

Clifton All Saints Academy

Curriculum Subject Map

RE overview

KS	Class						
EYFS	YR	BAS - Being special- Where do we belong? EP resource - What makes every single person unique and precious?	Incarnation BAS - Why is Christmas special for Christians? EP - Why do Christians perform nativity plays at Christmas? UC - F2 Why do Christians perform nativity plays at Christmas?	BAS - Why is Easter special for Christians? EP resource - Why do Christians put a cross in an Easter garden? UC - F3 Why do Christians put a cross in an Easter garden?	Creation EP resource - Why is God so important to Christians? BAS - Why is the word 'God' special to Christians? UC - F1 Why is the word 'God' so important to Christians?	BAS - Which places are specially valued and why?	BAS - Which stories are specially valued and why?
KS1	Y1	BAS God - What do Christians believe God is like? EP resource - Why do Christians pray to God and worship him? UC - 1.1 What do Christians believe God is like? Core	BAS Incarnation - Why does Christmas matter to Christians? How and why do we celebrate special times? EP resource - Why was Jesus given the name Saviour? UC - 1.3 Why does Christmas matter to Christians? Core	EP resource – Why do Jewish families talk about repentance at New Year? BAS Who is Jewish? What do they believe? How do they live?	BAS Salvation Why does Easter matter to Christians? EP resource -What are the best symbols of Jesus' death and resurrection at Easter? UC - 1.5 Why does Easter matter to Christians? Core	EP resource - Why is learning to do good deeds so important to Jewish people? BAS Who is Jewish? What do they believe? How do they live?	UC Creation – Who made the world?
	Y2	BAS - Creation How do we show we care for the Earth & why does it matter? Focus on Christianity UC - 1.2 Who made	UC – Why does Christmas matter to Christians? DD	EP resource - How do some Muslims show Allah is compassionate and merciful?	UC - 1.5 Why does Easter matter to Christians? DD	BAS – 1.8 -What can we learn from sacred books and stories?	BAS - Gospel What is the good news Christians believe that Jesus brings? UC - 1.4 What is the good news that Jesus brings? DD

		the world?					
KS2	Y3	BAS – L2.4 Christianity – What kind of world did Jesus want?	People of God - UC 2a.2 What is it like to follow God?	EP resource - How do Sikhs put their beliefs about equality into practice? How does the teaching of the gurus move Sikhs from dark to light? BAS - How is faith expressed in Sikh communities and traditions?	UC - 2a.5 Why do Christians call the day Jesus died 'Good Friday'? Core BAS - Salvation: Why do Christians call the day Jesus died 'Good Friday'?	BAS Gospel: For Christians, what was the impact of Pentecost? UC - 2a.6 When Jesus left, what was the impact of Pentecost?	EP resource - How does a Muslim show their submission and obedience to Allah? BAS How do festivals and worship show what matters to Muslims?
	Y4	Creation/Fall - UC 2a.1 What do Christians learn from the creation story? Digging deeper	BAS - Incarnation: What is the trinity and why is it important for Christians? L2.3	EP resource - What symbols and stories help Jewish people remember their covenant with God? BAS - How do festivals and family life show what matters to Jewish people?	UC - 2a.5 Why do Christians call the day Jesus died 'Good Friday'? Digging Deeper	EP resource - Why does a Hindu want to collect good Karma? BAS – How is faith expressed in Hindu communities and traditions? How does the story of Rama and Sita inspire Hindus to follow their dharma?	UC - 2a.6 When Jesus left, what was the impact of Pentecost? Digging Deeper
	Y5	BAS U2.1 What does it mean for Christians to believe that God is holy and loving? (God)	UC 2B.4 Incarnation – Core – Was Jesus the Messiah?	EP resource - What does the Qur'an reveal to Muslims about Allah and his guidance? BAS Unit U2.8: How is faith expressed in Islam?	EP resource - Should believing in the resurrection change how Christians view life and death? BAS - Salvation Unit U2.6: What do Christians believe Jesus did to 'save'	EP resource - Why do Humanists say happiness is the goal of life? BAS - Unit U2.3: Values: what matters most to Humanists and Christians?	BAS - Gospel Unit U2.5: How do Christians decide how to live? 'What would Jesus do?'

					people?		
	Y6	BAS U2.2: Creation and science: conflicting or complementary?	Incarnation EP resource How do Christians show their belief that Jesus is God incarnate?	EP resource What spiritual pathways to moksha are written about in Hindu scriptures? BAS Unit U2.7: What helps Hindu people as they try to be good?	Salvation EP resource What is the great significance of the 'Eucharist' to Christians?	Unit U2.11: Why do some people believe in God and some people not? (Christian & no-faith)	Gospel EP Why is the Gospel such good news for Christians?

Teaching and learning approach -

Element one: Making sense of beliefs and ideas.

Element two: Understanding the impact of beliefs and ideas.

Element three: Making connections

	EYFS
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YR - F1 – Why is the word ‘God’ important to Christians? EP resource

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Engage with the idea of names and why names are important to people. Activity – What’s in the box? Whose box is it?	Engage with the idea of names and why names are important to people. Activity – What is important to Tom and Tessa	Enquire who is special to us. Introduce the word ‘God’. Activity – Who is important and special to you? What are their names?	Enquire who is special to us. Introduce the word ‘God’. Activity - Why is God a VIP? What is the importance of God to Christians?	Explore why God the creator is important to Christians in the bible. Activity - What Bible stories / words help Tom and Tessa learn about God the Creator?	Evaluate children’s learning during teacher-led sessions and in relevant aspects of enhanced provision	Harvest festival will take place one week this half term. Swap your weeks accordingly.

- 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
- re-tell stories, talking about what they say about the world, God, human beings
- say how and when Christians may like to thank their Creator

<p>YR - F2 – Why is Christmas important to Christians? (Draw upon BAS, EP and UC)</p>
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Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>To explore people who are special to them.</p> <p>Activity – Create a card for a person that is special to them.</p> <p>Share baby photos of adults that are familiar to them and match to the correct adult eg teacher, TAs, Head, reverend.</p>	<p>To explore simply what happens at a traditional Christian festival (Christmas).</p> <p>Activity – Listen to the Christmas story either through Jesus’ Christmas Party or reading from the bible. Children place the characters in order of importance.</p>	<p>To recognise the word ‘incarnation’ as describing the belief that God came to Earth as Jesus.</p> <p>Activity – <i>Discuss what happened during Jesus birth. Recall story. Sequence the story.</i></p>	<p>To re-tell religious stories, making connections with personal experiences</p> <p>Activity – Parcel arrives with party items in. Children link to birthday of Jesus. Link to items used to celebrate Christmas.</p>	<p>To re-tell religious stories, making connections with personal experiences</p> <p>Activity – Most precious gift to Christians would be Jesus. Wrap a baby up and pass around group. How should it be treated?</p>	<p>Evaluate children’s learning during teacher-led sessions and in relevant aspects of enhanced provision</p>	<p>Christmas performances</p>

- talk about people who are special to them
- say what makes their family and friends special to them
- recall simply what happens at a traditional Christian festival (Christmas)

YR - F4 – Being special – where do I belong? (Draw upon BAS, EP and UC)						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>To engage with the word 'precious' and its meaning. (EP)</p> <p>Activity – What does the word precious mean?</p>	<p>To understand the idea that people are precious and unique. (EP)</p> <p>Activity – How precious is a baby?</p>	<p>To understand the idea that people are precious and unique. (EP)</p> <p>Activity – Is everyone precious? What is unique?</p>	<p>To explore how Christians show that all are precious to God in their Church Community. (EP)</p> <p>Activity - How do some churches show babies are precious to God?</p>	<p>To identify what happens when a baby is welcomed into a religion other than Christianity.</p> <p>Activity – Hinduism, Islam and Humanism rituals and rites of passage.</p>	<p>Evaluate children's learning in teacher-led sessions and any relevant aspects of enhanced provision.</p>	

- re-tell religious stories making connections with personal experiences
- share and record occasions when things have happened in their lives that made them feel special
- recall simply what happens at a traditional Christian infant baptism and dedication
- recall simply what happens when a baby is welcomed into a religion other than Christianity

YR - F5 – Which places are specially valued and why? BAS

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>To talk about somewhere that is special to themselves, saying why</p> <p>Activity – Discuss places that are special to them. Use small world play to talk about hospital, library, football ground etc.</p>	<p>To talk about somewhere that is special to themselves, saying why</p> <p>Activity – Ask visitors or record staff talking about places that are special to them eg – holiday destination, childhood home, place where something special happened. Children record their special place.</p>	<p>To recognise that some religious people have places which have special meaning for them. To get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</p> <p>Activity – Church as a special place for Christians. Visit church to look at features and what people do there OR ask Reverend to come into school to talk about it. Have questions prepared.</p>	<p>To begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God.</p> <p>Activity – Look at another place of worship – either a synagogue or a mosque. Look at what happens there.</p>	<p>To talk about the things that are special and valued in a place of worship.</p> <p>Activity – Compare a church and either a mosque or synagogue.</p>	<p>To express a personal response to the natural world.</p> <p>Activity – Nature walk – talk about how precious the world is. Collect items for a collage.</p>	<p>To express a personal response to the natural world.</p> <p>Activity – Collage nature items</p>

- talk about somewhere that is special to themselves, saying why
- recognise that some religious people have places which have special meaning for them
- talk about the things that are special and valued in a place of worship
- begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God
- 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

YR - F6 – Which stories are specially valued and why? BAS	
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	YEAR 1
1. Identify the problem	1. Identify the problem
2. Identify the causes	2. Identify the causes
3. Identify the effects	3. Identify the effects
4. Identify the stakeholders	4. Identify the stakeholders
5. Identify the resources	5. Identify the resources
6. Identify the constraints	6. Identify the constraints
7. Identify the opportunities	7. Identify the opportunities
8. Identify the risks	8. Identify the risks
9. Identify the solutions	9. Identify the solutions
10. Identify the implementation plan	10. Identify the implementation plan
11. Identify the evaluation plan	11. Identify the evaluation plan
12. Identify the monitoring plan	12. Identify the monitoring plan
13. Identify the reporting plan	13. Identify the reporting plan
14. Identify the communication plan	14. Identify the communication plan
15. Identify the documentation plan	15. Identify the documentation plan
16. Identify the training plan	16. Identify the training plan
17. Identify the testing plan	17. Identify the testing plan
18. Identify the deployment plan	18. Identify the deployment plan
19. Identify the maintenance plan	19. Identify the maintenance plan
20. Identify the support plan	20. Identify the support plan
21. Identify the exit plan	21. Identify the exit plan
22. Identify the closure plan	22. Identify the closure plan
23. Identify the post-mortem plan	23. Identify the post-mortem plan
24. Identify the lessons learned plan	24. Identify the lessons learned plan
25. Identify the final report plan	25. Identify the final report plan

Y1 - 1.1 God – What do Christians believe God is like?

