

Wylie Valley
Primary School



Love Care Respect

To aspire to being outstanding in everything we do, by always aiming higher.

"Let your light shine in all you say and do."

Matthew 5:16

Progression of knowledge for Religious Education

EYFS/Year 1 Year A

Sequence of learning	Why this?	Why now?	Vocabulary
<p>Term1 Christianity: UC concept- <u>Creation</u> <u>Who made the world?</u> (Core learning)</p>	<p><u>To be able to:</u> -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.</p> <p><u>To begin to develop an understanding :</u> God created the universe. - The Earth and everything in it are important to God. - God has a unique relationship with human beings as their Creator and Sustainer. - Humans should care for the world because it belongs to God.</p>	<p>At the beginning of studies into our school and country's religion. Providing answers to fundamental questions relevant to young children.</p>	<p>Create Creation God World Rest Universe Sustainer Bible Christians</p>

<p>Term 2 Christianity: Discovery RE -<u>What is Christmas?</u></p>	<p><u>To be able to:</u> - Show how I am interested about people I know. - Talk about special times in mine and my family's life. - Describe special times in mine and my family's life. - Show I am interested about what other people do. - Enjoy joining in with every day things and special occasions with my family ELG - I can talk about things that are happening and have happened in my life. I know that not everyone does the same as me and that's OK. I know that some things are the same in people's families and some things are different</p> <p><u>To begin to develop an understanding :</u> -Know the Christmas Story</p>	<p>At the appropriate time of year.</p>	<p>Mary Joseph Jesus Gold Frankincense Myrrh Angel Shepherds Wise men</p>
<p>Term 3 Christianity: Discovery RE – <u>Was it always easy for Jesus to show friendship?</u></p>	<p><u>To be able to:</u> - Understand Jesus as a human. - Learn some of his miracles. - Show evidence that Jesus is the Son of God.</p> <p><u>To begin to develop an understanding :</u> -Jesus struggled as we do but had to find a way through difficulties using his values to guide him even though that may not have been the easiest way.</p>	<p>Exploring Jesus' life following on from his birth</p>	<p>Disciples Miracles Love Zacchaeus - An unpopular tax-collector whom Jesus befriended. Lazarus - Christians believe Jesus brought Lazarus back from the dead.</p>
<p>Term 4 Christianity: UC Concept: Salvation <u>Why does Easter matter to Christians?</u> (Core Learning)</p>	<p><u>To be able to:</u> -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). -Recognise that Jesus gives instructions about how to behave. -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 has anything to say to them about sadness, hope or heaven, exploring different ideas.</p> <p><u>To begin to develop an understanding :</u> - Easter is very important in the 'big story' of the Bible.</p>	<p>-At the appropriate time of year. Salvation: Jesus' death and resurrection affect the rescue or salvation of humans. He opens the way back to God. Christians believe that through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored. (from 'Understanding Christianity)</p>	<p>Holy Week Palm Sunday Palm cross Jerusalem Last Supper Peter Betray Romans Judas Garden of Gethsemane pray Good Friday</p>

	<p>- Christians believe Jesus rose again, giving people hope of a new life.</p> <p>-Jesus died and came back to life – proving that everything he had said was true and creating the pathway for all people to follow and find their way to the Kingdom of God, if they so choose.</p>				
<p>Term 5 Buddhism, Christianity, Islam, Hinduism, Sikhism</p> <p>Discovery RE: <u>What can we learn from stories?</u></p>	<p><u>To be able to:</u> Using a familiar medium to begin to explore the big concept of world religions.</p> <p><u>To begin to develop an understanding :</u> That there are many religions and that they all teach their beliefs through stories that people learn and understand to be important to guide them in their lives.</p>	<p>An early introduction to the idea of there being more than one religion in the world.</p> <p>Christians will share, learn about and value other faiths</p>	<p>Moral Truth Honesty Sikhs Priest Special Important Encourage Bilal and the Beautiful Butterfly Muslims India Greedy/grateful Brahmin rejoice Parable - Christianity Allah - Islam Brahmin - Hinduism Sadhana and Guru Nanak - Sikhism</p>		
<p>Term 6 Christianity, Islam, Judaism</p> <p>Discovery RE : <u>What makes places special?</u></p>	<p><u>To be able to</u> Say what a special place is and name a place special to them.</p> <p><u>To begin to develop an understanding :</u> Different people have different places that are special to them for different reasons: Homes around the world, Our world, Churches,</p>	<p>Giving children of faiths other than Christianity share share their faith and see it valued.</p>	<table border="1"> <tr> <td> <p>Home Special Synagogue Ark Torah Prayer shawls Kippah Worship Pray</p> </td> <td> <p>Mosque Allah Minaret Musalla Mihrab Minbar Qur'an</p> </td> </tr> </table>	<p>Home Special Synagogue Ark Torah Prayer shawls Kippah Worship Pray</p>	<p>Mosque Allah Minaret Musalla Mihrab Minbar Qur'an</p>
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<p><u>Why do Christians put a cross in an Easter Garden?</u></p>	<ul style="list-style-type: none"> - Enjoy a close link with our church. - Begin to link the reason with the season. <p><u>To develop an understanding that:</u></p> <ul style="list-style-type: none"> -Jesus’ followers believed he was the King (Messiah or Christ) sent by God to save or rescue the Israelites from Roman occupation and establish God’s kingdom on earth. When Jesus rode into Jerusalem on ‘Palm Sunday’, it seemed the time had come, but the authorities arrested and executed him. -There are some Easter symbols and customs connected to Jesus’ death and resurrection that lie at the heart of the Christian Easter celebration. The focus here is the women finding the tomb empty and Jesus alive, but the crucifixion story is present in the cross on hot cross buns and in the Easter garden. -For Christians, living out their faith means learning to acknowledge wrong in the things they think and say and do, and to say sorry to God (repent) and to each other. They believe God forgives those who repent, but it is not always easy to forgive or accept forgiveness. The Lord’s Prayer, the one that Jesus taught his followers, asks God for forgiveness in line with people’s willingness to forgive others 	<p>Jesus’ death and resurrection affect the rescue or salvation of humans. He opens the way back to God. Christians believe that through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored. (from ‘Understanding Christianity)</p>	<p>Last Supper Romans Garden of Gethsemane pray Good Friday Judas arrested Cross Tomb Symbols Easter eggs Hot cross buns Palm cross</p>
<p>Term 5 Judaism</p> <p>Discovery RE:</p> <p><u>Is Shabbat important to Jewish children?</u></p>	<p><u>To be able to:</u></p> <ul style="list-style-type: none"> - Use the correct names for things that are special to Jewish people during Shabbat. - Talk about some of the things Jewish people do during Shabbat. - Explain why Shabbat is important to Jewish children. <p><u>To begin to develop an understanding :</u></p> <ul style="list-style-type: none"> - That there is a connection between being Jewish and decisions about behaviour. 	<p>Christians will share, learn about, respect and value other faiths.</p>	<p>Synagogue Torah Blessings Challah</p>
<p>Term 6 Judaism</p> <p>Discovery RE :</p>	<p><u>To be able to:</u></p> <ul style="list-style-type: none"> -Know some of the activities Jewish children take part in during Chanukah. (e.g. playing dreidel, lighting candles) - Find similarities with Christian festivals. - Know the story of Judas Maccabee. 	<p>Children to learn about other worls faiths.</p> <p>Follows on from the learning about Shabbat.</p>	<p>Home Special Ark Torah Prayer shawls Kippah Worship Pray</p>

