 **St. Mary’s Religion and Worldviews Subject Knowledge Map (from September 2023)**

**Phase outcomes for KS1, LKS2 and UKS2 taken from the Diocesan Syllabus**

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| **Work likely in …** | **UF** | **KS1** | **LKS2** | **UKS2** |

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| **Making Sense of Belief** | From the Diocesan Syllabus:   * Retell religious stories * Talk about some religious stories * Recognise some religious vocabulary * Identify a sacred text e.g. Bible, Qur’an * Talk about what Jesus teaches and why it is good.   *Related ELG:*   * *RWV enables children to engage with the prime area ‘Communication and Language’ to engage actively with stories, taking opportunities to use and embed new words, develop their spoken vocabulary about religion and worldviews, share their ideas via conversation, storytelling and role play, become comfortable using a range of vocabulary and language related to RWV and offer explanations and answers to why questions.* * *RWV enables children to engage with the prime area ‘Literacy’ to build their language comprehension through talking with adults, engage with stories and nonfiction in RWV settings, build skills in RWV word reading and use RWV to write simple phrases or sentences.* * *RWV enables children to engage with the prime area ‘Expressive arts and design’ to adapt and recount religious stories inventively, imaginatively and expressively.* | * Identify the core beliefs and concepts studied and give a simple description of what they mean * Give examples of how stories show what people believe (e.g. the meaning behind a festival) * Give clear, simple accounts of what stories and other texts mean to believers | * Identify and describe the core beliefs and concepts studied * Make clear links between texts/sources of authority and the key concepts studied * Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers | * Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions * Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts * Taking account of the context(s), suggest meanings for texts/sources of authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations |
| **Understanding the Impact** | From the Diocesan Syllabus:   * Recall simply what happens at traditional religious ceremonies, in Christianity and other world faiths. * Recognise that some religious people have places which have special meaning for them * Talk about the things that are special and valued in a place of worship * Identify some significant features of sacred places * Talk about what Jesus teaches and why it is good.   *Related ELG:*   * *RWV enables children to engage with the prime area ‘Understanding the world’ to make sense of their physical world and their community on visits and meeting visitors, listen to stories from our culturally and socially diverse world, talk about the lives of people around them, know similarities and differences between different religious and cultural communities in this country and explore the natural world around them.* * *RWV enables children to engage with the prime area ‘Expressive arts and design’ to develop artistic and cultural awareness, see, hear and participate in a wide range of examples of religious and spiritual expression and create work drawing from religions and belief.* | * Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities * Give examples of ways in which believers put their beliefs into practice | * Make simple links between stories, teachings and concepts studied and how people live, individually and in communities * Describe how people show their beliefs in how they worship and in the way they live * Identify some differences in how people put their beliefs into practice | * Make clear connections between what people believe and how they live, individually and in communities * Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures |
| **Making Connections** | From the Diocesan Syllabus:   * Retell religious stories, making connections with personal experiences. * Share and record occasions when things have happened in their lives and how that made them feel. * Use appropriate words to talk about their thoughts and feelings when visiting a church or other place of worship * Express a personal response to the natural world. * Identify some of their own feelings in the stories they hear.   *Related ELG:*   * *RWV enables children to engage with the prime area ‘Personal, social, emotional development’ to observe and join in warm and support relationships with adults to understand their own feelings, manage emotions and develop a positive sense of self, talk and think about values and to notice and respond to ideas about caring, sharing and kindness.* | * Think, talk and ask questions about whether the ideas they have been studying have something to say to them * Give a good reason for the views they have and the connections they make. * Talk about what they have learned | * Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live * Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly * Give good reasons for the views they have and the connections they make * Talk about what they have learned and if they have changed their thinking | * Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. adherents and non-religious) * Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently. * Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make * Talk about what they have learned, how their thinking may have changed and why |

|  | **Unit** | **Religion and Worldviews Terms & Vocabulary** | **Making Sense of Belief** | **Understanding the Impact** | **Making Connections** | **Concrete experience, visit, trip**  **Hand to Mouth**  **Definitely to take place – class teacher to arrange** | **Possible Reading Opportunities** |
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| **LF** |  | Festival  Christian  Muslim  Islam  Bible  Old Testament  New Testament  Q’uran  Bible story  Church  Mosque  Cross  Crescent moon  God  Allah  Christmas  Easter  Eid  Symbol  Peace | Children will explore:   * Christmas, Easter and Eid, including special places and books. * Other calendar events, including Mothering Sunday, Remembrance Day, Shrove Tuesday   **On a two year rotation** children will become familiar with and explore the stories of:   * Creation – to focus on commenting and asks questions about aspects of their familiar world such as the place they live or the natural world. * Noah’s Ark - to focus on answering ‘how’ and ‘why’ questions. * Godly play will be used for both of these stories.   In all themes and topics:   * First hand experiences and comparison of similarities and differences will be ongoing. * When exploring children’s own experiences and themes relevant to their lives, other topics may be explored making relevant connections or comparisons. * Holiday homework and the learning book allow opportunities for sharing own experiences and for learning from others’ experiences. | | | Cathedral at Christmas time for the Follow the Star workshop.  Summer 1 – Hand to Mouth lesson – Creation or The Flood (2 year rotation to link to the story studied that academic year) | Bible- The Creation Story (Genesis 1)- ‘The children’s bible’  The children’s Bible-Noah’s Ark  Selection of non fiction books-trees, animals, oceans.  Non fiction books relating to Islam  Celebrating Eid  My Mum |
