image of God.</p>
<p><b>Fall</b></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><b>People of God</b></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>

Concept	
<p data-bbox="203 201 405 240"><b>Incarnation</b></p> 	<p data-bbox="506 201 2007 304">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 data-bbox="203 464 327 504"><b>Gospel</b></p> 	<p data-bbox="506 464 1962 600">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 data-bbox="203 759 371 799"><b>Salvation</b></p> 	<p data-bbox="506 759 1895 863">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 data-bbox="203 1038 416 1118"><b>Kingdom of God</b></p> 	<p data-bbox="506 1038 2007 1214">This does not mean that no one sins any more! The Bible talks in terms of God's 'Kingdom' having begun in human hearts through Jesus. The idea of the 'Kingdom of God' reflects God's ideal for human life in the world — a vision of life lived in the way God intended for human beings. Christians look forward to a time when God's rule is fulfilled at some future point, in a restored, transformed heaven and earth. Meanwhile, they seek to live this attractive life as in God's Kingdom, following Jesus' example, inspired and empowered by God's Spirit.</p>

## Core Concept and Key Question Overview within the Teaching of Christianity

Concept	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>God</b>	Why is the word of God so important to Christians?	What do Christians believe God is like?		What is the Trinity?		What does it mean if God is holy and loving?	
<b>Creation / Fall</b>	Why is the word of God so important to Christians?	Who made the World?		What do Christians learn from the creation story?			Creation and science, confliction or complimentary?
<b>People of God</b>				What is it like to follow God?		How can following God bring freedom and justice?	
<b>Incarnation</b>	Why do Christians perform nativity plays at Christmas?	Why does Christmas matter to Christians?		What is the Trinity?			Was Jesus the Messiah?
<b>Gospel</b>			What is the good news Jesus brings?		What kind of world did Jesus want?	What would Jesus do?	
<b>Salvation</b>	Why do Christians put a cross on an Easter garden?		Why does Easter matter to Christians?		Why do Christians call the day Jesus died Good Friday?	What did Jesus do to save human beings?	What difference does the resurrection make for Christians?
<b>Kingdom of God</b>					When Jesus left what was the impact of Pentecost?		What kind of king is Jesus?

## Early Years Foundation Stage – Reception

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

### Early Learning Goals from the DfE 2020 Guidance applied to RE

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

Area of Learning	RE enables children to..
Prime area: communication and language	<ul style="list-style-type: none"> <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>

Area of Learning	RE enables children to..
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> <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>
Specific area: Expressive Arts and Design	<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.

### Aims

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- to engage with challenging questions of meaning and purpose raised by human existence and experience.
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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	<ul style="list-style-type: none"> <li>• Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</li> </ul>	<ul style="list-style-type: none"> <li>• Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</li> </ul>
<ul style="list-style-type: none"> <li>• Make clear links between texts/sources of authority and the key concepts studied</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how people show their beliefs in how they worship and in the way they live</li> </ul>	<ul style="list-style-type: none"> <li>• Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</li> </ul>
<ul style="list-style-type: none"> <li>• Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers</li> </ul>	<ul style="list-style-type: none"> <li>• Identify some differences in how people put their beliefs into practice</li> </ul>	<ul style="list-style-type: none"> <li>• Give good reasons for the views they have and the connections they make</li> <li>• Talk about what they have learned and if they have changed their thinking</li> </ul>

## Upper Key Stage Two

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

### Aims

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

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

RE teaching will enable pupils to:

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

<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 2025 - 2026

Understanding Christianity units (UC)

Diocesan Syllabus units that focus on other principal religions and worldviews (WF)

Diocesan Syllabus thematic units that compare beliefs and practices between religious and non-religious worldviews (CB&P)

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	% of teaching
EYFS	God/Creation: Why is the word of God so important to Christians?	Incarnation: Why do Christians perform nativity plays at Christmas?	Comparing Beliefs and Practices: Being special: where do we belong?	Comparing Beliefs and Practices: Which places are special and why?	Salvation: Why do Christians put a cross in an Easter garden?	Comparing Beliefs and Practices: Which stories are special and why?	UC - 50% CB&P - 50% WF - N/A
Year 1	God: What do Christians believe God is like?	Creation/Fall: Who made the world?	Incarnation: Why does Christmas matter to Christians?	Comparing Beliefs and Practices: What makes some places special to believers?	World Faiths: Who is Jewish and how do they live?		UC - 50% CB&P - 16% WF - 34%
Year 2	World Faiths: Who is Muslim and how do they live?		Comparing Beliefs and Practices: How should we care for the world, for others, and why should it matter?	Gospel: What is the good news that Jesus brings?	Salvation: Why does Easter matter to Christians?	Incarnation: What is the Trinity? (Core Learning)	UC - 50% CB&P - 16% WF - 34%
Year 3	Creation/Fall: What do Christians learn from the creation story?	People of God: What is it like to follow God?	Incarnation: What is the Trinity? (Digging Deeper)	Comparing Beliefs and Practices: What are the deeper meanings of festivals	World Faiths: What does it mean to be a Hindu in Britain today?		UC - 50% CB&P - 16% WF - 34%
Year 4	World Faiths: What does it mean to be a Sikh in Britain today?		Comparing Beliefs and Practices: How and why do believers show their commitments during the journey of life?	Gospel: What kind of world does Jesus want?	Salvation: Why do Christians call the day Jesus died Good Friday?	Kingdom of God: When Jesus left, what was the impact of Pentecost?	UC - 50% CB&P - 16% WF - 34%
Year 5	God: What does it mean if God is holy and loving?	People of God: How can following Jesus bring freedom and justice?	Comparing Beliefs and Practices: Why is pilgrimage important to some religious believers?	Gospel: What would Jesus do?	Salvation: What did Jesus do to save human beings?	World Faiths: What does it mean for Muslims to follow God?	UC - 68% CB&P - 16% WF - 16%
Year 6	Creation: Creation and science, confliction or complimentary?	Kingdom of God: What kind of king is Jesus?	Incarnation: Was Jesus the Messiah?	Comparing Beliefs and Practices: What will make our city / town a more respectful place to live?	Salvation: What difference does the resurrection mean for Christians?	World Views: Who is Buddhist and how do they live?	UC - 68% CB&P - 16% WF - 16%