Does celebrating Chanukah make Jewish children feel closer to God?	To begin to develop an understanding : - How activities associated with Chanukah will help Jewish children feel closer to God.		
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Year 1/Year 2 Year A

Sequence of learning	Why this?	Why now?	Vocabulary
<p>Term1 Christianity:</p> <p>UC concept-Creation</p> <p><u>Who made the world?</u> (Digging Deeper)</p>	<p><u>To be able to:</u> -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.</p> <p><u>To begin to develop an understanding :</u> God created the universe.</p> <ul style="list-style-type: none"> • The Earth and everything in it are important to God. • God has a unique relationship with human beings as their Creator and Sustainer. • Humans should care for the world because it belongs to God. 	<p>-Revisiting this theme at a time of year when we can go out of school to revel in God’s creation, explore creation through creative activities and rejoice as a whole school. -Annually revisited at the appropriate time of year. -Spiral curriculum -Deepening understanding of symbols and events relating to this important festival.</p>	<p>Creation Genesis Christians Thankful/praise Create Creator and Sustainer Beauty Responsibility Savouring/appreciating rest</p>
<p>Term 2 Christianity</p> <p>Discovery RE</p> <p><u>Why do Christians believe God gave Jesus to the world?</u></p>	<p><u>To be able to:</u> -Know the Christmas Story. - Give a reason why Christians think God gave Jesus to the world. - To reflect on whether God should send Jesus again, now.</p> <p><u>To begin to develop an understanding :</u> - Christians believe Jesus was a gift from God to the world.</p>	<p>Appropriate time of year.</p>	<p>Mary Joseph Jesus Gold Frankincense Myrrh Angel Shepherds Wise men</p>
<p>Term 3 Christianity: Discovery RE –</p>	<p><u>To be able to:</u> - Understand Jesus as a human. - Learn some of his miracles.</p>	<p>Exploring Jesus’ life following on from his birth</p>	<p>Disciples Miracles Love</p>

<p><u>Was it always easy for Jesus to show friendship?</u></p>	<p>- Show evidence that Jesus is the Son of God.</p> <p><u>To begin to develop an understanding :</u> -Jesus struggled as we do but had to find a way through difficulties using his values to guide him even though that may not have been the easiest way.</p>		<p>Zacchaeus - An unpopular tax-collector whom Jesus befriended. Lazarus - Christians believe Jesus brought Lazarus back from the dead.</p>
<p>Term 4 Christianity: UC Concept: Salvation</p> <p><u>Why does Easter matter to Christians?</u></p>	<p>To develop an understanding of the reason behind the festivities.</p> <p><u>To be able to:</u> -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). -Recognise that Jesus gives instructions about how to behave. -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 has anything to say to them about sadness, hope or heaven, exploring different ideas.</p> <p><u>To develop an understanding that:</u> - Easter is very important in the ‘big story’ of the Bible. - Christians believe Jesus rose again, giving people hope of a new life. - Develop an understanding that Jesus died and came back to life – proving that everything he had said was true and creating the pathway for all people to follow and find their way to the Kingdom of God, if they so choose.</p>	<p>-At the appropriate time of year.</p> <p>Salvation: Jesus’ death and resurrection affect the rescue or salvation of humans. He opens the way back to God. Christians believe that through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored. (from ‘Understanding Christianity)</p>	<p>Holy Week Palm Sunday Palm cross Jerusalem Last Supper Peter Betray Romans Judas Garden of Gethsemane pray Good Friday Forgiveness Resurrection</p>
<p>Term 5 Islam</p> <p>Discovery RE: <u>Does praying at regular intervals every day help a Muslim in everyday life?</u></p>	<p><u>To be able to:</u> -Start to explore the everyday experience of the followers of other world religions. -Begin to compare with Christianity.</p> <p><u>To begin to develop an understanding :</u> - Enable children to broaden and deepen their understanding of a faith they have probably heard of as it is mentioned in the news frequently.</p>	<p>Christians will share, learn about and value other faiths</p> <p>Deepening understanding that following a faith can impact daily life.</p>	<p>Salah = Islamic prayer and worship of Allah. Carried out five times a day at set times. Allah =The name for God in the Arabic language. Qur’an =The Holy book of Islam revealed to the Prophet Muhammad.</p>

