Progression map showing key skills to be taught over the curriculum cycle

Area of learning	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Believing **KS1: 1.1, 1.3, 1.4** **LKS2: 2.1, 2.2, 2.3** **UK2: 2.1, 2.2, 2.3**	I know some simple ideas about Christian beliefs. I know key aspects of the Jewish faith. I know different faiths have different holy texts and the Bible is the Christian sacred text.	I know how to retell Christian stories and reflect on what these tell us about right and wrong. I know the names of Jewish festivals and special days and how they are celebrated. I know that other faiths also have religious stories and can suggest what some of these tell us.	I know how Christians and other religions describe God. I know what Christians believe about creation, the Fall and salvation. I know why Holy Week is important for Christians and how it is celebrated.	I know why it can be difficult to have a faith. I know how to discuss ideas about right and wrong from a faith-based and non-faith-based perspective. I can define key Christian terms (Gospel, incarnation, salvation).	I know that Christians believe in God and can outline a Christian understanding of what God is like. I know that Jesus taught his followers and how his parables can be interpreted. I know how to compare the beliefs of different religions about life and death.	I know how to reflect on the impact that belief can have on a person's life. I know that Jesus' teachings have had an impact on our lives and can explore how Jesus would view the world today. I know what humanists believe and how this compares to Christian beliefs.
Expressing **KS1: 1.5, 1.6** **LKS2: 2.4, 2.5** **UK2: 2.4, 2.5**	I know that different religions use special objects and symbols. I know how Christians celebrate some religious festivals.	I know how religious symbols and objects are used and what they represent. I know that other religions also have religious festivals and how these compare to Christian festivals.	I know why people pray and how beliefs affect the way prayer takes place. I know how religious stories affect the way religious festivals and celebrations take place.	I know how to compare how different religions pray. I know that there are similarities and differences between the way festivals are celebrated in different religions.	I know places of worship are important for different communities. I know there are connections between religion and art and architecture.	I know how different places of worship support believers at difficult times. I know why some believers may see charity as more important than art or architecture.
Living **KS1: 1.7, 1.8** **LKS2: 2.7, 2.8** **UK2: 2.6, 2.7, 2.8**	I know what happens at a baptism and what the actions represent. I know how to retell stories from the Bible that relate to caring for the World.	I know what marriage represents and how it is symbolised. I know how to express ideas about the creation story and what this tells us about God.	I know some ways in which Christians demonstrate their faith through actions such as singing and worship. I know how Hindus show their faith through puja, aarti and bhajans.	I know some ways in which being a Christian can be good and why it can be hard. I know how to explain how Hindu faith is represented through worship and other actions.	I know key elements of Islamic religion such as the five pillars of Islam and beliefs about the prophet Muhammed and Qur'an. I know what values humanists have and how these compare to Christian values. I know there are challenges associated with being Hindu, Christian or Muslim.	I know the key functions of a mosque and how these relate to Islamic beliefs. I know why it can be helpful to have a moral code whether this is based on a religious belief or not. I know there are connections between beliefs in different religions.

Medium term plan showing objectives taught in each year group

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1	As for Year B					
Class 2	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	UC God	**1.7 What does it mean to belong to a faith community?**	**UC Salvation**	**1.6 How and why do we celebrate special times?**	**1.4 What can we learn from sacred books?**	**UC Gospel: What is the good news Jesus brings?**
	L1. What is a parable? **Outcomes:** Listen to & retell some parables; explain what a parable is & where we find them.	**L1. Do we all belong to something?** **Outcomes:** We all belong to something & belonging is an important part of our lives. Religious people have signs we can notice about the fact that they belong to a religion	**L1.Where does Salvation sit in the Big Story of Christianity.** **Outcomes:** Recognise that God, Incarnation, Gospel & Salvation are part of the 'big story' of the Bible	**L1. What do you celebrate & why? What stories do your family tell?** **Outcomes:** Identify a special time they celebrate & describe its importance. Explain simply what celebration means. Describe how a festival is celebrated.	**L1. What stories are special to us? What is a holy book?** **Outcomes:** That some books are holy, & what this means That there are many versions of the Bible published & reasons for this	**L1. What does Gospel mean & where is it found in the Bible?** **Outcomes:** Tell stories from the Bible & recognise a link with a concept of 'Gospel' or good news.
	L2.What can Christians learn about God from the parable of the Lost Son? **Outcomes:** Tell the story of the Lost Son from the Bible simply, & recognise a link with the concept of God as a forgiving Father. Give clear, simple accounts of what the story means to Christians.	**L2. How do Christians show they belong?** **Outcomes:** Describe what Christians believe about God caring for them. Find out more about Christian signs of belonging	**L2. What led up to the main events of Jesus death?** **Outcomes:** Tell stories of Holy Week & Easter & make a link with the idea of Salvation (Jesus rescuing people). Entry to Jerusalem, The Cleansing of the Temple & the Last Supper	**L2. What happened at Pentecost & how does it make people feel?** **Outcomes:** Identify some ways Christians celebrate Pentecost. Re-tell stories connected with Pentecost & say why these are important. Ask questions & suggest answers about stories to do with Christian festivals.	**L2. What did Jesus teach about God in a story?** **Outcomes:** A story that Jesus told; Meanings behind the parable of The Lost Sheep.	**L2. Who did Jesus bring Good News to in the Bible?** **Outcomes:** Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.
	L3. Why do Christians describe God as being like a parent? **Outcomes:** Give at least two examples of a way in which Christians show their belief in God as loving & forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.	**L3. How do Muslims know that they belong?** **Outcomes:** Describe what a story about the prophet shows about belonging to the Muslim community Find out more about how calligraphy shows what is important to Muslims	**L3. What led up to the main events of Jesus death?** **Outcomes:** Tell stories of Holy Week & Easter & make a link with the idea of Salvation (Jesus rescuing people).	**L3. How do Christians celebrate Pentecost?** **Outcomes:** Describe what three symbols tell us about the story of Pentecost; identify some ways Christians celebrate Pentecost;	**L3. What did Jesus say about how to treat others?** **Outcomes:** Some of the lessons taught by Jesus in the Sermon on the Mount Ways in which these lessons can be put in practice today	**L3. How did Jesus bring the 'Good News'?** **Outcomes:** Recognise that Jesus gives instructions to people about how to behave through his actions & through parables.