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>To think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p> <p>To identify what a parable is.</p> <p>Activity – Mind map of ideas about what God is like. Story of Lost Son.</p>	<p>To tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father.</p> <p>Activity – Role play story of Lost Son. What ideas does the story give about God. Use Lost coin and Lost sheep for further ideas.</p>	<p>To give at least two examples of ways in which Christians show their belief in God as loving and forgiving (e.g. by saying 'sorry', by seeing God as welcoming them back, by forgiving others).</p> <p>Activity – Discuss ways to show forgiveness. Is forgiveness only important to Christians. Share rules for school. What happens if we do not follow the rules.</p>	<p>To think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p> <p>Activity – Listen to You can hold on (www.fischy.com). Write a new verse for the song.</p>	<p>To think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p> <p>Activity – Different types of prayer. Children write their own prayer.</p>	<p>To think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas</p> <p>Activity – Invite Reverend Caren into school. Refer back to the core question: 'What do Christians believe God is like?' The story teaches that, like the father in the story, God is loving and forgiving. Talk to a Reverend Caren about how this makes a difference to how they live.</p>	<p>Harvest festival will take place one week this half term. Swap your weeks accordingly.</p>

Y1 - 1.2 Incarnation – Why does Christmas matter to Christians?

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>To recognise that stories of Jesus' life come from the Gospels.</p> <p>Activity – Signs that Christmas is coming.</p>	<p>To give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians</p> <p>Activity – Tell the story of the Nativity. Sequence to story.</p>	<p>To give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas.</p> <p>Activity – Invite Reverend Caren into class or visit church to discuss what will happen around Christmas.</p>	<p>To give an explanation of what advent means.</p> <p>Activity - Find out about some Advent traditions (e.g. Advent wreath, candle, calendar; making a crib scene; etc.).</p>	<p>To think, talk and ask questions about Christmas for people who are Christians and for people who are not</p> <p>Activity - Sharing ideas for non-religious and religious decorations at Christmas. Sorting activity.</p>	<p>To decide what they personally have to be thankful for, giving a reason for their ideas</p> <p>Activity - Thank you prayers. Who would you thank at Christmas? Why?</p>	<p>Christmas performances</p>

- recognise that stories of Jesus' life come from the Gospels
- give a clear, simple account of the story of Jesus' birth and say why Jesus is important for Christians
- give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas
- think, talk and ask questions about Christmas for people who are Christians and for people who are not
- decide what they personally have to be thankful for, giving a reason for their ideas

<p>Y1 - Judaism – Why do Jewish families talk about repentance at New Year? EP resource</p>
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Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>To engage with the idea of saying sorry, changing and Forgiveness.</p> <p>Activity – Is it hard to say sorry? What is the hardest word to say? How do we know someone is really sorry?</p>	<p>To enquire into the idea of making new starts through Jewish festival of Rosh Hashanah.</p> <p>Activity – What can you see in the window? How does Zoe celebrate at new year?</p>	<p>To explore the idea of thankfulness to God for the day of rest in the Jewish Creation Story.</p> <p>Activity - Can we stop time? (introduction) How are these candles to do with ‘stopping time’? What is the story of Creation? What does it say about stopping and resting? What would you do with a day of rest?</p>	<p>To explore Tefillah or prayer at home on Shabbat.</p> <p>Activity - How do people get ready for something special? How does a Jewish family get ready for Shabbat? What prayers are said on Shabbat? Why do Jewish children look forward to Shabbat?</p>	<p>To explore worship and prayer at the synagogue on Shabbat.</p> <p>Activity - What do Jewish children like about Shabbat? How does the Jewish community pray at the synagogue? How does Shabbat end with a blessing and prayer? What have you learnt?</p>	<p>To evaluate your RE learning about Jewish prayers and blessings.</p> <p>Activity - What have we learnt? How well have we learnt? Can we answer the big question at the start of the unit? How well?</p>	

- recognise Jewish prayer
- retell simply some stories used in Jewish celebrations (e.g. Hanukkah or Pesach)
- give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Hanukkah, Pesach)
- make links between Jewish ideas of God found in the stories of the Torah and how people live
- ask questions about and talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people
- give a good reason for their ideas about whether any of these things are good for them too

Y1 - 1.5 Salvation – Why does Easter matter to Christians?

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>To recognise that incarnation and salvation are part of a 'big story' of the Bible</p> <p>Activity – Signs of Spring. Easter trail to tell the Easter story.</p>	<p>To identify the events during Holy Week and listen to stories about this time.</p> <p>Activity – Emotions of Jesus' followers. Match emotions to characters and events.</p>	<p>To give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter</p> <p>Activity - Connect the idea of eggs, new life and the belief in Jesus' resurrection. Look at symbols of Easter. Draw scene of Easter on an egg template.</p>	<p>To give examples of how church services and the church remember the events of Holy Week.</p> <p>Activity – Link services held in church to the events of Holy Week. Invite Reverend in to share ideas with children.</p>	<p>To 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 any person about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.</p> <p>Activity – Reflect on Holy Week stories. How does it change from happy to sad and happy again? Paint pictures.</p>	<p>To evaluate the understanding of the events of Holy Week.</p> <p>Activity – freeze frame, role play, sequencing.</p>	

- recognise that incarnation and salvation are part of a 'big story' of the Bible
- tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of salvation (Jesus rescuing people)
- give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter
- 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 any person about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas

Y1 - Judaism – Why is learning to do good deeds important to Jewish people? EP resource

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>To engage with the concept of a mitzvah or good deed</p> <p>Activity - What is a good deed? What good deed is 'Zoe' doing? What is a mitzvah? What other good deeds (mitzvot) do you think Zoe could do for her granny?</p>	<p>To enquire into how Mitzvot make Jewish people feel they belong to God.</p> <p>Activity - Who should we give to? What can we give instead of money? What different mitzvot are there? What is a tzedakah box? What is it for?</p>	<p>To explore mitzvot in a Bible Story.</p> <p>Activity - What happens in the story of Ruth? What examples of mitzvot are there in the story?</p>	<p>To explore the mitzvah of welcoming a baby girl in the synagogue.</p> <p>Activity - Are you good at welcoming people? How do Jewish people welcome new baby girls in the synagogue? THINK: It's a mitzvah to WELCOME.</p>	<p>To explore the idea of Tikkun Olam in Jewish living</p> <p>Activity - What do you think needs fixing? What things do we need for fixing things that are broken? What needs fixing in our world? What is 'Tikkun Olam'? How can Zoe do Tikkun Olam to help the world be a better place?</p>	<p>To evaluate your RE learning about the importance of good deeds to Jewish families.</p> <p>Activity - What have we learnt? How well have we learnt? Can we answer the big question at the start of the unit? How well? Are we making progress in RE as a subject? How much?</p>	<p>To express your RE learning so it can be shared with others.</p> <p>Activity – Create a mitzvot scrapbook or display.</p>

- recognise Jewish deeds
- retell simply some stories used in Jewish bible stories
- give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Hanukkah, Pesach)
- make links between Jewish ideas of God found in the stories of the Torah and how people live
- ask questions about and talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people
- give a good reason for their ideas about whether any of these things are good for them too

<p>Y1 - Creation – Who made the world? UC core</p>

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>To understand the idea that if something is made, a creator made it.</p> <p>Activity – sort different items according to who made them. Devise list of words to define a creator of something. Look at images of natural world. What would the creator of these be like.</p>	<p>To consider the creation story and see it as the start of the big story of the bible.</p> <p>Activity – Listen to story and talk about what God might be like.</p>	<p>To respond to the story of creation.</p> <p>Activity – Children create a dance for each of the 7 days.</p>	<p>To respond to the story of creation.</p> <p>Activity – Children create own art work in response to the creation story.</p>	<p>To consider how people should live if God created the world.</p> <p>Activity – Discuss how Christians believe God created the world and therefore how should it be looked after? Write thank you prayers or sentences.</p>	<p>To understand that it is not simply up to Christians to look after the world.</p> <p>Activity – Write a list of instructions for people to look after the world or create a poster.</p>	<p>To explain how Christians believe food is provided by God.</p> <p>Activity – Share fruit with the class and talk about it should be savoured and enjoyed.</p>

