



The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Foundation Autumn 1

Which places are special and why?

	Making sense of beliefs	Understanding the impact	Making connections
ELG	<p>Communication and Language</p> <ul style="list-style-type: none"> Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions They use talk to organize, sequence and clarify thinking, ideas, feelings and events Children answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources They talk about how they and others show feelings They develop their own narratives in relation to stories they hear from different communities <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect They work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behavior, including adults and children, to work together harmoniously They talk about their own and others' behavior and its consequences and know that some behavior is unacceptable Children think and talk about issues of right and wrong and why these questions matter They respond to significant experiences showing a range of feelings when appropriate They have a developing awareness of their own needs, views and feelings and can be sensitive to those of others Children have a developing respect for their own cultures and beliefs and those of other people They show sensitivity to others' needs and feelings and form positive relationships <p>Understanding the world</p> <ul style="list-style-type: none"> Children talk about similarities and differences between themselves and others, among families, communities and traditions They begin to know about their own cultures and beliefs and those of other people They explore, observe and find out about places and objects that matter in different cultures and beliefs <p>Expressive arts and design</p> <ul style="list-style-type: none"> Children use their imaginations in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings They respond in a variety of ways to what they see, hear, smell, touch and taste <p>Literacy</p> <ul style="list-style-type: none"> Children are given access to a wide range of books, poems and other written materials to ignite their interest 		
<i>Outcomes</i>	<ul style="list-style-type: none"> Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Talk about somewhere that is special to themselves, saying why Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church Express a personal response to the natural world
<i>Vocabulary Resources Suggested links</i>	Vocabulary	<ul style="list-style-type: none"> Islam resource box Church visit 	<p>http://request.org.uk/restart/2014/05/28/special-places/%20Talking%20Pictures</p> <p>http://www.teddingtonbaptist.org.uk/tbctour.htm</p> <p>https://www.bbc.co.uk/teach/class-clips-video/the-mosque/zmctvk7</p>

Autumn 1 KS1			
What makes some places special to believers?			
Making sense of beliefs		Understanding the impact	
Making sense of beliefs		Making connections	
Knowledge National Curriculum	<ul style="list-style-type: none"> To encourage pupils to explore their own beliefs (whether they are religious or non- religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics. To express their responses. This also builds resilience to anti-democratic or extremist narrative 	<ul style="list-style-type: none"> To teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. To encourage empathy, generosity and compassion. 	<ul style="list-style-type: none"> To enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society To provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong and what it means to be human. To develop pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflect and spiritual development
Outcomes	<ul style="list-style-type: none"> Recognise that there are special places where people go to worship and talk about what people do there Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship 	<ul style="list-style-type: none"> Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show that 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 	<ul style="list-style-type: none"> Think, talk and ask questions about what happens in a church, mosque or a synagogue, saying what they think about these questions, giving a good reason for their ideas Talk about what makes some places special to people and what the difference is between religious and non-religious special places
Vocabulary Resources Suggested links		Judaism/Islam resource boxes Church/Synagogue/Mosque places of worship visit	<ul style="list-style-type: none"> http://www.plymouthsynagogue.com/video/virtual-tour-of-plymouth-synagogue.aspx

Autumn 1 KS1		Why does Christmas matter to Christians?		
Making sense of beliefs		Understanding the impact		Making connections
Knowledge National Curriculum	<ul style="list-style-type: none"> To encourage pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics. To express their responses. This also builds resilience to anti-democratic or extremist narrative 	<ul style="list-style-type: none"> To teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. To encourage empathy, generosity and compassion. 	<ul style="list-style-type: none"> To enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society To provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong and what it means to be human. To develop pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development 	
Outcomes	<ul style="list-style-type: none"> Recognise that stories of Jesus' life come from the Gospels Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians 	<ul style="list-style-type: none"> Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas 	<ul style="list-style-type: none"> Think, talk and ask questions about Christmas for people who are Christians and for people who are not Decide what they personally have to be thankful for, giving a reason for their ideas 	
Vocabulary Resources Suggested links		<ul style="list-style-type: none"> Christmas story trail/journey stick Religious/secular Christmas cards Christingle Advent calendar/wreathes Church visit Crib characters The 'Big Story' timeline frieze 	<ul style="list-style-type: none"> LUKE 1:26–38, 2:1–20, MATTHEW 1:18-2:12 https://www.whychristmas.com/story/the_christmas_story.shtml 	

Spring 1 KS1		Who is Muslim and how do they live?		
Making sense of beliefs		Understanding the impact		Making connections
Knowledge National Curriculum	<ul style="list-style-type: none"> To encourage pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics. To express their responses. This also builds resilience to anti-democratic or extremist narrative 	<ul style="list-style-type: none"> To teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. To encourage empathy, generosity and compassion. 	<ul style="list-style-type: none"> To enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society To provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong and what it means to be human. To develop pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development 	
Outcomes	<ul style="list-style-type: none"> Recognise words of the 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 of Allah and give a simple description of what some of them mean Give examples of how the Prophet show what Muslims believe about Muhammad 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Think, talk 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 	
Vocabulary Resources Suggested links		<ul style="list-style-type: none"> Islam resource box PCFCD Mosque visit/Islamic visitor Dogger – Shirley Hughes <p>Qur'an</p>	<ul style="list-style-type: none"> http://www.arthafez.com/gallery.html www.natre.org.uk/primary/good-learning-in-refilms/ 	