	-Enable children to understand that Muslims are normal people with daily lives, just like them.		Makkah/Makkah =City where the Prophet Muhammad was born and where the Ka'bah is located. Ka'bah =A cube-shaped structure in the centre of the Grand Mosque in Makkah.
Term 6 Islam Discovery RE: <u>Does completing Hajj make a person a better Muslim?</u>	<u>To be able to:</u> - Talk about different reasons for journeys. - Explore objects that a Muslim might take for Hajj. - Relate the objects to what happens during Hajj. - Reflect how completing Hajj might make a Muslim feel. <u>To begin to develop an understanding :</u> -Of what happens during Hajj and to explore the importance of this to Muslims. - Completing Hajj means Muslims are showing a commitment to God.	Follows on from Term 5.	Muslim Hajj special journey Hajj robes, map of Makkah (Mecca), Qu'ran, Grand mosque in Makkah. the 5 Pillars Mosque Allah Minaret Musalla Mihrab Minbar Qur'an

Year 1/Year 2 Year B

Sequence of learning	Why this?	Why now?	Vocabulary
Term 1 Christianity: UC concept- God <u>What do Christians believe God is like?</u>	<u>To be able to:</u> - Explore how God is described through the Bible, -Identify what a parable is. -Explore the evidence of what God is. - -Give clear, simple accounts of what the story means to Christians. -Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. -Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God <u>To begin to develop an understanding :</u> -Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.	Children will have begun to form their own views on who God is and what He is like. This unit gives children the chance to compare their views with others and general views. It will help to clarify thought and give confidence in future understanding.	God Lord King Parable Christians Believe Bible Literal meaning/hidden meaning Forgiveness Prayer Worship

	<p>-Christians believe in God, and that they find out about God in the Bible.</p> <p>- Christians believe God is loving, kind, fair and forgiving, and also Lord and King.</p> <p>- Some stories show these Christian beliefs.</p> <p>-Christians worship God and try to live in ways that please him.</p>		
<p>Term 2 Christianity: UC concept: Incarnation</p> <p><u>Why does Christmas matter to Christians?</u></p>	<p><u>To be able to:</u></p> <ul style="list-style-type: none"> - Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians. -Recognise that stories of Jesus’ life come from the Gospels. -Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. -Decide what they personally have to be thankful for at Christmas time. <p><u>To begin to develop an understanding :</u></p> <ul style="list-style-type: none"> - Christians believe that Jesus is God and that he was born as a baby in Bethlehem. - The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). - Christians celebrate Jesus’ birth; Advent for Christians is a time of getting ready for Jesus’ coming. - To develop an understanding of who Jesus is and how his birth was predicted. It was a big event at the time and is celebrated now by Christians all around the world. - To ensure children understand the real reason behind the festivities. 	<p>At the appropriate time of year.</p> <p>To learn the most important messages, the symbolism of elements of the festivities and the reason for the celebrations with which they are familiar.</p> <p>To ensure children understand the reason behind the festivities.</p>	<p>Mary</p> <p>Joseph</p> <p>Jesus</p> <p>Gold</p> <p>Frankincense</p> <p>Myrrh</p> <p>Angel</p> <p>Shepherds</p> <p>Wise men</p> <p>Register</p>
<p>Term 3 Judaism: Discovery RE</p> <p><u>How important is it for Jewish people to do what God asks them to do?</u></p>	<p><u>To be able to:</u></p> <ul style="list-style-type: none"> - Retell the story of the Exodus from Egypt. - Know some ways Jews celebrate Passover. - Know what happens during the Seder meal. <p><u>To begin to develop an understanding :</u></p> <ul style="list-style-type: none"> - parts of the Seder meal have special meanings/ have symbolism. 	<p>Children understand that other faiths have celebrations at specific times of year.</p> <p>Make links to Easter.</p>	<p>Pesach Passover - Festival commemorating the Exodus from Egypt.</p> <p>Seder - Home-based ceremonial meal during - Pesach.</p> <p>Hagadah - Book used at Pesach.</p> <p>Matzah - Flat cracker-like bread.</p> <p>Charoset - Sweet, dark-coloured paste made of apple, cinnamon, nuts etc.</p>