	L4. What happens in school if we do something wrong? **Outcomes:** Think, talk & ask questions about whether they can learn anything from the story for themselves, exploring different ideas.	**L4. How do Jewish people show they belong together as a community?** **Outcomes:** Describe what happens at Shabbat Give simple reasons for why Jewish people get together every Friday to spend special time together	**L4. What is sin & why is it important to the Easter story** **Outcomes:** Know that Christians believe the world is spoiled by 'sin' — the bad things people do, & their failure to do good things. Jesus' name means 'he saves', & he came on a rescue mission to bring people back to God.	**L4. What matters most at Pentecost?** **Outcomes:** Describe the link between Pentecost symbols & the story/celebration of Pentecost; suggest meanings for some symbols used in the Christian celebration of Pentecost;	**L4. How are holy books treated?** **Outcomes:** Recognise that sacred texts contain stories which are special to many people & should be treated with respect.	**L4. How do Christians love God & their neighbour?** **Outcomes:** Give at least two examples of ways in which Christians follow the teachings studied about forgiveness & peace, & bringing good news to the friendless.
	L5. How do prayers help a relationship with God? **Outcomes:** Know that there are have four main types of Christian prayer: praise, saying sorry, saying	**L5. How do Christians welcome a new baby? How do Muslims welcome a new baby?** **Outcomes:** Describe Christian baptisms & Muslim welcoming	**L5. How does Christian worship help Christians believe that Jesus came to save?** **Outcomes:** Give at least three examples of how Christians show	**L5. Why do Jewish people tell the story of Passover (Pesach) every year?** **Outcomes:** Know about the items on the seder plate & their	**L5. What story is special for Jewish people in the Torah?** **Outcomes:** Know a story from the Torah (Moses). That the Torah contains stories & teachings. That	**L5. How can prayer help Christians bring good news?** **Outcomes:** Christians believe Jesus' teachings about prayer, make people think

	thank you & asking for something.	ceremonies. Look for similarities & differences between baptism in Christianity & belonging ceremonies in Islam.	their beliefs about Jesus as saviour in church worship.	meaning; Compare similarities & differences between celebrations of Pesach & Easter; Describe the link between a selection of Pesach symbols & the story of Pesach	there are similarities & differences between the Torah & the Bible.	hard about how to live & show them the right way.
	L6. If God is invisible, how do Christians describe God? **Outcomes:** Create small pieces of art to represent some of the ways of understanding God	**L6. How do some people show they belong to one another?** **Outcomes:** Know about elements of Christian & Jewish weddings; rings & vows; give reasons why people choose to make promises to one another when they get married.	**L6. How does the church today help to 'save' people?** **Outcomes:** Think, talk & ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, & how people can be saved.	**L6. What do Muslims celebrate at Id-ul–Fitr?** **Outcomes:** Describe what happens & what is being celebrated at Eid-ul Fitr; Describe what happens during Ramadan.	**L6. Which story do Muslims tell about the Prophet Muhammad?** **Outcomes:** Retell a story about the Prophet Muhammad; understand the meanings behind an Islamic story **L7. What can be learnt from the story of Jonah? What is special about Jonah?** **Outcomes:** Know that the story of Jonah is in more than one holy text & shared by people of different religions. Be able to explain the similarities & differences in the story.	**L6. How can friendship, forgiveness & peace in my life be Good News?** **Outcomes:** Think, talk & ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas
Class 3	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	L2.2 Why is the Bible so important for Christians today?	**L2.5 Why are festivals important to religious communities?**	**L2.3 Why is Jesus inspiring to some people?**	**UC Salvation: Why do Christians call the day Jesus died 'Good Friday'?**	**L2.6 Why do some people think that life is a journey & what significant experiences mark this?**	**L2.9 What can we learn from religions about deciding what is right & wrong?**
	L1. Do we all need wisdom on the journey of life? How do Christians find & use ancient wisdom from the Bible? **Outcomes:** Describe examples of things that matter in relation to holy writings; Think of reasons why some people value the ancient wisdom of the Bible.	**L1. What is worth celebrating?** **Outcomes:** Look for similarities & differences between religious & non-religious celebrations Think of reasons why some people choose to celebrate significant events.	**L1. What does the word 'inspiring' mean? Who is inspiring?** **Outcomes:** Talk about heroes & inspiring people. Use the word 'inspired' appropriately. Choose inspiring people of their own. Ask questions about Jesus & inspiration; respond thoughtfully to inspiring stories. Connect the concept of inspiration & the teaching of Jesus	**L1. What happened during Holy Week?** **Outcomes:** Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.	**L1. What does a journey mean to us?** **Outcomes:** Describe how life is seen as a journey by some people; Find out more about the use of journey as a metaphor for life; Think of reasons why some people have rituals to mark important life events	**L1. What rules are important? How is the Golden Rule important?** **Outcomes:** learn the meaning of the Golden Rule That the Golden Rule can be found in the thinking of many different groups of people That acting in accordance with the Golden rule can have an impact
	L2. The Bible is a big book. How is it put together? Why is it so popular? **Outcomes:** Describe how the bible is divided into books, chapters & verses, & arranged in two 'Testaments.'	**L2. What do Christians do during Advent?** **Outcomes:** know that Advent is a time of preparation for Christmas and the church prepares by lighting candles; know that the Advent Ring & candle are often used to mark the period leading up to Christmas.	**L2. What do we know about Jesus' life story? Is his story inspiring for some people?** **Outcomes:** Connect artistic images of Jesus with the artist's beliefs and background; Apply their own ideas about the meaning and purpose of Jesus' life and teachings.	**L2. How was Holy Week seen by those that witnessed it?** **Outcomes:** Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean to those that were there.	**L2. What is the significance of Baptism to Christians?** **Outcomes:** Describe 2 different Christian celebrations of belonging/initiation; Consider the importance and significance to Christians of different forms of baptism; Compare differences between different Christian ceremonies; Give reasons for different types of ceremony.	**L2. What important messages are in the Ten Commandments? How do they help Jewish people know how to live?** **Outcomes:** Learn the Commandments within the Torah; How the Ten Commandments might affect the way a Jewish person lives their life

	L3. What does the Bible teach Christian people about God, life, the universe and everything? **Outcomes:** Explain how the Bible uses different kinds of stories to tell a big story; Describe the ways Christians think of God & see the world	**L3. How do Christians around the world celebrate Christmas?** **Outcomes:** know that Christians in Russia tell the story of Babushka; understand the meaning behind the story for Christians.	**L3. Was Jesus inspiring because of his actions?** **Outcomes:** Retell the story of feeding 5000; Make links between the story and the way Jesus inspired people; Describe the difference between a miracle and a magic trick. Understand what is inspiring to Christians about a miracle story of Jesus, what it shows about him	**L3. What happens in some churches during Holy Week?** **Outcomes:** Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship	**L3. How do Jewish people mark becoming an adult?** **Outcomes:** Describe what happens in Jewish ceremonies of commitment (Bar Mitzvah and Bat Mitzvah) and say what these rituals mean; Suggest reasons why marking the milestones of life are important to Jewish people	**L3. What does Christianity say about how to live a good life?** **Outcomes:** Know that many Christians are guided by words of Jesus, including the Beatitudes and two great commandments. The meaning of the Beatitudes. Some similarities and differences between the Beatitudes and the Ten Commandments.
