



### Religious Education – Curriculum Progression Map

<p>Locally Agreed Syllabus and Understanding Christianity teaching units</p>	<p>R.E. is determined locally, not nationally. A locally agreed syllabus is a statutory syllabus for RE.</p> <p>Local authority maintained schools without a religious character, such as <b>Laughton CP School</b>, must follow the locally agreed syllabus. Voluntary controlled schools with a religious character, such as <b>Firle CEP School</b>, should also follow the locally agreed syllabus. Understanding Christianity units are incorporated within the two year cycle.</p> <p><b>PLEASE NOTE: THE COMPONENTS OF EACH UNIT OF WORK (AS DETAILED BELOW) HAVE BEEN TAKEN FROM THE LOCALLY AGREED SYLLABUS OR UNDERSTANDING CHRISTIANITY UNITS OF WORK (AS INDICATED ON THE LONG-TERM PLAN). THE PLANNING UNITS THEMSELVES OFFER MORE DETAIL AND <b>MUST</b> BE REFERRED TO IN ADDITION TO THE DETAIL BELOW. IN THE UNDERSTANDING CHRISTIANITY UNITS, ACTIVITIES CAN AND SHOULD BE TAKEN FROM THE 'DIGGING DEEPER' SECTION, WHEN THE CHILDREN ARE READY TO FURTHER DEEPEN THEIR KNOWLEDGE AND UNDERSTANDING.</b></p>		
<p>End of Phase Outcomes</p>	<p>Each of the three elements of the teaching and learning approach is important and pupils should make progress in all of them. Below are the end of phase outcomes for each element. Further below, find the learning outcomes that are specific to each unit question, leading to these end of phase outcomes.</p>		
	<p><b>Making sense of the text</b></p>	<p><b>Understanding impact</b></p>	<p><b>Making connections</b></p>

	Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways and developing skills of interpretation.	Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and the wider world	Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and worldviews – their ways of understanding the world.
End of EYFS Unit Outcomes	<b>EYFS (taken from Development Matters 2020)</b>		<b>Statutory Framework for EYFS</b>
	3 & 4 year olds will continue to develop positive attitudes about the differences between people	In Reception children will be learning to recognise that people have different beliefs and celebrate special times in different ways.	<b><u>ELG:- People, Culture and Communities (Understanding the World)</u></b> Children at the expected level of development will know some similarities and differences between

			different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
	<b>Making Sense of the Text</b>	<b>Understanding Impact</b>	<b>Making Connections</b>
End of KSI Outcomes	<ul style="list-style-type: none"> <li>Identify core beliefs and concepts studied and give a simple description of what they mean</li> <li>Give examples of how stories show what people believe (e.g. the meaning behind a festival)</li> <li>Give clear, simple accounts of what stories and other texts mean to believers.</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of how people use stories, texts and teachings to guide their beliefs and actions</li> <li>Give examples of ways in which believers put their beliefs into practice</li> </ul>	<ul style="list-style-type: none"> <li>Think, talk and ask questions about whether the ideas they have been studying, have something to say to them.</li> <li>Give a good reason for the views they have and the connections they make.</li> </ul>

<p>End of LKS2 Outcomes</p>	<ul style="list-style-type: none"> <li>● Identify and describe the core beliefs and concepts studied</li> <li>● Make clear links between texts/sources of authority and the key concepts studied</li> <li>● Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</li> </ul>	<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> <li>● Describe how people show their beliefs in how they worship and in the way they live</li> <li>● Identify some differences in how people put their beliefs into practice</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> <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> <li>● Give a good reason for the views they have and the connections they make.</li> </ul>
<p>End of UKS2 Outcomes</p>	<ul style="list-style-type: none"> <li>● Identify and explain the core beliefs and concepts studied, using examples from sources of</li> </ul>	<ul style="list-style-type: none"> <li>● Make clear connections between what people believe and how they live, individually</li> </ul>	<ul style="list-style-type: none"> <li>● Make connections between the beliefs and practices studied, evaluating and</li> </ul>

	<p>authority in religions</p> <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> <li>• Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority</li> <li>• authority</li> </ul>	<p>and in communities</p> <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>	<p>explaining their importance to different people (e.g. believers and atheists)</p> <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> <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 own and giving good reasons for the views they have and the</li> </ul>
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			connections they make				
<b>Cycle A Autumn Term 1</b>	<b>Scrumdiddly Roald Dahl (Whole school topic)</b>						
	YR	Y1	Y2	Y3	Y4	Y5	Y6
Key Concept	<b>Belonging</b>	<b>God</b>		<b>Incarnation</b>		<b>Creation</b>	
Key Question	Being special: where do we belong?	Who is Muslim and how do they live?		What is the 'Trinity'?		Creation and science: conflicting or complementary?	
End Points	Know key aspects of a Christian baptism celebration and describe how this relates to their own special experiences.	<p>Identify some key Muslim beliefs about God.</p> <p>Describe how these beliefs are reflected in how Muslims live, in their daily rituals and festivals.</p> <p>Reflect on what these beliefs and practices mean to them, identifying any differences and similarities to their own lives.</p>		<p>Begin to explain what Trinity means to Christians and how they demonstrate these beliefs in their everyday lives.</p> <p>Make links between Trinity, the idea of God in Christianity and Bible stories.</p>		<p>Know that the creation story from Genesis 1 can be interpreted in different ways within the Christian faith and between different communities around the world.</p> <p>Make comparisons between the Biblical story of creation and the scientific perspective of evolution.</p> <p>Reflect on the religious and scientific perspectives, explaining their own opinions on whether they conflict or complement each other.</p>	
Key vocabulary	Christianity, Baptism, Christening, religion, ceremony	Shahadah, Tawhid, ibadah, iman, prophet, Ramadan		Trinity, Gospel, baptism,		Genesis, conflicting, complementary, creator, faith, science	

<p><b>Progression of Knowledge in bold</b> and Progression of Skills</p> <p>Making sense of the text <b>Understanding impact</b></p> <p>Making connections</p>	<p><b>Retell religious stories</b></p> <p><b>Recall simply what happens at a traditional Christian celebration eg baptism</b></p> <p><b>Recall what happens when a baby is welcomed into a religion other than Christianity</b></p> <p>Make connections between stories and personal experiences</p> <p>Share and record occasions when things have happened in their lives that made them feel special</p>	<p><b>Recognise the words of the Shahadah and that it is very important for Muslims</b></p> <p><b>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</b></p> <p><b>Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</b></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> <p><b>Give examples of how Muslims use the Shahadah to show what matters to them</b></p> <p><b>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</b></p> <p>Give examples of how Muslims put their beliefs about prayer into action.</p>	<p><b>Recognise what a ‘Gospel’ is and give an example of the kinds of stories it contains</b></p> <p><b>Offer suggestions about what baptism and Trinity mean.</b></p> <p>Give examples of what these texts mean to some Christians today</p> <p><b>Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live</b></p> <p>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like</p>	<p><b>Identify what type of text some Christians say Genesis 1 is, and its purpose.</b></p> <p>Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, <b>showing awareness of different interpretations</b></p> <p>Make clear connections between Genesis 1 and Christian belief about God as Creator.</p> <p>Show understanding of why many Christians find science and faith go together</p> <p>Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views</p>
<p><b>Component Knowledge</b></p>	<p>1. What makes you special and unique?</p> <p>2. Introduce the idea that religions teach that each person is unique and valuable too.</p> <p>3. Reflect on how</p>	<p>1. Introduce the idea that Muslims believe in Allah as the one true God</p> <p>2. Find out about the Shahadah, and how this is the most important belief for Muslims. Learn about how Shahadah is used (daily rituals and customs) and how it shows what is most important to Muslims.</p> <p>3. Explore some of the 99 names for Allah</p>	<p>1. Explore the symbolism of water and consider Jesus’ baptism by John the Baptist.</p> <p>2. Children to create their own pictures of the baptism, including symbols for God the son, father and holy spirit.</p>	<p>1. Read Genesis 1:1–2:3 to the class, accompanied by background music. Ask pupils to draw pictures of the events as they hear them, and then add 7 key words in response to the text.</p> <p>2. What genre is the writing of this story? Reflect on the fact that it was written approx.</p>

	<p>the belief that God loves children is shown in Christianity through infant baptism and dedication.</p> <p>4. Talk about how children are welcomed into another faith or belief community.</p> <p>5. Consider ways of showing that people are special in our own lives.</p>	<p>and what they mean; choose one of the names, think about what the name means and how this quality might be seen in their life or the lives of others.</p> <p>4. Examine the idea that stories of the Prophet are very important in Islam. Find out how these stories might inspire people today.</p> <p>5. Ask the pupils to create some calligraphy around a 'beautiful name' of Allah; ask them to explain why this characteristic of God might be important to a Muslim.</p>	<p>3. Consider where God the creator, Jesus the son and the holy spirit all fit within the Big Story of the Bible.</p> <p>4. Understanding the impact:- explore baptism and the relevance of this celebration for Christians</p> <p>5. Making connections: reflect on and then record as many connections as they can between the Bible stories and texts they have looked at, Christian ideas about God, their work on water and their learning about baptism</p>	<p>2500 years ago. What might the impact of this be, on the style of writing?</p> <p>3. Introduce pupils to a scientific account of cosmology (the beginning of the universe) and of evolution (the development of living beings) and ask them to draw simple illustrations of these accounts.</p> <p>4. Begin to explore differing views on creation versus science. Ask pupils to come up with as many questions as they can about the Genesis text and about the beginnings of the universe and life.</p> <p>5. Understanding the impact: reflect on the fact that Christians celebrate God as the creator, but also consider that some scientists are Christians. Find out more about such individuals – what would you like to ask them?</p> <p>6. Making connections: 'Genesis explores why the universe and life exists. Science explores how the universe works the way it does.' Agree or disagree?</p> <p>7. Allow opportunities to record responses to the unit question: Creation and science: conflicting or complementary?</p>
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Cycle A Autumn Term 2	Light, Camera, Action			Footsteps through time		The Mayans	
	YR	Y1	Y2	Y3	Y4	Y5	Y6