Foundation Spring 1		Why is Easter special for Christmas?		
Making sense of beliefs		Understanding the impact		Making connections
ELG	<p>Communication and Language</p> <ul style="list-style-type: none"> Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions They use talk to organize, sequence and clarify thinking, ideas, feelings and events Children answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources They talk about how they and others show feelings They develop their own narratives in relation to stories they hear from different communities <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect They work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behavior, including adults and children, to work together harmoniously They talk about their own and others' behavior and its consequences and know that some behavior is unacceptable Children think and talk about issues of right and wrong and why these questions matter They respond to significant experiences showing a range of feelings when appropriate They have a developing awareness of their own needs, views and feelings and can be sensitive to those of others Children have a developing respect for their own cultures and beliefs and those of other people They show sensitivity to others' needs and feelings and form positive relationships <p>Understanding the world</p> <ul style="list-style-type: none"> Children talk about similarities and differences between themselves and others, among families, communities and traditions They begin to know about their own cultures and beliefs and those of other people They explore, observe and find out about places and objects that matter in different cultures and beliefs <p>Expressive arts and design</p> <ul style="list-style-type: none"> Children use their imaginations in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings They respond in a variety of ways to what they see, hear, smell, touch and taste <p>Literacy</p> <ul style="list-style-type: none"> Children are given access to a wide range of books, poems and other written materials to ignite their interest 			
<i>Outcomes</i>	<ul style="list-style-type: none"> Recognise and retell stories connected with celebration of Easter Say why Easter is a special time for Christians 	<ul style="list-style-type: none"> Recognise some symbols Christians use during Holy Week (e.g. palm leaves, cross, eggs etc) Talk about some ways Christians remember these stories at Easter 	<ul style="list-style-type: none"> Talk about ideas of new life in nature Make connections with signs of new life in nature 	
<i>Vocabulary Resources Suggested links</i>		<ul style="list-style-type: none"> Where's Wally Visit a church to learn about baptism Christianity resource box 	<ul style="list-style-type: none"> https://www.twinkl.co.uk/resource/t-re-552-ks1-all-about- aqiqah-powerpoint https://www.twinkl.co.uk/resource/t4-re-39-baptism-lesson-pack https://www.twinkl.co.uk/resource/tp-re-011-planit-re-year-1- caring-for-others-lesson-2-raksha-bandhan-hinduism-lesson-pack 	

Summer1 KS1			
How should we care for others and the world?			
Making sense of beliefs		Understanding the impact	
Making sense of beliefs		Making connections	
Knowledge National Curriculum	<ul style="list-style-type: none"> To encourage pupils to explore their own beliefs (whether they are religious or non- religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics. To express their responses. This also builds resilience to anti-democratic or extremist narrative 	<ul style="list-style-type: none"> To teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. To encourage empathy, generosity and compassion. 	<ul style="list-style-type: none"> To enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society To provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong and what it means to be human. To develop pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
Outcomes	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Give an example of how people show that they care for others (e.g. by giving to charity) making a link to one of the stories (pillar of Islam) 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 	<ul style="list-style-type: none"> Think, talk and ask questions about what difference believing in God makes to show 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
Vocabulary Resources Suggested links		<ul style="list-style-type: none"> Charity speakers The Rainbow Fish Good Samaritan 	<ul style="list-style-type: none"> www.fischy.com/songs/you-are-a-star/ www.psalmsforkids.com/psalm-8/ https://request.org.uk/people/organisations/a-rocha-a-christian-environmental-charity/

Foundation Autumn 2				Which stories are special and why?			
Making sense of beliefs		Understanding the impact		Making connections			
ELG	<p>Communication and Language</p> <ul style="list-style-type: none"> Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions They use talk to organize, sequence and clarify thinking, ideas, feelings and events Children answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources They talk about how they and others show feelings They develop their own narratives in relation to stories they hear from different communities <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect They work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behavior, including adults and children, to work together harmoniously They talk about their own and others' behavior and its consequences and know that some behavior is unacceptable Children think and talk about issues of right and wrong and why these questions matter They respond to significant experiences showing a range of feelings when appropriate They have a developing awareness of their own needs, views and feelings and can be sensitive to those of others Children have a developing respect for their own cultures and beliefs and those of other people They show sensitivity to others' needs and feelings and form positive relationships <p>Understanding the world</p> <ul style="list-style-type: none"> Children talk about similarities and differences between themselves and others, among families, communities and traditions They begin to know about their own cultures and beliefs and those of other people They explore, observe and find out about places and objects that matter in different cultures and beliefs <p>Expressive arts and design</p> <ul style="list-style-type: none"> Children use their imaginations in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings They respond in a variety of ways to what they see, hear, smell, touch and taste <p>Literacy</p> <ul style="list-style-type: none"> Children are given access to a wide range of books, poems and other written materials to ignite their interest 						
<i>Outcomes</i>	<ul style="list-style-type: none"> Talk about some religious stories Recognise some religious words (e.g. about God) 	<ul style="list-style-type: none"> Talk about some of the things these stories teach believers (e.g. what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you' and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right etc) 	<ul style="list-style-type: none"> Identify some of their own feelings in the stories they hear 				
<i>Vocabulary Resources Suggested links</i>	<ul style="list-style-type: none"> Judaism resources box Music depicting the sea 		<ul style="list-style-type: none"> https://bibleforchildren.org/languages/english/stories.php 				

Autumn 2 KS1		What is the good news Christians say Jesus brings?		
Making sense of beliefs		Understanding the impact		Making connections
Knowledge National Curriculum	<ul style="list-style-type: none"> To encourage pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics. To express their responses. This also builds resilience to anti-democratic or extremist narrative 	<ul style="list-style-type: none"> To teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. To encourage empathy, generosity and compassion. 	<ul style="list-style-type: none"> To enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society To provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong and what it means to be human. To develop pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development 	
Outcomes	<ul style="list-style-type: none"> Tell stories from the Bible and recognise a link with the concept of Gospel and 'good news' Give clear simple accounts about what Bible texts (e.g. the story of Matthew the tax collector) mean to Christians Recognise that Jesus gives instructions to people about how to behave 	<ul style="list-style-type: none"> Give at least two examples of ways in which Christians followed the teachings studied about forgiveness and peace and bringing good news to the friendless Give two examples of how Christians put these beliefs into practice in the church community and their own lives (e.g. charity) 	<ul style="list-style-type: none"> Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians or if there are things for anyone to learn about how to live, giving a good reason for their ideas 	
Vocabulary Resources Suggested links		<ul style="list-style-type: none"> Bible Lord's prayer Prayer/meditation time Christianity resource box The 'Big Story' timeline frieze UC resource sheets 	<p>www.biblegateway.com</p>	