	L4. How do Christians use Bible stories such as a story of creation to inspire drama, music, art or dance? **Outcomes:** Describe the story of Genesis chapter 1; Consider questions such as: does a beautiful world mean there is a wonderful God? Why does the Bible start with a story of creation? What does the story mean? Think of reasons why some people who are Jewish or Christians love this story. Give simple reasons for their own ideas about the story & the beauty of the earth.	**L4. Why is Divali significant to Hindus?** **Outcomes:** Retell the story of Rama & Sita, identifying the experiences & feelings of Rama & Sita at different points & explaining the significance of this story to Hindu beliefs/celebrations about Divali; Make links between the story of Rama & Sita at Divali & the idea of overcoming evil in life today	**L4. What did Jesus teach? Was he a good teacher? Was he an inspiring teacher?** **Outcomes:** Understand & describe one of Jesus' parables; Explain examples of the impact that believing in Jesus will have on a Christian's life; Reflect on what we can learn from a parable of Jesus. Make links between values & commitments & their own attitudes & behaviour. To consider the impact that believing in Jesus will have on a Christian's life.	**L4. How do the events and emotions of Holy Week link to life today?** **Outcomes:** Know that Palm Sunday, Good Friday and Easter Sunday are about joy, sadness or despair, and hope. Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly	**L4. What ceremonies do Hindus mark in the journey of life?** **Outcomes:** Describe Hindu beliefs about the journey of life and death using key terms such as dharma, karma and moksha. Describe the significance of the Hindu sacred thread ceremony; Look for similarities and differences between the sacred ceremony and other ceremonies of commitment in Judaism or Christianity	**L4. How can people decide what is right and wrong without God's help?** **Outcomes:** learn how Humanists come to decisions about how to act. To identify some values that matter to Humanists. To identify similarities and differences between how humanists and people from religious groups might think about and react to situations where they are faced with a moral choice.
	L5. How can the Bible help people if they are tempted to do wrong things? **Outcomes:** Describe the story of Adam & Eve & think & talk about the meaning of temptation. Discuss their own & others' ideas about why humans do bad things & how people try to put things right	**L5. Why do Muslims celebrate at the end of Ramadan?** **Outcomes:** Explain why Muslims celebrate Id ul Fitr; describe ways in which Ramadan & Eid show commitment to Allah.	**L5. Did Jesus' teachings inspire people? How and why?** **Outcomes:** Consider who Jesus considered to be blessed by God; Describe the importance of Jesus' teaching in the Sermon on the Mount for Christians. Create their own Beatitudes to show who they think should be blessed / happy.	**L5. How is Holy week depicted in Christian art?** **Outcomes:** Consider the ways the key events of holy week are depicted, showing the meanings of joy, sadness, despair and hope. Create a piece of artwork using the same themes. Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly	**L5. Why do people choose to get married?** **Outcomes:** Describe a wedding ceremony for two different religions; Consider questions such as why people make promises & vows when they marry; Look for similarities & differences between wedding ceremonies for two different communities; Think of reasons why some people choose to have a religious or a non-religious wedding ceremony	**L5. What do religious stories tell believers about temptation?** **Outcomes:** How temptation is part of two religious stories. What Jewish and Christian people might learn about temptation from religious stories. What temptation is and how it can affect people's behaviour.
	L6. Can Bible stories of lost & found help people today? What makes these stories so popular? **Outcomes:** Describe Jesus' teaching about forgiveness. Find out more about the Christian belief that God loves to forgive people who are truly sorry. Consider questions such as when & why we need forgiveness &	**L6. Why do Jewish people celebrate Pesach every year?** **Outcomes:** Describe the link between a selection of Pesach symbols & the story of Pesach; Give simple reasons for why Jewish people celebrate Pesach annually Make links between the ideas of Pesach e.g. sacrifice, hope, sadness or joy & their own life	**L6. Is Jesus still important today? Why? Who to? How does it show?** **Outcomes:** Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from the life of Jesus; Present their own ideas about the most important attitudes and values to have today, making links with Christian values.	**L6. Why do Christians call the day Jesus died 'Good Friday'?** **Outcomes:** Use creative writing to express their answer to the unit question: Why do Christians call the day Jesus died 'Good Friday'? Or: Why do Christians remember Holy Week every year?	**L6. Are all journeys similar? Can we compare the journeys of Christians, Jewish people and Hindus?** **Outcomes:** Consider questions such as What are the challenges people might face on the journey of life? Is being committed to a religion challenging? Why? Why not? Look for similarities and differences between the	**L6. How have religious teachings helped to affect somebody's actions?** **Outcomes:** About the life and work of at least one religious figure. To link somebody's beliefs with his/her actions.