Key Concept	Incarnation	Incarnation	Hindus & God (Brahman)	Worldviews
Key Question	Why do Christians Perform Nativity Plays?	Why does Christmas matter to Christians?	What do Hindus believe God is like?	Why do some people believe in God and some people not?
End Points	Re-tell the story of Christmas. Know that Christmas is a Christian festival that celebrates the birth of Jesus.	Describe the importance of this story for Christians, and how it impacts on their beliefs and actions.  Reflect on what the Christmas story means for them.	Re-tell some Hindu stories, making links between these and what Hindus believe about God.  Make links between Hindu beliefs about God and how they live.	Identify and explain religious and non-religious ideas about God, saying where they got their ideas from.  Make clear connections between people's beliefs about God and how they choose to live their lives.
Key vocabulary	Nativity, Bible, Christian, incarnation	Gospel, Bible, Christian	Hindu, deity, murtis, shrine, worship	Theist, atheist, agnostic, non-religious
<b>Progression of Knowledge in bold</b> and Progression of Skills Making sense of the text <b>Understanding impact</b> <b>Making connections</b>	<b>Begin to recognise the word incarnation as describing the belief that God came to Earth as Jesus</b> <b>Retell religious stories</b> <b>Recall simply what happens at a traditional Christian festival, including the tradition of nativity plays</b>	<b>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</b> <b>Recognise that stories of Jesus' life come from the Gospels.</b> <b>Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</b> Decide what they personally have to be thankful for, giving a reason for their ideas Think, talk and ask questions about Christmas for people who are Christians and for people who are not.	<b>Identify some Hindu deities and say how they help Hindus describe God</b> Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God <b>Offer informed suggestions about what Hindu murtis express about God</b> Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) <b>Identify some different ways in which Hindus worship</b>	<b>Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs</b> <b>Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from</b> <b>Give examples of reasons why people do or do not believe in God</b> Make clear connections between what people believe about God and the impact of this belief on how they live <b>Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)</b> Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging

	<p>Talk about people who are special to them</p> <p>Say what makes their family and friends special to them</p> <p>Make connections with personal experiences</p>		<p>Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today</p> <p>Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas</p>	<p>Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not</p> <p>Make connections between belief and behaviour in their own lives in the light of their learning</p>
<b>Component Knowledge</b>	<ol style="list-style-type: none"> <li>1. Consider the question: What do you find beautiful and wonderful about the natural world?</li> <li>2. Know that some people believe God created the world. Read the Christian creation story.</li> <li>3. Know that Christians worship and pray to God to thank him for creation.</li> <li>4. Connect harvest celebrations as a way Christians thank God for the world.</li> <li>5. Consider how Christians care for the world reflect on</li> </ol>	<ol style="list-style-type: none"> <li>1. Look for signs that Christmas is coming – signs of winter, decorations, adverts. Why do you think Christmas is important for Christians?</li> <li>2. Consider that the word 'incarnation' means 'God in the flesh'. Christmas celebrates the Incarnation. Tell some familiar stories about a character who appears to be someone he/she is not (e.g. Beauty and the Beast).</li> <li>2. How might we prepare for a new baby? Imagine the new baby is 'God come to Earth' – what kind of room do the pupils expect would be suitable for this baby?</li> <li>3. Re-tell the story of the Nativity from the Gospel of Luke, chapters 1 and 2.</li> <li>4. Luke's story talks about Jesus' birth being 'good news': reflect on who it might be good news for and why, and why Christmas is important for Christians.</li> <li>5. Make connections between Christmas card images and Christmas symbols and</li> </ol>	<ol style="list-style-type: none"> <li>1. Show pupils a range of 'Aum' symbols and explore the meaning of this Hindu symbol.</li> <li>2. Using water and salt, tell the story of Svetaketu to illustrate the idea of Brahman being invisible but in everything and explore how people can be described in different aspects (e.g. teacher, parent, netball player, friend, etc).</li> <li>3. Show some images of Hindu deities, Brahma, Vishnu and Shiva (the Trimurti) and their consorts, Saraswati, Lakshmi and Parvati. Ask pupils to raise questions about each image – what do they suggest God is like?</li> <li>4. Think about cycles of life, death and rebirth that we see in nature and invite pupils to consider what death has to do with life. Connect with Trimurti – Brahma (Creator), Vishnu</li> </ol>	<ol style="list-style-type: none"> <li>1. Find out about how many people in the world and in your local area believe in God – using global statistics and the most recent UK census. Learn the words 'theist' (believes in God), 'agnostic' (cannot say if God exists or not) and 'atheist' (believes there is no god).</li> <li>2. To explore the key question, ask pupils to raise questions about the existence and nature of God. Focus on Christian ideas of God, in order to make this more manageable. Investigate a range of viewpoints on the question, from believers to atheists.</li> <li>3. Compare the sources of authority of Christians (e.g. Bible, Church teachings, religious leaders, individual conscience) with some non-religious sources (e.g. individual conscience, some philosophers and other thinkers) and explore some reasons why people do or do not believe in God.</li> <li>4. Recall and build on learning from previous units to explore how and why Christians still believe in God in an age of science.</li> </ol>

Cycle A Spring Term 3	Funnybones (dinosaurs) The Fire of London			Belonging to a Community		North America	
	YR	Y1	Y2	Y3	Y4	Y5	Y6
Key Concept	<b>God/Creation</b>	<b>God</b>		<b>Hindus in Britain (Dharma)</b>		<b>Karma/dharma/samsara/moksha</b>	
Key Question	Why is the word 'God' so important to Christians?	Who is Muslim and how do they live? (Part 2)		What does it mean to be a Hindu in Britain today?		Why do Hindus want to be good?	
End Points	Understand the Christian belief as God the creator. Recognise the importance of looking after our	Explain what Shahadah means and how this belief is reflected in Muslim customs and festivals.		Describe how Hindus show their faith within their families and within their wider communities.  Understand and identify different ways in which Hindus show their faith		Re-tell the story of the man in the well and explain its meaning for Hindus.  Identify and explain key Hindu beliefs (including the four aims of life and stages of life) and	

	wonderful world, for Christians and for themselves.	Re-tell stories about the prophet, describing how these stories guide the lives of Muslims.	(making comparisons between different Hindu communities with the UK and in India).  Reflect on what this means for individuals and for wider society.	provide examples of how Hindus put these beliefs into action in different ways.  Reflect on the impact of Hindu belief on the individual and on the wider world, taking into account different view-points.
Key Vocabulary	Creator, creation	Tawhid/ibadah/iman, Shahadah, prophet, Ramadan	Dharman, Sanatana Dharma and Hinduism, puja, Diwali	Dharma, karma, samsara, moksha
<b>Progression of Knowledge in bold</b> and Progression of Skills Making sense of the text Understanding impact Making connections	<b>Retell stories, talking about what they say about the world, God and human beings</b> <b>Say how and when Christians like to thank their Creator</b> Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world; Think about the wonders of the natural world, expressing ideas and feelings; Talk about what people do to	<b>Recognise the words of the Shahadah and that it is very important for Muslims</b> <b>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</b> <b>Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</b> Think, talk about and ask questions about Muslim beliefs and ways of living Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. <b>Give examples of how Muslims use the Shahadah to show what matters to them</b> <b>Give examples of how Muslims use stories about the Prophet to guide</b>	<b>Identify the terms dharma, Sanatana Dharma and Hinduism and say what they mean</b> <b>Make links between Hindu practices and the idea that Hinduism is a whole ‘way of life’ (dharma)</b> <b>Describe how Hindus show their faith within their families in Britain today</b> (e.g. home puja). <b>Describe how Hindus show their faith within their faith communities in Britain today</b> (e.g. arti and bhajans at the mandir; in festivals such as Diwali) <b>Identify some different ways in which Hindus show their faith</b> (e.g. between different communities in Britain, or between Britain and parts of India Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether	<b>Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately.</b> <b>Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha etc</b> Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live <b>Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha etc.</b> <b>Give evidence and examples to show how Hindus put their beliefs into practice in different ways</b> Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus. Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view