| **UF** | **Autumn 1**  F1 GOD/ CREATION  Why is the word of God so important to Christians? | Old Testament  New Testament  creation  creator  God  world  Lord  The Lords Prayer  10 Commandments  belief  follow  rules  guide  guidance  harvest  sharing  helping | * Talk about what the Bible says about God * Talk about what Christians believe about God. * Retell the story of Creation and talk about what it tells Christians about God. | * Identify why Christians go to church and sing songs of praise to God, making connections to the praising of God for the world he created. * Recognise what happens at church during Harvest Festival and what Christians might do at a harvest service * Recognise why God is important to Christians and why Christians follow his rules: * The 10 commandments * The Lords prayer | * Express a personal response to the:   + creation of the world and their favourite of God’s creations   + Idea of sharing and helping at Harvest festivals   + Times they might follow rules like Christians follow the Ten Commandments * Share and record occasions when they have enjoyed one/some of God’s creations. * Use appropriate words to talk about their thoughts and feelings when they see God’s creations in the world around them (e.g. to link to the walk they go on) | USE OF TOM AND TESSA PUPPETS THROUGHOUT – see planning unit booklet  Walking around the school grounds  Look for the signs of God’ s creations  Reenact a harvest festival service  Visit from clergy to talk about a harvest festival service | Bible- The Creation Story (Genesis 1)- ‘The children’s bible’  Why did God make Jellyfish? - Kathy Bigio (RE today Spring 2006)  A Wet and Windy Harvest for Puddles  The Lord’s prayer (Matthew 6: 9-13)  The Ten Commandments (Exodus 20:7) |
| **Autumn 2**  F2 INCARNATION  Why do Christians perform Nativity plays at Christmas? | New Testament  incarnation  Jesus  birth  Christmas  Son of God  peace  crib service  nativity | * Talk about what the Bible says about Jesus * Know that Jesus was not just a baby but God * Talk about the significance of Jesus’s birth for Christians * Retell the events of the Nativity story * Talk about Jesus as a baby and what we know about from stories about Jesus as an adult. | * Recognise the importance of Nativity performances and crib services to Christians * Recognise and talk about why Christians celebrate Christmas * Talk about what Christians do at church at Christmas * Talk about why Christians give presents at Christmas time * Talk about what Christians do at Christmas time and how they help the needy. | * Express a personal response to joining in with some Christian celebrations for Christmas (make links to the children’s birthdays and Jesus’ birthday)   + Card making/giving   + Mince pie manger activity   + Carol singing * Express their feelings and thoughts when listening/performing the nativity story. * Express a personal response to visiting Wakefield Cathedral and taking part in the Nativity workshop. | USE OF TOM AND TESSA PUPPETS THROUGHOUT – see planning unit booklet  Wakefield Cathedral - the Christmas story and what Christians do at church at Christmas workshop (**not** Follow the star workshop as chdn do this in LF – contact Gillian about progression) | Bible - The nativity story ‘The children’s bible’  Book/reading area = display a range of Christmas story books |
| **Spring 1**  F4  Where do we belong? | Baptise  Baptism  Aqiqah  Welcomed  Celebrate  special  valuable | * Retell religious stories, making connections with personal experiences. | * 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 (Muslim Aqiqah) | * Share and record occasions when things have happened in their lives that made them feel special | Visit to church or cathedral to explore baptism OR visit from Reverend to watch a reenacted baptism | Mark 10 v.13-16  Psalm 139  Isaiah 49v.16 |
| **Spring 2**  F3 SALVATION  Why do Christians put a cross in an Easter garden? | New Testament  Salvation  Palm Sunday  Good Friday  Easter Saturday  Easter Sunday  Resurrection  Easter  Cross  Jesus  Sacrifice  Save  Rescue  Love  Hope  Sin | * Retell and talk about what happened in the Easter story on Palm Sunday * Talk about the feelings of Jesus on Palm Sunday | * Recognise and talk about how Christians celebrate Easter at different times of the story * Good Friday * Easter Saturday * Easter Sunday * Talk about what a palm leaf/ palm cross suggests to Christians * Identify what a hot cross bun suggests to Christians * Talk about how the sacrifice of Jesus guides Christians in their life | * Express a personal response to events in the story about:   + Palm Sunday   + Easter Sunday. * Share and record occasions when the children have sacrificed something for others * Express a personal response to taking in part in some Christian Easter traditions | USE OF TOM AND TESSA PUPPETS THROUGHOUT – see planning unit booklet  ‘Hosanna’ from *Songs for Every Easter* or ‘Shout Hosanna/ Jumping Up and Down’ - www.youtube.com/  watch?v=Kht2SR8P0ko  Hand to Mouth lesson – Palm Sunday from the perspective of the donkey | Bible- The Easter Story ‘The children’s bible’  Book/reading area = stories of Palm Sunday, stories of Good Friday, books about Easter, Children’s Bible. |
| **Summer 1**  F5  Which places are special and why? | Church  Mosque  Place of worship  Sacred  Special  Feature  Valued | * Recognise a place of worship * Identify some significant features of sacred places. | * Recognise some religious people have places which have special meaning for them. * Talk about things that are special and valued in a place of worship | * Talk about somewhere that is special to themselves, saying why | Visit to church/cathedral to identify the special features and discuss their significance  Visit to mosque to identify the special features and discuss their significance – specify the focus of visit when booking. | Information or picture books showing places of worship – e.g. churches, cathedrals, mosques. |
| **Summer 2**  F6  Which stories are special and why? | Message  Meaning  Sacred  Special  Believe  Valuable  Promise  Thank you | * Talk about some religious stories * Recognise some religious vocabulary, e.g. about God * Identify a sacred text – e.g. Bible, Qur’an | * Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do * Talk about what Jesus teaches about saying ‘thank you’ and why it is good to thank and be thanked. | * Identify some of their own feelings in the stories they hear. | Story sacks / Godly play style delivery of stories  Drama – acting out stories | David and the Shepherd boy (1 samuel 17)  Story of Ruth (book of Ruth – Bible)  Jesus as a friend - Zacchaeus (Luke 19)  Making promises (Matthew 21:28-32)  Saying thank you (Ten Lepers Luke 17:11-19)  Prophet Muhammad pbuh and the night of power  Muhammad and the cats  Rama and Sita |