	why it is hard to forgive others when we are wronged **L7. What are the main ways Christians use the Bible? Which ones explain why it is so popular?** **Outcomes:** Describe how Christians use the Bible in their everyday life Describe some ways the bible is treated & what this says about what Christians believe about this book; Give reasons why some people use the bible for guidance, comfort & strength. What do non- Christians use?				description of the journey of life for two different groups Think of reasons why some people describe life as like a journey	
Class 4	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	U2.2 What would Jesus do? Can we live by the values of Jesus in the 21st Century? **UC Gospel (resource)**	**What do the gospels say about the birth of Jesus – and why is it 'good news'?**	**U2.4 If God is everywhere why go to a place of worship?**	**UC Salvation: What did Jesus do to save human beings?**	**U2.6 What does it mean to be a Muslim in Britain today?**	**U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, &/or Ummah (community)?**
	L1. Can you work out what mattered to Jesus from 10 things he said? What was his 'mission statement'? **Outcomes:** Explore Jesus' teachings and example and how they inspire Christians today. Consider the extent to which Jesus' values and example would benefit today's world, within the school community, local and national communities and out to the global community. Find out what Jesus saw as his mission. Find Biblical examples of where he fulfilled this mission	**L1. Do we all see events in the same way?** **Outcomes:** Recognise that the Gospels tell different versions of the birth of Jesus. compare the events in the two Gospel accounts, suggesting reasons for the differences; explain what the 'good news' in each Gospel is using evidence from the text	**L1. What is a place of worship? What is it for?** **Outcomes:** Learn about what places of worship are for. about the most important function of a place of worship	**L1. How do Incarnation and Salvation fit into the 'Big Story' of Christianity?** **Outcomes:** Revisit the key areas of the Big Story and identify why Incarnation and Salvation were required.	**L1. What helps you through the journey of life? What helps Muslims through the journey of life?** **Outcomes:** Describe what people might need to support them on the journey of life. Consider questions such as how life is like a journey? What do people use to support them through the journey? Describe the five pillars of Islam	**L1. What can we learn from the game 'Everyone's Committed'? What does it mean for Hindus, Muslims and Christians to commit to key beliefs?** **Outcomes:** Use a speaking and listening strategy to clarify their own commitments and understand others' commitments; Think for themselves about what difference religious commitments make; Describe some of the impacts of religious commitments on life
	L2. What is the importance of the value of love? How did Jesus teach his followers to love? **Outcomes:** Use some of Jesus' stories, teachings and example to understand what Christians believe he meant by loving others; Compare Paul's letter, 1 Corinthians 13:4–7 with Jesus' teaching and example and explore the idea of agape love – self-sacrificial love	**L2. What kind of Messiah were the Jews expecting to the prophecies of Isaiah?** **Outcomes:** Using the prophecies of Isaiah identify the key characteristics of the predicted Messiah. Explain differences in the Gospel accounts, referring to the intended audience, relevant sources & other evidence.	**L2. What is a Christian place of worship? What is it for?** **Outcomes:** Recognise differences within Anglican and Baptist churches; Make links between Christian beliefs and features of these places of worship. Think about what places of worship are for. Think about the most important function of a place of worship.	**L2. Why were the events of Holy Week important in the Salvation story?** **Outcomes:** Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts	**L2. What is the key belief of Muslims? How does this affect their life?** **Outcomes:** Describe the key belief of Muslims and explain how it affects their life Find out more about the life of the Prophet Consider questions such as how might hearing the shahdah every day affect the life of a Muslim?	**L2. How do Muslim people build their community, the Ummah, by following their Prophet?** **Outcomes:** Retell the life story of Prophet Muhammad (pbuh). Consider how the practice of Islam in Britain today, including local practice, follows the example and teaching of the Prophet Muhammad, and is part of the global Ummah, or community. Understand the life and significance of the Prophet Muhammad (pbuh) for the Muslim community / Ummah in Britain today.

	L3. What do Jesus' parables about forgiveness teach to Christians today? **Outcomes:** Use some of Jesus' stories, teachings and example to understand why he saw forgiveness as so important. Account for the importance of forgiveness in Christianity	**L3. Are the differences important?** **Outcomes:** Reflect on the implications of the similarities and differences in the Gospel accounts of the birth of Jesus. Is one version more accurate than the other? Or do they work together to create a complete 'picture'? What do you think Christians would say?	**L3. What is a Hindu place of worship? What is it for?** **Outcomes:** Recognise and understand the key features Hindu of worship at home and worship in a mandir. Recognise and explain differences between worship in the home and at the mandir Possible contribution on Cultural Capital: Open Centre Visit	**L3. How, when and why do Christians celebrate the salvation brought by Jesus?** **Outcomes:** Understand the significance of Holy Communion and the different ways of celebrating this. Discuss how the actions of Jesus at the Last Supper help the understanding of salvation.	**L3. Why does prayer matter to Muslims?** **Outcomes:** Describe how and why Muslim people pray; Look for similarities and differences between prayer in Islam and prayer in Christianity; Think of reasons why some people pray regularly; Give simple reasons for prayer as a form of guidance for Muslims	**L3. How does it feel to be a part of the Muslim Ummah? What difference does it make?** **Outcomes:** About 4 different ways in which the Muslim Ummah supports Muslim people all over the world To think about the nature of community, making links to their own communities To debate and give reasons for decisions about a religious issue: what matters most in the worldwide Muslim community?
	L4. How do Christians today try to follow Jesus' teaching about justice & fairness? The example of Mother Teresa **Outcomes:** Think for themselves about Justice & fairness. Use some examples of Christian text (scripture & prayer) to understand the way Christians believe we should treat each other in modern times.	**L4. Why are the Gospels 'good news'?** **Outcomes:** Write a newspaper account from the point of view of one of the Gospel writers. Include interviews with the 'key witnesses', describing what the 'good news' is from their point of view, & using 'evidence' from the Gospel.	**L4. What is a Jewish place of worship? What is it for?** **Outcomes:** Key features of a Jewish synagogue; Differences between Jewish synagogues. Make links between Jewish beliefs & features of Jewish places of worship. Possible contribution on Cultural Capital: Open Centre Visit	**L4. How could modern Christians 'update' the remembrance of the salvation of Jesus?** **Outcomes:** Devise a brand-new way for Christians to remember the Salvation brought by Jesus — this may well take the form of a religious ceremony. Pupils should explain the actions, words, music, activities and symbolism they have chosen to include in relation to what they have studied about Salvation so far.	**L4. How is charity important to Muslims? How is charity important to you?** **Outcomes:** Describe the pillar of Zakah & explain who money is given away to & why. Think of reasons why some people think regularly giving away money is a good idea for themselves & the community. Give simple reasons for the importance of generosity	**L4. What does harmlessness mean in the Hindu religion? The example of the ways Gandhi stood up for his beliefs & commitments?** **Outcomes:** Make links between Gandhi's beliefs & the way he chose to live his life Describe the impact of some of Gandhi's principles & show how his words can be used to address contemporary situations
	L5. What did Jesus teach about being generous & being greedy? **Outcomes:** Consider generosity & greed. Use some of Jesus' stories, teaching & examples to underst& the way Christians believe we should handle wealth; suggest meanings, applying ideas & interpreting texts for themselves. Explore & explain the impact of Jesus' teaching on some examples of major Christian charities in the UK today.	**L5. How would the Gospel accounts differ if they were reporting this same event in the 21st Century?** **Outcomes:** Consider how the 'good news' of the birth of Jesus might have been communicated by Matthew or Luke if Jesus had come to our world today e.g. text, email, blog, tweet etc. Write their own 'version' of the 'good news' contained in the birth accounts of Matthew or Luke using this media.	**L5. Are people more important than the place?** **Outcomes:** How Christians try to embody Jesus in their actions How different aspects of worship; silence, nature & being together, help Christians connect to God	**L5. What is sacrifice and why is it important?** **Outcomes:** Show how Christians put their beliefs into practice. Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.	**L5. Why do Muslims fast?** **Outcomes:** Describe reasons for the practice of fasting in Islam Find out more about what happens at the festival of Eid ul Fitr Look for similarities & differences Between Eid ul Fitr & other festivals	**L5. How do Hindus show their commitment to ahimsa through acts of service or sewa?** **Outcomes:** Describe what 'sewa' means & what some acts of sewa may be. Investigate & interpret how one charity is inspired by teachings related to sewa in Hinduism. Respond thoughtfully to the Hindu concept of sewa & the work of Sewa UK. Clearly connect the work of Sewa UK to the Hindu concepts of sewa & ahimsa.