	mess up the world and what they do to look after it	<b>their beliefs and actions (e.g. care for creation, fast in Ramadan)</b> <b>Give examples of how Muslims put their beliefs about prayer into action.</b>	taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas	
<b>Component Knowledge</b>	<p>1. Consider the question: What do you find beautiful and wonderful about the natural world?</p> <p>2. Know that some people believe God created the world. Read the Christian creation story.</p> <p>3. Know that Christians worship and pray to God to thank him for creation.</p> <p>4. Connect harvest celebrations as a way Christians thank God for the world.</p> <p>5. Consider how Christians care for the world reflect on what this means for us.</p>	<p>1. Reflect on learning from previous unit on Islam and revisit the idea that stories of the Prophet are very important in Islam.</p> <p>2. Find out about the message given to Muhammad by exploring the story of the first revelation he received of the Holy Qur'an. Find out about how, where, when and why Muslims read the Qur'an, and work out why Muslims treat it as they do</p> <p>3. Introduce the idea of the Five Pillars as examples of 'ibadah', or 'worship'. Reciting the Shahadah is one Pillar. Another is prayer, 'salah'. Consider what difference it makes to how they live every day? (Note that Units in KS2 will go into other Pillars in more depth, so only introduce the others at this point.)</p> <p>4. Reflect on what lessons there might be from how Muslims live: how do they set a good example to others? Consider whether prayer, respect, celebration and self-control are valuable practices and virtues for all people to develop, not only Muslims.</p>	<p>1. Find out about how Hindus show their faith within their families and at home.</p> <p>2. Explore Hindu family rituals e.g. daily puja, blessing food: which objects and actions are most important and why? Compare these to their own experiences.</p> <p>3. Explore what Hindus do to show their tradition within their wider faith communities.</p> <p>4. Find out how Hindus celebrate Diwali in Britain today. Learn the story of Rama and Sita.</p> <p>5. Examine the use of light in Hindu celebrations to represent good overcoming bad and compare to other festivals of light (eg Christmas for Christians).</p> <p>6. What good things come from sharing in worship and rituals in family and community? Are there similarities and differences with people in other faith or non-faith communities?</p> <p>7. Visit a Hindu temple to consolidate learning and experience where Hindu's</p>	<p>1. Recall learning about Brahman and atman. Remember that Hinduism is very diverse, and so there is hardly anything that we can say 'all Hindus believe ...' However, the ideas of dharma, karma, samsara and moksha are commonly held.</p> <p>2. Explore the Hindu story from the Mahabharata, the 'man in the well': this presents one picture of the way the world is for a Hindu worldview.</p> <p>3. Explore Hindu ideas of karma – the law of cause and effect, and how actions bring good or bad karma. Reflect on how these beliefs offer reasons why a Hindu might try to be good.</p> <p>4. Explore Hindu ideas about the four aims of life (purusharthas): dharma; artha; kama; moksha and compare these with pupils' goals for living.</p> <p>5. Look at the different dharma/duties Hindus have at the four ashramas: student, householder, retired person, renouncer.</p> <p>6. Consider some Hindu values and how they make a difference to Hindu life, individually and in community,</p> <p>7. Talk about how different people respond to the idea of 'making a difference', including non-religious responses and the ideas of pupils themselves.</p>

			come together to celebrate their faith as a community.	
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Cycle A Spring Term 4	Carnival of Colour			Extreme Earth		By Royal Appointment	
	YR	Y1	Y2	Y3	Y4	Y5	Y6
Key Concept	<b>Salvation</b>	<b>Salvation</b>		<b>Salvation</b>		<b>Salvation</b>	
Key Question	Why do Christians put a cross in an Easter garden?	Why does Easter matter to Christians?		Why do Christians call the day Jesus died, 'Good Friday'?		What do Christians believe Jesus did to save people?	
End Points	Re-tell the Easter story. Know that this is an important festival for Christians because Jesus dies to save us because God loves us all. Identify Easter symbols and explain their significance.	Place the Easter story chronologically within the 'big story' of the Bible.  Begin to understand the concept of salvation.  Give examples of how Christians demonstrate their beliefs in worship at Easter.  Reflect on the meaning of Easter for Christians and for themselves.		Explain the concept of salvation and what this means for Christians.  Make links between the Gospel accounts and aspects of the Easter celebrations.  Reflect on why the day Jesus died is called 'Good Friday'.		Place Incarnation and Salvation chronologically within the 'big story' of the Bible.  Reflect on the meaning of Easter and what this means for Christians: how do they put their beliefs into action?  Reflect on the idea of sacrifice and what this means to them and the wider world.	
Key Vocabulary	Easter, symbol, Holy Week, Bible	Incarnation, salvation, Bible, Holy Week, Easter		Salvation, Holy Week, Gospel		Incarnation, salvation, resurrection, sacrifice, Holy Communion	

<p><b>Progression of Knowledge in bold</b> and Progression of Skills Making sense of the text <b>Understanding impact</b> Making connections</p>	<p>Recognise and retell stories connected with the celebration of <b>Easter</b>  <b>Say why Easter is a special time for Christians</b>  <b>Recognise some symbols Christians use during Holy Week eg palm leaves, cross, eggs etc</b>  Talk about some ways Christians remember these stories at Easter  Make connections with signs of new life in nature</p>	<p>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.  <b>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</b>  <b>Recognise that Jesus gives instructions about how to behave.</b>  <b>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</b>  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 to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.</p>	<p>Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live.  <b>Offer informed suggestions about what the events of Holy Week mean to Christians</b>  Give examples of what Christians say about the importance of the events of Holy Week  Make simple links between the Gospel accounts and <b>how Christians mark the Easter events in their communities</b>  <b>Describe how Christians show their beliefs about Jesus in worship in different ways</b>  Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.</p>	<p>Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.  <b>Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.</b>  <b>Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts</b> Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.  <b>Show how Christians put their beliefs into practice in different ways</b>  Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.  Articulate their own responses to the idea of sacrifice, recognising different points of view</p>
<p><b>Component Knowledge</b></p>	<p>1. How do you celebrate Easter and what parts of the celebration are most special to you?  2. Re-tell the Easter story, beginning with Palm Sunday and consider how Christians celebrate</p>	<p>1. Look around for examples of the new life that comes in the spring. (The story for Christians leads to the idea of new life.)  2. Re-tell the story of Holy Week.  3. Discuss the possible emotions of Jesus' followers during the week.  4. Connect the idea of eggs, new life and the belief in Jesus' resurrection and reflect on salvation and what this means for</p>	<p>1. Reflect on previous learning about Holy Week, from Key Stage What can they remember? Look at 3 different crosses and consider how each one relates to different events within Holy Week.  2. Re-tell the story of Holy Week from Matthew 21:7–11 • Luke 23:13–25, 32–48 • Luke 24:1–12 and invite pupils</p>	<p>1. Give children the opportunity to revisit the timeline of the Big Story of the Bible: order symbols or pictures of key concepts and key stories/events.  2. Children to order artwork representations of the last days of Jesus' life, beginning with the Last Supper.  3. Read Mark's Gospel, Chapters 14–15, and invite children to create a freeze frame, discussing their choice with others.</p>

	<p>it today. Reflect on the resurrection and new life: what does this mean for Christians?</p> <p>3. What are the symbols of Easter and what do they mean? Why are eggs linked to Easter?</p> <p>4. Make an Easter garden: what needs to be included?</p> <p>5. How might Jesus' followers felt at different stages of the story?</p> <p>6. Invite a Christian in: ask how they celebrate Easter and what parts are most important to them.</p>	<p>Christians.</p> <p>5. Find out about how churches celebrate different parts of Holy Week and connect these practices with the events in the story.</p> <p>6. Why do you think people find it helpful to believe that there is life in heaven after death? Respond through art.</p>	<p>to consider the story from Mary's point of view.</p> <p>3. Write a diary piece, from Mary's perspective.</p> <p>4. Understanding the impact: consider the ways that Christians celebrate Holy Week, using real- life examples.</p> <p>5. Making connections: ask children to reflect on their own feelings of joy, sadness and hope and to then create a triptych: 'salvation art'</p> <p>6. Ask pupils to create a poem to further illustrate their feelings and understanding of Good Friday and Easter Sunday.</p>	<p>4. Why did Jesus die? Explore this question in depth through activities and discussion.</p> <p>5. Understanding the impact: explore the meaning of Jesus' death for Christians and the symbolism of the bread and wine. How do Christians remember Jesus' sacrifice throughout the Christian calendar year?</p> <p>6. Making connections: ask children to consider what they would sacrifice and why. Ask pupils to draft a short charter for the school, local community or the world to explain how far the idea of sacrifice is good and necessary for making the world a better place.</p>
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Cycle A Summer Term 5	Calling All Explorers!			Romans Rule!		Up the chimney	
	YR	Y1	Y2	Y3	Y4	Y5	Y6
Key Concept	<b>God/Creation</b>		<b>Gospel</b>	<b>Kingdom of God</b>		<b>Kingdom of God</b>	

Key Question	What places are special and why?	What is the good news Jesus brings?	For Christians, when Jesus died what was the impact of Pentecost?	For Christians, what kind of king is Jesus?
End Points	<p>Recognise that different religious groups have different special places that link them to God.</p> <p>Name some places of worship and some of the rituals that go on there.</p> <p>Make connections to their own special places.</p>	<p>Re-tell stories from the Bible.</p> <p>Make links between the stories and the 'good news' that Jesus brings to all.</p> <p>Describe the impact on the good news for Christians and how it impacts on their everyday lives.</p> <p>Reflect on the relevance of Jesus' good news for them and for others who may not be Christian.</p>	<p>Re-tell the story of Pentecost, making links with the concept of 'Kingdom of God' on earth.</p> <p>Describe the link between Christian beliefs about the Holy Spirit and how they live.</p> <p>Make links between the Kingdom of God in the Bible and how people live their lives today.</p>	<p>Explain their understanding of the concept of the Kingdom of God.</p> <p>Consider different interpretations of biblical texts and their connections to the concept of the Kingdom of God.</p> <p>Relate the Christian idea of Kingdom of God to current issues in the world today.</p>
Key Vocabulary	Place of worship, religion, Christian, Muslim, Jews	Bible, Gospel, charity, confession	Pentecost, Kingdom, Bible, chapter, verse, Holy Spirit	Kingdom of God
<p><b>Progression of Knowledge in bold</b> and</p> <p>Progression of Skills</p> <p>Making sense of the text <b>Understanding impact</b></p> <p>Making connections</p>	<p><b>Begin to recognise that for Christians, Muslims or Jews, these special things and places link to beliefs about God</b></p> <p><b>Recognise that some religious people have places which have special meaning for them</b></p> <p><b>Talk about the things that are special and valued</b></p>	<p><b>Tell stories from the Bible and recognise a link with the concept of 'Gospel' or good news.</b></p> <p><b>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</b></p> <p><b>Recognise that Jesus gives instructions to people about how to behave.</b></p> <p><b>Give at least two examples of ways in which Christians follow the teachings studied about</b></p>	<p><b>Make clear links between the story of Pentecost and Christian beliefs about the 'Kingdom of God' on earth.</b></p> <p><b>Offer informed suggestions about what the events of Pentecost in Acts 2 might mean</b></p> <p><b>Give examples of what Pentecost means to some Christians now</b></p> <p><b>Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God, and how Christians live now.</b></p>	<p><b>Explain connections between biblical texts and the concept of the Kingdom of God.</b></p> <p><b>Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations</b></p> <p><b>Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice.</b></p> <p><b>Show how Christians put their beliefs into practice in different ways</b></p>

