



Devon and Torbay Agreed Syllabus: scheme of work overview (inc. references to Understanding Christianity material)

Dartington C of E Academy Overview - September 2020 onwards

Our curriculum is the beating heart of our school and is rooted in John 10:10. *“I came that they might have life and live it to the full”*. Within our Christian vision *‘together we grow, together we flourish’* our children will develop a love of learning and be totally immersed in different worlds, cultures and times preparing them for the next stage of their education.

As global citizens, our children will develop a positive sense of self and others through a coherent, knowledge-rich understanding of religion and belief. They will gain an understanding of what people believe and the difference that this makes to the way in which they live. They will express their own ideas in response to material they engage with and be curious to ask increasingly challenging questions. Through these meaningful discussions and reflections, children will develop respect for those of different faiths and beliefs and develop a moral and cultural awareness of what it means to be human in today's diverse world.

SINGLE YEAR GROUP						
Year group/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	F4 Being Special: where do we belong?	F2 INCARNATION: Why is Christmas special for Christians?	F1 Why is the word ‘God’ so important to Christians.	F3 SALVATION: Why is Easter special to Christians?	F5 What places are special and why?	F6 What times/stories are special and why?
Year A 1/2	1.10 What does it mean to belong to as faith community?	1.3 Why does Christmas matter to Christians?	1.7 Who is Jewish and how do they live?		1.2 Who do Christians say made the world?	1.9 How should we care for the world and for others, and why does it matter? (C, J, NR)
Year B 1/2	1.1 What do Christians believe God is like?	1.6 Who is a Muslim and they live? (Part 1)	1.6 Who is Muslim and how do they live? (PART 2)	1.5 SALVATION: Why does Easter matter to Christians?	1.4 GOSPEL: What is the good news Jesus brings?	1.8 What makes some places sacred to believers? (C,M)



Year A 3/4	L2.1 What do Christians learn from the Creation story? L2.2 What is it like for someone to follow God?		L2.9- How do festivals and worship show what matters to a Muslim?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.4 What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place? (C, M/J, NR)
Year B 3/4	L2.3 What is the 'Trinity' and why is it important for Christians?		L2.8 What does it mean to be Hindu in Britain today?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	L2.11 How and why do people mark the significant events of life? (C, H, NR)
Year A 5/6	U2.1 What does it mean if Christians believe God is holy and loving?	U2.3 Why do Christians believe Jesus was the Messiah?	U2.8 What does it mean to be a Muslim in Britain today?	U2.9 Why is the Torah so important to Jewish people?	U2.4 Christians and how to live: 'What would Jesus do?'	U2.10 What matters most to Humanists and Christians? (C, M/J, NR)
Year B 5/6	U2.2 Creation and science: conflicting or complementary.	U2.11 Why do some people believe in God and some people not? (C, NR)	U2.7 Why do Hindus want to be good?	U2.5 What do Christians believe Jesus did to 'save' people?	U2.6 For Christians, what kind of king is Jesus?	U2.12 How does faith help people when life gets hard?



Religious Education- Progression and Skills

Year A

Year 1/2	End of phase outcomes	Key knowledge and skills	Suggested vocab and linked texts	Broadening horizons
Autumn 1 Unit 1.2 Who do Christians say made the world?	-Give clear, simple accounts of what stories and other texts mean to believers. -Give examples of how people use stories, texts and teachings to guide their beliefs and actions. -Give a good reason for the views they have and the connections they make.	-I can retell the story of creation from Genesis 1:1–2:3. -I can recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible. -I can say what the story tells Christians about God, Creation and the world (with a focus on how humans should care for the world). -I can think, talk and ask questions about living in an amazing world. -I can give at least one example of what Christians do to say ‘thank you’ to God for Creation -I know this is a story told my Christians and Jews. -I can link my understanding of thankfulness to Harvest time and it’s significant to Christians. -I can give a reason for the ideas I have and the connections I make between the Jewish/Christian Creation story and the world I live in.	Examples of prayers https://bobrogers.me/2013/10/25/ blessing-the-food-ways-to-say-grace-before-meals/ https://www.biblegateway.com/ Songs (‘Wonderful World’ and ‘Music Maker’) https://www.fischy.com/ Christian, Creation, Genesis, bible, Old Testament, God, creator, harvest, thankfulness, Judaism, steward, stewardship, Christian	Nature walk- immerse themselves in their surroundings. Look closely at flowers, insects. Walk on the grass barefoot – children consider how these experiences make them feel.
Autumn 2 Unit 1.3 Why does Christmas matter to Christians ? INCARNATION	-Give examples of how stories show what people believe -Give examples of how people use stories, texts and teachings to guide their beliefs and actions.	-I know that Advent for Christians is a time for getting ready for Jesus’ coming. -I know that stories of Jesus’ life come from the Gospels. -I can give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians (using the Gospel of Luke, chapters 1 and 2) -I can give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas -I can consider what I am thankful for, giving a reason for my ideas - I can use the term incarnation and talk about examples of how this theme has been explored in art and music (including hymns).	Luke 2: 1-20 https://www.biblegateway.com/passage/?search=Luke+2%3A1-20&version=NIV Song: ‘Down to Earth’, from www.fischy.com Children talking about Christian faith and celebrating Christmas https://www.faihtnschools.co.uk/faces-of-faith	Potential starting point- Take the pupils on a ‘looking for Christmas’ walk in the local area. Which signs can they spot that show Christmas is coming. Walk to a local church- which