	L6. What does the teaching of Jesus have to say about some problems people face today? What would Jesus do? **Outcomes:** Discuss & develop a range of answers to moral dilemmas, using the teaching of Jesus to suggest what might be good or bad about different decisions. Give reasons why some people do & don't want to follow Jesus' teaching today, including	**L6. How can we advertise the Good News for the modern Christian?** **Outcomes:** Create artwork reflecting the theme 'good news' either from one Gospel or the other, or merging the two together. Write a caption to display beside your piece explaining your ideas.	**L6. What is a place of worship? What is it for?** **Outcomes:** learn about what places of worship are for. about the most important function of a place of worship.	**L6. Are there people who have made sacrifices for their faith in order to fulfil their Christian calling?** **Outcomes:** Find out about a Christian who has made sacrifices in order to follow Jesus. These figures might include: Mother Theresa, Martin Luther King, Jackie Pullinger, Corrie Ten Boom, Gladys Aylward, Desmond Tutu. Explore the reason why Christians	**L6. Why do Muslims want to go on pilgrimage?** **Outcomes:** Describe what happens on pilgrimage to Mecca and at the celebration of Eid ul Adha. Look for similarities & differences between pilgrimage to Mecca in Islam & pilgrimage in another religion e.g. Christians visiting the Holy Land	**L6. What did Jesus teach about God's grace & forgiveness?** **Outcomes:** Become familiar with Jesus' story of the Lost Son & its teachings about forgiveness & grace. Think about examples of Jesus teaching on forgiveness & the generosity of God. Consider ideas about what God is like: Is God full of grace & forgiveness?

	ideas about their own choices about good & evil.			have been (and still are) prepared to die for their faith.		

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1	**L1. Key Question: What is your favourite story? What do you like about it, & why?** **Outcome:** Identify some of their own feelings in the stories they hear	**L1. Key Questions: What special times have you had? What do other people celebrate?** **Outcomes:** Give examples of special occasions that they & others have experienced & suggest features of a good celebration including how it makes them feel	**L1. Key Question: Who is special to you & why?** **Outcome:** Talk about people who are special to them including themselves, their classmates & people from outside the class community Say what makes other people special to them	**L1. Where is special to me?** **Outcome:** Talk about somewhere that is special to themselves, saying why.	**L1. What makes us feel special? What makes Christians feel special to God?** **Outcome:** Share occasions when others have made them feel special.	**L1. What are our favourite things about nature?** **Outcome:** Discuss things they find interesting, puzzling or wonderful in nature & also about their own experiences & feelings about the world. Think about the wonders of the natural world, expressing ideas about how it was made & feelings towards nature.
	L2. Key Question: Do you know any Bible stories? What stories do you know that are special to Christians? What do you think Jesus was (is) like? **Outcome:** Identify a sacred text e.g. Bible; Talk about the Calming of the Storm	**L2. Key Question: What happens at Sukkot & why?** **Outcomes**: Say why Sukkot is a special time for Jewish people	**L2. Key Question: Why are some people special?** **Outcome**: Talk about people who are special to them in the local community Say what makes people in the local community special	**L2. Where is a special place for Christians to go?** **Outcome:** be aware that a church has special meaning for Christian people talk about the things that are special & valued in a church identify some significant features of the outside & inside of a church recognise a church	**L2. How do Christians know that children are special to God?** **Outcome:** Re-tell the story of Jesus blessing the children, making connections with personal experiences.	**L2. Why do some people say the world is special? What do you think is special about the world?** **Outcomes:** Talk about things they find interesting, puzzling or wonderful in the natural world; discuss experiences & feelings about the world. Think about the wonders of the natural world, expressing ideas & feelings.
	L3. Key Question: What stories are special to Christians? What happens in a story from the Bible? Does the story tell you about God? What do you learn? **Outcome:** Talk about some religious stories; recognise some religious words, e.g. about God	**L3. What story do Hindu people remember at Diwali? What happens at Diwali & why?** **Outcomes:** Say why Diwali is a special time for Hindus. Recall a simple story connected with Diwali.	**L3. Key Question: What story do Sikhs tell about a special person?** **Outcome:** Recall a story about Guru Nanak in Sikhism & talk about what can be learnt from it	**L3. Where is a special place for Christians to go? What makes a church special?** **Outcomes:** recognise a church & know it has special meaning for Christian people; identify & talk about the things that are special & valued in a church; know how some of them are used in worship; Use appropriate words to talk about their thoughts & feelings when visiting a church.	**L3. What groups do we belong to? How do we know we belong to a group? What groups do religious people belong to?** **Outcomes:** Recognise & talk about groups people belong to; discuss similarities & differences between themselves & others & amongst families; recognise symbols or badges which show belonging, including religious ones; discuss how belonging makes them feel.	**L3. What story do Christians tell about how the creation of the world?** **Outcomes:** Re-tell the story of creation from Genesis 1, talking about what it says about the world, God, human beings.