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

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

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

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

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

YEAR 2

Y2 - 1:10 Creation – Why should we care for Earth? What does it matter? BAS

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>To experience the beauty of the natural world.</p> <p>Activity – Nature walk – stop and stare/sniff/listen. Identify 3 things that bring them pleasure. How can people show thanks?</p>	<p>To identify what a story or text says about the beautiful Earth.</p> <p>Activity - Some people thank God for the Earth and its beauty – in various ways – Genesis 1 and 2.</p>	<p>To identify what a story or text says about the beautiful Earth. To give an example of how people can show that they care for the Earth, making a link to a creation story.</p> <p>Activity – Find out about the Khalifah in Islam.</p>	<p>To give good reasons why everyone (religious and non-religious) should look after the natural world.</p> <p>Activity – Read Psalm 8. Create a class Psalm.</p>	<p>To give examples of how Christians and Jews can show care for the Earth.</p> <p>Activity- Jewish teaching of Tikkun Olam (repairing the world) and Tu B'shevat (the festival of the new year for trees).</p>	<p>To give good reasons why everyone (religious and non-religious) should look after the natural world.</p> <p>Activity - Learning about Harvest Thanksgiving: what happens and why?</p>	<p>Harvest festival will take place one week this half term. Swap your weeks accordingly.</p>

- identify what a story or text says about the beautiful Earth
- give a clear, simple account of what Genesis 1 tells Christians and Jews about God and about the natural world
- give an example of how people can show that they care for the Earth, making a link to a creation story
- give examples of how Christians and Jews can show care for the Earth
- think, talk and ask questions about what difference believing in God makes to how people treat the natural world
- give good reasons why everyone (religious and non-religious) should look after the natural world

<p>Y2 - Christianity – Why does Christmas matter to Christians? UC – Digging Deeper</p>
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Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>To recognise that Incarnation is part of the 'Big Story' of the Bible.</p> <p>Activity – Share pictures of people every day. Identify why they are special. Talk about how Jesus do not look special.</p>	<p>To tell some of the stories of Jesus birth and link them to the ideas of incarnation.</p> <p>Activity - Matthew 1:18–25 and Matthew 2:1–12). Tell each story in an interactive way. Teach the word 'incarnation' — which means 'in the flesh' (Latin word carne = flesh; think carnations — flesh-coloured, or carnivore — flesh-eating).</p>	<p>To identify those that knew Jesus was special.</p> <p>Activity - List together people in the story who know that Jesus is God: for example, Mary, Joseph, wise men, shepherds, angels. Hot seat these people. Children create a list of questions that they would ask.</p>	<p>To explore ways in which people show that Jesus is special.</p> <p>Activity - View the 'Mystic Nativity'. Zoom into just baby. Talk about if the baby looks special. Zoom out. How has the artist shown the baby is special?</p>	<p>To think, talk and ask questions about the Christmas story</p> <p>Activity - Look with pupils at images of crib scenes in churches. Can pupils spot all the characters? Pupils can explore several different sets of nativity figures from around the world — ensure that shepherds and wise men are included. Children create own crib scene.</p>	<p>To give examples of how Christians show their faith at Christmas.</p> <p>Activity - Look at images of churches, houses, villages, towns to identify how Christians show their faith. Talk to the children about how they celebrated Christmas. Do they have a nativity scene?</p>	<p>Christmas plays</p>

Retell the story of creation from Genesis 1:1–2:3 simply.

Say what the story tells Christians about God, creation and the world.

Give at least two examples of what Christians do to look after the world for God.

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

<p>Y2 - How do some Muslims show Allah is compassionate and merciful? EP resource</p>
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Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>To engage with the concept of compassions.</p> <p>Activity - What do we do to show we care? What is compassion? What does Hanif know about compassion for animals? Why should Muslims show compassion and mercy?</p>	<p>To enquire into Muslim stories about compassion to animals.</p> <p>Activity - Who do Muslims call the Creator and the Life-giver? What can you learn from these Muslim stories about compassion? Who can take care of the animals in our world?</p>	<p>To explore compassion in stories and words from the Quran / Hadith</p> <p>Activity - What is a messenger? What messages can you find on our story trail? Who is the best guide for Muslims?</p>	<p>To explore learning Compassion through fasting in Ramadan.</p> <p>Activity - What is Ramadan? How does Samina feel? What can we find out about Ramadan? What does Samina learn in Ramadan about compassion? (plenary)</p>	<p>To explore living out Compassion at Eid-ul-Fitr.</p> <p>Activity - Have you ever been really proud of something you did that was hard? How do Muslims celebrate Eid-ul-Fitr? How do Muslims show compassion at Eid?</p>	<p>To evaluate your learning in RE</p> <p>Activity - What have we learnt? How well have we learnt? Can we answer the big question at the start of the unit? How well? Are we making progress in RE as a subject? How much?</p>	

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Give examples of how stories about the animals show what Muslims believe.

give examples of how Muslims use stories about the Prophets to guide their beliefs and actions (e.g. care for creation, fast in Ramadan, pray 5 times daily)

give examples of how Muslims put their beliefs about prayer and about Allah into action (e.g. by daily prayer)

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

<p>Y2 - Christianity – Why does Easter matter to Christians? Digging Deeper UC</p>

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>To revisit the Easter story and know that is part of the 'big story' of the bible.</p> <p>Activity - Place pictures from Holy Week onto an Easter story timeline or story map</p>	<p>To recognise Salvation are part of the 'big story' of the Bible.</p> <p>Activity - tell pupils the story of Easter in child-friendly language. Include all elements from Year 1 and this year add some new parts: cleansing of the temple, the Last Supper, Jesus' trial. Freeze frame events. Take photos and write captions on IWB.</p>	<p>To recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible.</p> <p>Activity - Introduce the words 'sin', 'save', and 'salvation'. Christians say Jesus died to 'save' us, to pay the price of sin in the world and reunite people with God. Children draw own 3 part picture of sin, save, salvation.</p>	<p>To tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people).</p> <p>Activity - Get pupils in groups to set up tableaux to show the events of Holy Week, take photos, and ask the pupils to add captions to show what example Jesus set Christians during Holy Week.</p>	<p>To give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship.</p> <p>Activity - What example does Jesus through the events of Holy Week? Research how the local churches help the homeless.</p>	<p>To think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas.</p> <p>Activity - Look at Jesus' words on the cross: 'Father, forgive them; for they do not know what they are doing.' Discuss who Jesus is forgiving and what is being forgiven.</p>	
<p>Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible.</p> <p>Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people).</p> <p>Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship.</p> <p>Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas.</p>						

Y2 - 1.8 What can we learn from sacred books and stories? BAS

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>To identify books that are special to them.</p> <p>Activity – Create a class display of favourite books.</p> <p>Children to write about their own book.</p>	<p>To consider the ‘rules’ needed to ensure that sacred books are respected.</p> <p>Activity – Create a list of ways to show respect to sacred books. Link to how the children like their books to be looked after.</p>	<p>To understand that worldviews may have their own sacred or special books.</p> <p>Activity – Introduce the Bible, Qur’an and Torah. People of no faith also have special books. Holy books have stories. Recall stories about Jesus, Moses and the Prophet Muhammad. Consider ‘wise’ advice from the texts.</p>	<p>To recognise that sacred texts contain stories which are special to many people and should be treated with respect. recognise how different religions express their respect for their scriptures, giving at least 3 examples of symbols of respect.</p> <p>Activity – A story from a holy book - Learn from a story Jesus told (e.g. The Lost Sheep/Lost Coin, Luke 15) and how to treat each other (e.g. The Good Samaritan, Luke 10).</p>	<p>To recognise that sacred texts contain stories which are special to many people and should be treated with respect. recognise how different religions express their respect for their scriptures, giving at least 3 examples of symbols of respect.</p> <p>Activity – A story from a holy book -Learn from a story from Muslim tradition, e.g. Hagar and Ismail and the Well of ZamZam, where an angel provides a spring of water to save a mother and child when they are thirsty. The story expresses the idea that Allah is a caring rescuer of those in trouble, and answers prayers. The story is remembered as a part of the Hajj, the Muslim pilgrimage to Makkah.</p>	<p>To recognise that sacred texts contain stories which are special to many people and should be treated with respect. recognise how different religions express their respect for their scriptures, giving at least 3 examples of symbols of respect.</p> <p>Activity – A story from a holy book - Learn from a Jewish story that teaches about God looking after his people (e.g. Call of Samuel, 1 Samuel 3; David and Goliath, 1 Samuel 17; Jonah 1–3).</p>	<p>To suggest feelings and reactions of characters at key points in faith stories, and suggest meanings in the stories</p> <p>Activity – Children retell the stories they have heard. Identify the feelings of the characters.</p>

- identify a belief about God linked to what a holy book says
- recognise that sacred texts contain stories which are special to many people and should be treated with respect
- recognise how different religions express their respect for their scriptures, giving at least 3 examples of symbols of respect
- give simple examples of ‘hidden messages’ in faith stories, or wise sayings that believers may follow
- think, talk and ask good questions about messages within sacred texts and the values, behaviour and attitudes of people
- suggest feelings and reactions of characters at key points in faith stories, and suggest meanings in the stories