		<p>-I can think, talk and ask questions about Christmas for people who are Christians and for people who are not.</p>	<p>Gospel, Christmas, Nazareth, Gabriel, Mary, Bethlehem, Jesus, manager, shepherds, Advert, hymn, Luke, Christian, church, incarnation, Vicar.</p>	<p>signs of the story can be seen here in the run-up to Christmas? Which colour vestments will the vicar wear at this time of year, and why? or Ask the vicar or member of the church if they could visit the class with photos of the signs.</p>
<p>Spring 1 & 2 Unit 1.7 Who is Jewish and how do they live?</p>	<p>-Give examples of how stories show what people believe (e.g. the meaning behind a festival)</p> <p>-Give examples of how people use stories, texts and teachings to guide their beliefs and action</p> <p>-Give a good reason for the views they have and the connections they make</p>	<p>-Explain what words are important to me and explain what they remind me of.</p> <p>-I can say what the Shema is and recognise the words of the Shema as a Jewish prayer.</p> <p>-I can say which story from the Torah is remembered on Shabbat (link to Christianity-Creation story).</p> <p>-I can talk about what I think is good about reflecting, thanking, praising and remembering for Jewish people.</p> <p>-I can give an example of how some Jewish people might remember God in different ways (Focus- Shabbat).</p> <p>-I can retell simple some stories used in Jewish celebrations (Chanukah, Shabbat).</p> <p>-I can give examples of how the stories used in celebrations (Shabbat, Chanukah) remind Jews about what God is like.</p> <p>-I can make links between Jewish ideas of God found in the stories and how people live.</p>	<p>Short film of a family preparing for Shabbat: www.bbc.co.uk/education/clips/zs2hyrd Short film showing a Friday night in a Jewish household: www.bbc.co.uk/education/clips/z3hyr82 Short film showing Shabbat in the synagogue: www.bbc.co.uk/education/clips/zcfgkqt Short film about Shabbat www.bbc.co.uk/programmes/p02mx9m x</p> <p>Artwork showing the story of Chanukah being celebrated https://artlevin.com/</p> <p>God, G-d, Torah, Synagogue, mezuzah, Shabbat, Sukkot.</p>	



			<p>Chanukah, Shema, festivals, Challah bread, Creation, harvest, menorah (7-branched candlestick), Chanukiah (9-branched linked to story of Chanukah) , Jew, Judaism</p>	
<p>Summer 1 Unit 1.10 What does it mean to belong to as faith community?</p>	<p>-Identify core beliefs and concepts studied and give a simple description of what they mean</p> <p>-Give examples of ways in which believers put their beliefs into practice</p> <p>-Give a good reason for the views they have and the connections they make</p>	<p>-I can say a group or community that I belong to and talk about what is special and important about belonging to that group (e.g. school, family, hobbies).</p> <p>-I can talk about what happens at a traditional <u>Christian baptism</u> and suggest what the actions and symbols mean.</p> <p>-I can give an example of how a person might show they love people.</p> <p>-I can say what Jesus and other religious leaders from Judaism or Islam says about loving other people.</p> <p>-I can identify ways Christians show they belong to each other when they get married.</p> <p>-I can identify ways Jewish people show they belong to each other when they get married <u>and identify similarities and differences between the marriage ceremonies.</u></p> <p>-I can recognise symbols of belonging for Christians, Jews and Muslims <u>and think about why they matter to believers.</u></p>	<p>Calligraphy:https://freeislamiccalligraphy.com/?portfolio=allah-2 https://freeislamiccalligraphy.com/?portfolio=muhammad</p> <p>Story of the Lost Coin (Luke 15:8-10-biblegateway.com) – linked to God’s love for humanity.</p> <p>Belonging in a Jewish householdhttps://www.bbc.co.uk/bitesize/clips/z3hyr82</p> <p>Christian baptism: https://www.bbc.co.uk/bitesize/clips/zm87tfr and https://www.bbc.co.uk/bitesize/clips/zr34wmn</p> <p>Welcoming a baby to Islam- https://www.youtube.com/watch?v=fe8qRj12OhY</p> <p>Christian, Jesus, bible, baptism, ceremony, wedding, religion, community, Christianity, menorah, kiddush cup, challah bread, Judaism</p>	<p>Trip to the church to watch a re-enactment of a baptism.</p>
<p>Summer 2</p>	<p>-Give clear, simple accounts of what</p>	<p>-I can give an example of a story that teaches people about being and feeling valued/unique using Psalms and stories</p>	<p>Jesus blesses children https://www.biblegateway.com/passag</p>	<p>Visit from local charities to talk about</p>