	L4. Key Question: What stories do you know that are special to Christians? Who are the stories about? What do you learn?	**L4. What happens at Christmas, & why?** **Outcomes:** Say why Christmas is a special time for Christians.	**L4. Key Question: What is a good friend like? How did Jesus make some very special friends?** **Outcome:** Identify some of the qualities of a good friend &	**L4. Where is a holy place for Muslims to go?** **Outcomes:** Know a mosque has special meaning for Muslim people; talk about the things	**L4. How do we show people they are welcome? How are babies welcomed into the Christian family?**	**L4. How can we tell the Christian story of creation?** **Outcomes:** Re-tell the story of creation from Genesis 1, talking

	Outcome: Talk about the story of the two brothers; talk about what Jesus teaches about keeping promises in a parable & say why keeping promises is a good thing to do.	Recall a simple story connected with Christmas.	identify their own good friends Recall & talk about a story of Jesus as a friend to the disciples	that are special & valued in a Mosque; identify some significant features of a mosque; use appropriate words to talk about thoughts & feelings linked to visiting a mosque	**Outcomes:** Recall simply what happens at a traditional Christian infant baptism.	about what it says about the world, God, human beings
	L5. Key Questions? What stories do you know that are special to Muslims? Who are the stories about? What happens in the story? Does the story tell you about God? **Outcome:** Talk about the story of the revelation of the Qur'an; Recognise some religious words, e.g. messenger, Muhammad, Angel; identify some of their own feelings in response to events in the story	**L5. Key Question: What can we say about Christmas, Diwali & Sukkot?** **Outcomes:** Give examples of special occasions & suggest aspects of celebration that are found in more than one religious festival. Recall simple stories connected with festivals. Say why festivals are special times for members of faith communities.	**L5. What can a Christian learn from actions in a story?** **Outcome:** Recall & talk about the story of the feeding of the 5000 Identify some of the qualities shown by the boy in the feeding of the 5000	**L5. Where is a special place for Muslims to go? What makes a mosque special?** **Outcome:** be aware that a mosque has special meaning for Muslim people; identify the features & things that are special & valued in a Mosque; use appropriate words to talk about their thoughts & feelings linked to visiting a mosque	**L5. How is a baby welcomed into the Muslim religion?** **Outcomes:** Recall simply what happens when a baby is welcomed into the Muslim tradition	**L5. What stories do Muslim people tell about God's creation?** **Outcomes:** Express ideas about how to look after wildlife in response to the story of Muhammad & the Crying Camel. Talk about what the story of Muhammad & the Crying Camel says about God, the world & human beings.
	L6. Key Question: What is the holy book for Muslims? **Outcome** identify a sacred text e.g. Qur'an & talk about why it is special. **L7: Key Question: What are the similarities & differences between different people's special stories?** **Outcome**: Talk about some religious stories that have been covered in this unit; recognise some religious words & use the correct ones in their own retellings	**L6. Why is light important to Christians & Hindus?** **Outcomes:** Use artwork to show how light is important to Christians & Hindus	**L6. What story shows Jesus being a friend & caring for others?** **Outcome:** Identify some of the qualities of a good friend Recall & talk about a story where Jesus shows friendship to another	**L6. What is important in a church & a mosque? How are holy buildings similar & different?** **Outcomes:** Churches & Mosques have special meaning for Christians & Muslims; identify significant features of churches & mosques & why they are special & valued; get to know & use appropriate words to talk about their thoughts & feelings when visiting a mosque or church. Possible contribution to Cultural Capital: visit a mosque (Open Centre visit)	**L6. How do Hindu brothers & sisters show their love for each other at a festival?** **Outcome:** Ask questions about religious artefacts. Talk about the feelings of themselves & others. Explore, observe & find out about objects that matter in Hinduism	**L6. How does Muhammad show Muslims how to behave in the story of Muhammad & the Kittens?** **Outcomes:** Express ideas about how to look after wildlife in response to the story of Muhammad & the Kittens. Talk about what the story of Muhammad & the Kittens says about God, the world & human beings. **L.7 Is our world 'very good'?** **Outcomes:** Talk about what people do to mess up the world & what they do to look after it. Talk about their own experiences & feelings about when the world is & is not looked after.
Class 2	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	1.2/1.2/1.3 Who is a Christian & what do they believe?	**UC Incarnation**	**1.2/1.2/1.3 Who is a Muslim & what do they believe?**	**1.5 What makes some places sacred?**	**UC Creation**	**1.8 How should we care for others, for the world & why does it matter?**
	L1. Who is a Christian & what do they believe? **Outcomes:** Describe what they think about what Christians believe & think is important.	**L1. What do you celebrate & why? What stories do your family tell?** **Outcomes:** Identify a special time they celebrate & describe its importance. Explain simply	**L1. What do we think about God?** **Outcomes:** identify some ways a Muslim might describe God; respond sensitively to what matters to Muslims & what matters to me;	**L1. Where do I feel safe? Where is a sacred place for believers to go?** **Outcomes:** Consider places that make them feel safe & give simple reasons why these	**L1. What do I understand by the natural world around me?** **Outcomes:** Experience sensory walk through nature, e.g. barefoot on the grass, cloud watching, listening to birdsong	**L1. Should we care for everyone?** **Outcomes:** Give an example of what Jesus said about the importance of children; Give simple examples of how people

		what celebration means. Describe how a festival is celebrated.		places make them feel safe. Find out more about places of worship. Look for similarities & differences between pictures of three different places of worship.	etc… & create a visual or poetic response to it	are unique & valuable; Describe how it feels when people are not kind.