	<p><b>in a place of worship</b></p> <p>Talk about somewhere that is special to themselves and say why; 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</p>	<p><b>forgiveness and peace, and bringing good news to the friendless.</b></p> <p><b>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).</b></p> <p>Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.</p>	<p><b>Describe how Christians show their beliefs about the Holy Spirit in worship</b></p> <p>Make links between ideas about the Kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas</p>	<p>Relate the Christian 'Kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today. Articulate their own responses to the idea of the importance of love and service in the world today</p>
<p><b>Component Knowledge</b></p>	<ol style="list-style-type: none"> <li>1. What places are special to you and why?</li> <li>2. Consider a church building as a special place for Christians.</li> <li>3. Consider a place of worship for members of another faith e.g. synagogue or temple.</li> <li>4. Visit a local church or other place of worship.</li> <li>5. Create a special place in the inside/outside area or wider school grounds: a space for quiet reflection.</li> </ol>	<ol style="list-style-type: none"> <li>1. In discussion with the children, create a list of 12 people (or professions) to change the world: who would they choose and why? The New Testament describes the 12 people Jesus chose ... 2. Read, dramatise and illustrate the story of Matthew the tax collector, one of Jesus' 'world-changers' and compare with story of Zacchaeus.</li> <li>3. What was the 'good news' that Jesus brought? Consider and explore forgiveness.</li> <li>4. Consider and explore the good news of peace.</li> <li>5. Explore some ways in which Christians try to bring Jesus' 'good news' to others and how their relationship with God impacts their everyday life.</li> <li>6. Investigate a church building and find out how it helps Christians remember the</li> </ol>	<ol style="list-style-type: none"> <li>1. Assess children's prior understanding by asking questions: Is the Kingdom of God a place? Who is its leader? Who is part of the Kingdom of God? How can someone become part of it?</li> <li>2. Reflect on previous learning about Good Friday. What do you think happened next?</li> <li>3. Read from the Bible, The Day of Pentecost: Acts 2: 1–15, 22 and 37–41. Ask open ended questions throughout to encourage children to reflect on what they are hearing.</li> <li>4. Using an artwork that shows the story as a narrative, give pupils just a part of the picture: can they draw the rest of it from the Bible story?</li> <li>5. Consider other artworks that illustrate Pentecost and ask questions: what does this tell us about the story.</li> </ol>	<ol style="list-style-type: none"> <li>1. What's bad about the world and who do we know who has tried to make a difference? Consider: did Jesus come to earth so that people can enter heaven, or did he come to make earth a better place?</li> <li>2. Re-write the Lord's Prayer in simple language that a Year 1 could understand: elicit meaning of the text.</li> <li>3. Read and reflect on stories about Jesus from the Bible: The Feast: Luke 14:12–24 The Tenants in the Vineyard: Matthew 21: 33–46. What do these stories tell us about Jesus?</li> <li>4. Understanding the impact: if Christians believe that Jesus is a king, then what would his kingdom be like? Compare the words in hymns; consider the work of Christian charities. How are Christians trying to bring the kingdom of God, to earth?</li> <li>5. Making connections: invite children to pitch ideas/projects, to make the world a better</li> </ol>

	6. Go for a nature walk: what makes our natural world a special place and how can we look after it?	ways in which Jesus' life and teaching offers them 'good news'. 7. Explore the idea that offering friendship to others (especially the friendless), finding ways of being at peace and bringing peace, such as through forgiveness – these are all good things for people, not only Christians.	Children to then write and share a diary entry from different perspectives. 6. Understanding the impact: since Pentecost, Christians have been trying to make the world look more like the Kingdom of God. Children to reflect on this and respond through mind maps or art. 7. For Christians, why did Pentecost need to happen? Reflect on the meaning for Christians and also on why some choose not to have God as 'king' in their life.	place. Why might Jesus think this is a good idea?
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Cycle A Summer Term 6	Know Your Place - local history (Whole school topic)						
	YR	Y1	Y2	Y3	Y4	Y5	Y6
Key Concept	<b>God</b>	<b>Sacred places</b>		<b>Thematic Unit - World Views</b>		<b>Thematic Unit - questioning and reflecting on beliefs</b>	
Key Question	What times/stories are special and why?	What makes some places sacred to believers?		How and why do people mark the significant events of life?		How does faith help when life gets hard?	
End Points	Identify some sacred texts for different religions and understand why these are important for those faith groups. Re-tell some religious stories and	Identify different objects used in different places of worship for different religions.  Connect beliefs about God and worship to specific places of worship.  Compare religious and non-religious special places and consider why they are important to different groups of people.		Identify and compare beliefs about love, commitment and promises in at least two different religious traditions.  Describe and compare what happens in ceremonies of commitment.  Reflect on whether ceremonies of commitment are important today.		Describe at least three examples of how religions guide people.  Identify different beliefs about life after death.  Make connections between beliefs and how people respond to challenges in life.	

	what they teach believers. Reflect on what these stories might teach us.			Reflect on their own beliefs to answer the unit question.
Key Vocabulary	Holy/sacred text/book, Bible, Torah, Qur'an	Sacred, worship, symbols, artefacts, church, synagogue, mosque	Commitment, ceremony, religious and non-religious, baptism, marriage	Religious traditions, bereavement, karma, reincarnation, afterlife
<b>Progression of Knowledge in bold</b> and Progression of Skills Making sense of the text <b>Understanding impact</b> <b>Making connections</b>	Talk about some religious stories Recognise some religious words eg about God Recognise a sacred text eg Bible, Torah <b>Talk about some of the things these stories teach believers eg about being friends in the story of Zacchaeus; what Jesus' story teaches about saying thank you; what the Chanukah story teaches Jews about standing up for what is right etc</b> Identify some of their own feelings in the stories they hear	<b>Recognise that there are special places where people go to worship, and talk about what people do there</b> <b>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</b> <b>Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</b> 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 <b>Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</b> <b>Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe</b> <b>Give simple examples of how people worship at a church, mosque or synagogue</b> Talk about why some people like to belong to a sacred building or a community.	<b>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean</b> <b>Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today</b> <b>Describe what happens in ceremonies of commitment</b> (e.g. baptism, sacred thread, marriage) and say what these rituals mean 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) <b>Identify some differences in how people celebrate commitment</b> (e.g. different practices of marriage, or Christian baptism) Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones	<b>Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life</b> <b>Identify beliefs about life after death in at least two religious traditions, comparing and accounting for similarities and differences</b> <b>Make clear connections between what people believe about God and how they respond to challenges in life</b> (e.g. suffering, bereavement) <b>Give examples of ways in which beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives</b> <b>Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these</b> <b>Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own</b>

			<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>	
<b>Component Knowledge</b>	<p>1. What's your favourite story and why?</p> <p>2. Consider the Bible being the holy book for Christians that helps them to understand more about God and people.</p> <p>3. Hear and explore some stories from major faith traditions: Judaism and the story of Chanukah; Christianity and stories Jesus told; Muslims use stories about the Prophet Muhammad*; Hindus enjoy the story of Rama and Sita, the story of Ganesha, stories about Krishna</p> <p>4. Reinforce this</p>	<p>Throughout this unit, make connections with pupils' prior learning from earlier in the year.</p> <p>1. How are the words 'sacred' and 'holy' are used; what makes some places and things special, sacred or holy?</p> <p>2. Ask questions and reflect on what we know: which objects match with what holy buildings, and what are the objects for?</p> <p>3. Why is it important to show respect for other people's precious or sacred belongings?</p> <p>4. Explore the main features of places of worship in Christianity: visit the local church and compare the features to the synagogue visited in Cycle B.</p> <p>5. Explore the meanings of signs, symbols, artefacts and actions and how they help in worship</p> <p>6. Explore how religious believers sometimes use music to help them in worship</p> <p>7. Are holy buildings for God or for a community or both? What's the difference between religious buildings and other community buildings?</p>	<p>1. Consider the value and meaning of ceremonies that mark milestones in life, particularly those associated with growing up and taking responsibility within a faith community.</p> <p>2. Explore the symbols and rituals used and the promises made; explore what meaning these ceremonies have to the individual, their family and their communities; reflect on the ongoing impact of these commitments.</p> <p>3. Consider whether and how non-religious people mark these moments and compare some different commitments held by believers in different religions – and by the pupils themselves.</p> <p>4. Work with the metaphor of life as a journey: what might be the signposts, guidebooks, stopping points or traffic jams? Does religious or spiritual teaching have an impact on believers' life journey?</p> <p>5. Create a 'map of life' for a Hindu, Jewish or Christian person, showing what these religions offer to guide people through life's journey.</p>	<p>1. Use stimulating material to encourage pupils to ask questions about life, death, suffering, and what matters most in life.</p> <p>2. Explore how some people might thank God in good times, and how, more broadly, living a life of gratitude can lead to happier and healthier lives, whether religious or non-religious (see Psalm 103 and <a href="http://happierhuman.com/benefits-of-gratitude">happierhuman.com/benefits-of-gratitude</a>).</p> <p>3. Explore ways in which religions help people to live, even when times are tough, Ask some religious believers to explain how their faith has helped them in difficult times, and how it encourages them to enjoy life too. Use the story of Job in the Jewish and Christian scriptures.</p> <p>4. Learn some key concepts about life after death, comparing religious and non-religious beliefs and sources of authority, and exploring whether these beliefs make a difference to people when facing death.</p> <p>5. Compare ceremonies that mark death/passing away, noting similarities and differences, how these express different beliefs, and how they might be important to the living.</p> <p>6. Read and respond to prayers, liturgies, meditation texts and songs/hymns used when</p>