Y2 - 1.12 Gospel – What is the ‘good news’ that Jesus brings? BAS

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>To tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or ‘good news’.</p> <p>Activity – People or professions that change the world. Jesus’ 12 people. Tax collector story.</p>	<p>To give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</p> <p>Activity – Forgiveness</p>	<p>To give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession)</p> <p>Activity – Peace – If Christians get peace from Jesus how does this show ‘good news’ that Jesus brought?</p>	<p>To give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).</p> <p>To 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>Activity – Explore ways Christians try to bring the ‘good news’ of Jesus to communities.</p>	<p>To give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).</p> <p>To 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>Activity – Find out different ways Christians say sorry.</p>	<p>To 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>Activity – Visit church to identify ways the building allows them to remember Jesus’ life and offer them the ‘good news’.</p>	<p>To 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>Activity – Friendship – peace, forgiveness, sorry all aspects of a good friend.</p>

- tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'
- give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians
- give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession)
- think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas

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Y3 - L2.4 Christianity - What kind of world did Jesus want? BAS

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>To identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus. make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</p> <p>Activity – Explore account of Jesus calling his first disciples. Discuss sacrifices they had to make. Link to giving up personal possessions and events. Idea of Good News.</p>	<p>To suggest ideas and then find out about what Jesus' inclusive actions towards outcasts mean for a Christian.</p> <p>Activity - Look at some other stories that show what kind of world Jesus wanted. E.g. the story of the healing of the leper in Mark 1:40–44.</p>	<p>To give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.</p> <p>Activity – Look for evidence to see how churches are creating a world that Jesus wanted. What do they offer for the community to do?</p>	<p>To give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.</p> <p>Activity - Imagine a day/week in the life of a church leader. How much time is spent 'fishing for people'?</p>	<p>To give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.</p> <p>Activity – Research how Church leaders go above and beyond in order to create the world Jesus wanted.</p>	<p>To 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>Activity – Create an information leaflet to show what sort of world they would like and why.</p>	<p>To 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>Activity – Compare the world that the children want to the world that Jesus wanted. What are the similarities and differences?</p>

- identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus
- make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'
- suggest ideas and then find out about what Jesus' inclusive actions towards outcasts mean for a Christian
- give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways
- 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>Y3 - Christianity – 2A.2 People of God – What is it like to follow God? UC resource Core</p>
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Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>To understand that the Old Testament tells the story of a particular group of people.</p> <p>Activity – Tell story of Noah from Genesis 6:5 – 9:17. Discuss likes and dislikes of story. Why do they still like it? Children consider qualities in Noah that made God choose him and actions Noah carries out to ensure obedience to God. Hot seat Noah.</p>	<p>To understand that the Old Testament tells the story of a particular group of people.</p> <p>Activity – Recall description of Noah. Discuss rules God gives humans. Define a ‘pact’. Relate to a covenant. What was God’s covenant with Noah? Circle time – What I would like to say about God in the story is....? Discuss what it was like for Noah and his family.</p>	<p>To make links between the story of Noah and how we live in school and the wider world.</p> <p>Activity – Think about pacts people make in everyday life. Discuss what happens if people break the pact. What are the consequences. God was doing away with evil in the Noah story. What could we do without in today’s world. 2 lists – things we can get rid of and things we can’t. Write table contracts.</p>	<p>To make simple links between the story of Noah and the promises Christians make at weddings.</p> <p>Activity – List people that need to make promises in their lives. Recap on what is known about baptism and promises. Watch a Christian wedding. Partnership between God and 2 people. Explore simplified version of a wedding. Promise scavenger hunt in the text. Identify what is and is not promised.</p>	<p>To make simple links between the story of Noah and the promises Christians make at weddings.</p> <p>Activity – Recall the symbol that God sends to show he will never again destroy life. What is a symbol? What symbols are used in wedding ceremonies? Label wedding symbols.</p>	<p>To make simple links between the story of Noah and the promises Christians make at weddings.</p> <p>Activity – Noah story is about getting rid of evil. Discuss importance of saying sorry. Give examples of when married people may need to say sorry. Pupils identify who says sorry. What is it like to follow God?</p>	<p>Christmas performances</p>

To make links between the story of Noah and the idea of covenant:

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

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

Y3 - Sikhism - How does the teaching of the gurus move Sikhs from dark to light? EP

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>To engage with the idea of someone moving you from dark to light.</p> <p>Activity - What does a good teacher do? Who would you go to if you needed help with an answer, if you felt in the dark?</p>	<p>To engage with the idea of someone moving you from dark to light.</p> <p>Activity - What is a GURU? Is it a good word for a teacher? Are you sure what we mean by 'in the dark'?</p>	<p>To enquire into the idea of Nanak as a GURU.</p> <p>Activity - What are the most important things to learn? What can you tell about Guru Nanak? What are you 'in the dark' about? What happened when Nanak knew more than his teacher? What do you think is really worth learning?</p>	<p>To explore how Nanak became a Guru (Sikh narrative).</p> <p>Activity - Why did I give you labels? What were they for? What did Guru Nanak have to say about religious 'labels'? How did Nanak become Guru Nanak? How did this experience change Nanak?</p>	<p>To explore how the Granth is a living Guru (Sikh community practice).</p> <p>Activity - Who were the Gurus? What was their purpose? How is the GURU Granth Sahib treated like a Guru? How does the Granth act as a Guru today?</p>	<p>To evaluate pupils' learning about how the Guru's teaching takes Sikhs from dark to light.</p> <p>Activity - What have we learnt? How well have we learnt? Can we answer the big question at the start of the unit? How well?</p>	

- identify and describe key Sikh beliefs in the Gurus.
- explain examples of texts used in Sikh worship to move the light.
- make simple connections between sacred texts and practice
- describe how people show their Sikh identity in behaviour and values
- raise questions about what it means to live a good life and examine Sikh answers
- give good reasons for their own views about the importance of values such as equality, community, tradition and respect

Y3 - Christianity – Why do Christians call the day Jesus died ‘Good Friday’ UC Core

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>To recognise the word ‘salvation’, and that Christians believe Jesus came to ‘save’ or ‘rescue’ people, e.g. by showing them how to live.</p> <p>Activity - Recap work on Holy Week from Unit 1.5 – what can pupils remember? Get pupils to prepare to write a diary entry for Mary, the mother of Jesus, for three important days in Holy Week: Palm Sunday (entry to Jerusalem: Matthew 21:7–11), Good Friday (Jesus’ death: Luke 23:13–25, 32–48) and Easter Sunday (Jesus is raised to life: Luke 24:1–12).</p>	<p>To offer informed suggestions about what the events of Holy Week mean to Christians</p> <p>Activity - Talk about pupils’ responses and reaction to the story: how did it make them feel? How do they think Christians will feel as they read this account? What would Christians learn from Jesus’ example and teaching in these accounts? Write a newspaper account of the mood.</p>	<p>To make simple links between the Gospel accounts and how Christians mark the Easter events in their communities.</p> <p>Activity - Use visits, visitors, church websites and church programme cards to find photos and other information about what different churches do on Palm Sunday, Good Friday and Easter Sunday (e.g. types of service, music, readings, actions and rituals, colours, decorations). Use this BBC clip to explore these ideas more fully: www.bbc.co.uk/programmes/p02mww94.</p>	<p>To 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>Activity - Talk about what Christians think about Jesus and the idea of ‘salvation’: one idea is that Christians believe Jesus shows them how to live a life that pleases God, a life of love for all – ‘saving’ them from going down the wrong path in life. Design a display to show the importance of each day – linking the texts, various Christian practices and the meanings for Christians.</p>	<p>To offer informed suggestions about what the events of Holy Week mean to Christians</p> <p>Activity - For people at the time, these three parts of the story provoke hope, sadness and joy. Why was there hope as Jesus arrived as King? (Why was there sadness? (Why was there joy? You could annotate Mary’s emotion graph with these explanations. Explore why these stories still provoke these emotions in Christians today.</p>	<p>To 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>Activity - What brings hope, sadness and joy to pupils. Reflect on the key question: Why do Christians call the day Jesus died ‘Good Friday’?</p>	

Y3 - Christianity – L2.10 Gospel: For Christians, what was the impact of Pentecost? BAS

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>To offer informed suggestions about what the events of Pentecost in Acts 2 might mean, referring to beliefs about the Holy Spirit.</p> <p>Activity – Recall Easter story. Read and share Acts 2. Ask I wonder questions. What does it mean? Why did God send the Holy Spirit?</p>	<p>To offer informed suggestions about what the events of Pentecost in Acts 2 might mean, referring to beliefs about the Holy Spirit. To make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God and how Christians live now</p> <p>Activity - Give pupils part of some artwork that shows the story (e.g. from www.artbible.info) and ask pupils to sketch the rest of the picture from the story. Compare with the original artwork to see what they included and left out. How have artists expressed the idea of the power of the Holy Spirit and the impact on the disciples and listeners?</p>	<p>To make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God and how Christians live now.</p> <p>Activity – Use the text (Acts 2) to find out what Jesus wanted people to do. Connect to the idea of the Trinity. Who or what do Christians believe the Holy Spirit is?</p>	<p>To describe how Christians show their beliefs about the Holy Spirit in worship.</p> <p>Activity - Ask pupils to describe what it might be like, if the God described by Christians really did rule in everyone's heart. Talk about why Christians would say God's rule on Earth is a good thing today. Look at the words of the Lord's Prayer: what clues does that give to what Christians might believe the kingdom of God should be like?</p>	<p>To 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>Activity - Pentecost is the Church's birthday. Ask pupils to suggest ways in which Christians should celebrate this birthday – the giving of the Holy Spirit. List some activities Christians might do and say, where this would be, and why. Think about ways of capturing the excitement of that first Pentecost with sound, movement, colour, and so on. Compare with examples of what churches do.</p>	<p>To 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 idea</p> <p>Activity - Consider why quite a few people do not want to have God as 'king' in their life. See if pupils can give some reasons, from people being atheists to preferring to make up their own minds about how to live. Consider why Christians believe allowing God to rule in their lives is a good thing, and is a thing which guides and comforts them. Ask pupils to explain what difference they think the giving of the Holy Spirit at Pentecost made to Christians, then and now.</p>	<p>To evaluate pupils' learning about how Pentecost impacts a Christian's life.</p> <p>Activity – Double page spread answering the question.</p>

offer informed suggestions about what the events of Pentecost in Acts 2 might mean, referring to beliefs about the Holy Spirit