	<p>- And describe some of the things Jews choose to do to show respect to God.</p>		<p>Zeroah - Roasted bone to remind Jews of the Pesach offering that was offered in the Temple in Jerusalem. Beitzah - Hard-boiled egg. Maror - Horseradish root: bitter herbs symbolize the harsh suffering and bitter times endured when Jews were slaves in Egypt. Karpas - Green vegetables or herbs which are dipped in salt water, representing the tears cried as slaves. Chazeret - Romaine lettuce: eaten with the Maror Exodus - The departure of the Israelites from Egypt under the leadership of Moses. Moses - A prophet who became a religious leader, to whom the authorship of the Torah is traditionally attributed. Kashrut -Laws relating to keeping a kosher home and lifestyle. Kosher -Fit and proper. Also refers to foods allowed by Jewish law.</p>
<p>Term 4 Christianity: Discovery RE</p> <p><u>Is it true that Jesus came back to life again?</u></p>	<p><u>To be able to:</u> -Recall the Easter Story. -Suggest explanations around the empty tomb. - Begin to understand what resurrection means.</p> <p><u>To begin to develop an understanding :</u> - Christians believe what happened on Easter Sunday and the resurrection.</p>	<p>Appropriate time of year.</p>	<p>Holy Week Tomb Palm Sunday Palm cross Jerusalem Last Supper Peter Betray Romans Judas Garden of Gethsemane pray Good Friday Forgiveness Resurrection</p>
<p>Term 5 Christianity: Discovery RE</p>	<p><u>To be able to:</u> - Reflect on the story of Jesus as a human. - Talk about Jesus in his role as a teacher. - Recognise the evidence that Jesus is the Son of God.</p>	<p>It is appropriate to remind children of the way that Jesus showed Christians how to live and the values that should guide us. To</p>	<p>Leader Teacher Son of God Kindness Forgiveness</p>

Is it possible to be kind to everyone all the time?	<p>To begin to develop an understanding :</p> <ul style="list-style-type: none"> - Jesus struggled too but had to find a way through difficulties using his values to guide him even though that may not have been the easiest way. 	start to prepare children for the next year group or class.	
<p>Term 6 Judaism:</p> <p>Discovery RE <u>What is the best way for a Jew to show commitment to God?</u></p>	<p><u>To be able to:</u></p> <ul style="list-style-type: none"> - Use the right names for things that are special to Jews. - Express an opinion on which ways might be best for Jews to show commitment to God. - Talk about Bar and Bat Mitzvah ceremonies. <p><u>To begin to develop an understanding :</u></p> <ul style="list-style-type: none"> - The way a Jew shows commitment to God is important. 	Follows on from previous units about Judaism	<p>Covenant</p> <p>Shabbat</p> <p>Seder</p> <p>Synagogue</p> <p>Torah</p> <p>Worship</p> <p>Bar/Bat Mitzvah</p> <p>Commitment</p>

Year 3/4 Year A

Sequence of learning	Why this?	Why now?	Vocabulary
<p>Term1 Christianity: UC concept- Creation/Fall <u>What do Christians learn from the creation story?</u></p>	<p><u>To be able to:</u></p> <ul style="list-style-type: none"> -Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. -Make clear links between Genesis 1 and what Christians believe about God and Creation. -Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) -Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians. <p><u>To begin to develop an understanding :</u></p> <ul style="list-style-type: none"> - God the Creator cares for the creation, including human beings. - As human beings are part of God's good creation, they do best when they listen to God. - The Bible shows that God wants to help people to be close to him — gives them guidelines on good ways to live (such as the Ten Commandments). 	Continue annual visit at appropriate time of year and deepening understanding.	<p>Genesis 1</p> <p>Creation</p> <p>Creator</p> <p>Bible as a Guide book</p> <p>Humans are 'stewards' / 'caretakers' of the world for God.</p> <p>Giving</p> <p>Creationtide</p>
<p>Term 2 Christianity:</p>	<u>To be able to</u>	Follows on from KS1 units	<p>New Testament</p> <p>Gospel</p>

<p>UC concept – Gospel What kind of world did Jesus want?</p>	<ul style="list-style-type: none"> - Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and the ‘fishers of people’. - Offer suggestions about what Jesus’ actions towards the leper might mean for Christians. - Make simple links between Bible texts and the concept of ‘Gospel’. (good news) - make links between Bible stories studied and the importance of love and life in the world today, expressing some ideas of their own clearly. - Give examples of how Christians try to show love to all. <p><u>To begin to develop an understanding :</u></p> <ul style="list-style-type: none"> - Christians believe Jesus challenges everyone about how to live. - Jesus shows love and forgiveness to unlikely people. - Christians try to be like Jesus – they want to know him better and better. - Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice. 	<p>Discovery RE - Was it always easy for Jesus to show friendship?</p> <p>Is it possible to be kind to everyone all the time?</p>	<p>Verse Fisher of people Biography Leper Community Hypocrisy</p>
<p>Term 3 Christianity: Discovery RE <u>Do people need to go to church to show they are Christian?</u></p>	<p><u>To be able to:</u></p> <ul style="list-style-type: none"> - Use the correct names for places, ceremonies and symbols that are special to Christians. - Describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. - Describe some ways Christians show their beliefs and explain why they may or may not feel it is important to ‘show’ they are Christians. <p><u>To begin to develop an understanding :</u></p> <ul style="list-style-type: none"> - Some of the symbolism that is important to Christians during worship e.g. bread and wine in Holy communion. - Some Christians choose to show their faith publicly and others keep their faith private. - Some Christians need churches more than others, and understand the impact a church as on a Christian. 	<p>The children will be able to make links and deepen their knowledge about Christianity from the previous unit.</p>	<p>Font Altar Cross Pulpit Candle Spirit Vicar Baptism Christening Faith Believe Worship Holy Communion</p>
<p>Term 4 Christianity: UC Concept: Salvation</p>	<p><u>To be able to:</u> To be able to: -Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible’s ‘big story’.</p>	<p>Appropriate time of year. Builds on knowledge from KS1.</p>	<p>Holy Week Palm Sunday Romans Pharisees Last Supper</p>