	learning through follow-up activities within Continuous Provision		6. Reflect on their own ideas about the importance of love, commitment, community, belonging and belief today.	someone has died, and think about the questions and beliefs they address. 7. Look at examples of 'art of heaven' in which religious believers imagine the afterlife; explore how these art works reflect Christian, Hindu and nonreligious beliefs; ask pupils to respond with art work of their own. 8. Provide opportunities for pupils to record responses to the question, 'How does religion help people when life gets hard?'
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Cycle B Autumn Term 1	<b>Marvellous Me!</b> Humanities -My family history <i>Whole School Topic</i>						
End of Unit Outcomes:	Below are the learning outcomes that are specific to each unit question, leading to the end of phase outcomes as above.						
	YR	Y1	Y2	Y3	Y4	Y5	Y6
Key Concept	<b>Belonging</b>	<b>Belonging</b>		<b>Creation</b>		<b>God</b>	
Key Question	Being special: where do we belong?	What does it mean to belong to a faith community?		What do Christians learn from the Creation story?		What does it mean if Christians believe God is holy and loving?	
End Point	Know key aspects of a Christian baptism celebration and describe how this relates to their own special experiences.	Describe key features of religious ceremonies, including the symbolism of actions and symbols. Know how different religious groups express belonging within their community and relate this to their own experiences of belonging.		Re-tell the Christian creation story, placing it correctly within the Big Story of the Bible. Know how Christians demonstrate their belief in God as the creator.		Identify biblical texts and make connections to Christians ideas of God. Explain how Christian ideas about God impact on the day to day lives of Christians and what impact these ideas may have on the wider world. Reflect on what these ideas might mean for them.	

Key Vocabulary	Christianity, Baptism, Christening, ceremony, religion	Religion, faith, community, Christianity, Judaism, Jew, Islam, Muslim	Bible, book, chapter, verse, Genesis, creation, creator, the fall	Worship, omnipotent, omniscient, eternal, Holy, loving, forgiving
<b>Progression of Knowledge in bold</b> and Progression of Skills	<b>Retell religious stories</b> <b>Recall simply what happens at a traditional Christian celebration eg baptism</b> <b>Recall what happens when a baby is welcomed into a religion other than Christianity</b> Make connections between stories and personal experiences Share and record occasions when things have happened in their lives that made them feel special	Recognise that loving others is important in lots of communities. <b>Say simply what Jesus and one other religious leader taught about loving other people.</b> <b>Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences.</b> Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas. <b>Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean.</b> <b>Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious).</b>	<b>Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'</b> Make clear links between Genesis 1 and what Christians believe about God and Creation <b>Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world</b> <b>Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the earth – some specific ways)</b> <b>Describe how and why Christians might pray to God, say sorry and ask for forgiveness.</b> <b>Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today</b>	<b>Identify some different types of biblical texts, using technical terms accurately.</b> Explain connections between biblical texts and Christian ideas of God, using theological terms <b>Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed.</b> <b>Show how Christians put their beliefs into practice in worship</b> 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
Making sense of the text Understanding impact Making connections				

<p><b>Component Knowledge</b></p>	<ol style="list-style-type: none"> <li>1. What makes you special and unique?</li> <li>2. Introduce the idea that religions teach that each person is unique and valuable too.</li> <li>3. Reflect on how the belief that God loves children is shown in Christianity through infant baptism and dedication.</li> <li>4. Talk about how children are welcomed into another faith or belief community.</li> <li>5. Consider ways of showing that people are special in our own lives.</li> </ol>	<ol style="list-style-type: none"> <li>1. What groups do you belong to?</li> <li>2. Find out about some symbols of 'belonging' used in Christianity and at least one other religion, and what they mean.</li> <li>3. Explore the idea that everyone is valuable: tell the story of the Lost Sheep and/or the Lost Coin</li> <li>4. Connect to teachings of Christianity, Judaism and Islam, about how people should love each other.</li> <li>5. Re-visit Christian infant baptism and dedication and compare this to Jewish and/or Islamic naming ceremonies.</li> <li>6. Find out how people can show they love someone and that they belong with another person.</li> <li>7. Explore the idea that different people belong to different religions, and that some people are not part of religious communities, but that most people are in communities of one sort or another.</li> </ol>	<ol style="list-style-type: none"> <li>1. Re-visit the story of creation:- what do pupils remember, where does it fit within the Big Story of the Bible?</li> <li>2. Read the creation story from the book of Genesis in the Bible: what does this tell us about humans being made in God's image?</li> <li>3. Making connections:- what can this teach everyone about how we should care for the world, whatever our religious beliefs (or none)?</li> <li>4. Understanding the impact:- explore the ten commandments. Why did God provide these for people to follow?</li> <li>5. Explore the idea of forgiveness/refer back to the story of the Prodigal Son that was learn in KS1. Can the pupils make links between this story and Genesis 3?</li> </ol>	<ol style="list-style-type: none"> <li>1. Hook children in by asking them to consider someone famous whom they admire. What would it feel like if they met them? What would they ask them? Reflect that for Christians, their desire to know God better and to feel closer to him is a life-long journey.</li> <li>2. Create their own imaginary God:- how would he/she/they be described? Then explore Biblical text to find out more about God from three people who claim to know him: David (Psalm 103); Isaiah (Isaiah 6:1-5); John (1 John 4:7-13). Ask pupils to look for words and phrases from the texts to describe what God is like, what God does and what God does not do.</li> <li>3. Compare their own descriptions of a God with those from the Bible. Focus on two important ideas about God: Christians see God as holy as well as loving. (See Essential Information: you might read Exodus 19:1-19 to show how serious this is in the Bible). Get pupils to go back to the texts and identify the ones that are to do with God being holy, and those to do with God being loving.</li> <li>4. Pupils to express their learning so far, creatively.</li> <li>5. Understanding the impact: what do cathedrals and hymns show what Christians believe about God? Ask pupils to write an advert for a Christian music company,</li> </ol>
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						<p>explaining the benefits of listening to their music/visiting their places of worship.</p> <p>6. Making connections: develop, through discussion, pupils' ability to weigh up these biblical ideas: a) God is holy, and very different to humans; b) God is loving and forgives everyone who is truly sorry; c) God's holiness and love are seen in his dealings with his people — his commands and his willingness to forgive.</p> <p>7. Ask pupils to write their own guidelines for living, including a paragraph to explain what would happen if you don't follow them.</p>	
<b>Cycle B Autumn Term 2</b>	<b>Lights, Camera, Action!</b>			<b>Ancient Achievers!</b>		<b>All fired up and ready to go</b>	
	YR	Y1	Y2	Y3	Y4	Y5	Y6
Key Concept	<b>Incarnation</b>	<b>God</b>		<b>People of God</b>		<b>Tawhid:- the oneness of God</b>	
Key Question	Why do Christians Perform Nativity Plays?	What do Christians believe God is like?		What is it like to follow God?		What does it mean to be a Muslim in Britain today?	
End Point	<p>Re-tell the story of Christmas.</p> <p>Know that Christmas is a Christian festival that celebrates the birth of Jesus.</p>	<p>Re-tell the story of the Lost Son.</p> <p>Identify the links between this parable and the Christian idea of God as a forgiving father.</p>		<p>Re-tell the story of Noah and the Ark.</p> <p>Describe what this story means for Christians and how it impacts on everyday life for different communities locally and around the world.</p>		<p>Describe key aspects of the Muslim faith and what this means for Muslims in their daily lives.</p> <p>Make connections between Muslim beliefs and ways of living for different Muslim communities in Britain.</p>	

Key Vocabulary	Nativity, incarnation, Christian	Parable, Bible, Christian, worship, forgiveness, dialogic talk (to engage interest, stimulate thinking, advance understanding, expand ideas, and build and evaluate arguments)	Covenant	Muslim, Islam, Tawhid, Qur'an, ibadah,
<p><b>Progression of Knowledge in bold</b> and Progression of Skills</p> <p>Making sense of the text <b>Understanding impact</b></p> <p>Making connections</p>	<p><b>Begin to recognise the word incarnation as describing the belief that God came to Earth as Jesus</b></p> <p>Retell religious stories</p> <p><b>Recall simply what happens at a traditional Christian festival, including the tradition of nativity plays</b></p> <p>Talk about people who are special to them</p> <p>Say what makes their family and friends special to them</p> <p>Make connections with personal experiences</p>	<p><b>Identify what a parable is</b></p> <p><b>Tell the story of the Lost Son from the Bible simply</b> and recognise a link with the Christian idea of God as a forgiving Father.</p> <p>Give clear, simple accounts of what the story means to Christians</p> <p><b>Give at least two examples of a way in which Christians show their belief in God as loving and forgiving</b> (e.g. 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 (e.g. by saying sorry to God)</p> <p>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas</p> <p>Give a reason for the ideas they have and the connections they make.</p>	<p><b>Make clear links between the story of Noah and the idea of covenant</b></p> <p>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony</p> <p>Make links between the story of Noah and how we live in school and the wider world.</p>	<p><b>Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an</b> (e.g. tawhid; Muhammad as the Messenger, Qur'an as the message).</p> <p><b>Describe ways in which Muslim sources of authority guide Muslim living</b> (e.g. Qur'an guidance on five pillars; hajj practices follow example of the Prophet)</p> <p>Make clear connections between Muslim beliefs and <i>ibadah</i> (e.g. Five Pillars, festivals, 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/East Sussex 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 articulate what it is like to be a Muslim in Britain today, giving good reasons for their views</p>