• give examples of what Pentecost means to some Christians now

• make simple links between the description of Pentecost in Acts 2 the Holy Spirit, the kingdom of God and how Christians live now

• describe how Christians show their beliefs about the Holy Spirit in worship

• 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

Y3 - Islam - How does a Muslim show their obedience and submission to Allah? EP resource

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>To engage with idea of willing obedience.</p> <p>Activity - Who do you listen to and obey? Who would you listen to and obey in these circumstances? What do these sounds tell you to do? Why is it wise to obey them?</p>	<p>To enquire into the importance of obedience / submission to Allah for a Muslim.</p> <p>Activity - What can you tell about this sound which lots of people in the world obey? How and why do Muslims respond to the call to prayer? Who is the most important person for a Muslim to obey?</p>	<p>To explore ideas about submission and obedience in Muslim stories or in the Qur'an.</p> <p>Activity - Why was Bilal chosen as the first muezzin? What words did Bilal choose to say when he called people to pray to Allah?</p>	<p>To explore Muslim Community Practice – showing submission / obedience in ritual prayer</p> <p>Activity - Why do Muslims believe it makes sense to submit to God? Why do Muslims get ready for prayer so carefully? How do the rituals of Muslim prayer demonstrate understanding of submission? Does praying so often help Muslims remember to submit to Allah in all they do?</p>	<p>To explore Muslim Living aspects of obedience and submission to Allah in everyday life</p> <p>Activity - What are the rules for our school / our class? 1. Saying Bismillah. 2. Offering a greeting of peace. Do we understand what Muslims want their children to learn about 'submission'?</p>	<p>To evaluate what pupils have learnt about the Muslim concept of SUBMISSION and the key Question.</p> <p>Activity - What have we learnt? How well have we learnt? Can we answer the big question at the start of the unit? How well? Are we making progress in RE as a subject? How much?</p>	<p>To express your RE learning about obedience and submission in Islam so it can be shared with others</p> <p>Activity - Use the Diamond 9 activity</p>
<p>To engage with idea of willing obedience.</p> <p>To enquire into the importance of obedience / submission to Allah for a Muslim.</p> <p>To explore ideas about submission and obedience in Muslim stories or in the Qur'an.</p> <p>To explore Muslim Living aspects of obedience and submission to Allah in everyday life</p> <p>To evaluate what pupils have learnt about the Muslim concept of SUBMISSION and the key Question.</p> <p>To express your RE learning about obedience and submission in Islam so it can be shared with others</p>						

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Y4 - Christianity - What do Christians learn from the creation story? UC resource Digging Deeper

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>To understand the position of creation, God and the Fall within the bible's 'Big Story'.</p> <p>Activity – Look at the Big story of the bible and position creation and God. Explain everything was perfect at this point. What happens after this? Share story of Adam and Eve. What is the hidden meaning? Discuss the temptation. Write a newspaper report on the story.</p>	<p>To understand the position of creation, God and the Fall within the bible's 'Big Story'.</p> <p>Activity – Create questions that they would ask each of the 'characters' from the story. Hot seat the characters – God, Adam, Eve, Serpent,</p>	<p>To offer suggestions about what the story of Adam and eve might show about human nature.</p> <p>Activity – Consider Adam and Eve's behaviour. Was it wrong? Use 'on the one hand.... On the other hand....'</p>	<p>To understand that Christians might pray to God to say sorry.</p> <p>Activity - Ten Commandments – what must people have been doing to need a set of rules? Children place the commandments in order of importance. Children consider their own commandment.</p>	<p>To understand the importance of forgiveness.</p> <p>Activity – Balloon activity in booklet.</p>	<p>To understand that there are examples in the bible of forgiveness.</p> <p>Activity – Link Parable of Lost Son to Genesis 3.</p>	<p>Harvest festival this half term.</p>

Place the concepts of God, Creation and Fall on the timeline of the Big Story of the bible.

Offer suggestions about what the story of Adam and Eve might show about human nature and how to act.

Describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness.

Make links between what stories in the bible say about human beings and pupils' own ideas about how people should behave.

Y4 - Christianity - What is the Trinity and why is it important to Christians? BAS

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>To offer suggestions about what texts about baptism and the Trinity mean to different Christians today. To recognise what a 'Gospel' is and give an example of the kinds of stories it contains</p> <p>Activity: Water as a symbol. Introduce idea of Gospel – read Matthew 3:13–17. Explore the symbols mentioned</p>	<p>To 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.</p> <p>Activity - Look at 2 paintings of baptism (see www.artbible.info). Look at similarities and differences between the paintings. How has God been shown as Father, Son and Holy Spirit. Create own pictures of baptism showing the Trinity.</p>	<p>To 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.</p> <p>Activity – Compose a baptism prayer for a baby. Explore their versions compared to official baptism prayer. Children look at differences between adult and baby baptism.</p>	<p>To 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>Activity – How are baptisms celebrated. How does this compare to the events at Jesus' baptism. Focus on the use of water.</p>	<p>To 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>Activity – Create a double page spread to show their understanding of the Trinity and baptism and how the 2 are connected.</p>	Continue with double page spread.	Christmas performances

recognise what a 'Gospel' is and give an example of the kinds of stories it contains

offer suggestions about what texts about baptism and the Trinity mean to different Christians today

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

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

Y4 - Judaism - What symbols and stories help Jewish people remember their covenant with God?

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>To engage with the idea of symbols / objects helping people remember.</p> <p>Activity – Can you remember what is on the tray? What does a rainbow remind many people of? Why is the rainbow a reminder of a promise or agreement? What else helps Jewish people remember their covenant or agreement with God?</p>	<p>To enquire into ideas about promises and covenants using stories of Abraham.</p> <p>Activity - I wonder Can you always trust someone who makes a promise? What is the difference between a promise and an agreement /covenant? What does Jewish tradition tell us about Abraham?</p>	<p>To explore how objects can hold important memories from Jewish Narrative.</p> <p>Activity - How do objects help us remember important or special times? What memories do matzos and salty water hold? What memories do matzos and salty water hold? What would these two items remind Jewish people of? What could you do to help you remember this story?</p>	<p>To explore how Passover is a reminder of the covenant in Jewish Community Practice.</p> <p>Activity - What is this song about? How does a Jewish family remember the story of the Exodus at Passover today? What symbols act as reminders of the feelings of the Exodus? What promises are sweet and bitter for me?</p>	<p>To explore how keeping the covenant with God is the basis of Jewish Living.</p> <p>Activity - Is it good to make a promise publicly? When did the Jewish people make a public promise to God? How do we know remembering the Ten Commandments is important to Jewish people? What is Shavuot and when does it happen? What commandments are read at Shavuot? How do they affect people's lives?</p>	<p>To evaluate Your learning about the Jewish idea of covenant</p> <p>Activity - What have we learnt? How well have we learnt? Can we answer the big question at the start of the unit? How well?</p>	

- identify some Jewish beliefs about God, sin and forgiveness and describe what they mean
- make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people
- 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)
- describe how Jews show their beliefs through worship in festivals, both at home and in wider communities
- raise questions and suggest answers about whether it is good for Jews and everyone 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

Y4 - Christianity – Why do Christians call the day Jesus died ‘Good Friday’ UC Digging Deeper

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>To offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean.</p> <p>Activity - THE LAST SUPPER: JESUS WASHING THE DISCIPLES' FEET Tell the pupils the story of the Last Supper. Introduce Passover. Retell or read the story from a suitable Bible: the Last Supper, from Matthew 26:17–25.</p>	<p>To give examples of what the texts studied mean to some Christians. Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion.</p> <p>Activity - Next tell the final part of this story: Matthew 26:26–30. Place the following items into the middle of the cloth: bread, wine, picture of Jesus, picture of blood, Bible, music. Which of these they would pair together and why? What might each of these have to do with the story of the Last Supper? What might each of these help the disciples to remember? Why did Jesus want them to remember?</p>	<p>To describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus.</p> <p>Activity - Why do Christians call the day Jesus died 'Good Friday'? Or: Why do Christians still remember the events of Holy Week? (This should include a theological explanation about the importance of Jesus and Salvation, but also the emotional power of the story for Christians.)</p>	<p>To raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.</p> <p>Activity - Invite the vicar or minister from your local church to bring the paten, chalice and some unconsecrated wine and bread, and to talk to pupils about the communion service on Maundy Thursday. Ask the vicar to talk about why there is a 'sorry' prayer called 'confession' before the communion, and whether she/he washes feet during the service. Alternatively, put together a class email asking questions about the service on Maundy Thursday.</p>	<p>To raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.</p> <p>Activity - Create a guide for 6–8-year-olds to use in church to help them to understand what is happening in the communion service on Maundy Thursday at church.</p>	<p>To raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.</p> <p>Activity - Following on from the idea of what evidence you might look for that someone is a Christian, ask pupils what evidence anyone would find of the things that they think are important. Ask the pupils to think about things that are so important for them, they would stand up for those beliefs no matter who disagreed with them. Their football team? Their brother or sister? Any religious beliefs? Their beliefs about what is right and wrong?</p>	

To offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean.