## Links to Prior Learning

This is the first unit pupils have experienced in relation to the concept God/Creation.

### Disciplinary Knowledge

#### Substantive Knowledge

#### *Making sense of belief*

#### *Understanding the impact*

#### *Making connections*

#### Vocabulary

### Concept: God/Creation

### EYFS: Why is the word God so important to Christians?

For Christians the word 'God' is important as the name of someone very important: the Creator of the universe and all that is in it, including people and animals.

Christians 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.

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

Recognise that for Christians the word 'God' is important.

Recognise that Christians see God as the Creator of the universe and all that is in it.

Talk about where Christians worship and give simple explanations as to why worship is important to them.

Talk about why harvest is important to Christians.

Give examples of what happens in churches at Harvest Time.

In EYFS, the Making Connections element of the approach is woven throughout all activities.

Create, Creation, creative, creator,

## Links to Prior Learning

This is the first unit pupils have experienced in relation to the concept God/Creation.

### Disciplinary Knowledge

#### Substantive Knowledge

#### *Making sense of belief*

#### *Understanding the impact*

#### *Making connections*

#### Vocabulary

### Concept: Incarnation

### EYFS: Why do Christians perform a nativity at Christmas?

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.

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.

Christmas events at churches are numerous, with carol services and crib services.

Christians believe Jesus is the light of the world.

Begin to recognise that Christians connect the baby Jesus with the adult Jesus.

Recognise that for Christians, Jesus is not just a baby, but God.

Talk about how Christians celebrate Christmas as the birth of Christ.

In EYFS, the Making Connections element of the approach is woven throughout all activities.

Christmas, Jesus stable, Bethlehem, baby, birth, Christ, light, nativity

## Links to Prior Learning

This is the first thematic unit to enable pupils to hold balanced and informed conversations about religion and worldviews.

### Disciplinary Knowledge

## Comparing Beliefs and Practices

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

#### Substantive Knowledge

Religions teach that each person is unique and valuable.

Jewish and Christian people believe that God loves people even from before they are born.

Baptism is a Christian tradition welcoming children into the family of God.

Include one other way in which babies are welcomed into religion (other than Christianity).

#### Making sense of belief

Talk about the idea that each person is unique and valuable.

Explore the Jewish and Christian ideas that God loves people even from before they are born

Share and record occasions when things have happened in their lives that made them feel special.

#### Understanding the impact

Talk about signs and symbols used in welcoming children into the faith community.

Recall simply what happens at a traditional Christian infant baptism and dedication

Recall simply what happens when a baby is welcomed into a religion other than Christianity

#### Making connections

Retell religious stories, making connections with personal experiences.

#### Vocabulary

Jewish, Christian, tradition, baptism, unique, love, special, faith, welcome

## Links to Prior Learning

This is the second thematic unit which will make links to the previous unit, 'Being special: where do we belong?'

### Disciplinary Knowledge

**Comparing Beliefs and Practices**

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

#### Substantive Knowledge

A church building is a special place for Christians and a mosque is a special place for Muslims.

Include one other place of worship for a world religion.

#### Making sense of belief

Talk about somewhere that is special to themselves, saying why.

Talk about why some places are special, what makes them significant and to whom

#### Understanding the impact

Recognise that some religious people have places which have special meaning for them

Talk about the things that are special and valued in a place of worship

Identify some significant features of sacred places

#### Making connections

Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church

Express a personal response to the natural world

#### Vocabulary

Church, mosque, Muslim, sacred, special

## Links to Prior Learning

This is the first unit in relation to the concept of Salvation.

### Disciplinary Knowledge

#### Substantive Knowledge

#### *Making sense of belief*

#### *Understanding the impact*

#### *Making connections*

#### Vocabulary

### Salvation

Palm Sunday commemorates Jesus' entry into Jerusalem and is the start of Holy Week

For Christians, Easter is the most important festival of the year

Easter is also a big secular celebration in Britain, dominated by chocolate eggs, with a focus on springtime

Give a simple account of the last days of Jesus' ministry on Earth, from Palm Sunday to Jesus' resurrection.