<p><b>Component Knowledge</b></p>	<ol style="list-style-type: none"> <li>1. Re-tell the Christmas story and identify the key characters.</li> <li>2. Consider the birthday celebration behind the Christmas story.</li> <li>3. Consider Christmas artefacts, signs and symbols and their relevance.</li> <li>4. Connect Christmas gifts with the story of the wise men who gave gifts to Jesus. Reinforce the idea that the most important gift to Christians would be Jesus.</li> <li>5. Provide follow-up activities to respond to the story as part of continuous provision, e.g. playdough, Nativity figures, Christmas cards and songs, etc.</li> </ol>	<p><b>NB</b> If studying the parable of Jonah and the Whale (Digging Deeper), this story will be re-visited in greater depth in Lower KS2. See UC for details.</p> <ol style="list-style-type: none"> <li>1. Pre-assess the children’s understanding by asking them the unit question, and allowing them to mind-map their ideas. What do they already know?</li> <li>2. In response to the children’s current knowledge, either re-tell the story of The Lost Son (core learning) or Jonah and the Whale (digging deeper).</li> <li>3. Explore the purpose of the parables: stories Jesus told to help people to understand ideas about God and about how they should live.</li> <li>4. Use dialogic talk to discuss the meaning behind the story: make hidden meaning boxes (see resources)</li> <li>5. Understand that for Christians these parables teach that God is loving and forgiving, like a parent. Consider this idea in the context of a parent or carer.</li> <li>6. Explore how Christians show that they love God.</li> <li>7. Consider what parables can teach us all, Christian or not.</li> </ol>	<ol style="list-style-type: none"> <li>1. Tell the story of Noah from Genesis 6:5–9:17. Explore the story through drama and reflect on why they think Christian and Jewish people still read it today.</li> <li>2. Consider the qualities of Noah and put him in the ‘hot-seat’. What was God’s covenant with Noah?</li> <li>3. Pupils finish sentence starter — ‘What I would like to say about God in the story is...’ Open up a discussion and consider that God wanted to do good for his people and that after the flood he promises to stick by his people: he is all forgiving.</li> <li>4. Making connections: think about agreements people make in everyday life eg driving on the right side of the road. Ask pupils to think about something they could do to make their table/school group/class a better place.</li> <li>5. Understanding the impact: consider groups of people eg Brownies,</li> </ol>	<ol style="list-style-type: none"> <li>1. Set the context, using the information in the most recent census (see Guidance p.146). Talk about the fact that there are different Muslim groups: Sunni, Shi’a and Sufi.</li> <li>2. Give an overview of the Five Pillars as expressions of ibadah (worship and belief in action). Deepen pupils’ understanding of the ones to which they have already been introduced and explore how these Pillars affect the lives of Muslims, moment by moment, daily, annually, in a lifetime.</li> <li>3. Think about and discuss the value and challenge for Muslims of following the Five Pillars, how they are practised by Muslims in different parts of Britain today and consider what beliefs, practices and values are significant in pupils’ lives.</li> <li>4. Find out about the festival of Eid-ul-Adha, at the end of Hajj,</li> <li>5. Consider the significance of the Holy Qur’an for Muslims as the final revealed word of God and explore examples of key stories of the Prophets, noting how some of these stories are shared with Christian and Jewish people</li> <li>6. Explore how Muslims put the words of the Qur’an and the words and actions of the Prophet Muhammad into practice, and what difference they make to the lives of Muslims.</li> </ol>
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			doctors, parents at Christenings, and the promises they make. Reflect on weddings (or other traditional celebration) and the promises that people make to each other.	7. Visit a mosque, to investigate the design and purpose of a mosque/masjid and explain how and why the architecture, artwork and activities (e.g. preparing for prayer) reflect Muslim beliefs.			
			6. Recall and record responses to the unit question: <b>what is it like to follow God?</b>				
<b>Cycle B Spring Term 3</b>	<b>Superheroes</b>		<b>Under the Canopy</b>	<b>Frozen Kingdom</b>			
	YR	Y1	Y2	Y3	Y4	Y5	Y6
Key Concept	<b>God/Creation</b>	<b>God</b>		<b>Ibadah (worship/service)</b>		<b>Incarnation</b>	
Key Question	Why is the word 'God' so important to Christians?	Who is Jewish and how do they live? (Part 1)		How do festivals and worship show what matters to a Muslim?		Why do Christians believe Jesus was the Messiah?	
End Points	Understand the Christian belief as God the creator. Recognise the importance of looking after our wonderful world, for Christians and for themselves.	Begin to identify some Jewish traditions, rituals and celebrations. Understand the impact that Jewish beliefs in God have on their daily lives, and make comparisons to their own beliefs and traditions.		Name some key beliefs about God in Islam. Describe how Muslims demonstrate their faith and belief in God, through daily traditions and celebrations.		Know the Easter story and place it chronologically within the Big Story of the Bible. Describe the concept of incarnation and what this means for Christians. Identify aspects of Biblical text that evidences Jesus as the Messiah. Reflect on the Christian belief of Jesus as the Messiah and what this might mean for themselves and for the wider world today.	
Key vocabulary	Creation, creator	Shema, Chanukah, Shabbat, synagogue, Torah		Muslim, Islam, Surah, ibadah, worship, fasting		Incarnation, Gospel, messiah, saviour	

<p><b>Progression of Knowledge in bold</b> and Progression of Skills</p> <p>Making sense of the text <b>Understanding impact</b></p> <p>Making connections</p>	<p><b>Retell stories, talking about what they say about the world, God and human beings</b></p> <p><b>Say how and when Christians like to thank their Creator</b></p> <p>Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world; Think about the wonders of the natural world, expressing ideas and feelings; Talk about what people do to mess up the world and what they do to look after it</p>	<p><b>Recognise the words of the Shema as a Jewish prayer</b></p> <p><b>Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah)</b></p> <p><b>Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.</b></p> <p>Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas</p> <p>Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</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><b>Identify some beliefs about God in Islam, expressed in Surah I.</b></p> <p><b>Make clear links between beliefs about God and <i>ibadah</i> (e.g. how God is worth worshiping; how Muslims submit to God)</b></p> <p><b>Give examples of <i>ibadah</i> (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</b></p> <p>Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)</p> <p>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>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, giving good reasons for their ideas</p>	<p><b>Explain the place of Incarnation and Messiah within the ‘big story’ of the Bible.</b></p> <p><b>Identify Gospel and prophecy texts, using technical terms.</b></p> <p>Explain connections between biblical texts, Incarnation and Messiah, using theological terms</p> <p><b>Show how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas.</b></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 of Jesus as 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, giving good reasons for their answers</p>
<p><b>Component Knowledge</b></p>	<p>1. Consider the question: What do you find beautiful and wonderful about the natural world?</p>	<p>1. What precious items do you have in your home? Why are they important?</p> <p>2. Find out what special objects Jewish people might have in their home.</p> <p>3. Introduce Jewish beliefs about God as</p>	<p>1. Read Surah I (chapter I) of the Qur’an. What does it tell Muslims about what God is like? Re-visit salah (prayer five times a day). Building on previous learning, look at what</p>	<p>1. Re-cap the Big Story of the Bible: order pictures of the key concepts alongside the Big Frieze.</p> <p>2. Explain that in this unit we will be looking at the New Testament but that first</p>