To give examples of what the texts studied mean to some Christians. Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion.

To describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus.

To raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.

Y4 - Hinduism – Why does a Hindu want to collect good karma?

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>To engage with the idea of 'karma' through a game</p> <p>Activity - What does it feel like to make progress? Or to fall behind?</p> <p>How did Hindus use this game to teach children about good and bad karma?</p> <p>Who is responsible for our actions?</p> <p>http://ichef.bbci.co.uk/images/ic/1200x675/p02zmy4h.jpg</p>	<p>To enquire into why karma is important to Hindus</p> <p>Activity - Why are we playing this game again? What is different? groups?</p> <p>What are some important Hindu beliefs about life and death? What questions can you ask about Hindu beliefs in re-incarnation and good and bad karma?</p>	<p>To explore Hindu ideas of Karma and Samsara through (i) Hindu story and text</p> <p>Activity - What have we learnt about Hindu beliefs?</p> <p>How does karma affect an individual – impact on daily life?</p> <p>How do Hindu parents help their children learn about good actions (karma) and why do they think this is important?</p>	<p>To explore ways Hindus encourage good 'karma' through (ii) Hindu Community action</p> <p>Activity - What does an act of selfless kindness</p>	<p>To evaluate our RE learning about how karma impacts on a Hindu's life</p> <p>Activity - What have we learnt? How well have we learnt?</p> <p>Can we answer the big question at the start of the unit? How well?</p>	<p>To express our RE learning about Karma so it can be shared with others</p> <p>Activity</p> <ul style="list-style-type: none"> • Design your own poster • Design your own snakes and ladders game • Create and label rangoli patterns for display. 	<p>To express our RE learning about Karma so it can be shared with others</p> <p>Activity</p> <ul style="list-style-type: none"> • Design your own poster • Design your own snakes and ladders game • Create and label rangoli patterns for display.

<p>Y4 - Christianity – When Jesus left, what was the impact of Pentecost? UC Digging Deeper</p>
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Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>To order concepts within a timeline of the bible's 'big story'.</p> <p>To list two distinguishing features of a narrative and a letter.</p> <p>To offer suggestions about what the texts studied mean.</p> <p>Activity – 'You might like to start with section' Order the concepts within the 'Big Story'.</p> <p>Making sense of the text – understand that all parts of something need to go together to fully work. Complete all parts.</p>	<p>To make simple links between the idea of the church as a body, the fruit of the spirit and the Kingdom of God and how Christians live in their whole lives in their church.</p> <p>Activity – Understanding the impact. What does the Church do to welcome everyone? This shows that the church is made up of people. How do these activities reflect the teachings of Jesus? What difference do they make inside and outside the church.</p> <p>Christian's are God's 'hands'.</p>	<p>To raise questions and suggest answers about how far the ideas about church as a body and the fruit of the spirit might make a difference to how pupils think and live.</p> <p>Activity – Making connections</p>	<p>To order concepts within a timeline of the bible's 'big story'.</p> <p>To list two distinguishing features of a narrative and a letter.</p> <p>To offer suggestions about what the texts studied mean.</p> <p>Activity – Making sense of the text – Fruit of the Spirit</p>	<p>To describe how Christians show their belief about how the Holy Spirit in worship and in the way they live.</p> <p>Activity – Understanding the impact – Visit local church – look for examples of Fruit of the Spirit.</p>	<p>To make links between fellowship and fruit of the spirit and life in the world today, expressing some ideas of their own clearly.</p> <p>Activity – Making connections – final section.</p>	

To order concepts within a timeline of the bible's 'big story'.

To list two distinguishing features of a narrative and a letter.

To offer suggestions about what the texts studied mean.

To make links between fellowship and fruit of the spirit and life in the world today, expressing some ideas of their own clearly.

To raise questions and suggest answers about how far the ideas about church as a body and the fruit of the spirit might make a difference to how pupils think and live.

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Y5 - Christianity - What does it mean if Christians believe God is holy and loving? BAS

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>To identify some different types of biblical texts, using technical terms accurately. To explain connections between biblical texts and Christian ideas of God, using theological terms</p> <p>Activity – If God.... Biblical ideas of God</p>	<p>To make clear connections between Bible texts studied and what Christians believe about God, for example through how cathedrals are designed.</p> <p>Activity – Holy God, Loving God. Beliefs in music from Christians</p>	<p>To show how Christians put their beliefs into practice in worship.</p> <p>Activity – Building to God's Glory.</p>	<p>To weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p> <p>Activity – Get creative.</p>	<p>To weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p> <p>Activity – Two things that matter to Christians.</p>	<p>To weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p> <p>Activity – God - Maybe not!</p>	<p>Harvest festival within this half term. Swap lessons accordingly.</p>

[illegible]

explain connections between biblical texts and Christian ideas of God, using theological terms

make clear connections between Bible texts studied and what Christians believe about God, for example through how cathedrals are designed

show how Christians put their beliefs into practice in worship

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.

Y5 – Christianity – Was Jesus the Messiah? UC Core

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>To explain the place of incarnation in the ‘big story’ of the bible. To identify Gospel and prophecy texts. To explain connections between biblical texts, Incarnation and Messiah.</p> <p>Activity – Starting activity, making sense of the text (examine the situation, what kind of saviour, the first clues, a written report from the scene, Interview some witnesses).</p>	<p>To identify Gospel and prophecy texts. To explain connections between biblical texts, Incarnation and Messiah.</p> <p>Activity – . Making sense of the text – the final report.</p>	<p>To show how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas.</p> <p>Activity – Understanding the impact – look at adverts for Christmas. Explore whether true meaning of Christmas has been lost.</p>	<p>To show how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas.</p> <p>Activity – Understanding the impact – write a script for a dinner conversation for a Christian how would this differ to a non-Christian?</p>	<p>To identify how the idea that Jesus is the Messiah makes sense in the ‘big story’ of the bible’.</p> <p>To consider how the idea that Jesus is the Messiah is important today.</p> <p>Activity – Making connections – Reflect on the question: Was Jesus the Messiah. Write an answer presenting information studied in unit.</p>	<p>To identify how the idea that Jesus is the Messiah makes sense in the ‘big story’ of the bible’.</p> <p>To consider how the idea that Jesus is the Messiah is important today.</p> <p>Activity – Look at key theological terms – creation, fall, people of God, Messiah, incarnation, gospel, salvation – and write meanings. Consider why the people of God needed a saviour.</p>	<p>Christmas performances</p>

To explain the place of Incarnation and the Messiah within the 'Big Story' of the bible.

To identify Gospel and prophecy texts, using technical terms, [this](#)

To show Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.

To comment on how the idea that Jesus is the Messiah makes sense in the wider story of the bible.

To weigh up how far the idea that Jesus is the Messiah – a saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives.

Y5 Islam - What does the Qur'an reveal to Muslims about Allah and his guidance? EP resource

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>To with the meaning and uses of the word ‘reveal’ and ‘revelation’.</p> <p>Activity – What is in these boxes? What does it mean to ‘reveal’ something? What secret of the universe would you most like revealed? What would our treatment of the box reveal? What will these little boxes reveal?</p>	<p>To enquire into Muslim belief in the Qur’an as revelation.</p> <p>Activity – What do our actions reveal? How do Muslims show respect to the Qur’an? Why does a Muslim treat the Qur’an as so valuable? What do the words of the Qur’an ‘reveal’?</p>	<p>To explore ideas about revelation in (1) Muslim Narrative / text.</p> <p>Activity - What happened at Cave Hira? How were the words of the Qur’an collected and revealed to others? What would it be like to memorise the words and pass them on to others? Why was it important to have this revelation written down? What do the words of the Qur’an ‘reveal’? (plenary)</p>	<p>To explore aspects of revelation in (2) Muslim Community Practice.</p> <p>Activity - (i) What do the decorative verses in a mosque reveal? (ii) How does the Muslim community guard the revelation of Allah? How does Laylat-ul Qadr remind Muslims that they have been given the final revelation from Allah? What do the words of the Qur’an ‘reveal’? (continuing plenary)</p>	<p>To explore ideas of revelation In (3) Muslim Living.</p> <p>Activity - Can you follow instructions? Is it always easy? How does Allah’s guidance affect how a Muslim lives their life? Why is a Rope a metaphor for the guidance of the Qur’an?</p>	<p>To evaluate what we have learnt about the Muslim concept of REVELATION and the key question.</p> <p>Activity - What have we learnt? How well have we learnt? Can we answer the big question at the start of the unit? How well?</p>	
<p>To with the meaning and uses of the word ‘reveal’ and ‘revelation’</p> <p>To enquire into Muslim belief in the Qur’an as revelation.</p> <p>To explore ideas about revelation in (1) Muslim Narrative / text.</p> <p>To explore aspects of revelation in (2) Muslim Community Practice.</p> <p>To explore ideas of revelation In (3) Muslim Living.</p> <p>To evaluate what we have learnt about the Muslim concept of REVELATION and the key question.</p>						

Y5 Christianity - Should believing in the resurrection change how Christians view life and death? EP resource