<p>Why do Christians call the day Jesus died 'Good Friday'?</p>	<p>-Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. -Give examples of what the texts studied mean to some Christians. -Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. -Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. -Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly. <u>To develop an understanding that:</u></p> <ul style="list-style-type: none"> • Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. • The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. • Christians today trust that Jesus really did rise from the dead, and so is still alive today. • Christians remember and celebrate Jesus' last week, death and resurrection. <p>Developing an understanding that Jesus died and came back to life – proving that everything he had said was true and creating the pathway for all people to follow and find their way to the Kingdom of God, if they so choose.</p>	<p>Why does Easter matter to Christians?</p> <p>Salvation: Jesus' death and resurrection affect the rescue or salvation of humans. He opens the way back to God. Christians believe that through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored. (from 'Understanding Christianity')</p>	<p>Garden of Gethsemane Judas Pilate Crucifixion Good Friday Tomb Easter Sunday resurrection</p>
<p>Term 5 Hinduism Discovery RE: <u>How can Brahman be everywhere and in everything?</u></p>	<p><u>To be able to</u></p> <ul style="list-style-type: none"> - Know about some Hindu gods and start to explain their significance to Hindus. - Describe what a Hindu might believe about one of the Hindu gods. - Start to explain how the Hindu belief that Brahman is everywhere and in everything influences Hindus in their daily lives. <p><u>To begin to develop an understanding :</u></p> <ul style="list-style-type: none"> - The Hindu believe that there is one God with many different aspects. - That Brahman is in everything. 	<p>Building further on children's understanding that following a faith impacts on daily life.</p> <p>Further developing knowledge of world religions in order to develop understanding and tolerance of others.</p>	<p>Soul Deities Brahman - The ultimate reality or all-pervading reality, from which everything emanates. Tri-murti - The three deities or aspects of Brahman - Brahma, Vishnu and Shiva - representing the three functions of creation, preservation and destruction.</p>

			<p>Brahma - Hindu deity an aspect of Brahman, one of the Trimurti, in charge of creative power.</p> <p>Shiva - Hindu deity an aspect of Brahman: name means “kindly”- the destroyer function.</p> <p>Vishnu - Hindu deity an aspect of Brahman: member of the Trimurti – the preserver.</p> <p>Ganesha - Hindu deity portrayed with an elephant’s head as a sign of strength, the deity who removes obstacles.</p> <p>Lakshmi - Goddess of fortune.</p> <p>Puja - Worship.</p> <p>Atman - The real self/soul.</p> <p>Krishna - Avatar of Vishnu: a popular aspect of Brahman.</p> <p>Avatar - Descent of a deity to Earth.</p> <p>Chadogya Upanishad - Sacred text.</p>
<p>Term 6</p> <p>Hinduism</p> <p>Discovery RE:</p> <p><u>Would visiting the River Gangees feel special to a non-Hindu?</u></p>	<p><u>To be able to</u></p> <ul style="list-style-type: none"> - Know some facts about the River Gangees. - Describe a Hindu ritual that happens at/in the River Gangees. - Suggest why Hindus or non-Hindus might visit the river and how they might feel. <p><u>To begin to develop an understanding :</u></p> <ul style="list-style-type: none"> - Explain some ways the River Gangees is significant to Hindus. 	<p>Follows on from previous term’s unit.</p>	<p>River Gangees</p> <p>Funeral</p> <p>Cleanse</p> <p>Brahman</p> <p>Varanasi, Gangees</p> <p>Community</p> <p>Experience</p>

Year 3/4 Year B

Sequence of learning	Why this?	Why now?	Vocabulary
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<p>Term1 Christianity: UC concept- People of God <u>What is it like to follow God?</u></p>	<p><u>To be able to:</u> - Make links between the story of Noah and the idea of the covenant. - Make simple links between promises in the story of Noah and promises Christians make at a wedding ceremony. - Make links between the story of Noah and how we live in the wider world. - Know the People of God try to live the way God wants, following his commands and worshipping him. - The People of God believe He promises to stay with them and Bible stories show how God keeps his promises. <u>To begin to develop an understanding:</u> - The Old Testament tells the story of a group of people, the children of Israel known as the People of God and - have an understanding of their relationship with God.</p>	<p>Builds on knowledge from KS1 Judaism units.</p> <p>What is the best way for a Jew to show commitment to God?</p> <p>How important is it for Jewish people to do what God asks them to do?</p>	<p>Old Testament Christians Jews Noah Ark of the Covenant Covenants – pacts Promises Trusts Obeys Symbols</p>
<p>Term 2 Christianity: UC concept – Incarnation <u>What is Trinity</u></p>	<p><u>To be able to</u> - Give examples of threes that make one – eg triangle, shell, yolk, white = egg -Identify the difference between a ‘Gospel’, which tells the story of the life and teaching of Jesus, and a letter. - Offer suggestions about what texts about baptism and Trinity might mean. - Give examples of what these texts mean to some Christians today. - Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. - Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like. <u>To begin to develop an understanding:</u> - Christians believe God is Trinity: Father, Son and Holy Spirit. - Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. - Christians find that understanding God is challenging; people spend their whole lives learning more and more about God.</p>	<p>Appropriate time of year. Deepens learning of previous KS1 Incarnation and Salvation units.</p> <p>Why does Christmas matter to Christians?</p> <p>Is it true that Jesus came back to life again?</p> <p>Christians believe the Holy Spirit is God’s power at work in the world and in their lives today, enabling them to follow Jesus.</p>	<p>Gospel/teaching of Jesus/letter Baptism God the Trinity: Father, Son and Holy Spirit God is the Creator, Rescuer (Jesus the Saviour) and the Presence in all life today (the Holy Spirit) Symbols/similes and metaphors</p>