<p>Unit 1.9</p> <p>How should we care for the world and for others, and why does it matter?</p> <p>(Links Christianity, Judaism, NR)</p>	<p>stories and other texts mean to believers.</p> <p>-Give examples of ways in which believers put their beliefs into practice.</p> <p>-Give a good reason for the views they have and the connections they make.</p>	<p>(Psalm 8, people bringing children to Jesus) and consider their messages (God loves all)</p> <p>-I can use my understanding of the <u>Creation story</u> to say one thing</p> <p>Genesis 1 tells Christians and Jewish people about the natural world (recap the notion that Jews and Christians believe this).</p> <p>-I can think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world.</p> <p>-I can use stories (such as the Good Samaritan and Jesus heals the paralyzed man) to show how people care for others.</p> <p>-I can give good reasons why everyone (religious and non-religious) should care for others and look after the natural world</p>	<p>e/?search=Mark+10%3A+13-15&version=CEV</p> <p>Matthew 6: 25-26 https://www.biblegateway.com/passage/?search=Matthew+6%3A25-26&version=CEV</p> <p>Jesus heals the paralyzed man https://www.biblegateway.com/passage/?search=Luke+5%3A17-26&version=CEB</p> <p>Psalm 8 http://www.psalmsforkids.com/psalm-8/</p> <p>Song 'You are a star' https://www.fischy.com/songs/you-are-a-star/</p> <p>Golden rule, Creation, Genesis, Torah, Psalm, Jesus, The Good Samaritan, Jewish story of Ruth and Naomi, charity, aid, Jewish charity Tzedek, tikkun olam (repairing the world).</p>	<p>their impact locally and nationally.</p>
<p>Year 3/4</p>	<p>End of phase outcomes</p>	<p>Key knowledge and skills</p>	<p>Suggested vocab and linked texts</p>	<p>Broadening horizons</p>
<p>Autumn 1 L2.1 What do Christians learn from the</p>	<p>-Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.</p>	<p>-I can make links to my understanding of what Christians believe God is like (from Year 2 Autumn 1, Year 1 – Autumn 1)</p> <p>-I can place the concepts of <u>God, Creation and Fall on a timeline of the Bible's 'Big Story'</u>.</p> <p>-I can make clear links between Genesis 1 and what Christians believe about God and Creation.</p> <p>-I can describe what Christians do because they believe God is Creator.</p>	<p>Creation story from Genesis 1:1–25</p> <p>Genesis 1:26–31 -humans being made in God's image and being given control over the earth.</p>	<p>Nature walks looking at the natural world</p>



<p>Creation story?</p>	<p>-Give good reasons for the views they have and the connections they make.</p>	<p>-I can 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. -I can offer suggestions about what the story of Adam and Eve might show about human nature and how to act. -Build on my year 2 knowledge of prayer - describe <u>how and why</u> Christians might pray to God. -I can make links between what stories in the Bible say about human beings, and I can suggest my own ideas about how people should behave.</p>	<p>Story of Adam and Eve (Genesis 2:15–17 and Genesis 3)</p> <p>Genesis 1, Creation, Creator, God, Bible, stewards, Adam, Eve, Fall, natural world, prayer, worship, Big Story.</p>	
<p>Autumn 2 L2.2 What is it like for someone to follow God?</p>	<p>-Identify and describe the core beliefs and concepts studied. -Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</p>	<p>-I understand that through stories in the Old Testament, Christians see a model of God as having a relationship with people and that Christians use these stories to help them gain insights into how God intends people to live. -I know that Christians refer to the people in the Old Testament as 'The People of God' and that Christians believe that, through Jesus, all people can become the People of God. -I can make clear links between the story of Noah and the idea of Covenant. -I can use this story to make links to Christian wedding ceremonies and to how we live in school and the wider world. -I can consider links between the story of Abraham and the concept of faith. -I can make links between the People of God and how some Christians choose to live their lives. -I can suggest answers about how far ideas of covenant, promises and following God might make a difference in the world today.</p>	<p>https://biblestories.org/</p> <p>Noah from Genesis 6:5–9:17.</p> <p>Story of Abraham Genesis 12:1</p> <p>Promises, covenant, God, People of God, Abraham, Sarah, Noah, Old Testament, marriage, commands, forgiveness, faith, Noah</p>	<p>Talk from the church or visit to the church to look at promises made as part of a marriage or baptism</p> <p>Visit from the Salvation Army</p>
<p>Spring 1 L2.9- How do festivals and worship show what</p>	<p>-Identify and describe the core beliefs and concepts studied. -Describe how people show their beliefs in how they worship and in the way they live.</p>	<p>-I can identify <u>two more of the 5 Pillars</u>, prayer (salah) and fasting (sawm), using a more in-depth study of a text from the Qur'an to deepen my understanding about God and the Prophet. -Using Surah 1, I can identify some beliefs about God in Islam. -I can make links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God). -I can raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims.</p>	<p>Surah 1</p> <p>Islamic prayer</p> <p>https://saioi.net/blog/translation-of-islamic-prayer-what-people-recite-salah-namaz/</p>	



<p>matters to a Muslim?</p>		<p>-I can give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve (at home and in the mosque)</p> <p>-I can make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today.</p>	<p>http://www.bbc.co.uk/religion/galleries/salah/</p> <p>Inside a mosque https://www.bbc.co.uk/teach/inside-the-mosque-what-do-you-need-to-know/zr3f2sg</p> <p>Ramadan: https://www.bbc.co.uk/teach/class-clips-video/ramadan-and-eidulfitr/zdv7pg8</p> <p>Ibadah (worship), pillars, salah (prayer), sawm (fasting), Muslim, Islam, submit, Qur'an, rak'ah (prayer positions), subhah beads, Ramadan, 'Night of Power', Tawhid.</p>	
<p>Spring 2 L2.10 How do festivals and family life show what matters to Jewish people?</p>	<p>-Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.</p>	<p>-I can describe how Jews show their beliefs through worship in festivals, both at home and in wider communities.</p> <p>-I can explore the stories behind Jewish festivals: what they mean, their significance, and how believers express the meanings through symbols, sounds, actions, stories and rituals (focus on Rosh Hashanah, Yom Kippur and Passover).</p> <p>-I can make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people</p> <p>-I can identify some Jewish beliefs about God, sin and forgiveness and describe what they mean (link to the stories)</p> <p>-I can make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</p> <p>-I can make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom in the world today.</p>	<p>Exodus story</p> <p>Rosh Hashanah (the Jewish new year festival), Yom Kippur (the 'Day of Atonement'), Pesach/Passover, shabbat, holy, sabbath, sins, Exodus</p>	
<p>Summer 1</p>	<p>-Make clear links between texts/</p>	<p>-I can identify 'Gospel' as the story of the life and teaching of Jesus.</p>	<p>Jesus healing a leper (Mark 1:40–44)</p>	<p>Have a local Christian charity in</p>