Talk about the Christian traditions of Easter.

Give examples of secular traditions associated with Easter.

In EYFS, the Making Connections element of the approach is woven throughout all activities.

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

## Links to Prior Learning

This is the third thematic unit which draws upon learning in the previous two thematic units.

### Disciplinary Knowledge

**Comparing Beliefs and Practices**

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

#### Substantive Knowledge

The Bible is Christians' holy book which helps them to understand more about God.

The Qu'ran is the Muslim holy book and is a text that is sacred to them.

#### *Making sense of belief*

Talk about some religious stories

Recognise some religious vocabulary, e.g. about God

Identify a sacred text

#### *Understanding the impact*

Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do

Talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked.

#### *Making connections*

Identify some of their own feelings in the stories they hear.

#### Vocabulary

Bible, holy book, Qu'ran, sacred, promises, feelings, Old testament, new testament, Muhammad, prophet

## Links to Prior Learning

<b>Concept:</b> <b>God</b>	Links to Prior Learning				
	<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>Year 1</b> <b>What do Christians believe God is like?</b>	<p>Christians believe in God, and that they find out about God in the Bible.</p> <p>Christians believe God is loving, kind, fair and forgiving, and also Lord and King.</p> <p>Some stories show these Christian beliefs.</p> <p>Christians worship God and try to live in ways that please him.</p>	<p>Identify what a parable is.</p> <p>Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.</p> <p>Give clear, simple accounts of what the story means to Christians.</p>	<p>Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.</p> <p>Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.</p>	<p>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p>	

## Links to Prior Learning

This unit follows on from the EYFS unit, 'Why is the word of God so important to Christians?' Pupils looked at what the Bible says about God. They learnt that for Christians the word 'God' is important as the name of someone very important: the Creator of the universe and all that is in it, including people and animals. They were also introduced to the fact that Christians show that God is important to them in church when they gather together to pray to God and to sing his praise. They learning that a church is a Christian place of worship. Worship is about people showing how much God is worth to them.

**Concept:  
Creation/  
Fall**

## Disciplinary Knowledge

### Substantive Knowledge

### *Making sense of belief*

### *Understanding the impact*

### *Making connections*

### Vocabulary

**Year 1  
Who  
made the  
world?**

God created the universe.

The Earth and everything in it are important to God.  
God has a unique relationship with human beings as their Creator and Sustainer.

Humans should care for the world because it belongs to God.

Retell the story of creation from Genesis 1:1-2.3 simply.

Recognise that 'Creation' is the beginning of the 'big story' of the Bible.

Say what the story tells Christians about God, Creation and the world

Give at least one example of what Christians do to say thank you to God for the Creation.

Think, talk and ask questions about living in an amazing world.

God, Jesus, Humans, special, create, creation, creator and creative, Harvest festival, sharing, church service, church Bible, worship, universe Jewish Christian, light, waters, land sea, sun, moon, birds, fish, animals and humans, rest

## Links to Prior Learning

This follows on from the EYFS unit, 'Why do Christians perform nativity plays at Christmas?'. Pupils looked at what the Bible says about Jesus. The unit started by connecting the baby Jesus with the adult Jesus – often a huge confusion for children – and explored the idea that for Christians, Jesus is not just a baby, but God. Pupils were introduced to the fact that Christians celebrate Christmas as the birth of Christ on a date chosen by the churches rather than a known date.

**Concept:  
Incarnation**

### Disciplinary Knowledge

#### Substantive Knowledge

#### *Making sense of belief*

#### *Understanding the impact*

#### *Making connections*

#### Vocabulary

**Year 1  
Why does  
Christmas  
matter to  
Christians?**

Christians believe that Jesus is God and that he was born as a baby in Bethlehem.

The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).

Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.

Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.

Recognise that stories of Jesus' life come from the Gospels

Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.

Decide what they personally have to be thankful for at Christmas time

Christmas, Advent, Birth Good News, Jesus; Mary; Joseph, King, Christians, Announce (annunciation); God

## Links to Prior Learning

This follows on from the EYFS unit, ' Which places are special and why?' Pupils talked about somewhere that is special to themselves. They recognised that some religious people have places which have special meaning for them; talked about the things that are special and valued in a place of worship; identified some significant features of sacred places and recognised a place of worship.

### Comparing Beliefs and Practices

### Year 1 What makes some places special to believers?

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
<p>There are special places where people go to worship. Christians worship in Church, Muslims in a mosque, Hindus and Sikhs in a temple and Jews in a synagogue.</p> <p>Know objects used in worship in two religions.</p>	<p>Recognise that there are special places where people go to worship, and talk about what people do there</p> <p>Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean</p> <p>Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.</p>	<p>Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe</p> <p>Give simple examples of how people worship at a church, mosque or synagogue</p> <p>Talk about why some people like to belong to a sacred building or a community</p>	<p>Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas</p> <p>Talk about what makes some places special to people, and what the difference is between religious and non-religious special places</p> <p>Talk about what they have learned and what has helped them to learn.</p>	<p>Church, mosque, temple, synagogue, altar, cross, crucifix, font, lectern, candles, add vocab for one other religion</p>

## Links to Prior Learning

During EYFS thematic units pupils were introduced to other world religions. In relation to Judaism, they were taught that a synagogue is a Jewish place of worship, they heard and discussed the Jewish story of Hannukah and considered ways that people that Jewish people show that they are special e.g. through ceremonies to mark their coming of age.