	<ul style="list-style-type: none"> - Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. - Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief. - Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus. -Consider the importance of the birth of Jesus as the arrival of God's physical presence on Earth. 		
<p>Term 3 Judaism: Discovery RE</p> <p><u>How important is it for Jewish people to do what God asks them to do?</u></p>	<p><u>To be able to:</u></p> <ul style="list-style-type: none"> - Know about Jewish food laws (Kashrut) or the Seder Meal. - Know some other ways Jews try to do as God asks and say why it is important for them to do so. <p><u>To begin to develop an understanding:</u></p> <ul style="list-style-type: none"> - Jews believe they are in a special covenant with God. - Jews try to show respect by doing as He asks them to do. 	<p>Appropriate time of year.</p> <p>Revisits and builds on knowledge from KS1 units.</p> <p>Is Shabbat important to Jewish children?</p> <p>How important is it for Jewish people to do what God asks them to do?</p>	<p>Passover</p> <p>Pesach</p> <p>Hagadah - Book used at Pesach.</p> <p>Matzah - Flat cracker-like bread.</p> <p>Charoset - Sweet, dark-coloured paste made of apple, cinnamon, nuts etc.</p> <p>Zeroah - Roasted bone to remind Jews of the Pesach offering that was offered in the Temple in Jerusalem.</p> <p>Beitzah - Hard-boiled egg.</p> <p>Maror - Horseradish root: bitter herbs symbolize the harsh suffering and bitter times endured when Jews were slaves in Egypt.</p> <p>Karpas - Green vegetables or herbs which are dipped in salt water, representing the tears cried as slaves.</p> <p>Chazeret - Romaine lettuce: eaten with the Maror</p> <p>Exodus - The departure of the Israelites from Egypt under the leadership of Moses.</p> <p>Moses - A prophet who became a religious leader, to whom the authorship of the Torah is traditionally attributed.</p> <p>Kashrut -Laws relating to keeping a kosher home and lifestyle.</p> <p>Kosher -Fit and proper.</p>
<p>Term 4 Christianity: Discovery RE -</p> <p><u>Is forgiveness always possible?</u></p>	<p><u>To be able to:-</u></p> <ul style="list-style-type: none"> - Recall at least one story about forgiveness. - Explain how Christians might try to put into practice Jesus' teachings about forgiveness. 	<p>Appropriate time of year.</p> <p>Builds on previous Incarnation units and KS1 units:-</p>	<p>Easter Sunday</p> <p>Resurrection</p> <p>The Lord's Prayer</p> <p>Love</p> <p>Enemies</p>

	<p>- Give an opinion about how people should live their lives and suggest what Jesus might say.</p> <p><u>To begin to develop an understanding:</u> -How Jesus' life, death and resurrection teaches Christians about forgiveness. - Explain how Jesus' teachings about forgiveness might be beneficial to Christians.</p>	<p>Was it always easy for Jesus to show friendship?</p> <p>Is it possible to be kind to everyone all the time?</p>	<p>Anger Revenge Forgiving Unforgiving</p>
<p>Term 5 Understanding Christianity concept Kingdom of God <u>When Jesus left, what was the impact of Pentecost?</u></p>	<p><u>To be able to:</u> -Explore Pentecost through Bible readings. Acts 2: 1–15, 22, 37–47 1 Corinthinans 12 Galatians 5: 22–23 -Make clear the links between the story of the Day of Pentecost and the Christian belief about the Kingdom of God on Earth. -Offer suggestions about what the description of Pentecost in Acts 2 might mean. -Give examples of what Pentecost means to some Christians now. -Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. -Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas. <u>To begin to develop an understanding:</u> -Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven'). -Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him. -Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God. -Christians celebrate Pentecost as the beginning of the Church.</p>	<p>The most appropriate time of year to teach about Pentecost.</p>	<p>Pentecost Trinity Holy Spirit Father, Son, Holy Spirit Love Symbols</p>

<p>Term 6 Judaism Discovery RE: <u>What is the best way for a Jew to show commitment to God?</u></p>	<p><u>To be able to:</u> - Describe some ways that Jews choose to show commitment to God. - Know about Bar/Bat Mitzvah ceremonies and reflect on how they help a Jew show commitment to God. - Reflect how Jews might feel about the commitment they choose, and express an opinion.</p> <p><u>To begin to develop an understanding:</u> - Some ways Jews show understanding are more significant than others.</p>	<p>To consolidate and build on knowledge taught in KS1.</p> <p>To extend knowledge from unit earlier in the year.</p> <p>How important is it for Jewish people to do what God asks them to do?</p>	<p>Covenant Shabbat Seder Synagogue Torah Worship Bar/Bat Mitzvah Commitment</p>
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Year 5/6 Year A