Foundation Autumn 2				Why is Christmas special for Christians?		
Making sense of beliefs		Understanding the impact		Making connections		
ELG	<p>Communication and Language</p> <ul style="list-style-type: none"> Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions They use talk to organize, sequence and clarify thinking, ideas, feelings and events Children answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources They talk about how they and others show feelings They develop their own narratives in relation to stories they hear from different communities <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect They work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behavior, including adults and children, to work together harmoniously They talk about their own and others' behavior and its consequences and know that some behavior is unacceptable Children think and talk about issues of right and wrong and why these questions matter They respond to significant experiences showing a range of feelings when appropriate They have a developing awareness of their own needs, views and feelings and can be sensitive to those of others Children have a developing respect for their own cultures and beliefs and those of other people They show sensitivity to others' needs and feelings and form positive relationships <p>Understanding the world</p> <ul style="list-style-type: none"> Children talk about similarities and differences between themselves and others, among families, communities and traditions They begin to know about their own cultures and beliefs and those of other people They explore, observe and find out about places and objects that matter in different cultures and beliefs <p>Expressive arts and design</p> <ul style="list-style-type: none"> Children use their imaginations in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings They respond in a variety of ways to what they see, hear, smell, touch and taste <p>Literacy</p> <p>Children are given access to a wide range of books, poems and other written materials to ignite their interest</p>					
<i>Outcomes</i>	<ul style="list-style-type: none"> Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus Retell religious stories 	<ul style="list-style-type: none"> Recall simply what happens at a traditional Christian festival (Christmas) 	<ul style="list-style-type: none"> Talk about people who are special to them Say what makes their family and friends special to them Make connections with personal experiences 			
<i>Vocabulary Resources Suggested links</i>		<ul style="list-style-type: none"> Beginners bibles Knitted Nativity Christmas carols 	<ul style="list-style-type: none"> https://www.outoftheark.co.uk/all-about-me.html https://www.childrensociety.org.uk/what-you-can-do/fundraising-and-events/celebrate-christingle 			

Spring 2 KS1			
Who is Jewish and how do they live?			
Making sense of beliefs		Understanding the impact	
Making sense of beliefs		Making connections	
Knowledge National Curriculum	<ul style="list-style-type: none"> To encourage pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics. To express their responses. This also builds resilience to anti-democratic or extremist narrative 	<ul style="list-style-type: none"> To teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. To encourage empathy, generosity and compassion. 	<ul style="list-style-type: none"> To enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society To provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong and what it means to be human. To develop pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
Outcomes	<ul style="list-style-type: none"> Recognise the words of the Shema as a Jewish prayer Retell simple stories used in Jewish celebrations (e.g. Chanukah) Give examples of how stories are used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too
Vocabulary Resources Suggested links		<ul style="list-style-type: none"> Judaism resource box PCFCD visit/visitor Synagogue visit (sukkah) 	<ul style="list-style-type: none"> https://artlevin.com/product/shabbat-shalom/ https://www.youtube.com/watch?v=JpFw7DqRMEc https://www.youtube.com/watch?v=3QZ792ricVE

Spring 2 Key Stage 1		Why does Easter Matter to Christians?		
Making sense of beliefs		Understanding the impact		Making connections
Knowledge National Curriculum	<ul style="list-style-type: none"> To encourage pupils to explore their own beliefs (whether they are religious or non- religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics. To express their responses. This also builds resilience to anti-democratic or extremist narrative 	<ul style="list-style-type: none"> To teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. To encourage empathy, generosity and compassion. 	<ul style="list-style-type: none"> To enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society To provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong and what it means to be human. To develop pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development 	
Outcomes	<ul style="list-style-type: none"> 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 to people about how to behave 	<ul style="list-style-type: none"> Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter 	<ul style="list-style-type: none"> Think, talk and ask questions about whether the story of Easter only has something to say to Christians or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas 	
Vocabulary Resources Suggested links	Vocabulary	<ul style="list-style-type: none"> 'The Big Story' timeline The Bible Easter food 	<ul style="list-style-type: none"> John 12:12–15: Jesus' entry into Jerusalem Luke 22:47–53: Jesus' betrayal and arrest Luke 23:26–56: crucifixion, death and burial Luke 24:1–12: finding the empty tomb John 20:11– 23: Jesus appearing to Mary Magdalene and the disciples. 	

Summer 2 Key Stage 1		What does it mean to belong to a faith community?		
Making sense of beliefs		Understanding the impact		Making connections
Knowledge National Curriculum	<ul style="list-style-type: none"> To encourage pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics. To express their responses. This also builds resilience to anti-democratic or extremist narrative 	<ul style="list-style-type: none"> To teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. To encourage empathy, generosity and compassion. 	<ul style="list-style-type: none"> To enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society To provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong and what it means to be human. To develop pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development 	
Outcomes	<ul style="list-style-type: none"> Recognise that loving others is important in lots of communities Say simply what Jesus and one other religious leader taught about loving other people 	<ul style="list-style-type: none"> Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony and suggest what the actions and symbols mean Identify at least two ways people show that they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) 	<ul style="list-style-type: none"> Give examples of ways in which people express their identity and belonging within faith communities and other communities responding sensitively to differences Talk about what they think is good about being in a community for people in faith communities and for themselves, giving a good reason for their ideas 	
Vocabulary Resources Links		<ul style="list-style-type: none"> Judaism/Islam resource boxes The Lost Coin Church visits Children's photos 	<ul style="list-style-type: none"> www.bbc.co.uk/education/clips/zr34wmn www.youtube.com/watch?v=fe8qRj12OhY 	