## Disciplinary Knowledge

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 small, decorative case which Jewish households attach to the right doorframe of the entrance. It reminds Jews they have made a promise to G-d.</p> <p>Shabbat is a Jewish celebration that commemorates the day G-d rested after creating the world.</p> <p>The Shema is a prayer from the Jewish holy book that Jews read to declare their belief in G-d.</p>	<p>Recognise the words of the Shema as a Jewish prayer</p> <p>Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah or Sukkot)</p> <p>Give examples of how the stories used in celebrations (e.g. Shabbat) remind Jews about what God is like.</p>	<p>Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</p> <p>Make links between Jewish ideas of God found in the stories and how people live</p> <p>Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat).</p>	<p>Ask some questions about what Jewish people celebrate and why</p> <p>Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people</p> <p>Give a good reason for their ideas about whether any of these things are good for them too.</p>	mezuzah, promise, covenant, Chanukah, Sukkot, Shabbat, Shema, prayer

## Links to Prior Learning

During EYFS thematic units pupils were introduced to other world religions. In relation to Islam, pupils talked about how people are welcomed into the Muslim faith community e.g. the Aqiqah ceremony, whispering of adhan and cutting of hair. Pupils were introduced to places of worship and that a mosque is a place where Muslims go to worship. Pupils were introduced to some stories about leaders of founders in faith e.g. Prophet Muhammad and the night of power, Muhammad and the cats, Muhammad and the boy who threw stones at trees.

## World Faiths

### Year 2 Who is Muslim and how do they live?

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
<p>Muslims believe in Allah as the one true God.</p> <p>Muslims believe it is impossible to capture fully what God is like, but they use 99 Names for God to help them understand Allah better</p> <p>The Shahadah says Muhammad is God's messenger</p> <p>When Muslims say aloud the Shahadah they are considered to have officially converted to Islam.</p> <p>Muslims pray regularly and try to pray five times a day.</p>	<p>Recognise the words of the Shahadah and that it is very important for Muslims</p> <p>Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean</p> <p>Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</p>	<p>Give examples of how Muslims use the Shahadah to show what matters to them</p> <p>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</p> <p>Give examples of how Muslims put their beliefs about prayer into action.</p>	<p>Think, talk about and ask questions about Muslim beliefs and ways of living</p> <p>Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</p> <p>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p>	

## Links to Prior Learning

This unit links to previous units in EYFS and Y1 on creation in which pupils were introduced to Genesis 1 and explored what it tells Jewish and Christian believers about God and creation (e.g. that God is great, creative, and concerned with creation; that creation is important, that humans are important within it).

### Comparing Beliefs and Practices

### Year 2 How should we care for the world, for others, and why should it matter?

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
<p>Christians and Jews believe that God values everyone.</p> <p>Genesis 1 tells Christians and Jews about the natural world.</p> <p>Some religions believe that serving others and supporting the poor are important parts of being a religious believer</p> <p>The Golden Rule is to treat others as you would like to be treated.</p>	<p>Identify a story or text that says something about each person being unique and valuable</p> <p>Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)</p> <p>Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world.</p>	<p>Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories</p> <p>Give examples of how Christians and Jews can show care for the natural earth</p> <p>Say why Christians and Jews might look after the natural world</p>	<p>Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world</p> <p>Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</p> <p>Talk about what they have learned and how their ideas have changed.</p>	

## Links to Prior Learning

This is the first understanding Christianity unit relating to the concept of Gospel. Pupils have been introduced to how important God and Jesus are to Christians. They were taught that Christians believe that God created the universe and that the Earth and everything in it are important to God. Pupils were introduced to the Christmas and Easter story and the significance of these for Christians.

**Concept:  
Gospel**

### Disciplinary Knowledge

#### Substantive Knowledge

#### *Making sense of belief*

#### *Understanding the impact*

#### *Making connections*

#### Vocabulary

**Year 2  
What is  
the good  
news  
Jesus  
brings?**

Christians believe Jesus brings good news for all people.

For Christians, this good news includes being loved by God, and being forgiven for bad things.

Christians believe Jesus is a friend to the poor and friendless.

Christians believe Jesus' teachings make people think hard about how to live and show them the right way.

Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.

Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.

Recognise that Jesus gives instructions to people about how to behave.

Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.

Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession)

Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.

## Links to Prior Learning

This follows on from the Y1 work in which pupils explored core concepts within the unit, 'Why does Easter matter to Christians? Pupils were taught that Easter is very important in the 'big story' of the Bible and that Christians believe Jesus rose again, giving people hope of a new life.