<p>L2.4 What kind of world did Jesus want?</p>	<p>sources of authority and the core concepts studied.</p> <p>-Make simple links between stories, teachings and concepts studied and how people live.</p> <p>-Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</p>	<p>-I can build of my Year 2 understanding of parables by identifying features of a parable.</p> <p>-I can learn stories (Good Samaritan, Jesus healing a leper) and consider what Jesus' actions might mean for a Christian (link to Christian charity).</p> <p>-I can consider links between the calling of the first disciples and how Christians today try to follow Jesus.</p> <p>-I can make simple links between Bible texts and the concept of 'Gospel' (good news).</p> <p>-I can give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching (Golden rule)</p> <p>-I can make links between the Bible stories studied and the importance of love in the world today.</p> <p>-I can make links between some of Jesus' teachings about how to live, and life in the world today.</p>	<p>The calling of the first disciples (Matthew 4:18–19).</p> <p>Good Samaritan (Luke 10:25–29)</p> <p>https://www.christianaid.org.uk/schools</p> <p>Gospel, New Testament, Bible, parable, Good Samaritan, Golden Rule, clergy, neighbour, charity, Jesus</p>	<p>talking about their actions/purpose.</p>
<p>Summer 2 L2.12 How and why do people try to make the world a better place?</p>	<p>-Give good reasons for the views they have and the connections they make.</p> <p>-Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.</p>	<p>-I can compare ways in which Christians, Jews, Muslims and non-religious people make a difference, and link this with my own experiences (make links to beliefs and teachings)</p> <p>-I can make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek)</p> <p>-I can express my own ideas about a version of the Golden Rule (consider how the golden rule applies to many religions).</p> <p>-I can identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin).</p> <p>-I can express my own ideas about the best ways to make the world a better place, making links with religious ideas studied.</p>	<p>The Ten Commandments (Exodus 20:1–21, Deuteronomy 5:1–22), the Two Commandments of Jesus (Mark 12:28–34) and the 'Golden Rule' (Matthew 7:12).</p> <p>The Golden Rule artwork: http://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-gallery/archive/2014/?ThemeID=60</p> <p>Muslims and charity: https://www.bbc.co.uk/programmes/p010xbny</p> <p>Humanist, golden rule, sin, tikkun olam (mend the world- Judaism),</p>	<p>Different faith speakers in to talk about the significance of giving to charity/supporting others.</p>



			<u>Tzedek</u> , Zakah (charity- Islam) , charity	
Year 5/6	End of phase outcomes	Key knowledge and skills	Suggested vocab and linked texts	Broadening horizons
Autumn 1 U2.1 What does it mean if Christians believe God is holy and loving?	-Give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority.	-I can build on my understanding of the Prodigal or Lost Son, Luke 15:1–2, 11–32 (previously covered in Year 2) and note the balance of holiness (how clear it is that the younger son is in the wrong) with love and forgiveness (the father does not stand on his own dignity but runs to embrace the repentant son). -I can identify some different types of biblical texts, using technical terms accurately and explain connections between biblical texts and Christian ideas of God, using theological terms. -I can make clear connections between Bible texts studied what Christians believe about God. -I can show how Christians put their beliefs into practice in worship. -I can weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today.	David (Psalm 103 — a psalm or prayer/song), Isaiah (Isaiah 6:1–5 — a prophet tells of a religious experience) and John (I John 4:7–13 — a letter). PROVERBS 6:16–19, LUKE 23:33–34, David and Isaiah Holy, purity, justice, sin, proverbs, holiness, forgive, gospel, omnipotent , omniscient , confession, wisdom , moral behaviour	
Autumn 2 U2.3 Why do Christians believe Jesus was the Messiah?	-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.	I know the Old Testament talks about a ‘rescuer’ or ‘anointed one’ (a messiah) and that some texts talk about what this ‘messiah’ would be like. -I can explain the place of Incarnation and Messiah within the ‘big story’ of the Bible. -I can identify Gospel and prophecy texts, using technical terms. -I can explain connections between biblical texts, Incarnation and Messiah , using theological terms. -I can show how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas. -I can 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. -I can make clear connections between the texts and what Christians believe about Jesus as Messiah; for example, how they celebrate Palm Sunday.	(Matthew 1:18–24, 2:1–12), Zechariah 9:9, The Transfiguration - Matthew 17:1–13 or Luke 9:28–36 Artwork: https://www.artbible.info/art/large/613.html Exile, Babylon, Messiah, Saviour , advent, trinity, incarnation	