Foundation Summer 2		Being special-Where do we belong?	
Making sense of beliefs		Understanding the impact	Making connections
ELG	<p>Communication and Language</p> <ul style="list-style-type: none"> Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions They use talk to organize, sequence and clarify thinking, ideas, feelings and events Children answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources They talk about how they and others show feelings They develop their own narratives in relation to stories they hear from different communities <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect They work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behavior, including adults and children, to work together harmoniously They talk about their own and others' behavior and its consequences and know that some behavior is unacceptable Children think and talk about issues of right and wrong and why these questions matter They respond to significant experiences showing a range of feelings when appropriate They have a developing awareness of their own needs, views and feelings and can be sensitive to those of others Children have a developing respect for their own cultures and beliefs and those of other people They show sensitivity to others' needs and feelings and form positive relationships <p>Understanding the world</p> <ul style="list-style-type: none"> Children talk about similarities and differences between themselves and others, among families, communities and traditions They begin to know about their own cultures and beliefs and those of other people They explore, observe and find out about places and objects that matter in different cultures and beliefs <p>Expressive arts and design</p> <ul style="list-style-type: none"> Children use their imaginations in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings They respond in a variety of ways to what they see, hear, smell, touch and taste <p>Literacy Children are given access to a wide range of books, poems and other written materials to ignite their interest</p>		
Outcomes	<ul style="list-style-type: none"> Retell religious stories 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Making connections with personal experiences Share and record occasions when things have happened in their lives that made them feel special
		<ul style="list-style-type: none"> Where's Wally Visit a church to learn about baptism Christianity resource box 	<ul style="list-style-type: none"> https://www.twinkl.co.uk/resource/t-re-552-ks1-all-about- aqiqah-powerpoint https://www.twinkl.co.uk/resource/t4-re-39-baptismlessonpack https://www.twinkl.co.uk/resource/tp-re-011-planit-re-year-1- caring-for-others-lesson-2-raksha-bandhan-hinduism-lesson-pack

Summer 2 KS1		What do Christians believe God is like?		
Making sense of beliefs		Understanding the impact		Making connections
Knowledge National Curriculum	<ul style="list-style-type: none"> To encourage pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics. To express their responses. This also builds resilience to anti-democratic or extremist narrative 	<ul style="list-style-type: none"> To teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. To encourage empathy, generosity and compassion. 	<ul style="list-style-type: none"> To enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society To provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong and what it means to be human. To develop pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development 	
Outcomes	<ul style="list-style-type: none"> Identify what a parable is Tell the story of the Lost Son simply and recognise a link with the Christian idea of God as a forgiving father Give simple accounts of what the story means to Christians 	<ul style="list-style-type: none"> Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) 	<ul style="list-style-type: none"> Think talk and ask questions about whether they can learn anything from the story for themselves exploring different ideas Give a reason for their ideas they have and the connections they make 	
Vocabulary Resources Linkks		<ul style="list-style-type: none"> The parable of the Lost Son (New Testament, book of Luke 15:11-32 and the Book of Jonah in the Old Testament Jonah and the whale game The 'Big Story' timeline frieze UC resource sheets 	<ul style="list-style-type: none"> https://www.vidoevo.com/video/NUITY1gwcWuRpSmMtaWc/bible-story-of-jonah-stop-animation-in-legos https://www.bbc.co.uk/bitesize/clips/zsmpvcw http://therosewindow.com/pilot/Canterbury/1-13.htm https://i.pinimg.com/564x/1c/bf/7c/1cbf7c7a3a7f3791dc7be89225dfbd5a.jpg 	

Autumn 1 Lower KS2		What does it mean to be a Hindu today?		
Making sense of beliefs		Understanding the impact		Making connections
Knowledge National Curriculum	<ul style="list-style-type: none"> To encourage pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics. To express their responses. This also builds resilience to anti-democratic or extremist narrative 	<ul style="list-style-type: none"> To teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. To encourage empathy, generosity and compassion. 	<ul style="list-style-type: none"> To enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society To provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong and what it means to be human. To develop pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development 	
Outcomes	<ul style="list-style-type: none"> 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 (e.g. arti and bhajans at the mandir; in festivals such as Diwali) Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain or between Britain and parts of India) 	<ul style="list-style-type: none"> Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) 	<ul style="list-style-type: none"> Raise questions and suggest answers about what is good about being a Hindu in Britain today and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas 	
Vocabulary Resources Links		<ul style="list-style-type: none"> Hindu resource box Puja sets Favourite object 	<ul style="list-style-type: none"> https://www.bbc.co.uk/programmes/p02n5xj7 Hindu lives http://www.bbc.co.uk/religion/religions/hinduism/holydays/navaratri.shtml 	

Autumn 1 Lower KS2		What does Christians learn from the creation story?		
Making sense of beliefs		Understanding the impact		Making connections
Knowledge National Curriculum	<ul style="list-style-type: none"> To encourage pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics. To express their responses. This also builds resilience to anti-democratic or extremist narrative 	<ul style="list-style-type: none"> To teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. To encourage empathy, generosity and compassion. 	<ul style="list-style-type: none"> To enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society To provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong and what it means to be human. To develop pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development 	
Outcomes	<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 Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world 	<ul style="list-style-type: none"> Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways) Describe how and why Christians might pray to God, say sorry and ask for forgiveness 	<ul style="list-style-type: none"> Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today 	
Vocabulary Resources Links		<ul style="list-style-type: none"> Louis Armstrong 'Wonderful World' Creation & Adam and Eve stories The 'Big Story' timeline frieze UC resource sheets 	<ul style="list-style-type: none"> www.biblegateway.com www.oxford.anglican.org/mission-ministry/environment/resources/forest-church 	