**Concept:  
Salvation**

**Year 2  
Why does  
Easter  
matter to  
Christians?**

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
<p>Easter is very important in the 'big story' of the Bible.</p> <p>Jesus showed that he was willing to forgive all people, even for putting him on the cross.</p> <p>Christians believe Jesus builds a bridge between God and humans.</p> <p>Christians believe Jesus rose again, giving people hope of a new life.</p>	<p>Recognise that 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>	<p>Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</p>	

## Links to Prior Learning

This unit follows on from the Y1 unit on Creation in which pupils were taught that Christians believe that God created the universe and that the Earth and everything in it are important to God. They were taught that Christians believe that God has a unique relationship with human beings as their Creator and Sustainer and that humans should care for the world because it belongs to God.

**Concept:  
Creation  
/ Fall**

**Year 3  
What do  
Christians  
learn  
from the  
creation  
story?**

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
<p>God the Creator cares for the creation, including human beings.</p> <p>As human beings are part of God's good creation, they do best when they listen to God.</p> <p>The Bible shows that God wants to help people to be close to him – he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short.</p>	<p>Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.</p> <p>Make clear links between Genesis 1 and what Christians believe about God and Creation.</p>	<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>	<p>Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.</p>	<p>God, Jesus, Humans, special create, creation, creator and creative, Harvest festival, sharing, church service, church Bible, worship, universe Jewish Christian, Nature, The Bible, Genesis, temptation, punishment, disobedient, blame, belief, commandments, rules, reconciliation, penance, forgiveness, sin</p>

## Links to Prior Learning

This is the unit within the core concept People of God. Pupils have been introduced to the Old Testament Creation story within Genesis and have been explored how important God is to Christians.

## Disciplinary Knowledge

**Concept:  
People of  
God**

### Substantive Knowledge

The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God – and their relationship with God.

**Year 3  
What is it  
like to  
follow  
God?**

The People of God try to live in the way God wants, following his commands and worshipping him.

They believe he promises to stay with them and Bible stories show how God keeps his promises.

### *Making sense of belief*

Make clear links between the story of Noah and the idea of covenant.

### *Understanding the impact*

Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.

### *Making connections*

Make links between the story of Noah and how we live in school and the wider world.

### Vocabulary

Noah, Old Testament, Israel, commands, worship, ark, covenant

## Links to Prior Learning

This follows on from the Y2 unit, 'Why does Christmas matter to Christians?'. Pupils learnt that Christians believe that Jesus is God and that he was born as a baby in Bethlehem. They were taught that The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). Pupils learnt that Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.

**Concept:  
Incarnation**

### Substantive Knowledge

### Disciplinary Knowledge

#### *Making sense of belief*

#### *Understanding the impact*

#### *Making connections*

### Vocabulary

**Year 3  
What is the Trinity?**

Christians believe God is Trinity: Father, Son and Holy Spirit.

Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.

Christians find that understanding God is challenging; people spend their whole lives learning more and more about God.

Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.

Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief.

Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.

Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.

Offer suggestions about what texts about baptism and Trinity might mean.

Give examples of what these texts mean to some Christians today

Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.

Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.

## Links to Prior Learning

This unit makes connections with the EYFS unit 'Being special: where do we belong?' in which pupils were introduced to the idea that religions teach that each person is unique and valuable. Pupils were taught that many religions have special ceremonies to welcome people into their faith community.

### Comparing Beliefs and Practices

### Year 3 What are the deeper meanings of festivals?

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
<p>Add substantive knowledge relating to the two religions to be studied.</p>	<p>Identify the main beliefs at the heart of religious festivals (i.e. at least one festival in at least two religions)</p> <p>Make clear links between these beliefs and the stories recalled at the festivals</p>	<p>Make connections between stories, teachings, symbols and beliefs and how believers celebrate these festivals</p> <p>Describe how believers celebrate festivals in different ways (e.g. between celebrations at home and in community; and/or a variety of ways of celebrating within a religious tradition).</p>	<p>Raise questions and suggest answers about what is worth celebrating and remembering in religious communities and in their own lives.</p> <p>Make links between the beliefs and practices studied and the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, giving good reasons for their ideas</p> <p>Talk about what they have learned, how and why their thinking has changed.</p>	

## Links to Prior Learning

During EYFS thematic units pupils were introduced to other world religions. In relation to Hinduism, they considered ways Hindus show people are special e.g celebrating Raksha Bandhan. They were introduced to places of worship and were taught that a Hindu place of worship is a Mandir (temple). They heard stories from Hindu culture including the stories about Krishna.

### World Faiths

### Year 3 What does it mean to be a Hindu in Britain today?

#### Substantive Knowledge

Vishnu, Shiva and Brahma are the major gods and Lakshmi, Parvati and Saraswati are the major goddesses in Hinduism.

Many Hindus believe that Brahma is the Creator, Vishnu is the preserver and Shiva or Maheshwar is destroyer.

Some Hindus believe that all living beings possess a 'spark' of Brahman, the Ultimate Reality. This 'spark' is known as 'atman' and means that all living beings are sacred and special.