| **Y1** | **Autumn 1**  1.1 GOD  What do Christians believe God is like? | Christian  Christianity  Forgiveness  Prayer  Parent  Loving  God  Lost Son  Belief  Worship  Parable | * Identify Luke 15:1-2, 11-32 (Story of the lost son) as a parable and give a description of what Jesus’s story helps Christians to learn. * Give examples of how stories show what people believe (e.g. the meaning behind a festival). Recognise links to the concept of God as a forgiving father. * Give clear, simple accounts of what the Parable of the Lost Son teaches Christians about God’s love. | * Give examples of a way in which Christians show their belief in God as loving and forgiving. * Give an example of how Christians put their beliefs into practice in worship. * Give examples of what the Lost Son means to Christians and how they put forgiveness into practise in four types of prayer. | * Think and talk about Luke 12: 1-2, 11-32 and the importance of forgiveness, love and prayer in the world today * Give a good reason for the views they have and the connections they make. | Oral work (discussion, reflection and reasoning)  Drama – retelling the story  Role play enhancements | Luke 15: 1-2, 11- 32 – The Lost Son |
| **Autumn 2**  1.3 INCARNATION  Why does Christmas matter to Christians? | New Testament  Christian  Christmas  Incarnation  Nativity  Jesus  King  Son of God  Belief  Thankful  Gospel | * Give a clear, simple account of the story of Jesus’ birth (Gospel of Luke: 1: 26-38) and why Jesus is important to Christians. * Recognise that stories of Jesus’ life come from the Gospels. | * Give examples of ways in which Christians use this story of the nativity to guide their beliefs and actions at Christmas. * Give examples of how Christians show love at Christmas time through singing, giving, loving, going to church etc. and what this might look like. | * Think, talk and ask questions about what they personally have to be thankful for at Christmas time. * Give a good reason for the views they have and the connections they make. | Oral work (discussion, reflection and reasoning)  Drama – retelling the story  Role play enhancements | Gospel of Luke  Luke 1: 26-38, 2: 1-20,  Matthew 1: 18- 2: 12 |
| **Spring 1**  1.7  Who is a Muslim and what do they believe? | Shahadah  Muslim  Allah  Prophet  Ramadan  Pillars  Respect  Celebration  Self-control  belief | * Recognise the words of Shahadah and that it is very important for Muslims * Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean. * Give examples of how stories about the Prophet show what Muslims believe about Muhammad (pbuh). | * Give examples of how Muslims use the Shahadah to show what matters to them * Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) * Give examples of how Muslims put their beliefs about prayer into action | * 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 | Oral work (discussion, reflection and reasoning)  Drama – retelling the story  Role play enhancements  Mosque visit – specify the focus of visit when booking.  Invite member of Muslim community into class - question and answer | Words of the Shahadah  99 names for God  Stories of the Prophet- story of the tiny ants, the night of power |
| **Spring 2**  1.2 CREATION  Who made the world? | Old Testament  Creation  God  Beginning  World  Thankful  Community  Give  Receive  Harvest | * 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 (e.g. describing God) | * Give examples of what Christians do to say thank you to God for the Creation. (e.g. harvest, food banks) * Give examples of how Christians say thank you and the similarities this has within Jewish prayer. | * Think, talk and ask questions about living in an amazing world (e.g. what are you thankful for) * Think and talk about what communities around us do at harvest time and other festivals to help those in need, talking about their own religions too * Give a good reason for the views they have and the connections they make. | Wakefield Cathedral visit - Creation  Oral work (discussion, reflection and reasoning)  Drama – retelling the story  Role play enhancements | Genesis 1:1-2.3 story of creation (bible gateway)  Jewish ‘thank you’ prayers: opening up thankfulness (Fiona Moss)  Lion Children’s bible version of the creation story  Steve Turner’s poem stories about God.  Matthew 10.8, Jesus said to his followers ‘freely you have received, freely give’. |
| **Summer 1**  1.8  Who am I? What does it mean to belong? | Belonging  Christian  Muslim  Jewish  Community  Symbol  Love  Marriage  Welcoming ceremony  Baptism  Aqiqah | * Recognise that loving others is important in lots of communities * Say simply what Jesus and one other religious leader taught about loving other people | * Give examples of what happens at a traditional Christian (infant baptism), Jewish (naming ceremony for girls) and Muslim (aqiqah) welcome ceremony, and suggest what the action and symbols mean * Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) | * Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences * Think, talk and ask questions about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas. * Talk about what they have learned and how their ideas have changed. | Oral work (discussion, reflection and reasoning)  Drama – retelling the story  Role play enhancements  Hand to Mouth lesson – Who am I? How do we fit together? | Story of the lost sheep/ lost coin (Luke 15)  John 13:34-35 – love one another  Mark 12:30-31 – love everybody |
| **Summer 2**  What can we learn from Christian and Muslim stories? | Samaritan  Values (e.g. Kindness)  Connections  Parable  Thankful  Beliefs  Actions  Christian  Muslim | * Give a clear, simple account of the story of the Good Samaritan and why it is important for Christians (e.g. recognise that Christians believe God loves everyone equally no matter what) * Recognise that the story Good Samaritan is a parable in Christianity. * Give a clear, simple account of the story of The Lost Ring and why it is important for Muslims * Give a clear, simple account of the story of The Woodcutter and why it is important for Muslims | * Give examples of ways in which Christians use the story of the Good Samaritan to guide their beliefs and actions (e.g. Christian’s way of showing acts of kindness). * Give examples of ways in which Muslims use the story of The Lost Ring to guide their beliefs and actions * Give examples of ways in which Muslims use the story of The Woodcutter to guide their beliefs and actions | * Think, talk about and ask questions about who they personally have to be thankful for and who helps them. * Give examples of what people of other faiths, no faith or themselves could learn from the stories studied. | The Godly play – the good Samaritan  Oral work (discussion, reflection and reasoning)  Drama – retelling the story  Role play enhancements | Good Samaritan (Luke 10: 30-35)  The Lost Ring  The Woodcutter |