Spring 1 Lower KS2			
How do festivals and worship show what matters to Muslims?			
Making sense of beliefs		Understanding the impact	
Making sense of beliefs		Making connections	
Knowledge National Curriculum	<ul style="list-style-type: none"> To encourage pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics. To express their responses. This also builds resilience to anti-democratic or extremist narrative 	<ul style="list-style-type: none"> To teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. To encourage empathy, generosity and compassion. 	<ul style="list-style-type: none"> To enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society To provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong and what it means to be human. To develop pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
Outcomes	<ul style="list-style-type: none"> Identify some beliefs about God in Islam, expressed in Surah 1 Make clear links between beliefs about God and Ibadah (e.g. how God is worth worshipping; how Muslims submit to God) 	<ul style="list-style-type: none"> Give examples of Ibadah (worship) in Islam (e.g. prayer, fasting celebrating) and describe what they involve Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the Mosque) 	<ul style="list-style-type: none"> Raise questions and suggest answers about the value of submission and self-control to Muslims and whether there are benefits for people who are not Muslims Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas
Vocabulary Resources Links		<ul style="list-style-type: none"> Islam resource box Festive Eid food 	<ul style="list-style-type: none"> https://www.globetrotinkids.com/ramadan-information-activities-for-kids/ www.bbc.co.uk/guides/z297hv4 http://pof.reonline.org.uk/

Making sense of beliefs		Understanding the impact	Making connections
Knowledge National Curriculum	<ul style="list-style-type: none"> To encourage pupils to explore their own beliefs (whether they are religious or non- religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics. To express their responses. This also builds resilience to anti-democratic or extremist narrative 	<ul style="list-style-type: none"> To teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. To encourage empathy, generosity and compassion. 	<ul style="list-style-type: none"> To enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society To provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong and what it means to be human. To develop pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
Outcomes	<ul style="list-style-type: none"> Recognise the word 'Salvation' and that Christians believe Jesus came to 'save' or 'rescue' people (e.g. by showing them how to live) Offer informed suggestions about what the events of Holy Week mean to Christians Give examples of what Christians say about the importance of the events of Holy Week 	<ul style="list-style-type: none"> Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities Describe how Christians show their beliefs about Jesus in worship in different ways 	<ul style="list-style-type: none"> Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions
Vocabulary Resources Links		<ul style="list-style-type: none"> Different crosses Memory boxes The 'Big Story' timeline frieze UC resource sheets 	<ul style="list-style-type: none"> www.bbc.co.uk/programmes/p02mwwm9 Holy communion www.bbc.co.uk/programmes/b05pc1c9/clips Christianity clips www.churchofengland.org/prayer-worship/worship/texts/additional-eucharistic-prayers.aspx Communion

Summer 1 1 Lower KS2		How and why do people try and make the world a better place?		
Making sense of beliefs		Understanding the impact		Making connections
Knowledge National Curriculum	<ul style="list-style-type: none"> To encourage pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics. To express their responses. This also builds resilience to anti-democratic or extremist narrative 	<ul style="list-style-type: none"> To teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. To encourage empathy, generosity and compassion. 	<ul style="list-style-type: none"> To enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society To provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong and what it means to be human. To develop pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development 	
Outcomes	<ul style="list-style-type: none"> Identify some beliefs about why the world is not always a good place (e.g. Christian idea of sin) Make links between religious beliefs and teachings and why people try to live and make the world a better place 	<ul style="list-style-type: none"> Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun clam and the charity Tzedek) Describe some examples of how people try to live (e.g. individuals and organisations) Identify some differences in how people put their beliefs into action 	<ul style="list-style-type: none"> Raise questions and suggest answers about why the world is not always a good place and what are the best ways of making it better Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views 	
Vocabulary Resources Links		<ul style="list-style-type: none"> Golden rule/posters Research the life of a Christian e.g. Martin Luther King, Gladys Aylward, Mother Teresa, Corrie Ten Boom, Desmond Tutu, Harriet Tubman, Rosa Parks, Pope Francis, and/or a local example. 	<ul style="list-style-type: none"> Http://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-gallery/archive/2014/?ThemeID=60 ☒ 	

Summer 1 1 Lower KS2		What kind of world did Jesus want?		
Making sense of beliefs		Understanding the impact		Making connections
Knowledge National Curriculum	<ul style="list-style-type: none"> To encourage pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics. To express their responses. This also builds resilience to anti-democratic or extremist narrative 	<ul style="list-style-type: none"> To teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. To encourage empathy, generosity and compassion. 	<ul style="list-style-type: none"> To enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society To provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong and what it means to be human. To develop pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development 	
Outcomes	<ul style="list-style-type: none"> Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian 	<ul style="list-style-type: none"> Give examples of how Christians try to show love for all including how Christian leaders try to follow Jesus' teaching in different ways 	<ul style="list-style-type: none"> Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas 	
Vocabulary Resources Links		<ul style="list-style-type: none"> Speech/thought bubbles Bible Parables The 'Big Story' timeline frieze UC resource sheets 	<ul style="list-style-type: none"> www.exeter.anglican.org/schools/religius-educationworship/parables-project Parables project http://learn.christianaid.org.uk/TeachersResources/primary/transform_video.aspx www.toilettwinning.org 	