	L2. What do Christians believe about God? **Outcomes:** Talk about their own ideas about God; Talk about some ways that Christians describe God & Jesus; Talk about why God is important for Christian people.	**L2. How do Christians celebrate Christmas?** **Outcomes:** Give at least two examples of ways in which Christians use the nativity story in churches & at home; for example, using nativity scenes & carols to celebrate Jesus' birth	**L2. Who was the Prophet Muhammad, & why is he important to Muslims?** **Outcomes:** retell a story about the Prophet Muhammad; say why Muslims try to follow Muhammad & have great respect for him;	**L2. Which place of worship is sacred for Christians?** **Outcomes:** Identify special objects & symbols found in a place of worship & be able to say something about what they mean & how they are used. Discuss ways in which stories, objects, symbols & actions used in place of worship show what people believe. Ask questions during a school visit about what happens in a church, synagogue or mosque. Show that they have begun to be aware that some people regularly worship God in different ways & in different places.	**L2. Who made the world? Who or what is a creator?** **Outcomes:** Think, talk & ask questions about living in an amazing world. Retell the story of creation from Genesis 1:1–2.3 simply	**L2. What do Christians believe about caring for people?** **Outcomes:** Re-tell Bible stories & stories from another faith about caring for others & the world. Identify ways that some people make a response to God by caring for others & the world. Talk about issues of good & bad, right & wrong arising from the stories
	L3. What does the Bible teach us about God? **Outcomes:** Retell a story that shows what Christians might think about God; Talk about their own ideas about God; Retell stories told by Jesus & about Jesus in words, drama & pictures; Describe some ways Christians might use the Bible; Talk about some ways that Christians describe God & Jesus; Talk about why God & Jesus are important for Christian people	**L3. Can I explain the key characters in the Nativity story?** **Outcomes:** List the people involved in the story & why they are important.	**L3. What stories of the Prophet do Muslims love to tell?** **Outcomes:** retell a story about Allah & Prophet Muhammad; say why Muslims try to follow Muhammad & have great respect for him;	**L3. Which place of worship is sacred for Jewish people?** **Outcomes:** Describe key areas of the synagogue & talk about why they are important to believers; Think of reasons why some people visit a place of worship.	**L3. If God made the world, how should people live?** **Outcomes:** Say what the story tells Christians about God, Creation & the world.	**L3. What do some religions say about caring for other people?** **Outcomes:** Describe how Jewish people might help people making links to the festival of Sukkot; Find out more about Tzedekah; Make links between the teaching in the Torah & caring; Think of some ways Jewish people care for the world
	L4. Why is Jesus important to Christians? **Outcomes:** Retell stories told by Jesus & about Jesus in words, drama & pictures; Talk about some ways that Christians describe God & Jesus; Make links between what Jesus taught & what Christians believe & do.	**L4. Can I explain how the singing of carols helps to retell the story & meaning of Christmas?** **Outcomes:** Tell the story of the birth of Jesus & recognise the link with Incarnation — Jesus is 'God on Earth'. Give at least two examples of ways in which Christians use the nativity story in churches & at home; e.g. singing carols for celebration.	**L4. What makes a place or an object special to us? & to Muslims?** **Outcomes:** Identify what makes a place special, or holy Recognise & describe the significance of particular objects & places to Muslims	**L4. Which place of worship is sacred for Muslims?** **Outcomes:** Describe the mosque & its features. Find out more about the mosque & why it is important to Muslims; think about why each area of the mosque is important?	**L4. If someone believes God made the world, what might they say about it? What might they say to this Creator?** **Outcomes:** Give at least one example of what people do to say thank you to God for the Creation.	**L4. How have some people shown they cared? How is the golden rule an encouragement to care?** **Outcomes:** Describe how a significant individual have put their beliefs into action; Consider questions such as what would it be like if everyone followed the golden rule?

	L5. What do the miracles of Jesus teach us about what is important to Christians? **Outcomes:** Think, talk about & ask some thoughtful questions about how the Bible influences Christians & what influences them	**L5. How does the giving of gifts teach us about what is important?** **Outcomes:** Christmas is a time for both giving & thinking of the poor, lots of Christians like to give presents & help to those in need at Christmas time, e.g. Operation Christmas Child.	**L5. What can we learn from Muslim holy words?** **Outcomes:** to recognise how important the Qur'an is to Muslims & give an example of a way Muslims treat the Qur'an ; use the right words to describe some things that are important in Islam	**L5. How are places of worship similar & different?** **Outcomes:** Describe places of worship & their features. Find out more about symbols within different places of worship. Look for similarities & differences between places of worship.	**L5. If God is the Creator, what rules might he give for how to look after the world?** **Outcomes:** Think, talk & ask questions about living in an amazing world	**L5. What stories do Christians & Jewish people tell about the beginning of the world & how to treat the world?** **Outcomes:** Some people look after the world because God is a creator; Describe different ideas about what God might be like from reading the creation story; Share their own creative ideas about what the creation story says about God.
	L6. Why do Christians pray? **Outcomes:** Make links between what Jesus taught & what Christians believe & do; Give reasons why Christians pray & describe what Christians pray about	**L6. Why does Christmas matter to Christians?** **Outcomes:** Think, talk & ask questions about the Christmas story & the lessons they might learn from it: for example, about being kind & generous.	**L6. What happens at the celebration of Eid-ul-Fitr, & why?** **Outcomes:** identify some ways Muslims mark Ramadan & celebrate Eidul-Fitr	**L6. Why are places of worship important to our community?** **Outcomes:** Find out more and give simple reasons about why places of worship are important to the community.		**L6. How should we care for others, for the world & why does it matter?** **Outcomes:** Answer the title question thoughtfully, in the light of their learning in this unit
Class 3	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	L2.1 What do different people believe about God	**UC Incarnation: What is Trinity?**	**UC Gospel: What kind of world did Jesus want?**	**L2.4 Why do people pray?**	**L2.7/L2.8 what does it mean to be a Christian in Britain today?**	**L2.7/L2.8 what does it mean to be a Hindu in Britain today?**
	L1. 'Seeing is Believing' – is it? What do I think about believing in God? **Outcomes:** Describe some things we cannot see but do believe in. Consider questions such as: what is God like? If God is invisible, can we imagine what God is like? Look for similarities & differences between different ideas about God; Think of reasons why some people believe in God & some do not.	**L1. How is water symbolic?** **Outcomes:** Practically explore the symbolism of water through its properties & uses.	**L1. What was the calling of the disciples & what did it mean for their lives?** **Outcomes:** Make clear links between the calling of the first disciples & how Christians today try to follow Jesus & be 'fishers of people'.	**L1. What is prayer? Is prayer helpful? How could we answer this question?** **Outcomes:** How & why people in different religions pray or meditate. About the idea of prayer as talking to God.	**L1. How do Christians show their beliefs in the home?** **Outcomes:** Look for similarities & differences between how a Christian & a non- Christian family would spend their time; Think of reasons why some people pray, go to church, say thanks before food & read the Bible	**L1. How do Hindus show their faith? Faith in what?** **Outcomes:** Describe Hindu beliefs about God; Find out more about how Hindus worship god; Look for similarities & differences between the life of a Hindu child & the life of a child from another religion or a non-religious child; Give simple reasons for the different aspects of puja & how they reflect Hindu beliefs.