| **Y2** | **Autumn 1**  1.4 GOSPEL  What is the good news Jesus brings? | Good News  Gospel  New Testament  Meaning  Message  Teachings  Jesus  forgiveness  peace  friendliness  disciple | * Tell stories from the Bible and recognise a link with a concept of ‘Gospel’ or good news. * Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. * Recognise that Jesus gives instructions to people about how to behave. | * Give at least two examples of ways in which Christians follow the teachings studied about * forgiveness and peace, and bringing good news to the friendless. * Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). | * Think, talk and ask questions about whether Jesus’ ‘good news’ is only good news for Christians, or if there are things for anyone to learn, exploring different ideas. | Oral work (discussion, debate, refection and reasoning) and drama throughout  Hand to Mouth lesson – The Lord’s prayer – link to the theme of forgiveness | Matthew and the Tax collector-Matthew 9:9-13  Luke 6.37-37 |
| **Autumn 2**  1.6 Who is Jewish and how do they live? | Jewish  Shema  Chanukah  Shabbat  Mezuzah  Torah  Hebrew Bible  Reflecting  Praising  Thanking  Remembering | * Recognise the words of the Shema as a Jewish prayer * Retell simply some stories used in Jewish celebrations (e.g. Chanukah or Sukkot) * Give examples of how the stories used in celebrations (e.g. Shabbat) remind Jews about what God is like. | * Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) * Make links between Jewish ideas of God found in the stories and how people live. * Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) | * Ask some questions about what Jewish people celebrate and why * 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. | Use of Jewish artefacts/objects  Re-enactment of Shabbat  Oral work (discussion, debate, refection and reasoning) and drama throughout | The Shema (Deuteronomy 6:4-9)  Jewish Bible stories:   * The call of Samuel (1 Samuel 3) * David and Goliath (1 Samuel 17)   Stories of:   * Sukkot * Chanukah |
| **Spring 1**  1.9  What makes some places sacred to believers? | Scared  holy  worship  community  belief  religious  non religious | * Recognise that there are special places where people go to worship, and talk about what people do there. * Identify at least 3 objects used in worship in 2 religions and give a simple account of how they are used and something about what they mean. * Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship. | * Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe. * Give simple examples of how people worship at a church, mosque or synagogue. * Talk about why some people like to belong to a sacred building or a community. | * Think, talk and ask questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas. * Talk about what makes some places special to people, and what the difference is between religious and non-religious special places. * Talk about what they have learned and what has helped them to learn. | Oral work (discussion, debate, refection and reasoning) and drama throughout  Visits to the Mosque and Church/Cathedral - comparing and contrasting the feelings of the children who are believers in different faiths in different places - specify the focus of visit when booking. | ‘This is my faith’ Islam and Christianity- Anita Generi  ‘This is my faith’- Christianity – Holly Wallis |
| **Spring 2**  1.5 SALVATION  Why does Easter matter to Christians? | New Testament  Salvation  Jesus  New life  Risen  Resurrection  Sin  Hope | * 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. | Invite a member of the Church Clergy to share a Good Friday Church service  Visit to the Cathedral- The Easter story | Matthew 9:9–13  Luke 6:37–38.  John 14:27  Matthew 18:21–22  Heaven by Nicolas Allen |
| **Summer 1**  Who is an inspiring person? Who inspires me?  (Islam and Christianity) | Inspiring/inspired  Influence/influencer/  influenced  hope  love  prophet  Jesus  Prophet Muhammad (pbuh) | * Give examples of how the story of ‘Jesus feeding the 5000’ and stories about Prophet Muhammad (PBUH) show what people believe. * Give clear accounts of what the story of ‘Jesus feeding the 5000’ and stories about Prophet Muhammad (PBUH) mean to believers * Describe the core beliefs in these stories. | * Give examples of how Christians and Muslims might be inspired or influenced by the story of ‘Jesus feeding the 5000’ and stories about Prophet Muhammad (PBUH) and use them to guide their own or their community’s beliefs and actions. * Give examples of how Christians and Muslims have been influenced or inspired and put this into action in their lives. | * Think, talk and ask questions about how they might be influenced or inspired by the stories studied in their own lives. * Give good reasons for their opinions and ideas and the connections they make. * Talk about what they have learned about who are inspiring people for Christians and Muslims. | Oral work (discussion, debate, refection and reasoning) and drama throughout | Jesus feeding the 5000 – Matthew 14: 13-21  Prophet Mohammed (pbuh) and the Crying Camel  The cat and the kittens  Jesus walking on water – Matthew 14: 25-26 |
| **Summer 2**  1.10  How should we care for the World and others and why does it matter? | Belief  Natural world  Creation  Friendship  Respect  responsibility  care  love  value  charity | * Identify a story or text that says something about each person being unique and valuable * Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) * Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world. | * Give an example of how people show that they care for other (e.g. by giving to charity) making a link to one of the stories. * Give examples of how Christians and Jews can show care for the natural earth. * Say why Christians and Jews might look after the natural world. | * Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world. * Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world * Talk about what they have learned and how their ideas have changed. | Local walk - identifying where the natural world has been cared for and where it hasn’t – photograph and sketch map during the walk. | Stories of friendship:   * The rainbow fish * Jesus’s special friends (Luke 5: 1-11) * The good Samaritan (Luke 10: 25-37) * Jewish story of Ruth and Naomi (Ruth 1-4)   Genesis 1  Genesis 2.15 |