Autumn 2 Lower KS2		What do Hindus believe God is like?		
Making sense of beliefs		Understanding the impact		Making connections
Knowledge National Curriculum	<ul style="list-style-type: none"> To encourage pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics. To express their responses. This also builds resilience to anti-democratic or extremist narrative 	<ul style="list-style-type: none"> To teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. To encourage empathy, generosity and compassion. 	<ul style="list-style-type: none"> To enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society To provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong and what it means to be human. To develop pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development 	
Outcomes	<ul style="list-style-type: none"> Identify some Hindu deities and say how they help Hindus describe God Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God Offer informed suggestions about what Hindu murtis express about God 	<ul style="list-style-type: none"> Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali) Identify some different ways in which Hindus worship 	<ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today 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 	
Vocabulary Resources Links		<ul style="list-style-type: none"> Hindu resource box Hindu visitor Puppets 	www.ashmistry.com/assets/The_Story_of_Rama_and_Sita.pdf	

Autumn 2 Lower KS2		What is it like for someone to follow God?		
Making sense of beliefs		Understanding the impact		Making connections
Knowledge National Curriculum	<ul style="list-style-type: none"> To encourage pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics. To express their responses. This also builds resilience to anti-democratic or extremist narrative 	<ul style="list-style-type: none"> To teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. To encourage empathy, generosity and compassion. 	<ul style="list-style-type: none"> To enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society To provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong and what it means to be human. To develop pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development 	
Outcomes	<ul style="list-style-type: none"> Make clear links with the story of Noah and the idea of covenant 	<ul style="list-style-type: none"> Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony 	<ul style="list-style-type: none"> Make links between the story of Noah and how we live in school and the wider world 	
Vocabulary Resources Links		<ul style="list-style-type: none"> Bible – Old and New Testaments Wooden Noah set Wedding photos The 'Big Story' timeline frieze UC resource sheets 	<ul style="list-style-type: none"> www.scriptureunion.org.uk www.zondervan.com The beginners Bible https://www.salvationarmy.org.uk/schools https://www.salvationarmy.org.uk/resources/schools-resources/history-primary 	

Spring 2 Lower KS2		How do festivals and family show what matters to Jews?		
Making sense of beliefs		Understanding the impact		Making connections
Knowledge National Curriculum	<ul style="list-style-type: none"> To encourage pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics. To express their responses. This also builds resilience to anti-democratic or extremist narrative 	<ul style="list-style-type: none"> To teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. To encourage empathy, generosity and compassion. 	<ul style="list-style-type: none"> To enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society To provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong and what it means to be human. To develop pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development 	
Outcomes	<ul style="list-style-type: none"> Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people Offer informed suggestions about the meaning of the Exodus story for Jews today 	<ul style="list-style-type: none"> Make simple links about Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness salvation and freedom at festivals) Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities 	<ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives and giving good reasons for their ideas 	
Vocabulary Resources Links		<ul style="list-style-type: none"> Judaism resource box Jewish festivals Prince of Egypt Jonah 	<ul style="list-style-type: none"> www.reonline.org.uk/specials/jwol/ Jewish way of life www.bbc.co.uk/programmes/p02n2jc5 Rosh Hashanah www.stopthetraffic.org anti slavery charity www.bbc.co.uk/programmes/p02mxbli Torah 	

Spring 2 Lower KS2				What is the Trinity and why is it important for Christians?			
Making sense of beliefs		Understanding the impact		Making connections			
Knowledge National Curriculum	<ul style="list-style-type: none"> To encourage pupils to explore their own beliefs (whether they are religious or non- religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics. To express their responses. This also builds resilience to anti-democratic or extremist narrative 	<ul style="list-style-type: none"> To teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. To encourage empathy, generosity and compassion. 	<ul style="list-style-type: none"> To enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society To provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong and what it means to be human. To develop pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development 				
Outcomes	<ul style="list-style-type: none"> Recognise what a 'Gospel' is and give an example of the kinds of stories it contains Offer suggestions about what texts about baptism and Trinity mean Give examples of what these texts mean to some Christians today 	<ul style="list-style-type: none"> Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live 	<ul style="list-style-type: none"> Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like 				
Vocabulary Resources Links		<ul style="list-style-type: none"> Water images Trinity Kennings Christmas carols 'Three is a magic number' The 'Big Story' timeline frieze UC resource sheets 	<ul style="list-style-type: none"> Baptism clips: http://request.org.uk http://bit.ly/1xR5bBc https://www.artbible.info/is 				

Autumn 1 Upper KS2		Why do Hindus try to be good?		
Making sense of beliefs		Understanding the impact		Making connections
Knowledge National Curriculum	<ul style="list-style-type: none"> To encourage pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics. To express their responses. This also builds resilience to anti-democratic or extremist narrative 	<ul style="list-style-type: none"> To teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. To encourage empathy, generosity and compassion. 	<ul style="list-style-type: none"> To enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society To provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong and what it means to be human. To develop pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development 	
Outcomes	<ul style="list-style-type: none"> Identify and explain Hindu beliefs (e.g. dharma, karma, samsara. Moksha) using technical terms accurately Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. 	<ul style="list-style-type: none"> Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. Give evidence and examples to show how Hindus put their beliefs into practice in different ways 	<ul style="list-style-type: none"> Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view. 	
Vocabulary Resources Links		<ul style="list-style-type: none"> Hinduism resource box 	<ul style="list-style-type: none"> https://www.bing.com/videos/search?q=what+is+brahman&&view=detail&mid 	

Autumn 1 Upper KS2		Creation and Science conflicting or complimentary?		
Making sense of beliefs		Understanding the impact		Making connections
Knowledge National Curriculum	<ul style="list-style-type: none"> To encourage pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics. To express their responses. This also builds resilience to anti-democratic or extremist narrative 	<ul style="list-style-type: none"> To teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. To encourage empathy, generosity and compassion. 	<ul style="list-style-type: none"> To enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society To provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong and what it means to be human. To develop pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development 	
Outcomes	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	
Vocabulary Resources Links		<ul style="list-style-type: none"> The 'Big Story' timeline frieze Range of genres of writing for different purposes UC resource sheets Planetarium Bible 	<ul style="list-style-type: none"> www.spacetelescope.org , http://bit.ly/1oFCCr1 https://en.wikipedia.org/wiki/List_of_Christian_thinkers_in_science <ul style="list-style-type: none"> https://godandnature.asa3.org/poem-scientists-psalm.html 	