#### Disciplinary Knowledge

##### *Making sense of belief*

Identify some Hindu deities and describe Hindu beliefs about God (e.g. Brahman, trimurti)

Offer informed suggestions about what Hindu murtis express about God

Make links between Hindu beliefs and the aims of life (e.g. karma)

##### *Understanding the impact*

Describe how Hindus show their faith within their families in Britain today (e.g. home puja)

Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; Diwali), indicating some differences in how Hindus show their faith.

##### *Making connections*

Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas

Consider and weigh up the value of taking part in family and community rituals in Hindu communities and express insights on whether it is a good thing for everyone, giving good reasons for their ideas and talking about whether their learning has changed their thinking.

#### Vocabulary

## Links to Prior Learning

During EYFS thematic units pupils were introduced to other world religions. Pupils have been introduced to the temple being a place where Sikhs worship. They have heard a selection of stories from the Sikh faith including the story of Rama and Sita.

### World Faiths

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

#### Substantive Knowledge

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.

Guru Nanak is considered to be the first Sikh Guru.

The Mool Mantar is the first hymn composed by Guru Nanak.

#### Disciplinary Knowledge

##### *Making sense of belief*

Identify some of the core beliefs of Sikhism, e.g. one God, the message of Guru Nanak, equality and service

Make clear links between the Mool Mantar and Sikh beliefs and actions

Offer informed suggestions about what some of the teachings of the Gurus mean to Sikhs today.

##### *Understanding the impact*

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)

Give some examples that demonstrate that remembering God, working hard and serving others are important to Sikhs today.

##### *Making connections*

Raise questions about what matters to Sikhs (e.g. equality, service, honest work), and say why they still matter today

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

Talk about what they have learned and whether they have changed their thinking.

#### Vocabulary

## Links to Prior Learning

This links to the Y1 unit, 'What makes some places sacred to believers?'. Pupils learnt that there are special places where people go to worship, and they explored what people do there. They were introduced to what makes some places special to people, and what the difference is between religious and non-religious special places.

**Comparing Beliefs and Practices**

**Year 4**

**How and why do believers show their commitments during the journey of life?**

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
Add substantive knowledge for the two religious traditions being studied.	<p>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean</p> <p>Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today</p>	<p>Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean</p> <p>Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</p> <p>Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism).</p>	<p>Raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones</p> <p>Make links between ideas of love, commitment and promises in religious and non-religious ceremonies</p> <p>Give good reasons why they think ceremonies of commitment are or are not valuable today</p>	

## Links to Prior Learning

This follows on from the Y2 unit, 'What is the good news Jesus brings?'. Pupils were taught that Christians believe Jesus brings good news for all people. For Christians, this good news includes being loved by God, and being forgiven for bad things. Pupils learnt that Christians believe Jesus is a friend to the poor and friendless and that Christians believe Jesus' teachings make people think hard about how to live and show them the right way.

## Disciplinary Knowledge

**Concept:  
Gospel**

### Substantive Knowledge

### *Making sense of belief*

### *Understanding the impact*

### *Making connections*

### Vocabulary

**Year 4  
What  
kind of  
world  
does  
Jesus  
want?**

Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first.

Jesus shows love and forgiveness to unlikely people.

Christians try to be like Jesus – they want to know him better and better.

Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.

Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.

Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.

Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.

Make simple links between Bible texts and the concept of 'Gospel' (good news).

Give examples of how Christians try to show love to all, including how Members of the clergy follow Jesus' teaching.

Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.

## Links to Prior Learning

This follows on from the Y2 unit, 'Why does Easter matter to Christians?' Pupils learnt that Easter is very important in the 'big story' of the Bible and that Jesus showed that he was willing to forgive all people, even for putting him on the cross. Pupils learnt that Christians believe Jesus builds a bridge between God and humans and they believe Jesus rose again, giving people hope of a new life.

**Concept:  
Salvation**

### Disciplinary Knowledge

#### Substantive Knowledge

#### *Making sense of belief*

#### *Understanding the impact*

#### *Making connections*

#### Vocabulary

**Year 4  
Why do  
Christians  
call the  
day Jesus  
died  
Good  
Friday?**

Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.

The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.

Christians today trust that Jesus really did rise from the dead, and so is still alive today.

Christians remember and celebrate Jesus' last week, death and resurrection

Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.

Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.

Give examples of what the texts studied mean to some Christians.

Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.

Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.

Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.

## Links to Prior Learning

<b>Concept: Kingdom of God</b>  <b>Year 4 When Jesus left, what was the impact of Pentecost?</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 that Jesus inaugurated the 'Kingdom of God' – i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven').</p> <p>Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him.</p> <p>Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God.</p> <p>Christians celebrate Pentecost as the beginning of the Church.</p>	<p>Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.</p> <p>Offer suggestions about what the description of Pentecost in Acts 2 might mean.</p> <p>Give examples of what Pentecost means to some Christians now.</p>	<p>Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.</p>	<p>Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.</p>	

**Links to Prior Learning**

**Disciplinary Knowledge**

<p><b>Concept: God</b></p> <p><b>Year 5 What does it mean if God is holy and loving?</b></p>	<p><b>Substantive Knowledge</b></p>	<p><b>Disciplinary Knowledge</b></p>			<p><b>Vocabulary</b></p>
		<p><i>Making sense of belief</i></p>	<p><i>Understanding the impact</i></p>	<p><i>Making connections</i></p>	
	<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>	