| **Y3** | **Autumn 1**  2A.1 CREATION/FALL  What do Christians learn from the Creation story? | Christian  Old Testament  Creation  Creator  Value(s)  Believer  belief  Choices | * 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 & 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. | Visit/use school gardens to identify aspects of creation (colours of the rainbow search)  Oral work (discussion, debate, refection and reasoning) and drama throughout  Following instructions – first-hand experience (making paper helicopter, initially no instructions, easier with instructions) – to link to creation of the world  Hand to Mouth journey - Creation | Genesis 1:1-25  Louis Armstrong – What a wonderful world  Genesis1:26-30 |
| **Autumn 2**  L2.10  How and why do believers show their commitments during the journey of life?  *With focus on:*  *How is new life welcomed into the world? (Christianity, Islam)* | Commitment  Promise  Muslim  Christian  Jewish  Hindu  Aqiqah  Sacrifice  Azan(Muslim call to prayer)  Infant baptism  God Parents  Adult baptism  Sin  Confirmation  Wedding  Vow  Bar/Bat Mitzvah  Scared Thread  Jenoi  Vedas | * Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean * Offer informed suggestions about the meaning and importance of ceremonies of commitment from religious and non- religious people * Christianity-infant baptism/adult baptism * Islam- Aqiqah ceremony (birth) * Humanism – naming ceremony * Judaism- Bar/Bat Mitzvah | * Describe what happens in ceremonies of commitment (e.g. Aqiqah, baptism, Bar /Bat Mitzvah ) and say what these rituals mean to believers. * Make simple links about commitment and how people in at least 2 religious traditions live. * Identify some differences in how people celebrate commitment | * Make simple links between ideas of love, commitment and promises in religious and non-religious ceremonies * Give good reasons why they think ceremonies of commitment are or are not valuable today. | Visitor to the class from the Muslim community- describing their experiences of the Aqiqah Ceremony  Re-enactment of baptism, aqiqah and naming ceremonies  Oral work (discussion, debate, refection and reasoning) and drama throughout | The Adhan (Muslim call to prayer)  John the Baptist Mark 1 1-11  God Parents prayer  Humanist website |
| **Spring 1**  L2.7  What does it mean to be Hindu in Britain today? | Hindu  Worship  Deity/deities  Brahman  Trimuti  Murtis  Karma  Puja  Arti  Bhajans  Mandir  Diwali | * Identify some Hindu deities and describe Hindu beliefs about God (eg. Brahman, Trimuti) * Offer informed suggestions about what Hindu *murtis* express about God * Make links between Hindu beliefs and the aims of life (eg. karma) | * Describe how Hindus show their faith within their families in Britain today (e.g. home puja). * Describe how Hindus show their faith within their faith communities in Britain today (eg. arti and bhajans at the mandir; Diwali) indicating some differences in how Hindus show their faith | * Make links between the Hindu idea of everyone having a ‘spark’ of God in them and ideas about the value of people in the world today, giving good reasons for their ideas. * Consider and weigh up the value of taking part in family and community rituals in Hindu communities and express insights on whether it is a good thing for everyone, giving good reasons for their ideas and talking about whether their learning has changed their thinking. | First-hand experience – puja worship – use of artefacts/class shrine  Practical salt/water – linked to story of Svetaketu  If possible – invite a Hindu member of the school community to talk to the children | Story of Svetaketu  ‘This is my faith’ series of books – Hinduism  Story of Rama and Sita |
| **Spring 2**  2A.2 PEOPLE OF GOD  What is it like to follow God? | Christian  Old Testament  Pact  Covenant  Faith  Promises  Actions  Ceremony  Salvation Army | * Make clear 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 school and the wider world | Follow my leader- Trust game- blindfolded activity- Who do we/ don’t we find it easy to trust? Why?  Oral work (discussion, debate, refection and reasoning) and drama throughout  Re-enactment – Christian wedding/marriage vows/promise | Genesis 6:5-9:17  Genesis 12:1  <https://www.salvationarmy.org.uk/>  schools/history#WilliamBooth |
| **Summer 1**  Values – what matters most?  (Christianity and Humanism) | Christian  Humanist  New Testament  Gospel  Value(s)  Code  Believers, beliefs  Choice  Peace  Moral  Dilemma  Actions  Consequences | * Identify and describe the core beliefs of Humanists and their codes for living. * Identify and describe the codes for living which Christians follow. * Make clear links between the story of the Good Samaritan and what Christians believe about codes for living. * Give examples of what Humanist or Christian codes for living mean to believers | * Make simple links between the concepts studied and how individuals and communities make choices about good, bad, right and wrong. * Describe how people show their beliefs (Humanist and Christian) in the way they face moral dilemmas in their lives. * Identify some differences in how people’s beliefs help them to make choices about good, bad, right and wrong when facing dilemmas in their lives. | * Raise important questions and suggest answers to how codes for living can help us to live in peace with others. * Make links between their understanding of different codes for living and how people make choices about how they live in the world today. * Give good reasons for the views they have and the connections they make. * Talk about what they have learned and if they have changed their thinking. | Oral work (discussion, debate, refection and reasoning) and drama throughout  Drama improvisation to explore good and bad reactions in problematic situations | Luke 10:25-37  Luke 23:25-37  School’s vision statement  Class agreement and School rules  Humanism website |
| **Summer 2**  2A.3 INCARNATION/  GOD  What is the trinity? | Christian  Trinity  Bible  New Testament  Gospel  God  Father  Son  Holy Spirit  Baptism, baptised  Symbol, symbolises | * Identify the difference between a Gospel, which tells the story of the life & teaching of Jesus, and a letter * Offer suggestions about what texts about baptism & 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 & prayer, for example) & in the way in which they live | * Make links between some Bible texts studied & the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like | Visit to Wakefield Cathedral – Summer 2 - workshop – What is the Trinity?  Oral work (discussion, debate, refection and reasoning) and drama throughout  3 in 1 – first-hand experience  (Twix – biscuit, caramel, chocolate,  water – water, ice, steam) | Matthew 3:11-17  The Lord’s Prayer & The Grace  Paintings of the Baptism of Jesus by Verrocchio and Daniel Bonnell  Stephen Fischbacher’s song ‘God behind,  God beside, God ahead’, |