Spring 1 Upper KS2		What does it mean to be a Muslim in Britain today?		
Making sense of beliefs		Understanding the impact		Making connections
Knowledge National Curriculum	<ul style="list-style-type: none"> To encourage pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics. To express their responses. This also builds resilience to anti- democratic or extremist narrative 	<ul style="list-style-type: none"> To teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. To encourage empathy, generosity and compassion. 	<ul style="list-style-type: none"> To enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society To provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong and what it means to be human. To develop pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development 	
Outcomes	<ul style="list-style-type: none"> Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message) Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet) 	<ul style="list-style-type: none"> Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) Give evidence and examples to show how Muslims put their beliefs into practice in different ways 	<ul style="list-style-type: none"> Make connections between Muslim beliefs studied and Muslim ways of living in Britain/your region 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 articulate what it is like to be a Muslim in Britain today, giving good reasons for their views. 	
Vocabulary Resources Links		<ul style="list-style-type: none"> Islam resource box 	<ul style="list-style-type: none"> http://www.muslimsinbritain.org/index.php www.islamic-relief.org or http://muslimhands.org.uk Muslim charities www.britishmuseum.org/whats_on/exhibitions/hajj/hajj_stories.aspx pilgrimage Opening up Islam and Inspiring RE Muslims RE Today Services have activities and resources to support this question 	

Spring 1 Upper KS2		What did Christians believe Jesus did to save people?		
Making sense of beliefs		Understanding the impact		Making connections
Knowledge National Curriculum	<ul style="list-style-type: none"> To encourage pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics. To express their responses. This also builds resilience to anti-democratic or extremist narrative 	<ul style="list-style-type: none"> To teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. To encourage empathy, generosity and compassion. 	<ul style="list-style-type: none"> To enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society To provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong and what it means to be human. To develop pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development 	
Outcomes	<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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Weigh up the value and impact of ideas of sacrifice in their own lives and the world today 	
Vocabulary Resources Links		<ul style="list-style-type: none"> The 'Big Story' timeline frieze Pictures of the Last Supper, stations of the cross Visit from a priest/vicar Pictures of different saviours in films UC resource sheets 	<ul style="list-style-type: none"> https://www.bbc.co.uk/religion/religions/christianity/history/passionofchrist1.shtml http://www.jesus-story.net/index.htm. Art work http://request.org.uk/life/worship-life/communionlife/2013/07/08/communion 	

Summer 1 Upper KS2		How does faith help people when life gets hard?	
Making sense of beliefs		Understanding the impact	Making connections
Knowledge National Curriculum	<ul style="list-style-type: none"> Describe at least three 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 two religious traditions, comparing and explaining similarities and differences 	<ul style="list-style-type: none"> Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) • Give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives 	<ul style="list-style-type: none"> Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.
Outcomes	<ul style="list-style-type: none"> Use stimulus material to encourage pupils to ask questions about life, death, suffering, and what matters most in life. Analyse and evaluate pupils' questions, to recognise and reflect on how some 'big questions' do not have easy answers, and how people offer different answers to some of the big questions about life, death, suffering, etc. Explore how some people might thank God in good times, and how, more broadly, living a life of gratitude can lead to happier and healthier lives, whether religious or non-religious (see Psalm 103 and happierhuman.com/benefits-of-gratitude). Explore ways in which religions help people to live, even when times are tough, .Ask some religious believers to explain how their faith has helped them in difficult times, and how it encourages them to enjoy life too. Use the story of Job in the Jewish and Christian scriptures. 	<ul style="list-style-type: none"> Christianity: Bible teaching on resurrection of the body, judgement by God, salvation through Jesus, heaven. Hinduism: law of karma affects the reincarnation of the individual atman, pinning it to samsara, the cycle of life death and rebirth, until it can escape (moksha) and be absorbed back to Brahman. One secular/non-religious view about what happens after death, e.g. Humanism: i.e. nothing: we might continue in people's memories and through our achievements, but death is final. Compare ceremonies that mark death/passing away, noting similarities and differences, how these express different beliefs, and how they might be important to the living. Read and respond to prayers, liturgies, meditation texts and songs/hymns used when someone has died, and think about the questions 	<ul style="list-style-type: none"> Look at examples of 'art of heaven' in which religious believers imagine the afterlife; explore how these art works reflect Christian, Hindu and nonreligious beliefs; get pupils to respond with art work of their own. How do ideas of life after death help people in difficult times? Respond to the question, 'How does religion help people when life gets hard?' Consider how important this role of religion is, in a country where religious belief is declining, but in a world where religious belief is growing.

Autumn 2 Upper KS2		What matters most to humanists and Christians ?		
Making sense of beliefs		Understanding the impact		Making connections
Knowledge National Curriculum	<ul style="list-style-type: none"> To encourage pupils to explore their own beliefs (whether they are religious or non- religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics. To express their responses. This also builds resilience to anti-democratic or extremist narrative 	<ul style="list-style-type: none"> To teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. To encourage empathy, generosity and compassion. 	<ul style="list-style-type: none"> To enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society To provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong and what it means to be human. To develop pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development 	
Outcomes	<ul style="list-style-type: none"> Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God') 	<ul style="list-style-type: none"> Make clear connections between Christian and Humanist ideas about being good and how people live Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view 	<ul style="list-style-type: none"> Raise important questions and suggest answers about how and why people should be good Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views 	
Vocabulary Resources Links		<ul style="list-style-type: none"> Charity speaker Humanist speaker 	<ul style="list-style-type: none"> Charity speaker to talk about how they bring 'peace' to others, the symbol of their organisation, the work they do and why (e.g. NSPCC, NCH Action for Children, The Salvation Army, OXFAM, Christian Aid https://americanhumanist.org/what-is-humanism/manifesto3/ 	