	<p>2. Know that some people believe God created the world. Read the Christian creation story.</p> <p>3. Know that Christians worship and pray to God to thank him for creation.</p> <p>4. Connect harvest celebrations as a way Christians thank God for the world.</p> <p>5. Consider how Christians care for the world reflect on what this means for us.</p>	<p>expressed in the Shema (Deuteronomy 6:4–9) i.e. God is one.</p> <p>4. Explore mezuzah and Shabbat and how these all remind Jews about what God is like.</p> <p>5. Talk about the People of Israel as God’s Chosen People (sometimes called Favoured People).</p> <p>6. Look at a mezuzah, how it is used and how it has the words of the Shema on a scroll inside. Find out why many Jews have this in their home.</p> <p>7. What words you would like to have displayed in your home and why?</p>	<p>happens in prayer and explore how prayer shows what matters to a Muslim.</p> <p>2. Find out about the experiences of a Muslim fasting during Ramadan and how Muslims celebrate Eid-ul-Fitr at the end of the fast.</p> <p>4. Explore what happens in a Muslim household at Eid-ul-Fitr and how this shows that Muslims worship Allah.</p> <p>5. Explore the ‘Night of Power’ (Laylat-ul-Qadr) which is celebrated during the last ten days of Ramadan, to mark the giving of the Qur’an.</p> <p>6. What are the benefits for anyone of living a self-disciplined life? What things might people who are not Muslims stop and reflect on five times a day, and what benefits could it have?</p> <p>7. How can pupils live more harmoniously? What steps could the class, school, neighbourhood, country and world take to live in harmony?</p>	<p>we need to look back at the Old Testament. Examine the situation for the People of God who were taken into exile in Babylon in 586 BCE.</p> <p>3. What characteristics would a saviour need to have? Was Jesus a saviour/was he the Messiah?</p> <p>4. Look for clues in the Bible and then write a report, as a ‘journalist’.</p> <p>5. Understanding the impact: consider how Christians spread the word of God in different ways, and that they believe that he was not only a prophet in the Old Testament, but God in the Flesh. Record ideas about how Christians celebrate Jesus at Christmas.</p> <p>6. Plan for opportunities for pupils to reflect on and record their learning from this unit to answer the key question: Was Jesus the Messiah?</p>			
<b>Cycle B Spring Term 4</b>	<b>The Enchanted Forest</b>			<b>Traders and Raiders</b>		<b>To Infinity and Beyond</b>	
	YR	Y1	Y2	Y3	Y4	Y5	Y6
Key Concept	<b>Salvation</b>	<b>God</b>		[God/Torah/the People]		God/Torah	
Key Question	Why do Christians put a cross in an Easter garden?	Who is Jewish and how do they live? (Part 2, including visit to a synagogue)		How do festivals and family life show what matters to Jewish people?		Why is the Torah so important to Jewish people?	

End Points	Re-tell the Easter story. Know that this is an important festival for Christians because Jesus dies to save us because God loves us all. Identify Easter symbols and explain their significance.	Re-tell some stories used in Jewish celebrations. Describe key Jewish rituals, customs and celebrations. Understand how Jewish beliefs in God are reflected in their everyday lives.	Describe the story of the Exodus and what this means for Jewish people and their relationship with God. Describe key rituals and festivals and how these reflect Jewish beliefs about God.	Identify key Jewish beliefs about God. Explain the importance of the Torah and the commandments and what this means for Jewish people and how they live.
Key vocabulary	Easter, symbol, Holy Week, Bible	Shema, Chanukah, Shabbat, synagogue, Torah	Sin, forgiveness, Exodus	Torah, commandments, orthodox, progressive
<p><b>Progression of Knowledge in bold</b> and Progression of Skills</p> <p>Making sense of the text <b>Understanding impact</b></p> <p>Making connections</p>	<p><b>Recognise and retell stories connected with the celebration of Easter</b></p> <p><b>Say why Easter is a special time for Christians</b></p> <p><b>Recognise some symbols Christians use during Holy Week eg palm leaves, cross, eggs etc</b></p> <p><b>Talk about some ways Christians remember these stories at Easter</b></p> <p>Make connections with signs of new life in nature</p>	<p><b>Recognise the words of the Shema as a Jewish prayer</b></p> <p><b>Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah)</b></p> <p><b>Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.</b></p> <p>Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas</p> <p>Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</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><b>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean</b></p> <p>Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people</p> <p>Offer informed suggestions about the meaning of the Exodus story for Jews today</p> <p>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><b>Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities</b></p> <p>Raise questions and suggest answers about whether it is good for Jews and everyone</p>	<p><b>Identify and explain Jewish beliefs about God</b></p> <p><b>Give examples of some texts that say what God is like and explain how Jewish people interpret them</b></p> <p>Make clear connections between Jewish beliefs about the Torah and how they use and treat it</p> <p>Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) <b>Give evidence and examples to show how Jewish people put their beliefs into practice in different ways</b> (e.g. some differences between Orthodox and Progressive Jewish practice) Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and</p>

		Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)	else to remember the past and look forward to the future Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas	articulate responses on how far they are valuable to people who are not Jewish
<b>Component Knowledge</b>	<ol style="list-style-type: none"> <li>How do you celebrate Easter and what parts of the celebration are most special to you?</li> <li>Re-tell the Easter story, beginning with Palm Sunday and consider how Christians celebrate it today. Reflect on the resurrection and new life: what does this mean for Christians?</li> <li>What are the symbols of Easter and what do they mean? Why are eggs linked to Easter?</li> <li>Make an Easter garden: what needs to be included?</li> <li>How might Jesus' followers felt at different stages of the story?</li> <li>Invite a Christian in: ask how they celebrate</li> </ol>	<ol style="list-style-type: none"> <li>Reflect on previous learning: what do many Jewish people do in the home on Shabbat?</li> <li>Consider what would be good about times of rest if life is very busy, and share examples of times of in pupils' homes.</li> <li>Look at some stories from the Jewish Bible (Tenakh) which teach about God looking after his people</li> <li>Find out what happens at festivals: e.g. Sukkot, and relate this to their own experiences of the harvest festival.</li> <li>Consider the importance and value of celebration and remembrance in pupils' own lives eg by comparing their experience of harvest festival to that of Sukkot.</li> <li>Experience celebrating in the classroom, with music, food or fun, and talk about how special times can make people happy and thoughtful, making connections with Jewish celebrations.</li> <li>Visit a synagogue: reflect on the artefacts and symbols therein,</li> </ol>	<ol style="list-style-type: none"> <li>Explore Rosh Hashanah, the Jewish new year festival; consider how Jews examine their deeds from the past year and look to make a fresh start for the next one.</li> <li>Yom Kippur, the 'Day of Atonement': what happens and why? Consider the main themes of repentance, deliverance and salvation.</li> <li>Talk about the value in pupils' own lives of reflection, saying 'sorry', being forgiven and making resolutions to improve.</li> <li>Pesach/Passover: consider the epic story of the Exodus, exploring the relationship between the people and God. Find out how this dramatic story is remembered at the festival of Pesach and celebrated in Jewish homes. Reflect on the important themes of Pesach.</li> <li>Talk about the ways in which slavery is still present in the world today, and how important freedom is. What role do all of us have in bringing freedom?</li> </ol>	<ol style="list-style-type: none"> <li>Find out about some contemporary Jews, both local and global. Use this to reflect upon the diversity of the Jewish community.</li> <li>Find out about local Jewish communities and reflect on the visit to the synagogue in Key Stage 1.</li> <li>Recap on prior learning about Jewish beliefs about God and find out more about the titles used to refer to God in Judaism and how these reveal Jewish ideas about the nature of God.</li> <li>Find out about how a Sefer Torah (handwritten scroll) is produced, covered and treated and the reasons for this and look at some examples of texts and stories from these different parts of the Tenakh.</li> <li>Build on prior learning: e.g. the Creation story and how it is used at Rosh Hashanah; how Shabbat is inspired by God resting on day 7.</li> <li>Find out about kosher food laws and how they affect the everyday lives of Jewish people. Note that not all Jews keep all</li> </ol>

	Easter and what parts are most important to them.	remembering what has been learnt about Jewish homes, rituals and festivals.	6. Consider the importance of the Ten Commandments to the Jewish people at the time, and why they are still important to Jews (and Christians) today. 7. Make connections with the practice of gratitude in Jewish living and other faith traditions and consider the value of family rituals in pupils' own lives.	these laws and explore the fact that there is diversity within Judaism. 7. Explore two synagogues: one Orthodox and one Progressive (reflect on visit to progressive synagogue in KS1). 8. Reflect on the value of ritual and tradition in Jewish communities, comparing its value in schools, families and other communities.
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Cycle B Summer Term 5	Towers, Tunnels and Turrets Humanities Sarah Forbes Bonetta – a significant individual			Let's Grow!		Footsteps through time	
	YR	Y1	Y2	Y3	Y4	Y5	Y6
Key Concept	<b>God/Creation</b>	<b>Creation</b>		<b>Gospel</b>		<b>Gospel</b>	
Key Question	What places are special and why?	Who made the world?		What kind of world did Jesus want?		Christians and how to live: what would Jesus do?	
End Points	Recognise that different religious groups have different special places that link them to God. Name some places of worship and some of the rituals that go on there. Make connections to their own special places.	Re-tell the story of creation and place it chronologically within the 'big story' of the Bible. Describe how Christians belief in God as creator impacts on their everyday lives.		Know that the Gospels tell the story of Jesus' life and the Good News about God, that he brought to all people.  Know that Jesus spent three years preaching before he died.  Understand that Christians try to follow Jesus' teaching by showing love for all.		Identify features of Gospel texts and describe what these might mean for Christians.  Make connections between the Gospel texts, Christian beliefs and how Christians live in their community and in their individual lives.  Reflect on what Jesus' teaching might mean for them and for the wider world.	