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>To engage with the meaning of the word ‘resurrection’.</p> <p>Activity - Is this the end of the road? What is the word ‘resurrection’ about? What questions can you ask about life after death? What feelings and ideas are expressed in this story of death and resurrection?</p>	<p>To enquire into how believing in the Resurrection changes things for Christians.</p> <p>Activity - What stories do Christians tell about the importance of Jesus and his death and resurrection? How does believing in the Resurrection of Jesus change things for Christians?</p>	<p>To explore ideas about the resurrection in biblical narrative.</p> <p>Activity - How did the first followers of Jesus react to his death and resurrection? What did the disciples witness which changed their sorrow to joy? (plenary)</p>	<p>To explore Christian ideas about Resurrection in Church Practice.</p> <p>Activity - Why is ‘Hallelujah’ an important word in Easter worship? How could we help a local church prepare a joyful Easter service?</p>	<p>To explore Christian ideas about the Resurrection in Christian Living.</p> <p>Activity - If life is like a journey, what happens at the end? What happened to Albert next? (the funeral) What Christian words shall we put on Albert’s gravestone?</p>	<p>To evaluate what we have learnt about Christian belief in Resurrection.</p> <p>Activity - What have we learnt? How well have we learnt? Can we answer the big question at the start of the unit? How well? Are we making progress in RE as a subject? How much?</p>	
<p>To engage with the meaning of the word ‘resurrection’.</p> <p>To enquire into how believing in the Resurrection changes things for Christians.</p> <p>To explore ideas about the resurrection in biblical narrative.</p> <p>To explore Christian ideas about Resurrection in Church Practice.</p> <p>To explore Christian ideas about the Resurrection in Christian Living.</p> <p>To evaluate what we have learnt about Christian belief in Resurrection.</p>						

Y5 Humanism - Why do Humanists say happiness is the goal of life? EP resource

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>To engage with the idea of happiness.</p> <p>Activity - What is happiness? Is being happy what life is all about? Who uses the 'Happy Human' symbol? Do we all have the right to be happy?</p>	<p>To enquire into the importance of happiness for a Humanist.</p> <p>Activity - Do we all have the right to be happy? What is important for Humanists? What do these words tell us about non-religious people? What could you ask a Humanist about their idea of how people can be happy? What do humanists say makes a 'happy human'?</p>	<p>To explore Humanist beliefs in texts or Quotations.</p> <p>Activity - What do humanists say makes a happy human? What can we learn about Humanist ideas of happiness in things they write? What do these words from a humanist website tell you? How do Humanists answer questions, particularly those about God and religion?</p>	<p>To explore ideas about happiness in (2) Humanist life ceremonies.</p> <p>Activity - What are some of the happiest moments in someone's life journey? Why do some humanists celebrate naming ceremonies and weddings? What do Humanists say about the end of life? Can a Humanist funeral be a happy celebration?</p>	<p>To explore aspects of happiness in Humanist decision-making.</p> <p>Activity - How does being a humanist affect someone's life? What other rules might Humanists follow to achieve a happy life? Will following good rules make everyone in the world happy?</p>	<p>To evaluate what pupils have learnt about the Humanist concept of happiness and the key question.</p> <p>Activity - What have we learnt? How well have we learnt? Can we answer the big question at the start of the unit? How well? Are we making progress in RE as a subject? How much?</p>	<p>OPTIONAL - To express your RE learning about HAPPINESS so it can be shared with others.</p> <p>Activity - Photography Competition</p> <p>Present an assembly</p> <p>Hold a debate: Should we teach happiness lessons in school?</p> <p>Thought for the Commute:</p> <p>Redesign the humanist logo</p> <p>Create a Humanism artefact box.</p>

To engage with the idea of happiness, _____

To enquire into the importance of happiness for a Humanist.

To explore Humanist beliefs in texts or Quotations:

To explore ideas about happiness in (2) Humanist life ceremonies.

To explore aspects of happiness in Humanist decision-making.

To evaluate what pupils have learnt about the Humanist concept of happiness and the key question.

Y5 Christianity - How do Christians decide how to live? 'What would Jesus do?' UC Core

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>To identify features of Gospel texts (for example, teachings, parable, narrative).</p> <p>Activity - WHAT WOULD JESUS DO? Matthew 22:36–40, Matthew 7:24–27.</p>	<p>To take account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</p> <p>Activity - The Sermon on the Mount, Matthew 5–7. 'What would Jesus do?</p>	<p>To make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</p> <p>Activity - 15 sentences that changed the world: point out that Christians and some non-Christians try to live by Jesus' teachings. For each of the 15 sayings from the Sermon on the Mount, ask pairs of pupils to suggest what they think it means, then summarise each saying with one topic word and a phrase of seven words or fewer.</p>	<p>To make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</p> <p>Activity - A healing miracle: The Centurion's Servant, Luke 7:1–10. (Recall the 'big story' of the Bible — this account illustrates how the good news extends beyond the 'People of God' even to the Roman occupiers.)</p>	<p>To make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</p> <p>Activity - WWJD ('What Would Jesus Do?') Foundations for living foundations? WWJD about prayer today?</p>	<p>To relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.</p> <p>Activity - WWJD about ill health?</p>	<p>To evaluate what pupils have learnt about the Gospels and WWJD.</p> <p>Activity – Double page spread.</p>

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

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

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

To relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.

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Y6 Christianity - Creation and science: conflicting or complementary? BAS

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>To identify what type of text some Christians say Genesis 1 is, and its purpose. To taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</p> <p>Activity - Read Genesis 1:1 – 2:3. Suggest to pupils that this text is a detective story or a newspaper report. Ask them to find any evidence for or against these ideas. Look at The Message Bible translation (bit.ly/2m3tv6M). What clues are there to show that this is a poem?</p>	<p>To show understanding of why many Christians find science and faith go together.</p> <p>Activity - Explore scientific accounts of cosmology (the beginning of the Universe) and evolution (the development of living beings). Summarise them in a simplified diagram. Children will have many questions about this – record them all for a ‘community of enquiry / P4C’ activity. Work out what difference it makes if someone interprets Genesis literally or poetically, when considering the connection between Genesis and science.</p>	<p>To show understanding of why many Christians find science and faith go together.</p> <p>Activity - Ask pupils to come up with as many questions as they can about the Genesis text and the beginnings of the Universe and life. Sort them – are some better answered by science and some by the text? Recall work on genre and purpose: which purposes are more likely for Genesis (e.g. for a science textbook or a worship prayer; for worshippers of God or ‘unbelievers’; to explain who God is, why the world is beautiful, who humans are, etc.). Reflect on why some might say science and belief in creation are in conflict or complementary.</p>	<p>To 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>Activity - Find out about Christians who are also scientists. How do they reconcile their faith with their professional work? Invite some local Christians who are scientists (e.g. teachers, parents, a local vicar, vet, doctor or engineer). How do they make sense of believing in Some Humanists and atheists see the debates differently, and emphasise scientific knowledge as superior to religious worldviews.</p>	<p>To 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>Activity - Ask pupils to see how far they agree or disagree with the statement: ‘Genesis explores why the Universe and life exists. Science explores how the Universe works the way it does.’ Come up with some questions that science definitely can answer</p>	<p>To 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>Activity - Look at the key question: ‘Creation and science: conflicting or complementary?’ Ask pupils to give a written response, giving good reasons, and a creative response to the ideas explored. They can use material from Christianity, non-religious ideas and ideas from other religions such as Islam if they wish.</p>	<p>Harvest festival this half term. Plan weeks accordingly.</p>

To identify what type of text some Christians say Genesis 1 is, and its purpose.

To taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.

To show understanding of why many Christians find science and faith go together

To 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.

Y6 Christianity - How do Christians show their belief that Jesus is God incarnate? EP resource

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>To engage with the idea and meaning of the word 'incarnation' for Christians.</p> <p>Activity - What if God became a human? Show the words. What if God was 'one of us'? Plenary: How do you think people in school would react if they thought it was really 'God in a body' next to them?</p>	<p>To enquire into how and why Christians portray Jesus as God in human form (incarnate) and what questions this raises.</p> <p>Activity - What do you know about what Christians believe about Jesus already? How do you imagine Jesus looked as a human? How do artists show Jesus as human or divine?</p>	<p>To explore the Christian belief in 'incarnation' Through (i) Biblical Narrative.</p> <p>Activity - Where do people get their ideas about Jesus' identity? What did Jesus say in the Bible about who he was? Why did people in Jesus' time think these sayings were claims to be God?</p>	<p>To explore the Christian belief in 'incarnation' Through (ii) Church Practice.</p> <p>Activity - What evidence is there locally that Christians believe in Jesus as God incarnate or the Son of God? Where is Jesus in your church? What do Christians in your church believe about Jesus? How do you show he is important in worship? Is it important to you that Jesus was human like us?</p>	<p>To explore the Christian belief in 'incarnation' Through (iii) Christian Living.</p> <p>Activity - What is a Christingle? What does the Christingle say Christians believe about the world and why Jesus became incarnate (came to earth)? How does the Children's Society 'incarnate' the love of Jesus?</p>	<p>To evaluate our RE learning about the Christian belief that Jesus is the incarnation of God.</p> <p>Activity - What have we learnt? How well have we learnt? Can we answer the big question at the start of the unit? How well? Are we making progress in RE as a subject? How much?</p>	<p>Christmas performance</p>

To engage with the idea and meaning of the word 'incarnation' for Christians.

To enquire into how and why Christians portray Jesus as God in human form (incarnate) and what questions this raises.

To explore the Christian belief in 'incarnation' Through (i) Biblical Narrative.

To explore the Christian belief in 'incarnation' Through (ii) Church Practice.

To explore the Christian belief in 'incarnation' Through (iii) Christian Living.