## Links to Prior Learning

	Links to Prior Learning				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
<p><b>Concept:</b> <b>People of God</b></p> <p><b>Year 5</b> <b>How can following God bring freedom and justice?</b></p>	<p>The Old Testament pieces together the story of the People of God.</p> <p>The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin.</p> <p>Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus</p>	<p>Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.</p>	<p>Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.</p> <p>Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.</p>	<p>Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.</p>	

## Links to Prior Learning

This follows on from the Y4 unit, 'What kind of world did Jesus want?' Pupils learnt that Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first. They were taught that Christians believe Jesus shows love and forgiveness to unlikely people and that Christians try to be like Jesus – they want to know him better and better. They learnt that Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.

**Concept:  
Gospel**

## Disciplinary Knowledge

### Substantive Knowledge

### *Making sense of belief*

### *Understanding the impact*

### *Making connections*

### Vocabulary

**Year 5  
What  
would  
Jesus do?**

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.

Christians see that Jesus' teachings and example cut across expectations – the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable.

Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community

Identify features of Gospel texts (for example, teachings, parable, narrative).

Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.

Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.

Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own

## Links to Prior Learning

How and why do believers show their commitments during the journey of life? They learnt some beliefs about love, commitment and promises in **two religious traditions** and described what they meant.

### Comparing Beliefs and Practices

### Year 5 Why is pilgrimage important to some religious believers?

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
<p>A pilgrimage is a sacred journey undertaken for spiritual purposes.</p> <p>Add substantive knowledge about pilgrimages for the two religions chosen for study.</p>	<p>Identify some of the beliefs that lie behind places and times of pilgrimage in at least two religions (e.g. ummah in Islam; Mary in Roman Catholicism)</p> <p>Explain ways in which stories that lie behind sites of pilgrimage connect with beliefs (e.g. Shiva and the Ganges; Israel as G-d's Chosen or Favoured people in Judaism)</p>	<p>Explain the spiritual significance and impact of pilgrimage on pilgrims in at least two religions</p> <p>Compare the similarities and differences between ways in which people undertake pilgrimage and how they affect the way they live.</p>	<p>Evaluate and explain the importance of pilgrimage in the world today, giving good reasons for their views</p> <p>Reflect on and articulate lessons that people might gain from the idea and practice of pilgrimage, including their own responses</p> <p>Consider and weigh up the value of e.g. reflection, repentance and remembrance, in the world today, including in their own lives</p> <p>Talk about how and why their thinking has developed through this unit.</p>	

## Links to Prior Learning

This follows on from the Y4 unit, 'Why do Christians call the day Jesus died Good Friday/' Pupils were taught that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. They were introduced to the various events of Holy Week, such as the Last Supper and how important these events are to Christians in showing the disciples what Jesus came to earth to do.

**Concept:  
Salvation**

**Year 5  
What did  
Jesus do  
to save  
human  
beings?**

### Substantive Knowledge

Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.

The Gospels give accounts of Jesus' death and resurrection.

The New Testament says that Jesus' death was somehow 'for us'. Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light.

Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).

Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith

### Disciplinary Knowledge

#### *Making sense of belief*

Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.

Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.

Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts

#### *Understanding the impact*

Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion /Lord's Supper.

Show how Christians put their beliefs into practice.

#### *Making connections*

Weigh up the value and impact of ideas of sacrifice in their own lives and the world today

### Vocabulary

## Links to Prior Learning

This follows on from the Y2 unit, 'Who is Muslim and what do they believe?'. Pupils were introduced to the Shahadah and how important it is for Muslims. They identified some of the key Muslim beliefs about God found in the Shahadah and the 99 names. They were introduced to examples of how Muslims use stories about the Prophet to guide their beliefs and actions.

## Disciplinary Knowledge

World Faiths	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
<p><b>Year 5</b></p> <p><b>What does it mean for Muslims to follow God?</b></p>	<p>There are different Muslim groups: the largest (globally and locally) are Sunni; the next major group are called Shi'a; some Muslims are Sufi.</p> <p>The five pillars of Islam are declaring your faith in God, prayer, charity, fasting during Ramadan and going on pilgrimage to Mecca (also known as Makkah).</p> <p>The Qur'an is the Muslim holy book and Muslims believe it is the final revealed word of God and was revealed to the Prophet Muhammad by the Angel Jibril</p>	<p>Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Muhammad as the Messenger, Qur'an as the message)</p> <p>Describe and explain ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on five pillars; hajj practices follow example of the Prophet).</p>	<p>Make clear connections between Muslim beliefs and worship (e.g. Five Pillars, mosques, art)</p> <p>Give evidence and examples to show how Muslims put their beliefs into practice in different ways.</p>	<p>Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Yorkshire today.</p> <p>Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims</p> <p>Reflect on and talk about what and how they have learned, and how and why their thinking has changed.</p>	

## Links to Prior Learning

This follows on from the Year 3 unit, 'What do Christians learn from the Creation story?' Pupils were taught that Christians believe that God the Creator cares for the creation, including human beings and that as human beings are part of God's good creation, they do best when they listen to God. They were taught that Christians believe that the Bible shows that God wants to help people to be close to him – he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short.