Key vocabulary	Place of worship, religion, Christian, Muslim, Jews	Bible, Genesis, creation, chapter, verse	Gospel, outcast	Gospel, parable
<p><b>Progression of Knowledge in bold</b> and Progression of Skills</p> <p>Making sense of the text <b>Understanding impact</b></p> <p>Making connections</p>	<p><b>Begin to recognize that for Christians, Muslims or Jews, these special things and places link to beliefs about God</b></p> <p><b>Recognise that some religious people have places which have special meaning for them</b></p> <p><b>Talk about the things that are special and valued in a place of worship</b></p> <p>Talk about somewhere that is special to themselves and say why</p> <p>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.</p>	<p><b>Retell the story of creation from Genesis 1:1–2.3 simply.</b></p> <p><b>Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible.</b></p> <p><b>Say what the story tells Christians about God, Creation and the world.</b></p> <p><b>Give at least one example of what Christians do to say thank you to God for Creation.</b></p> <p>Think, talk and ask questions about living in an amazing world</p> <p>Give a reason for the ideas they have and the connections they make between the Christian/Jewish Creation story and the world they live in.</p>	<p><b>Identify this as part of a ‘Gospel’, which tells the story of the life and teaching of Jesus.</b></p> <p>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’.</p> <p>Suggest ideas and then find out about what Jesus’ actions towards outcasts mean for a Christian</p> <p><b>Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus’ teaching in different ways</b></p> <p>Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.</p>	<p><b>Identify features of Gospel texts (for example, teachings, parable, narrative).</b></p> <p>Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts</p> <p><b>Make clear connections between Gospel texts, Jesus’ ‘good news’, and how Christians live in the Christian community and in their individual lives</b></p> <p>Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives.</p> <p>Articulate their own responses to the issues studied, recognising different points of view</p>
<p><b>Component Knowledge</b></p>	<p>1. What places are special to you and why?</p> <p>2. Consider a church</p>	<p>1. Spend time outside with pupils, experiencing nature: what can you see and how do you feel? What do you think a creator of nature might be like?</p>	<p>1. Engage pupils by reflecting on the phrase ‘don’t judge a book by its cover’ and considering what is important to them and why.</p>	<p>1. Remind pupils that Jesus said the two greatest Commandments are to love God and to love your neighbour (Matthew</p>

	<p>building as a special place for Christians.</p> <p>3. Consider a place of worship for members of another faith e.g. synagogue or temple.</p> <p>4. Visit a local church or other place of worship.</p> <p>5. Create a special place in the inside/outside area or wider school grounds: a space for quiet reflection.</p> <p>6. Go for a nature walk: what makes our natural world a special place and how can we look after it?</p>	<p>2. Reflect on the idea that many people (e.g. Jews, Christians and Muslims) believe that there is a Creator of the world, God. Re-view previous learning about creation.</p> <p>3. Re-tell the creation story from Genesis 1: re-visit the question: what do you think this Creator is like?</p> <p>4. If Christians believe God made the world, what should they do? Make links with church festivals and the idea of giving and sharing to those in need. (If reflecting on harvest, re-visit previous learning.</p> <p>6. What things are you grateful for and who could you thank?</p> <p>7. If there was a Creator and world-maker, what questions would you ask them?</p>	<p>2. Share the start of the story of the calling of the first disciples (Matthew 4:18–19). Consider what it would feel like to make sacrifices and also to begin to look out for signs that Jesus was ‘good news’.</p> <p>3. Reflect on the story of ‘Jesus heals a leper’ (Mark 1:40–44), and what this shows us about what kind of person Jesus was.</p> <p>4. Making connections: explore how far Christians are making the kind of world that Jesus wanted.</p> <p>5. What kind of world do you think Jesus wanted and what kind of world would you like to see? Ask children to respond to pictures of various real-life situations: what would Jesus do? What would they do?</p>	<p>22:36–40): explore one or more of the following in that context:</p> <ul style="list-style-type: none"> <li>● The Wise and Foolish Builders, Matthew 7:24–27</li> <li>● The Sermon on the Mount, Matthew 5–7</li> <li>● The Centurion’s Servant, Luke 7:1–10.</li> </ul> <p>2. Understanding the impact: WWJD (what would Jesus do) – reflect on the above stories in relation to foundations for living, prayer, ill health and how to make a better world.</p> <p>3. Making connections: Can enemies become friends? Why be generous? Consider their own responses and WWJD in relation to these questions.</p> <p>4. Write the unit’s key topics onto six wall-chart pages: foundations, peace, forgiveness, health and healing, prayer and generosity. All pupils have sticky notes to record their ideas on each topic.</p> <p>5. Pupils to sum up their learning by writing a short report about how Jesus’ teaching and example inspires Christians, and any lessons they have learned about the value of the key topics explored.</p>
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Key Concept	<b>God</b> - Developing an awareness of their own and other's beliefs	<b>Thematic unit: questioning and reflecting on beliefs</b>		<b>Thematic unit: questioning and reflecting on beliefs</b>		<b>Thematic unit: questioning and reflecting on beliefs</b>	
Key Question	What times/stories are special and why?	How should we care for the world and for others and why does it matter?		How and why do people try to make the world a better place?		What matters most to Humanists and Christians?	
End Points	Identify some sacred texts for different religions and understand why these are important for those faith groups. Re-tell some religious stories and what they teach believers. Reflect on what these stories might teach us.	Identify religious and non-religious stories that teach us how to care for each other and for the world.  Explain what Genesis 1 teaches Christians and Jews.  Explain how people of faith and no-faith might show how and why they care for the world.		Identify religious and non-religious beliefs about how the world is not always a good place.  Reflect on how religious and non-religious people choose to live their lives, in order to make a difference.		Make comparisons between Christian and Humanist beliefs about how to lead a good life.  Make connections between the values studied and their own lives, recognising their value and place in the world.	
Key vocabulary	Holy/sacred text/book, Bible, Torah, Qur'an	Bible, Genesis, Christians, Jews		Sin, charity		Humanist, moral code	
<b>Progression of Knowledge in bold</b> and Progression of Skills  Making sense of the text <b>Understanding impact</b>	<b>Talk about some religious stories</b> <b>Recognise some religious words eg about God</b> <b>Recognise a sacred text eg Bible, Torah</b> <b>Talk about some of the things</b>	<b>Identify a story or text that says something about each person being unique and valuable</b> <b>Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)</b> <b>Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world</b>		<b>Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)</b> Make links between religious beliefs and teachings and why people try to live and make the world a better place <b>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)</b>		<b>Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)</b> 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')	

<p>Making connections</p>	<p><b>these stories teach believers</b> eg about being friends in the story of Zacchaeus; what Jesus' story about the leper teaches about saying thank you; what the Chanukah story teaches Jews about standing up for what is right etc Identify some of their own feelings in the stories they hear</p>	<p>Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world. <b>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</b> <b>Give examples of how Christians and Jews can show care for the natural earth</b> <b>Say why Christians and Jews might look after the natural world.</b></p>	<p><b>Describe some examples of how people try to live (e.g. individuals and organisations)</b> <b>Identify some differences in how people put their beliefs into action</b> Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their ideas</p>	<p>Make clear connections between Christian and Humanist ideas about being good and how people live. Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view Raise important questions and suggest answers about how and why people should be good Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views</p>
<p><b>Component Knowledge</b></p>	<p>1. What's your favourite story and why? 2. Consider the Bible being the holy book for Christians that helps them to understand more about God and people. 3. Hear and explore some stories from major faith traditions: Judaism and the story of Chanukah;</p>	<p>Throughout this unit, make connections with pupils' prior learning from earlier in the year: what have they learnt about God and creation already, and how does this affect how people behave? 1. Introduce the idea that each person is unique and important and discuss the benefits and responsibilities of friendship and the ways in which people care for others. 2. Explore stories from the Christian Bible about friendship and care for others and how these show ideas of good and bad, right and wrong, e.g. Jesus' special friends. 3. Ask pupils to describe their friend's</p>	<p>1. Think about some of the ways in which the world is not such a good place and about why people are not always as good as they could be. Reflect on previous learning/beliefs of Christians and Muslims 2. Explore teachings which act as guides for living within two religious traditions studied during the year, and a non-religious belief system 3. Explore some ideas and individuals that help inspire people to make the world a better place, choosing from the following ideas:</p>	<p>1. Reflect on the question: why do people do good things and bad things? Are we all a mixture of good and bad? Explore pupils' answers. Make a link with previous learning on the Christian belief about humans being made in the image of God (Genesis 1:28) and also sinful (the 'Fall' in Genesis 3). Consider beliefs from other faith and non-faith groups. 2. Talk about how having a 'code for living' might help people to be good. Look at a Humanist 'code for living', What would a Humanist class, school or town look like? 3. Explore the meanings of some big moral concepts, e.g. fairness, freedom, truth,</p>

	<p>Christianity and stories Jesus told; Muslims use stories about the Prophet Muhammad*; Hindus enjoy the story of Rama and Sita, the story of Ganesha, stories about Krishna</p> <p>4. Reinforce this learning through follow-up activities within Continuous Provision</p>	<p>special skills, leading to the idea that we all have special skills we can use to benefit others.</p> <p>4. Explore the idea that some religions believe that serving others and supporting the poor are important parts of being a religious believer.</p> <p>5. Having studied the teachings of one religion on caring, work together as a group to create an event e.g. a 'Thank you' tea party for some school helpers.</p> <p>6. Look carefully at some texts from different religious scriptures about the 'Golden Rule' and see if the pupils can suggest times when it has been followed and times when it has not been followed.</p> <p>7. Recall earlier teaching about Genesis 1: retell the story, remind each other what it tells Jewish and Christian believers about God and how it impacts on their actions.</p>	<p>The Jewish teaching of tikkun olam and tzedaka</p> <p>The Muslim belief in zakah</p> <p>Explore the lives of inspirational Christians</p> <p>Compare the work of Christian Aid and Islamic Relief</p> <p>Compare non-religious ways of 'being good without God'</p> <p>4. Enable pupils to reflect on the value of love, forgiveness, honesty, kindness, generosity and service in their own lives and the lives of others, in the light of their studies in RE.</p>	<p>honesty, kindness, peace. What do they look like in everyday life?</p> <p>4. Christian codes for living can be summed up in Jesus' two rules: love God and love your neighbour. Explore in detail how Jesus expects his followers to behave.</p> <p>5. Consider some direct questions about values: is peace more valuable than money? Is love more important than freedom? How do pupils decide for themselves?</p> <p>6. Consider similarities and differences between Christian and Humanist values. What have pupils learned about what matters most to Humanists and Christians?</p>
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