To evaluate our RE learning about the Christian belief that Jesus is the incarnation of God.

Y6 – Hinduism - What spiritual pathways to moksha are written about in Hindu scriptures? EP resource

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>To engage with the idea of different pathways to the same goal.</p> <p>Activity - How many different pathways are there to achieve one goal? How does this relate to the Hindu concept of moksha?</p>	<p>To enquire into a dilemma about choosing the right pathway in a Hindu holy book.</p> <p>Activity - What can we tell, and what can we ask, about this image? What is Arjuna's dilemma? What are the arguments for and against fighting? What advice would you give? Who is the charioteer? What did he say? Do you agree that life is like a battle sometimes?</p>	<p>To explore ideas about different pathways to moksha in Hindu Narrative.</p> <p>Activity - What advice did Krishna give Arjuna and what did he decide to do? How do Hindus use Krishna's teaching in the Bhagavad Gita to help them in life? What analogy can help explain a Hindu view of life? Which pathway to moksha would suit which person? Would it be helpful to have different pathways to choose in life?</p>	<p>To explore bhakti yoga as a pathway to moksha in Hindu Community Practice.</p> <p>Activity - Which spiritual pathway is practised most in the Hindu community? What are some examples of showing devotion? How do some Hindu children get ready to celebrate and show their devotion to Krishna? Why is it so important for these Hindus to show Krishna love and devotion?</p>	<p>To explore following the pathway of love and devotion as part of Hindu Living.</p> <p>Activity - How do Hindu children hear the stories of Krishna's childhood? What might this story be about? What do Hindus learn from the story of Krishna eating dirt? What ways are there to pass on this story? Do you think this story helps Hindus feel more or less devoted to God? How do we show devotion in our lives?</p>	<p>To evaluate what pupils have learnt about Hindu belief in different pathways to Moksha.</p> <p>Activity - What have we learnt? How well have we learnt? Can we answer the big question at the start of the unit? How well? Are we making progress in RE as a subject? How much?</p>	
<p>To engage with the idea of different pathways to the same goal.</p> <p>To enquire into a dilemma about choosing the right pathway in a Hindu holy book.</p> <p>To explore ideas about different pathways to moksha in Hindu Narrative.</p> <p>To explore bhakti yoga as a pathway to moksha in Hindu Community Practice.</p> <p>To explore following the pathway of love and devotion as part of Hindu Living.</p> <p>To evaluate what pupils have learnt about Hindu belief in different pathways to Moksha.</p>						

Y6 Christianity – Salvation - What is the great significance of the ‘Eucharist’ to Christians? EP resource

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>To engage with the idea of thankfulness and thanksgiving.</p> <p>Activity - What do we mean by 'thankfulness'? Why might some people be 'thankful'? What is 'thanksgiving'? How is it different from being 'thankful'? What are people thankful for? How do they show thankfulness? What do you think Buzz did?</p>	<p>To enquire into the importance of Eucharist or 'giving thanks' to God for Christians.</p> <p>Activity - How many ways are there to say thank you? Is it important to thank people? How did Buzz Aldrin give thanks on the moon? Why is the 'Eucharist' or communion' so important to Christians? What do we need to find out to answer the key question of this unit?</p>	<p>To explore Christian ideas about the Eucharist in Biblical Narrative.</p> <p>Activity - How does the Bible help understand the significance of the Eucharist? What do the gospel-writers say about the Last Supper? How do you think it felt to be there at the Last Supper? How does thinking about the Last Supper and Jesus' words make Christians feel today?</p>	<p>To explore Christian ideas about the Eucharist in Church Practice.</p> <p>Activity - What clues to the importance of the Eucharist are there in a Holy Communion service?</p>	<p>To explore Christian ideas about the Eucharist in Christian Living.</p> <p>Activity - Why do Christians believe it is important 'give thanks'? Do you think it is important to be thankful? Is it easy to live a thankful life? Who do Christians give thanks to and why? What about me? How does the Eucharist remind Christians to give thanks in their daily lives?</p>	<p>To evaluate what pupils have learnt about Christian belief and practice in relation to Eucharist and the key question.</p> <p>Activity - What have we learnt? How well have we learnt? Can we answer the big question at the start of the unit? How well? Are we making progress in RE as a subject? How much?</p>	
<p>To engage with the idea of thankfulness and thanksgiving.</p> <p>To enquire into the importance of Eucharist or 'giving thanks' to God for Christians.</p> <p>To explore Christian ideas about the Eucharist in Biblical Narrative.</p> <p>To explore Christian ideas about the Eucharist in Church Practice.</p> <p>To explore Christian ideas about the Eucharist in Christian Living.</p> <p>To evaluate what pupils have learnt about Christian belief and practice in relation to Eucharist and the key question.</p>						

Y6 Comparison unit - Why do some people believe in God and some people not? (Christian & no-faith) BAS

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>To define the terms ‘theist’, ‘atheist’ and ‘agnostic’ and give examples of statements that reflect these beliefs.</p> <p>Activity - Find out about how many people in the world and in your local area believe in God – using global statistics and the 2011 / 2021 UK Census. Why do they think so many people believe in God. Collect these reasons. Find out about how many do not believe.</p> <p>Learn the words ‘theist’ (believes in God), agnostic (cannot say if God exists or not) and atheist (believes there is no god). Note that for atheists, there is no compelling evidence for the reality of God.</p>	<p>To identify and explain what religious and non-religious people believe about God, giving examples of reasons why people do or do not believe in God.</p> <p>Activity - 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. Start by clarifying what Christians believe God is like and where they get their ideas from.</p> <p>Revisit some of the names of God and metaphors for God in the Bible (e.g. God as Father, Spirit, Son, eternal, almighty, holy, shepherd, rock, fortress, light, mother). If God exists, what difference would ‘he’ make to the way people live? Investigate viewpoints on the question, from believers to atheists.</p>	<p>To make clear connections between what people believe about God and the impact of this belief on how they live.</p> <p>Activity - 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).</p>	<p>To give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)</p> <p>Activity - Explore some reasons why people do or do not believe in God. Consider some of the main reasons. These include: family background – many people believe (or don’t believe) because of their home background; religious experience – many people say they have experienced a sense of ‘the presence of God’ or had prayer answered; many would argue that the Universe, the Earth and life are extraordinary and are best explained as the result of an all-powerful Creator.</p>	<p>To 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>Activity -. Many Christians would say that they want to find out more about the world and how it works – doing science is part of their response to belief in God as Creator. Find out about Christians who are also scientists (e.g. Jennifer Wiseman, John Polkinghorne, Denis Alexander, Russell Stannard and local examples). Invite some Christians, agnostics and atheists in to answer questions about why they do or do not believe in God (members of other religions could also contribute to this debate).</p>	<p>To make connections between belief and behaviour in their own lives, in the light of their learning</p> <p>Activity - Explore what impact believing in God might make on the way someone lives his or her everyday life. Is faith in God restricting or liberating? How do people respond to God? E.g. from personal responses in private prayer, study, worship; communal responses of worship and striving for justice.</p> <p>Talk about and reflect upon the possible benefits and challenges of believing or not believing in God in Britain today. Get pupils to reflect upon their own views and how they view people with different beliefs than their own.</p>	<p>To evaluate what pupils have learnt about Those that believe in God and those that do not.</p> <p>Activity – Double page spread.</p>

To define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs.

To identify and explain what religious and non-religious people believe about God, giving examples of reasons why people do or do not believe in God.

To make clear connections between what people believe about God and the impact of this belief on how they live.

To give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)

To make connections between belief and behaviour in their own lives, in the light of their learning

Y6 Christianity – Why is the Gospel such good news for Christians? EP resource

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>To engage with the idea of ‘good news’ and how and why people want to share it.</p> <p>Activity - Who are these people and what are they doing? How do people pass on good news today? What kind of news is best for this person / different people? What do you think Christians mean by the gospel? What is their ‘good news’?</p>	<p>To enquire into why Jesus is good news for Christians.</p> <p>Activity - How can a person be good news? When did people first think of Jesus as good news in the Bible? Was the birth of this baby ‘good news’ to everyone? How do you think we know the story of Jesus being born?</p>	<p>To explore Christian ideas about the GOSPEL In Biblical Narrative</p> <p>Activity - What are ‘the gospels’? What do ‘good news’ do they contain? How did the gospel-writers or evangelists choose the stories for their gospels? What is the ‘good news’ in these stories? Which is the best ‘good news’? Was Jesus good news for everyone?</p>	<p>To explore how Christians value the GOSPEL in church practice.</p> <p>Activity - How are the gospels shown to be of great value in an Anglican Church?</p>	<p>To explore Christian ideas about the importance of the GOSPEL in Christian Living.</p> <p>Activity - How did one Christian show how important the Gospel, or Christian message, was to them? How does Jesus’ teaching affect Christians in their daily lives and why do the words hold authority for them? Could Jesus’ teaching be good news to everyone?</p>	<p>To evaluate our RE learning about a Christian understanding of GOSPEL.</p> <p>Activity - What have we learnt? How well have we learnt? Can we answer the big question at the start of the unit? How well?</p>	<p>Summer performance</p>

To engage with the idea of ‘good news’ and how and why people want to share it.

To enquire into why Jesus is good news for Christians.

To explore Christian ideas about the GOSPEL In Biblical Narrative

To explore how Christians value the GOSPEL in church practice.

To explore Christian ideas about the importance of the GOSPEL in Christian Living:

To evaluate our RE learning about a Christian understanding of GOSPEL.