<p>Spring 1</p> <p>U2.8 What does it mean to be a Muslim in Britain today?</p>	<p>-Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions.</p> <p>-Using evidence and examples, show how and why people put their beliefs into practice in different ways.</p>	<p>-I can build on my understanding of the 5 pillars by identifying Zakah (almsgiving) and Hajj (pilgrimage) as the last of the 5 pillars.</p> <p>-I can make clear connections between Muslim beliefs and ibadah.</p> <p>-I can explain Muslim beliefs about God, the Prophet*and the Holy Qur'an.</p> <p>-I can describe 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>-I can make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Devon and Torbay today</p> <p>-I can give evidence and examples to show how Muslims put their beliefs into practice in different ways.</p> <p>-I can consider and weigh up the value of 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>https://mosques.muslimsinbritain.org/maps.php#/county/all</p> <p>Islamic charities: https://www.islamic-relief.org/ https://mu-slimhands.org.uk/</p> <p>Muhammad: https://www.bbc.co.uk/bitesize/clips/zv6sb9q</p> <p>Zakah, worldwide Muslim community (Ummah), Prophet Muhammad, Mecca/Makkah, Hajj, Ka'aba; tawaf, Eid ul-Adha, Pilgrims, morals.</p>	
<p>Spring 2</p> <p>U2.9 Why is the Torah so important to Jewish people?</p>	<p>-Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts.</p> <p>-Give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority.</p>	<p>-I can give examples of some texts that say what God is like and explain how Jewish people interpret them</p> <p>-I can make clear connections between Jewish beliefs about the Torah and how they use and treat it.</p> <p>-I can make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today.</p> <p>-I can make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)</p> <p>-I can give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)</p> <p>-I can consider and weigh up the value of tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.</p>	<p>Jewish community information: https://www.jewishgen.org/jcr-uk/england_geographic.htm#glouce</p> <p>https://www.biblegateway.com/</p> <p>The Torah: https://www.bbc.co.uk/programmes/p02mxb1j</p> <p>https://www.kosher.org.uk/koshersearch</p> <p>the Shema, Sefer Torah (handwritten scroll), Orthodox and Progressive Judaism, kosher food, 'Hashem' meaning 'The Name'</p>	



<p>Summer 1</p> <p>U2.4 Christians and how to live: 'What would Jesus do?'</p>	<p>-Make clear connections between what people believe and how they live, individually and in communities.</p>	<p>-I can identify features of Gospel texts (for example, teachings, parable, narrative). -I can take 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. -I can relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities in my life, my community and in the world today. -I can make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community (Golden Rule link).</p>	<p>The Wise and Foolish Builders, Matthew 7:24–27, The Sermon on the Mount, Matthew 5–7, A healing miracle: The Centurion's Servant, Luke 7:1–10. https://www.christianaid.org.uk/about-us/what-we-do</p> <p>Disciple, follower, discipleship, parables, foundations for living, miracles, sermon, justice, prayer, peace, gospel</p>	<p>Look at the work of Christian Aid in trying to bring justice (visit)</p>
<p>Summer 2</p> <p>U2.10 What matters most to Humanists and Christians?</p>	<p>-Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.</p>	<p>-I can identify and explain beliefs about why people are good and bad (Christian and Humanist) -I can make clear connections between Christian and Humanist ideas about being good and how people live. -I can raise important questions and suggest answers about how and why people should be good. -I can make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God'). -I can suggest reasons why it might be helpful to follow a moral code and why it might be difficult. -I can make connections between the values studied and my own life and their importance in the world today, giving good reasons for my views.</p>	<p>The Good Samaritan (Luke 10:25–37), Jesus' attitude on the cross (Luke 23:32–35).</p> <p>St Paul in Galatians 5:22</p> <p>https://americanhumanist.org/what-is-humanism/manifesto3/</p> <p>Sinful, fairness, freedom, peace, values, Humanist, moral code, conscience, honesty faithfulness, virtue, Fruit of the Holy Spirit, atheist</p>	



Year B

Year 1/2	End of phase outcomes	Key knowledge and skills	Suggested vocab and linked texts	Broadening horizons
Autumn 1 Unit 1.1 What do Christians believe God is like?	-Give clear, simple accounts of what stories and other texts mean to believers. -Give examples of how people use stories, texts and teachings to guide their beliefs and actions.	-I can identify what a parable is (focus on Gospel of Luke – The Lost Sheep, The Unforgiving Servant, The Lost Coin, The Lost Son etc – New Testament) -I can tell the story of the Lost Son from the bible and recognise a link with the Christian idea of God as a forgiving Father . -I can give clear, simple accounts of what the stories mean to Christians (The Lost Sheep, The Lost Coin, The Lost Son). - I can think, talk and ask questions about whether I can learn anything from the parables and give reasons for my ideas. - I can give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) -I can give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) -I can identify different types of prayers and link these types of prayer to 'The Lost Son' .	Lion Children's Bible Songs: 'My God is So Big', 'Who's the King of the Jungle?', 'Our God is an awesome God'. 'My Lighthouse' Prayer, parable , Bible, forgiveness, hope, Christian, belief, worship , hymn, pray, reflect, New testament	
Autumn 2 & Spring 1 Unit 1.6 Who is a Muslim and how do they live?	-Identify core beliefs and concepts studied and give a simple description of what they mean. -Give examples of how people use stories, texts and teachings to guide their beliefs and action.	-I can recognise the words of the Shahadah and why it is important for Muslims (explore this as one of the 5 pillars) -I can identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah and give a simple description of what some of them mean. -I can give examples of how Muslims use the Shahadah to show what matters to them. -I can retell the story of the giving of the Holy Qur'an to Muhammad . -I can talk about what I think is good about how Muslims show respect for their holy book and how Muslims obey its teaching. -I can give examples of how stories about the Prophet show what Muslims believe about Muhammad. -I can describe simply some examples of how and why Muslims pray.	99 Names of Allah artwork http://www.arthafez.com/gallery.html RE films http://www.natre.org.uk/primary/good-learning-in-re-films/ 5 pillars https://www.khanacademy.org/humanities/ap-art-history/cultures-religions-ap-art-history/a/the-five-pillars-of-islam	Muslim speaker in to talk to the children about key beliefs and practices. Book:



		<p>-I can give examples of how Muslims put their beliefs about prayer into action. -I can think, talk about and ask questions about Muslim beliefs and ways of living.</p>	<p>Prepaton for prayer https://www.bbc.co.uk/bitesize/clips/zfh/yr82</p> <p>Muslim, God, Allah, Prophet, Muhammad (PBUH), Shahadah, Holy Qur'an, Five Pillars, Islamic, prayer beads, Arabic, Moses and Jesus (called Musa and Isa in Qur'an), Mount Hira, angel Jibril, peace, pilgrimage.</p>	
<p>Spring 2 Unit 1.5: Why does Easter matter to Christians ? SALVATIO N</p>	<p>-Give examples of how stories show what people believe.</p>	<p>-I can recognise that Incarnation and Salvation are part of a 'big story' of the Bible (New Testament) -I can tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) -I can recognise that Jesus gives instructions about how to behave (link to first unit on parables) -I can give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter -I can explain how Jesus' resurrection relates to Christian ideas about life after death. -I can think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say about sadness, hope or heaven.</p>	<p>John 12:12–15: Jesus' entry into Jerusalem</p> <p>Luke 22:47–53: Jesus' betrayal and arrest</p> <p>Luke 23:26–56: crucifixion, death and burial</p> <p>Luke 24:1–12: finding the empty tomb</p> <p>John 20:11–23: Jesus appearing to Mary</p> <p>Magdalene and the disciples.</p> <p>Easter, Palm Sunday, Holy week, Palm leaves, Good Friday, Easter Sunday, tomb, Mary Magdalene, disciples, heaven, New testament,</p>	<p>Trip to the church to explore how Holy week is celebrated. (pictures, crucifix, empty cross, chalice and paten, colours used)</p>



			Bible, <u>crucifix, resurrection, salvation</u>	
Summer 1 Unit 1.4 Gospel: What is the good news Jesus brings?	-Give clear, simple accounts of what stories and other texts mean to believers. -Give examples of how people use stories, texts and teachings to guide their beliefs and actions	-I can identify and tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' (<u>first link with Jesus' disciples- who are they?</u>) -I can give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector- <u>Gospel of Matthew</u>) mean to Christians (consider how Matthew's life was changed by Jesus). -I can recognise that Jesus gives instructions to people about how to behave. -I can give examples of ways in which Christians follow the teachings studied about forgiveness and peace (<u>Link - Gospels of Luke, Matthew and John</u>) -I can give examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) -I can 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 about how to live.	Bible (New Testament) Bible, gospel, New Testament, Jesus, forgiveness, <u>Matthew, disciples</u> , peace, prayer, <u>confession</u>	Church charity/Christian charity/local charity in to talk to the children about values and why they do what they do.
Summer 2 Unit 1.8 What makes some places sacred to believers? (Links Christianit	-Give a good reason for the views they have and the connections they make	-I can make links from the units I have studied this year (1.4 – Christianity and the 'good news', 1.6 – who is a Muslim) and last year (1.7 – who is Jewish) -I can recognise that there are special places where people go to worship, and talk about what people do there (<u>Mosque, Synagogue, Church</u>) -I can ask questions about what happens in a church, synagogue or mosque. -I can Identify objects used in worship in two religions and give a simple account of how they are used. -I can give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe. -I can give examples of how people worship at a church, mosque or synagogue -I can talk about what makes some places special to people, and	Judaism- https://truetube.co.uk/film/holy-cribs-synagogue Locations of mosques- http://mosques.muslimsinbritain.org/maps.php#/town/all Mosque, church, synagogue, worship, belief, Christian, Jewish, Muslim, Islam, Torah, Qur'an, <u>holy</u> , the altar, cross or crucifix, Lord's Table/communion table, bread, wine, Bible, font, <u>lectern</u> , candles, symbols of light, Ner tamid, ark, Torah scroll,	Visit to a place of worship?



y, Islam, Judaism)		<p>what the difference is between religious and non-religious special places.</p>	<p>Bimah, tallit (prayer shawl), tzitzit (tassels on a prayer shawl), tefellin, Kippah (skullcap) and hannukiah, images wuzu/wudu area (washing area), calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin (person who does the call to prayer)</p>	
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Year 3/4	End of phase outcomes	Key knowledge and skills	Suggested vocab and linked texts	Broadening horizons
Autumn 1 L2.3 What is the 'Trinity' and why is it important for Christians?	<p>-Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believer.</p> <p>-Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</p>	<p>-I know that belief in the Trinity is distinctive to Christianity.</p> <p>-I can identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels (compare to Matthew and Luke).</p> <p>-I can make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today.</p> <p>-I can offer suggestions about what texts about baptism and Trinity might mean (John the Baptist)</p> <p>-I can describe how Christians show their beliefs about the Trinity in the way they live.</p> <p>-I can describe how Christians show their beliefs about the Trinity in worship (in baptism and prayer) and in the way they live.</p> <p>-I can make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of my own about what the God of Christianity is like.</p>	<p>John 1:1–14</p> <p>The Grace - 2 Corinthians 13:14</p> <p>My Life, my religion https://www.bbc.co.uk/programmes/b05pc1c9</p> <p>Trinity, Gospel, New Testament, John, Luke, Matthew, baptism, prayer, Christianity, Father, Son, Holy Spirit, Christ, priest.</p>	<p>Explore the church for symbols of God as the Father, Son and Holy Spirit.</p> <p>Church visit to watch a baptism</p>
Autumn 2 L2.7 What do Hindus	<p>-Identify and describe the core beliefs and concepts studied.</p>	<p>-I can identify some Hindu deities and say how they help Hindus describe God.</p> <p>-I can <u>begin</u> to make clear links between some stories (e.g.</p>	<p>Deities: https://www.blueosa.com/10-hindu-deit</p>	<p>Hindu visitor in at some point during the Hinduism unit to</p>