| **Y4** | **Autumn 1**  2A.4 GOSPEL  What kind of world did Jesus want? | Christian  New Testament  Gospel  Calling  Disciple  Clergy  Leper  Judge  Value(s) | * Identify Matthew 4:18-22 and Mark 1:40-44 as part of a ‘Gospel’ which tells the story of the life of Jesus. * Make clear links between the calling of the first disciples and how Christians try to follow Jesus and be ‘fishers of people’ * Offer suggestions about what Jesus’s actions towards the leper might mean for a Christian | * Make simple links between Matthew 4:18-22 and Mark 1:40-44 and the concept of ‘Gospel’ (good news) * Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus’s teaching | * Make links between Matthew 4:18-22 and Mark 1:40-44 stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly | ‘Don’t judge a book by it’s cover’ first hand experience (e.g. eating ‘cat food’ or 3 gifts – different wrapping/appearance)  Oral work (discussion, debate, refection and reasoning) and drama throughout  Hand to Mouth lesson – Fair trade – link to Gospel and kind of behaviours Jesus would have wanted | Matthew 4:18-19  Matthew 4:20-22  Mark 1:40-44  Leprosy mission website (Arshad’s story) |
| **Autumn 2**  L2.9  What are the deeper meanings of festivals?  *With focus on:*  What does light mean? What does dark mean? Signs and Symbols  (Christianity, Islam, Hinduism) | Festival  Celebration  Meaning  Belief  Jewish  Christian  Muslim  Rosh Hashanah  Pesach  Christmas  Incarnation  Ramadan  Eid | * Identify the main beliefs at the heart of religious festivals:   + Christianity Christmas   + Judaism – Pesach and Rosh Hashanah   + Islam – Ramadan and Eid * Make clear links between these beliefs and the stories recalled at the festivals. | * Make connections between stories, teachings, symbols and beliefs and how believers celebrate these festivals (Christmas, Rosh Hashanah, Pesach, Ramadan and Eid) * Describe how believers celebrate festivals in different ways (e.g. between celebrations at home and in community; and/or a variety of ways of celebrating within a religious tradition) | * Raise questions and suggest answers about what is worth celebrating and remembering in religious communities and in their own lives * Make links between the beliefs and practices studied and the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, giving good reasons for their ideas. * Talk about what they have learned, how and why their thinking has changed. | Visit to Wakefield Cathedral (December) – *exploring the deeper meaning of light to Christians at Christmas*  Visitor to class from a member of the Muslim community – *the deeper meaning of Ramadan and Eid to Muslims -* specify the focus of visit when booking.  Pesach meal  Oral work (discussion, debate, refection and reasoning) and drama throughout | John 8:12  The story of Rama and Sita (RE Today – Faith stories)  *This is the Star* – Joyce Dunbar (picture book)  ‘This is my faith’ series of books – Hinduism, Islam and Christianity |
| **Spring 1**  L2.8  What does it mean to be a Sikh in Britain today?  **\*\*Sikhs prefer the term ‘Sikhi’ to ‘Sikhism’\*\*** | Sikh  Sikhi  Guru  Mool Mantar  Khalsa  Service | * Identify some of the core beliefs of Sikhism, e.g. one God, the message of Guru Nanak, equality and service * Make clear links between the Mool Mantar and Sikh beliefs and actions * Offer informed suggestions about what some of the teachings of the Gurus mean to Sikhs today. | * Make simple links between the life of at least one of the Gurus and some actions Sikhs take today (e.g. Guru Nanak and the langar, Guru Gobind Singh and the Khalsa) * Give some examples that demonstrate remembering God, working hard and serving others are important to Sikhs today. | * Raise questions about what matters most to Sikhs (e.g. equality, service, honest work) and saw why they still matter today * Make links between key Sikh values and life in the world today, identifying which values would make the most difference in the pupils’ own lives and in the world today * Talk about what they have learned and whether they have changed their thinking. | Oral work (discussion, debate, refection and reasoning) and drama throughout  Use of Sikh artefacts/objects – link to 5 Ks  If possible – invite a Sikh member of the school community to talk to the children | Mool Mantar  ‘This is my faith’ series of books – Sikhism |
| **Spring 2**  2A.5 SALVATION  Why do Christians call the day Jesus died ‘Good Friday’? | New Testament  Christian  Salvation  Holy week  Palm Sunday  Good Friday  Easter Sunday  Crucifixion  Crucified  Resurrection  Resurrected  Risen  Saviour  Sin  Prophet  Apostles  Holy spirit | * Order Creation, Fall, Incarnation, Gospel and Salvation within a timeline of the Bible’s ‘big story’ * Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. * Give examples of what the texts studied might mean to some Christians. | * Make simple links between the texts studied and how Christians mark 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 the Holy Week stories and teachings in the Bible and life in the World today, expressing some ideas of their own clearly. * Talk about what they have learned, how and why their thinking has changed. | Invite member of clergy team into class with a focus on deeper meaning of Holy Week  Oral work (discussion, debate, refection and reasoning) and drama throughout | Matthew 21:7-11  Luke 23:13-25, 32-48  Luke 24:1-12 |
| **Summer 1**  2A.6 KINGDOM OF GOD  When Jesus left, what was the impact of Pentecost? | Christian/Christianity  Resurrection  Resurrected  Risen  Pentecost  Holy Spirit  The Kingdom of God  Faith | * Make clear links between the story of the Day of Pentecost and 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 Christians | * 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. | Invite member of clergy team into class to lead a workshop/discussion about Pentecost  The Pentecost story bucket  Oral work (discussion, debate, refection and reasoning) and drama throughout | The Day of Pentecost - Acts 2: 1–15, 22 and 37–41 |
| **Summer 2**  L2.10  How and why do believers show their commitments during the journey of life?  *With focus on:*  *Commitment – how does it make a difference?*  *(Islam)* | Muslim  Faith  Belief  Commitment  Commit  Five Pillars of Islam  Shahadah  God – Allah  Prophet – Muhammad (pbuh)  Salah  Prayer  Zakah  Azan – call to prayer | * Identify some beliefs about commitment and promises in religious traditions and stories, and describe what they mean:   + Islam – commitment to and traditions within Shahadah, Salah and Zakah pillars; The story of Bilal * Offer informed suggestions about the meaning and importance of commitment for religious and non-religious people. | * Make simple links between beliefs about commitment and how people live.   + Shahadah – belief in only one God Allah and prophet Muhammad pbuh   + Salah – five daily prayers   + Zakah – giving to charity * Identify some differences in how people show or celebrate commitment. | * Raise questions and suggest answers about whether it is good for everyone to see life as a journey. * Make links between commitment and promises in religious and non-religious situations. * Give good reasons why they think ceremonies or practices linked to commitment are or are not valuable today. | Visit to the local mosque – explore Muslim commitment to Shahadah/belief in one God Allah and Salah/5 daily prayers - specify the focus of visit when booking.  First-hand experiences:   * Listening to the azan/call to prayer from different countries/cultures * demonstration of Muslim prayer in school (members of the Muslim community)   Oral work (discussion, debate, refection and reasoning) and drama throughout | The story of Bilal (RE Today – Faith stories)  ‘This is my faith’ series of books – Islam |