Sequence of learning	Why this?	Why now?	Vocabulary
<p>Term1 Christianity: Understanding Christianity concept- Creation/Fall</p> <p><u>Creation and science:</u> <u>conflicting or</u> <u>complementary?</u></p>	<p><u>To be able to:</u> - Identify the type of text that Psalm 8 is, and its purpose. - Explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in Creation. - Make clear connections between Psalm 8 and some ways Christians respond to God as Creator. - Show understanding of why some Christians find science and faith compatible. - Respond to the idea that humans have great responsibility for the Earth. - Weigh up how well humans are responding to this responsibility, taking into account religious and nonreligious viewpoints. - Explore the creation of the Earth as described in Genesis and other religions. - Note similarities and differences between creation stories. - Explore the Big Bang theory and discuss which explanation they find most satisfying.</p> <p><u>To begin to develop an understanding:</u> - Revel in God's creation and explore in increasing depth.</p>	<p>Appropriate time of year. Brings together and allows reflection on all previous learning of concept.</p>	<p>Creation Creator Responsibility Care Environment Respect Evolution Universe</p>

	<ul style="list-style-type: none"> - That there is much debate around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. - These debates relate to interpretation of the texts above. - There are many scientists throughout history and now who are Christians. - The discoveries of science makes Christians wonder even more about the power and majesty of the Creator. 		
<p>Term 2 Christianity: UC concept – Gospel <u>What would Jesus do?</u></p>	<p><u>To be able to:-</u></p> <ul style="list-style-type: none"> - Identify features of Gospel texts (eg: teachings, parable, narrative) - Suggest meanings of Gospel texts studied – Matthew 7:24-27, Matthew 5-7, Luke 7:1-20 - Reflect on Christians interpretations of texts. - Make connections between Gospel texts, Jesus’ ‘good news’ and how Christians live in their community and individual lives. - Relate biblical ideas, teachings or beliefs to the issues, problems and opportunities in their own lives, the life of their community in the world today. <p><u>To begin to develop an understanding:</u></p> <ul style="list-style-type: none"> - The good news is that Jesus offers a way to heal the damage done by human sin. - Jesus teachings and example promote serving the weak and vulnerable, not making people comfortable. - Christians believe that they should bring good news to life in the world in different ways, in local and world communities. 	(Link to values in School Worship)	Commandments Miracle Parable Praise Payer Confession Thanksgiving Humanity Service Generosity
<p>Term 3 Islam: Discovery RE <u>What is the best way for a Muslim to show commitment to God?</u></p>	<p><u>To be able to:</u></p> <ul style="list-style-type: none"> - Describe some of the ways a Muslim can show commitment to God. - Describe the five pillars of Islam. -Decide how each of the pillars show commitment to God. - Explain the impact being a committed Muslim might have on the lives of those following the faith of Islam. - Reflect on the best way for a Muslim to show commitment to God. <p><u>To begin to develop an understanding:</u></p>	Revisits and builds on knowledge from units in KS1. Does praying at regular intervals every day help a Muslim in everyday life? Does completing Hajj make a person a better Muslim?	Commitment Allah Mosque charity Five Pillars Zakah Sawm Ramadan. Qu’ran Hajj - Pilgrimage to Makkah.

	<ul style="list-style-type: none"> - What values/ attributes are ingredients for showing commitment and recognise the challenges being committed to God for a Muslim. 		
<p>Term 4 Christianity: UC concept – Salvation <u>What do Christians believe Jesus did to save Human beings?</u></p>	<p><u>To be able to:-</u></p> <ul style="list-style-type: none"> -Outline the timeline of the ‘big story’ of the Bible, explaining how Incarnation and Salvation fit within it. --Explain what Christians mean when they say that Jesus’ death was a sacrifice, using theological terms. -Suggest meanings for narratives of Jesus’ death/ resurrection, comparing their ideas with ways in which Christians interpret these texts. - Make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate Holy Communion/Lord’s Supper. - Show how Christians put their beliefs into practice. -Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. <p><u>To begin to develop an understanding:</u></p> <ul style="list-style-type: none"> - Christians read the ‘big story’ of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans’ relationship with God. - The Gospels give accounts of Jesus’ death and resurrection. - The New Testament says that Jesus’ death was somehow ‘for us’. - Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone’s sins; rescuing the lost and leading them to God; leading from darkness to light. - Christians remember Jesus’ sacrifice through the service of Holy Communion (also called the Lord’s Supper, the Eucharist or the Mass). - Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith 	<p>Appropriate time of year. Builds on knowledge and learning in previous years about Incarnation.</p> <p>Salvation: Jesus’ death and resurrection affect the rescue or salvation of humans. He opens the way back to God. Christians believe that through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored. (from ‘Understanding Christianity)</p>	<p>Holy Week Pilate Herod Mount of Olives Garden of Gethsemane Sacrifice Resurrection</p>
<p>Term 5 and 6 Christianity: Discovery RE:</p>	<p><u>To be able to:</u></p> <ul style="list-style-type: none"> - Know some things Muslims believe are wrong/evil. - Explain what is meant by stereotyping and recognize some ways Muslims may be stereotyped. 		<p>Motivation Integrity Judgment day Righteous</p>