<p>believe God is like?</p>	<p>-Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.</p>	<p><u>Svetaketu, Ganesh, Diwali</u>) and what Hindus believe about God. -I can make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) and link this to Hindu forms of worship. -I can ask questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today. -I can 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.</p>	<p>ies-everyone-know-pilgrimage-india/ies-everyone-know-pilgrimage-india/</p> <p>Diwali: https://www.bbc.co.uk/teach/class-clips-video/diwali-the-hindu-festival-of-light/z668qp3</p> <p><u>Brahman (God), spirit, Aum, Svetaketu, Ganesh and Krishna, murtis: Brahma (symbolising creation), Lakshmi (wealth and good fortune), Parvati (a form of Shakhti, the mother goddess, symbolising fertility and creativity), Saraswati (knowledge, music, art and wisdom), Shiva (destruction), Vishnu (symbolising preservation), Trimurti ('create', 'preserve', 'destroy'.), Diwali, Deities: (Hindu gods and goddesses), Murtis (the statues or images of the Hindu deities)</u></p>	<p>talk about key beliefs.</p>
<p>Spring 1 L2.8 What does it mean to be Hindu in Britain today?</p>	<p>-Describe how people show their beliefs in how they worship and in the way they live.</p>	<p>-I can identify the terms <u>dharma, Sanatan Dharma</u> and say what they mean. -I can make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) -I can describe how Hindus show their faith within their families in Britain today (e.g. home puja) -I can describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) -I can identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) -I can raise questions and suggest answers about what is good</p>	<p>My life, my religion- https://www.bbc.co.uk/programmes/p02n5xj7</p> <p>Worship in a temple- https://www.bbc.co.uk/bitesize/clips/zh734wx</p> <p><u>Dharma (Hindus way to life), puja (worship), Bhajans (worship songs), Mandir (Hindu temple), Aarti (light, which removes darkness)</u></p>	



		about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society.		
Spring 2 L2.5 Why do Christians call the day Jesus died 'Good Friday'?	-Make clear links between texts/ sources of authority and the core concepts studied. -Make simple links between stories, teachings and concepts studied and how people live.	-I know Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. -I recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live. -I can offer informed suggestions about what the events of Holy Week means to Christians. -I can give examples of what Christians say about the importance of the events of Holy Week -I can raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday'. -I can make simple links between the Gospel accounts and how Christians mark the Easter events in their communities	Easter: https://www.bbc.co.uk/programmes/p02mww94 Entry to Jerusalem: Matthew 21:7–11); Good Friday (Jesus' death: Luke 23:13–25, 32–48); Easter Sunday (Jesus is raised to life: Luke 24:1–12). Sin, Holy Week, Palm Sunday, Good Friday, Easter Sunday, hope, salvation	Church visit/visit from the church.
Summer 1 L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	-Make clear links between texts/ sources of authority and the core concepts studied. -Describe how people show their beliefs in how they worship and in the way they live.	-I know that Christians believe that Jesus established 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') -I can 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. I can order concepts within a timeline of the Bible's 'big story'. -I can make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today. -I can compare texts (I Corinthians 12 and Galatians 5), consider what they might mean and give examples of what they mean to some Christians. -I can make links between fellowship and fruit of the Spirit and life in the world today.	ACTS 2: 1–15, 22, 37–47 1 CORINTHIANS 12:12–26: ONE BODY, MANY PARTS FRUIT OF THE SPIRIT: GALATIANS 5:22–23 Jesus, Kingdom of God, Pentecost , Holy Spirit, Trinity, Bible, Acts, fruit of the spirit , heaven, 'body of Christ'	Talk to a member of a church about how they try to show the fruit of the Spirit in their lives.
Summer 2 L2.11 How	-Give good reasons for the views they	-I can describe what happens in ceremonies of commitment (e.g. baptism, sacred thread , marriage) and say what these	Baptism: https://www.bbc.co.uk/programmes/p0	Visit to a local place of worship to watch a



<p>and why do people mark the significant events of life?</p>	<p>have and the connections they make. -Make links between some of the beliefs and practices studied and life in the world today. -Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.</p>	<p>rituals mean. -I can identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) -I can make simple links between beliefs about love and commitment and how people in <u>at least two religious traditions</u> live (e.g. through celebrating forgiveness, salvation and freedom at festivals). -I can raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones -I can offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today. -I can make links between ideas of love, commitment and promises in religious and non-religious ceremonies</p>	<p style="text-align: right;">2mwy4d</p> <p>Bat Mitzvah: https://www.bbc.co.uk/programmes/p02n2kqx</p> <p>Circle of birth and rebirth https://www.bbc.co.uk/programmes/p02n5v2g</p> <p>Commitments, promises, baptism, communion, confession, bar/bat mitzvah, ceremony, belonging, community, Hindu Thread ceremony,</p>	<p>mock wedding/baptism</p>
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Year 6	End of phase outcomes	Key knowledge and skills	Suggested vocab and linked texts	Broadening horizons
<p>Autumn 1 U2.2 Creation and science: conflicting or complementary.</p>	<p>- Give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority. -Make connections between the beliefs and practices studied, evaluating and explaining their importance to different</p>	<p>-I know that there are many Christians who are scientists. -I can talk about the debate and controversy around the relationship between the accounts of Creation in Genesis and contemporary scientific accounts. -Linking to this idea, I can identify what type of text some Christians say Genesis 1 is, and its purpose (idea of the Creator) -I can outline the importance of Creation on the timeline of the 'big story' of the Bible. -I can identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying my responses. -Explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in Creation. -I can respond to the idea that humans have great responsibility for the Earth and I can weigh up how well humans are responding to this responsibility, taking into account religious and non-religious</p>	<p>http://www.testoffaith.com/resources/resource.aspx?id=480</p> <p>Psalm 8</p> <p>Creation, Genesis 1, Creator, big bang, evolution, cosmology, belief, psalm, Bible, conflicting, interpretation.</p>	<p>Invite in some local Christians who are scientists.</p>