Autumn 2 Upper KS2				What does it mean to Christians to believe that God is holy and loving?			
Making sense of beliefs		Understanding the impact		Making connections			
Knowledge National Curriculum	<ul style="list-style-type: none"> To encourage pupils to explore their own beliefs (whether they are religious or non- religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics. To express their responses. This also builds resilience to anti-democratic or extremist narrative 	<ul style="list-style-type: none"> To teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. To encourage empathy, generosity and compassion. 	<ul style="list-style-type: none"> To enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society To provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong and what it means to be human. To develop pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development 				
Outcomes	<ul style="list-style-type: none"> Identify some different types of biblical texts, using technical terms accurately Explain connections between biblical texts and Christian ideas of God, using theological terms 	<ul style="list-style-type: none"> Make clear connections between Bible texts studied and what Christians believe about God (e.g. through how cathedrals are designed) Show how Christians put their beliefs into practice in worship 	<ul style="list-style-type: none"> 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 				
Vocabulary Resources Links		<ul style="list-style-type: none"> Church architecture Stained glass windows The 'Big Story' timeline frieze UC resource sheets 	<ul style="list-style-type: none"> https://www.biblegateway.com/ 				

Spring 2 Upper KS2		Why is the Torah important for Jewish people?		
Making sense of beliefs		Understanding the impact		Making connections
Knowledge National Curriculum	<ul style="list-style-type: none"> To encourage pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics. To express their responses. This also builds resilience to anti-democratic or extremist narrative 	<ul style="list-style-type: none"> To teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. To encourage empathy, generosity and compassion. 	<ul style="list-style-type: none"> To enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society To provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong and what it means to be human. To develop pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development 	
Outcomes	<ul style="list-style-type: none"> Identify and explain Jewish beliefs about God Give examples of some texts that say what God is like and explain how Jewish people interpret them 	<ul style="list-style-type: none"> Make clear connections between Jewish beliefs about the Torah and how Jews use and treat it Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) 	<ul style="list-style-type: none"> 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 they are valuable to people who are not Jewish 	
Vocabulary Resources Links		<ul style="list-style-type: none"> Judaism resource box 	<ul style="list-style-type: none"> www.cheltenhamssynagogue.org.uk www.birminghamsynagogue.com) and one Progressive (e.g. www.bpsjudaism.com) www.biblegateway.com/passage/?search=Deuteronomy+6%3A4-9&version=TLV www.bbc.co.uk/programmes/p02mxbli Torah facts www.truetube.co.uk/film/holy-cribs-synagogue Synagogue tour 	

Spring 2 Upper KS2		Why do Christians believe that Jesus is the Messiah?		
Making sense of beliefs		Understanding the impact		Making connections
Knowledge National Curriculum	<ul style="list-style-type: none"> To encourage pupils to explore their own beliefs (whether they are religious or non- religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics. To express their responses. This also builds resilience to anti-democratic or extremist narrative 	<ul style="list-style-type: none"> To teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. To encourage empathy, generosity and compassion. 	<ul style="list-style-type: none"> To enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society To provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong and what it means to be human. To develop pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development 	
Outcomes	<ul style="list-style-type: none"> 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 term 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	
Vocabulary Resources Links		<ul style="list-style-type: none"> The 'Big Story' timeline frieze UC resource sheets 	<ul style="list-style-type: none"> http://churchads.net/#sthash.zlXKBj2E.dpu www.biblesociety.org.uk/products/9780564039067/ 	

Spring 2 Upper KS2				Why do some people believe in God?			
Making sense of beliefs		Understanding the impact		Making connections			
Knowledge National Curriculum	<ul style="list-style-type: none"> To encourage pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics. To express their responses. This also builds resilience to anti- democratic or extremist narrative 	<ul style="list-style-type: none"> To teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. To encourage empathy, generosity and compassion. 	<ul style="list-style-type: none"> To enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society To provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong and what it means to be human. To develop pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development 				
Outcomes	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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, in the light of their learning. 				
Vocabulary Resources Links		<ul style="list-style-type: none"> UK Census Bible 	<ul style="list-style-type: none"> Christians that reconcile their faith and their science. www.neverofftopic.com/retopics/re-year-7/the-creation-sleuths/ and www.faradayschools.com/re-topics/re-year-7/creation-sleuths-continued/ Faraday Schools Project includes lots of resources, including short video explanations: www.faradayschools.com/library/video-gallery/ Interview clips with scientists who are also Christians Jennifer Wiseman: www.testoffaith.com/resources/resources.aspx?resource=true&catid=13&id=156 Start with her personal story clips 1 & 2 http://bit.ly/1v1o1G She also talks about how and why questions here: www.faradayschools.com/primary/different-types-of-explanation/ Prof Denis Alexander talks about interpreting Genesis 1: www.testoffaith.com/resources/resource.aspx?id=510 				

Summer 2 Upper KS2		For Christians what kind of king was Jesus?		
Making sense of beliefs		Understanding the impact		Making connections
Knowledge National Curriculum	<ul style="list-style-type: none"> To encourage pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics. To express their responses. This also builds resilience to anti-democratic or extremist narrative 	<ul style="list-style-type: none"> To teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. To encourage empathy, generosity and compassion. 	<ul style="list-style-type: none"> To enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society To provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong and what it means to be human. To develop pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development 	
Outcomes	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	
Vocabulary Resources Links		<ul style="list-style-type: none"> Islam resource box 	<ul style="list-style-type: none"> https://mosques.muslimsinbritain.org/maps.php#/country/all www.islamic-relief.org or http://muslimhands.org.uk www.britishmuseum.org/whats_on/exhibitions/hajj/hajj_stories.aspx www.bbc.co.uk/education/clips/zv6sb9q 	