| **Y5** | **Autumn 1**  2B.1 GOD  What does it mean if God is holy and loving? | Wisdom,  omniscient,  omnipotent,  omnipresent,  holy,  eternal,  merciful,  just,  immutable,  spiritual,  hymn,  prayer,  worship,  symbolism | * Identify some different types of biblical texts, using technical terms accurately. * 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 churches 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. | Wakefield Cathedral visit  Oral work (discussion, debate, refection, comparison and reasoning) and drama throughout | 2B. 1 Resources sheets  David: the book of psalms 103  Isaiah 6  John 4:7-13  Hymn: Lord of the Dance  Hymn: Praise my soul the King of Heaven |
| **Autumn 2**  2B.2 CREATION/ FALL  Creation and Science – conflicting or complementary? | Old Testament  Genesis,  cosmology,  evolution,  prosper,  stewards,  atheist | * Outline the importance of Creation on the timeline of the ‘big story’ of the Bible. * Identify what type of text some Christians say Genesis 1 is, and its purpose. * Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. | * Make clear connections between Genesis 1 and Christian belief about God as Creator. * Show understanding of why many Christians find science and faith go together. | * Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. * Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account. | Oral work (discussion, debate, refection, comparison and reasoning) and drama throughout | Genesis 1:1–2:3  the translation *‘The Message’* on Resource Sheet 1.  Genesis Chapter 1 2B.2 resources  Cosmology and Evolution 2B.2 resources  Dr Stuart Burges, Dr John Spice, Dr Jennifer Wiseman interview transcripts |
| **Spring 1**  U2.9  What does it mean for Muslims to follow God? | Allah  Qur’an  Prophet Muhamad (pbuh)  messenger  Sinai  Mecca  Hajj  Holy Kaa’ba  Jamarat  Five pillars of Islam  Shahada (faith)  Salat (prayer)  Zakat (alms)  Sawm (fasting)  Hajj (pilgrimage)  Surah | * Identify and explain core Muslim beliefs about Allah, the Prophet Muhammed (pbuh) as a messenger and the Holy Qur’an as the message. * Describe and explain ways in which Muslim sources of authority guide Muslim living | * Make clear connections between Muslim beliefs and worship * Give evidence and examples to show how Muslims put their beliefs into practice in different ways | * Make connections between Muslim beliefs studies and Muslim ways of living in Britain/Yorkshire today. * Consider and weigh up the value of e.g. submission, obedience, generosity, self control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims. * Reflect on and talk about what and how they have learned and how and why their thinking has changed. | Visit to local Mosque (masjid) - specify the focus of visit when booking.  Oral work (discussion, debate, comparison, reflection and reasoning) presenting throughout. | Use of the latest census to find out how many Muslims there are in Britain and Yorkshire today.  Surah 1 – The Opening  Surah 17 – The Prophet’s Night Journey  99 names of Allah (Arabic and English translations) (**Revision from previous teaching in Unit 1.7**)  .  Nasheed,’Mecca I am on my Way’ lyrics. |
| **Spring 2**  2B.4 INCARNATION  Was Jesus the Messiah? | Jewish,  God in the flesh,  Birth,  Life,  Death,  Resurrection,  Old Testament,  Rescuer,  Anointed one,  Messiah,  Salvation,  Gospels,  Guidance,  wisdom,  power,  respect,  spirit,  judge,  fairness | * Explain the place of Incarnation and Messiah within the ‘big story’ of the Bible. * Identify Gospel and prophecy texts, using technical terms. * Explain connections between biblical texts, Incarnation and Messiah, using theological terms. | * Show how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas. * Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. | * 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. | Invite member of St Andrew’s clergy team into class – link to prophecy, the Messiah, making sense of belief  Oral work (discussion, debate, refection, comparison and reasoning) and drama throughout  Hand to Mouth journey – Holy Week – link to Jesus as the Messiah | Isaiah 11.1-15  Matthew 1:18–24, 2:1–12 |
| **Summer 1**  U2.12  What will make our city/town/village a more respectful place? | Religion  Belief  Religious  Non-religious  Denomination  Local  Regional  Rural  Urban  Community  Diverse  Diversity  Interfaith  Harmony  Inclusivism  Exclusivism | * Identify the religions and beliefs represented locally and regionally and explain some of their key beliefs * Describe examples of how different communities deal with diversity and interfaith issues. | * Make clear connections between what different people believe and the way they live (e.g. involvement in community, in interfaith projects etc) * Explain how and why people respond differently to diversity and interfaith issues (e.g. inclusivism, exclusivism etc) | * Make connections between religious and non-religious beliefs and practices related to living with difference in community * Reflect on and articulate lessons people might gain from experience of living in communities of diverse beliefs and practices including their own responses. * Talk about how and why people think differently about diversity and interfaith, giving good reasons for their own views * Consider and weigh up the ways in which the ideas studied relate to their own experiences and views of the world today. | Oral work (discussion, debate, refection, comparison and reasoning) and drama throughout | Pew Research Forum  Opening up respect, Fiona Moss  (See links to websites and RE today resources in unit plan) |
| **Summer 2**  U2.13  Why is pilgrimage important to some religious believers? | Pilgrimage,  Pilgrim,  Hinduism-Shiva- Ganges-Ganga,  Ummah-Islam- Mecca- Hajj,  Christianity- Mary- Lourdes,  Judaism – Jerusalem  Reflection,  Repentance  remembrance | * Identify some of the beliefs that lie behind places and times of pilgrimage in at least two religions (Hajj in Islam; Lourdes in Christianity). * Explain ways in which stories that lie behind site of pilgrimage connect with beliefs (Shiva and the Ganges; Jerusalem for Jewish people). | * Explain the spiritual significance and impact of pilgrimage on pilgrims in at least two religions * Compare similarities and differences between ways in which people undertake pilgrimage and how they affect the way they live. | * Evaluate and explain the importance of pilgrimage in the world today, giving good reasons for their views. * Reflect on and articulate lessons that people might gain from the idea and practice of pilgrimage, including their own responses. * Consider and weigh up the value of e.g. reflection, repentance and remembrance is in the world today, including in their own lives * Talk about how and why their thinking has developed through the unit. | Invite a member of the Muslim school community into class to share their Hajj experience  Invite Reverend Kathy in to discuss her visit to Jerusalem  Oral work (discussion, debate, refection, comparison and reasoning) and drama throughout | Information books and websites about the pilgrimages studied |