	people (e.g. believers and atheists).	viewpoints.		
Autumn 2 U2.11 Why do some people believe in God and some people not?	-Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists).	-I can talk about what religious and non-religious people believe about God (using the terms theist, atheist, agnostic) and give examples about why people might think that -express own ideas about why people believe in God or not. -I can make connections between people's beliefs about God and how they live their lives. -Using evidence, I can discuss how Christians sometimes disagree about what God is like. -Linking to Autumn 1, I can discuss the role of science for non-believers and believers of God. -I can make connections between belief and behaviour in my own life and can consider why belief in God is valuable in the lives of believers.	Various religious texts to share similes and metaphors about God (e.g. Genesis 1 – Creator, Psalm 103:13 – Father, John 1:5 – light) http://www.neverofftopic.com/re-topics/re-year-7/the-creation-sleuths/ http://www.testoffaith.com/resources/resource.aspx?id=510 <u>theist, agnostic, atheist, atheism, agnosticism, theism,</u> Creator, prophets, faith, evolution	Invite some Christians, agnostics and atheists in to answer questions about why they do or do not believe in God.
Spring 1 U2.7 Why do Hindus want to be good?	-Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions.	-I can identify Hindu beliefs about dharma, karma, samsara, Moksha and connect these beliefs to ways in which Hindus live (e.g. ahimsa - non-violence). -I can link these beliefs to the story of the man in the well. -I can identify, name and connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. -I can reflect on what impact belief in karma and dharma might have on someone – what impact might it have on the word? -I can identify, using evidence, how Hindus put their beliefs into practice.	dharma, karma, samsara and moksha, <u>Mahabharata, ahimsa (non-violence),</u> <u>four aims of life (punusharthas) :</u> <u>dharma</u> (religious or moral duty); <u>artha</u> (economic development, providing for family) <u>kama</u> (regulated enjoyment of the pleasures and beauty of life); <u>moksha</u> (liberation from the cycle of birth and rebirth), <u>reincarnation</u> , trimurti, Hindu deities, <u>atman.</u>	



<p>Spring 2 U2.5 What do Christians believe Jesus did to 'save' people?</p>	<p>-Using evidence and examples, show how and why people put their beliefs into practice in different ways. -Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts.</p>	<p>-I know 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. -I can outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. -I can explain what Christians mean when they say that Jesus' death was a sacrifice and make connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper (link to Isaiah 53, John 19 and the concept of 'Messiah') -I can weigh up the value and impact of ideas of sacrifice in my own life and the world today. -I can make clear connections between the Christian concept of the sacrifice of Jesus and the idea of Salvation, and how Christians follow Jesus' example in giving themselves for others.</p>	<p>Holy Communion: https://www.bbc.co.uk/bitesize/clips/zwcd2hv Sacrifice, Communion/Mass/Eucharist/Lord's Supper, Incarnation, Salvation, Gospels, Holy Week, martyr</p>	
<p>Summer 1 U2.6 For Christians, what kind of king is Jesus?</p>	<p>-Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.</p>	<p>-I can make links and connections between biblical texts and the concept of the Kingdom of God, considering different possible meanings for these texts. -I can make connections between belief in the Kingdom of God and how Christians put their beliefs into practice, including in worship and in service to the community (link to forgiveness over punishment). -I can relate Christian teachings or beliefs about God's Kingdom to the issues and opportunities in my own life, the life of those in my community and of those in the world today (consider if the world could learn from Christian ideas). -I can make connections between belief in the Kingdom of God and how this links to the notion of receiving and practising forgiveness. -I know 'The Kingdom' is compared to a feast where all are invited to join in (make connections to how some choose to join the feast and others don't).</p>	<p>The Feast: Luke 14:12–24. The Tenants in the Vineyard: Matthew 21: 33–46. The Parable of the Unforgiving Servant (Matthew 18:21–35). Songs - 'Lord of the Dance' and 'Down to Earth' https://www.oasisuk.org/ Heaven, 'Kingdom of God', Lord's prayer, the fall, John's Gospel, Old Testament, forgiveness</p>	<p>Inspirational speakers to talk about how they've contributed towards the community/supporting others.</p>
<p>Summer 2 U2.12 How</p>	<p>-Describe examples of ways in which people use</p>	<p>-I can identify beliefs about life after death (in Christianity and Hinduism) and compare similarities and differences (link to Humanism).</p>	<p>http://www.happierhuman.com/benefits-of-gratitude/</p>	



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does faith help people when life gets hard?	texts/sources of authority to make sense of core beliefs and concept.	-I can talk about the value of gratitude in peoples lives, including my own. -I can give examples of ways in which religion guides people in how to respond to good and hard times in life – Make connections between how people respond to bereavement/suffering. -I can use evidence to show how beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives.	Gratitude, scriptures, traditions, bereavement, salvation, karma, reincarnation, Brahman, samsara, moksha, dharma, Humanist	
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