## Disciplinary Knowledge

**Concept:  
Creation**

**Year 6  
Creation and  
science,  
conflict or  
complimentary?**

### Substantive Knowledge

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.

### Making sense of belief

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.

### Understanding the impact

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.

### Making connections

Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.

Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.

### Vocabulary

## Links to Prior Learning

This is the first unit pupils have explored link to the core concept Kingdom of God.

### Disciplinary Knowledge

#### Substantive Knowledge

#### *Making sense of belief*

#### *Understanding the impact*

#### *Making connections*

#### Vocabulary

### Concept: Kingdom of God

### Year 6 What kind of king is Jesus?

Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.

The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.

Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.

Explain connections between biblical texts and the concept of the Kingdom of God.

Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.

Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.

Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.

## Links to Prior Learning

This follows on from the lower Key Stage Two unit, 'What is Trinity?' In Year Four, pupils learnt that Christians believe God is Trinity: Father, Son and Holy Spirit. They were taught that Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. They learnt that Christians believe that Jesus, the Son of God, is seen by Christians as revealing what God the Father is like and that they believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.

**Concept:  
Incarnation**

**Year 6  
Was Jesus  
the  
Messiah?**

Substantive Knowledge	Disciplinary Knowledge			Vocabulary
	<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>	<p>Weigh up how far the idea that Jesus is the Messiah – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives.</p>	

## Links to Prior Learning

This unit builds upon prior learning throughout the Key Stage in which pupils have explored everyone (religious and non-religious) should care for others and look after the natural world.

## Disciplinary Knowledge

### Substantive Knowledge

### *Making sense of belief*

### *Understanding the impact*

### *Making connections*

### Vocabulary

## Comparing Beliefs and Practices

## Year 6 What will make our city a more respectful place to live?

Add substantive knowledge relating to what has been chosen as the focussed teaching for this unit.

Identify the religions and beliefs represented locally and regionally, and explain some of their key beliefs

Describe examples of how different communities deal with diversity and interfaith issues.

Make clear connections between what different people believe and the way they live (e.g. involvement in community, in interfaith projects etc.)

Explain how and why people respond differently to diversity and interfaith issues (e.g. inclusivism, exclusivism etc).

Make connections between religious and non-religious beliefs and practices related to living with difference in community

Reflect on and articulate lessons people might gain from the experience of living in communities of diverse beliefs and practices, including their own responses

Talk about how and why people think differently about diversity and interfaith, giving good reasons for their own views

Consider and weigh up the ways in which the ideas studied relate to their own experiences and views of the world today.

## Links to Prior Learning

This unit follows on from the Y5 unit, 'What did Jesus do to save human beings?' They learnt that Christians read the 'big story' of the Bible as pointing out the need for God to save people and this salvation includes the ongoing restoration of humans' relationship with God. They learnt that the Gospels give accounts of Jesus' death and resurrection and that the New Testament says that Jesus' death was somehow 'for us'.

**Concept:  
Salvation**

**Year 6  
What does  
the  
resurrection  
mean to  
Christians?**

### Substantive Knowledge

Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.

The Gospels give accounts of Jesus' death and resurrection.

Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.

This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).

### Disciplinary Knowledge

#### *Making sense of belief*

Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.

Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.

Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.

#### *Understanding the impact*

Make clear connections between Christian belief in the resurrection and how Christians worship on Good Friday and Easter Sunday.

Show how Christians put their beliefs into practice in different ways.

#### *Making connections*

Explain why some people find belief in the Resurrection makes sense and inspires them.

Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.

### Vocabulary

## Links to Prior Learning

World Faiths	Links to Prior Learning				
	Substantive Knowledge	Disciplinary Knowledge			Vocabulary
		<i>Making sense of belief</i>	<i>Understanding the impact</i>	<i>Making connections</i>	
<p><b>Year 6</b> <b>What does it mean for Muslims to follow God?</b></p>	<p>There are different Muslim groups: the largest (globally and locally) are Sunni; the next major group are called Shi'a; some Muslims are Sufi.</p> <p>The five pillars of Islam are declaring your faith in God, prayer, charity, fasting during Ramadan and going on pilgrimage to Mecca (also known as Makkah).</p> <p>The Qur'an is the Muslim holy book and Muslims believe it is the final revealed word of God and was revealed to the Prophet Muhammad by the Angel Jibril</p>	<p>Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Muhammad as the Messenger, Qur'an as the message)</p> <p>Describe and explain ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on five pillars; hajj practices follow example of the Prophet).</p>	<p>Make clear connections between Muslim beliefs and worship (e.g. Five Pillars, mosques, art)</p> <p>Give evidence and examples to show how Muslims put their beliefs into practice in different ways.</p>	<p>Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Yorkshire today.</p> <p>Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims</p> <p>Reflect on and talk about what and how they have learned, and how and why their thinking has changed.</p>	