| **Y6** | **Autumn 1**  2B.5 GOSPEL  What would Jesus do? | Christian  New Testament  Gospel  Calling  Disciple  Parable  Interpretation | * Identify features of Gospel texts (for example, teachings, parable, narrative). * Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. | * Make clear connections between Gospel texts, Jesus’ ‘good news’, and how Christians live in the Christian community and in their individual lives. | * Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own. | Oral work (discussion, debate, refection and reasoning) and drama throughout | Matthew 7:24-27  Matthew 5-7  Luke 7:1-10  prayers used by Christians  (for example,www.churchofengland.  org/prayer-worship/topicalprayers.aspx |
| **Autumn 2**  U2.10  What does it mean for a Jewish person to follow God? | Jewish  Community  Local  Global  Orthodox  Progressive  Synagogue  Torah  Tenakh  Shema  Kosher  Shabbat  Commandments | * Identify and explain Jewish beliefs about God * Give examples of some tests that say what God is like and explain how Jewish people interpret them | * Make clear connections between Jewish beliefs about the Torah and how they use it * Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) * Give evidence and examples to dhow how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) | * Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today. * Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far these ideas are valuable to people who are not Jewish. * Talk about how ideas of tradition, ritual, community and study relate to their own lives, giving good reasons for their views and explaining how their thinking has developed during the unit. | Use of Jewish artefacts/objects  Oral work (discussion, debate, refection and reasoning) and drama throughout | Deuteronomy 6:4-9 – The Shema  Ein Keloheinu  Avinu Malkeinu  Stories from parts of the Tenakh:   * Esther * Psalms of David |
| **Spring 1**  U2.11  Why do some people believe in God and some people not? | Belief  Believer  Faith  Religion  Theist  Atheist  Agnostic  Religious  Non religious | * Define the terms ‘theist, ‘atheist’ and ‘agnostic’ and give examples of statements that reflect these beliefs * Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from. * Give examples of reasons why people do or do not believe in God. | * Make clear connections between what people believe about God and the impact of this belief on how they live * Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) | * Reflect on and articulate some ways in which believing in God is valuable in the lives of believers and ways it can be challenging. * Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not. * Make connections between belief and behaviour in their own lives, talking about what they have learned and how and why their thinking might have changed in light of their learning. | Oral work and discussions.  A visit from a member of St Andrew’s clergy team to discuss how faith and belief in God helps them live their lives. | Global statistics and census results – how many people in world and local area believe in God.  Genesis  Websites about Christians who are also Scientists (see planning) |
| **Spring 2**  2B.7 SALVATION  What difference does the resurrection make to Christians? | New Testament  Incarnation  Resurrection  Salvation  Sacrifice  Hope  Risen | * Outline the timeline of the ‘big story’ of the Bible, explaining the place within it of the ideas of Incarnation and Salvation. * Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. * Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. | * Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. * Show how Christians put their beliefs into practice in different ways. | * Explain why some people find belief in the Resurrection makes sense and inspires them. * Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today. | Wakefield Cathedral Visit – Stations of the cross  Silent debate – Why did Jesus have to die?  Oral work and discussions.  Hand to Mouth lesson – Godly Play – The mystery of Easter (Why doesn’t it matter?) | Luke 24 – the resurrection  An example of a Good Friday hymn: ‘When I Survey the  Wondrous Cross’ or ‘And Can it Be?’.  An example of an Easter Sunday hymn is ‘Thine be the  Glory’ or ‘Christ the Lord is Risen Today’. |
| **Summer 1**  2B.8 KINGDOM OF GOD  What kind of King is Jesus? | Parables  Reign  Kingdom  Tenants  Prophets  Community  Vision  Inspire  Individuals  Organisations | * Explain connections between biblical texts and the concept of the Kingdom of God. * Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. | * Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community. | * Relate Christian teachings or beliefs about God’s Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas. | Visit from a member of St Andrew’s clergy team to discuss what the Church does for the local community – charity (e.g. foodbank).  Oral work and discussions. | The Feast Luke 14:12-24  Matthew 21:33-46  The Lord’s Prayer  ‘Lord of the Dance’ and ‘Down to Earth’ (compare) |
| **Summer 2**  U2.14  How does religion help people live through good and bad times? | Reincarnation  Funeral  Beliefs  Judgement  Light/dark  Emotional  Spiritual | * Describe at least 3 examples of ways in which religions guide people in how to respond to good and hard times in life. * Identify beliefs about life after death in at least 2 religious traditions, comparing and explaining for similarities and differences. | * Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) * Use evidence and examples to show how beliefs about resurrection/judgement/heaven/ karma/reincarnation make a difference to how someone lives | * Reflect on a range of artistic expressions of afterlife, articulating and explaining different ways of understanding these * Consider and weigh up how religion might help people in good and bad times, giving good reasons for their ideas and insights. * Talk about what they have learned, how their thinking may have changed and why. | Interview with someone to ask about how faith helped them through a hard time.  Oral work and discussions. | Psalm 103  The story of Job  Prayers used at Christian funerals  Funeral readings/poems (‘At rest’ and ‘The fallen limb’) |