<p><u>Does belief in Akhirah (life after death) help Muslims lead good lives?</u></p>	<p>-Recognise what motivates or influences me to lead a good life and compare with the motivations and influences of Muslims.</p> <p><u>To begin to develop an understanding:</u></p> <ul style="list-style-type: none"> - Of different Muslim interpretations of Jihad and how this links to getting to Heaven. - Explore my own and other people's attitudes towards interpretations of Jihad and stereotyping. 		<p>Akhira - Muslim belief in life after death. Muhammed - The final prophet. Qu'ran – Five Pillars Zakah Sawm Hajj Makka Jihad - Personal individual struggle against evil / making effort. Ummah - World-wide community of Muslims the nation of Islam.</p>
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Year 5/6 Year B

Sequence of learning	Why this?	Why now?	Vocabulary
<p>Term1 Christianity: UC concept – People of God</p> <p><u>How can following God bring justice and freedom?</u></p>	<p><u>To be able to:</u></p> <ul style="list-style-type: none"> - Use theological terms to explain connections between the story of Moses and the concepts of freedom and salvation. - Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. - Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. -Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses. <p><u>To begin to develop an understanding:</u></p> <ul style="list-style-type: none"> -The Old Testament pieces together the story of the People of God. - The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin. - Christians apply this idea to living today by trying to serve God and to bring freedom to others. E.g. Loving others, caring for 	<p>Builds on LKS2 unit of concept People of God - <u>What is it like to follow God?</u></p>	<p>Freedom Suffering Leadership Vulnerability Obedience Evil Salvation Commandments Covenant</p>

	them, bringing health, food, justice and telling the story of Jesus.		
Term 2 Christianity: Discovery RE – <u>Is the Christmas Story true?</u>	<u>To be able to:</u> - Know eye-witness accounts are subjective. - Investigate different accounts of the Christmas story. - Know stories can be meaningful, whether they happened or not. <u>To begin to develop an understanding:</u> - Christians believe that Jesus was the Incarnation of God. - Express own opinion, with reasons, about the Christmas story using evidence from various sources.	Appropriate time of year.	Eye-witness account Subjective Incarnation Resurrection Evidence Nativity Saturnalia
Term 3 Sikhism: Discovery RE How far would a Sikh go for his/her religion?	<u>To be able to:</u> - Use correct names for Sikh symbols and practices. - Make links between how Sikhs practice their religion and the beliefs that underpin this. - Compare the different ways Sikhs put their religion into practice. <u>To begin to develop an understanding:</u> - Some practices are more important to Sikh's than others. - Sikh's show different levels of commitment and respectfully comment on this.	Learning about another world religion.	Guru Narak Langar - meal Golden Temple of Amritsar Gurdwara - Khalsa Guru Granth Sanhib – Holy book Commitment
Term 4 Christianity: Discovery RE – <u>Is Christianity still a strong religion after 2000 years?</u>	<u>To be able to:-</u> - Name and explain religious festivals important to Christians. - Explain which symbols or objects are associated with each festival. - Know about some work by Christian charities. - Know about Christians who are suffering due to their beliefs. - Know where in British society you see the influence of Christianity. - Suggest Ten Commandments for the world we live in today. <u>To begin to develop an understanding:</u> - By examining the influences Christianity still has in the world debate whether it is still a strong religion.	Appropriate time for children to consider, consolidate and make links between all learning about Christianity.	Mothers Day Lent Ash Wednesday Easter Shrove Tuesday Advent Christmas Harvest Pentecost Resurrection Communion Charity
Term 5 Sikhism: Discovery RE:	<u>To be able to</u> - Decide what actions show commitment. - Know about the 5 K's and relate this to Sikh's showing commitment.		Guru Narak Langar - meal Golden Temple of Amritsar Gurdwara -

<p><u>What is the best way for a Sikh to show commitment to God?</u></p>	<ul style="list-style-type: none"> - Know how Sikh's treat the Guru Granth Sanhib. - Know what Sewa means to a Sikh and reflect how this helps Sikh's to show commitment to God. <p><u>To begin to develop an understanding:</u></p> <ul style="list-style-type: none"> - How Sikhs show their commitment to God and to evaluate if there is a best way. 		<p>Khalsa Guru Granth Sanhib – Holy book Commitment Kangha – comb Kirpan – sword Kara – bracelet Kachere – shorts Kesh – uncut hair Sewa – helping others</p>
<p>Term 6 Understanding Christianity concept – Kingdom of God</p> <p><u>What kind of king is Jesus?</u> (Digging Deeper)</p>	<p><u>To be able to:</u></p> <ul style="list-style-type: none"> - Explain connections between biblical texts and the concept of the kingdom of God – where God rules in human lives. - Consider possible meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. - make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice. E.g, through receiving and practicing forgiveness. - Identify ideas arising from their study of the Kingdom of God and comment on how far these are helpful or inspiring for the world today, justifying their responses. <p><u>To begin to develop an understanding:</u></p> <ul style="list-style-type: none"> - Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. - That the parables suggest that there will be a future kingdom, where God's reign will be complete. - Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the words. E.g. By practising forgiveness. 	<p>Builds on learning from units</p> <p><u>Is Christianity still a strong religion after 2000 years?</u></p> <p>And Years 3/4 Year B</p> <p><u>When Jesus left, what was the impact of Pentecost?</u></p>	<p>Obedience Parables Heaven Forgiveness Rescuer Justice</p>