	L2. What do Christians believe about God? God as Love, Father, Light, Creator, Trinity, Listener to Prayers **Outcomes:** Find out more about Christian metaphors for God. Discover what Christians mean when they say 'Father, Son & Holy Spirit' for God Know some of the artefacts religious people might use when they talk to God or pray. Understand that prayer is a way religious believers believe they can communicate with God.	**L2. What is a Gospel?** **Outcomes:** Identify the difference between a 'Gospel', which tells the story of the life & teaching of Jesus, & a letter. Give examples of what these texts mean to some Christians today	**L2. How did the actions of Jesus challenge people?** **Outcomes:** Offer suggestions about what Jesus' actions towards the leper & other people might mean for a Christian.	**L2. What happens in Islamic prayer? What does this show us about Muslim beliefs & ways of life?** **Outcomes:** About the practice of prayer as a Pillar of Islam; About how Muslim people find benefits in praying five times a day.	**L2. What do Christians do to show their beliefs at Church?** **Outcomes:** Describe what happens in church at different times of the week Find out more about one of the ways that Christians show their beliefs in church.	**L2. A Hindu life; what is important?** **Outcomes:** Describe two of the four aims in Hindu life; Dharma & Moksha Find out more about the metaphor of the journey of life for Hindus & for themselves.

	L3. What do Muslims believe about Allah? (The Arabic word for God is Allah) **Outcomes:** Know about the Shahadah, the Muslim statement of faith in one God To think about some simple Muslim beliefs about God based on 12 of the 99 Names of Allah.	**L3. What is the Trinity?** **Outcomes:** Offer suggestions about what texts about baptism & Trinity might mean. Give examples of what these texts mean to some Christians today.	**L3. How do people today try to live out the actions of Jesus.** **Outcomes:** Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.	**L3. How & why do Christians like to pray?** **Outcomes:** About some varied ways in which Christians pray; About Christian beliefs about God & prayer; About how & why some people find calmness, hope or strength when they pray.	**L3. How & why do different Christians use music in worship?** **Outcomes:** Describe how different Christians use music to worship God; Find out more about the beliefs shown in a Christian hymn or song of worship; Consider & find answers to questions such as 'Why do Christians use music in Worship?'	**L3. A Hindu life; what is important?** **Outcomes:** Describe two of the four aims in Hindu life: **artha** (material gain) & **kama** (physical & sense pleasures); Find out more about the metaphor of the journey of life for Hindus & for themselves.
	L4. How do Hindu people show what they believe about gods & goddesses? **Outcomes:** Describe some of the ways in which Hindus describe God; Think of reasons why some Hindu people use murtis / statues of the gods & goddesses in worship.	**L4. Why is Baptism important for Christians?** **Outcomes:** Describe how Christians show their beliefs about God the Trinity in worship (in baptism & prayer, for example) & in the way they live. Explain what water symbolises in Baptism?	**L4. What challenges to people today face when trying to treat people the way Jesus did?** **Outcomes:** Make simple links between Bible texts & the concept of 'Gospel' (good news).	**L4. How do Hindus pray & worship at home & in the Mandir?** **Outcomes:** About reasons for Hindu practices of prayer & worship; The religious vocabulary that describes Hindu shrines & worship; About some different ways Hindus pray & worship; About how Hindus express the meanings of Hindu prayer & worship in artefacts, visually & in Mandirs.	**L4. How & why do different Christians celebrate holy communion?** **Outcomes:** Describe what happens during holy communion & why it is regularly celebrated by most Christians; Describe how Catholic Christians prepare to take their first holy communion; Find out more about what Christians are remembering when they celebrate holy communion	**L4. Who is Mahatma Gandhi?** **Outcomes:** Describe some key events in the life of Gandhi; Think of reasons why Gandhi behaved in the way he did.
	L5. What difference does it make to life if you believe there is no God? Finding out about Humanism **Outcomes:** Ask questions & suggest some of their own responses to ideas about God, including the atheist idea: there is no God. Identify how & say why it makes a difference in people's lives to believe there is no God	**L5. What is Christian 'Grace'?** **Outcomes:** Describe how Christians show their beliefs about God the Trinity in worship (in baptism & prayer, for example) & in the way they live.	**L5. What kind of world does Jesus want?** **Outcomes:** Make links between the Bible stories studied & the importance of love, & life in the world today, expressing some ideas of their own clearly.	**L5. What is similar & different in the words of three prayers (Muslim, Christian, Hindu)** **Outcomes:** Find out more about similarities & differences between religions & the prayers they use; Look for similarities & differences between religious texts.	**L5. How do Christians make a difference in their local community?** **Outcomes:** Describe some ways in which the local church help the surrounding community; Find out more about some Christian community projects; Give reasons why some Christians choose to help the local community Possible contribution to Cultural Capital: visit the Jigsaw Foodbank/visitor from the foodbank	**L5. Why is Mahatma Gandhi a Hindu Hero?** Describe the Hindu belief in Karma; How does this show Hindu beliefs? Describe how the life of Gandhi shows Hindu beliefs in action.
	L6. What are the similarities & differences between different ideas about God? **Outcomes:** Identify some similarities & differences between ideas about what God is like in different religions. Discuss & present their own ideas about why there are many ideas about God & express their own understanding of God through words, symbols & the arts	**L6. How can you see God as three in one?** **Outcomes:** Make links between some Bible texts studied & the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.	**L6. What kind of world do I want to live in? How does this link to the teachings of Jesus?** **Outcomes:** Make links between the Bible stories studied & the importance of love, & life in the world today, expressing some ideas of their own clearly.	**L6. Reflection: What more can we discover? Does reflection matter to me?** **Outcomes:** Look for similarities & differences between religious prayers & spiritual ways of reflecting or meditating; Think of reasons why some people say 'I don't pray, but I like to reflect.' Give simple reasons for engaging in an activity with a reflective purpose; Use stillness & silence to think more deeply for themselves	**L6. Why do people stand up against injustice because of their religion?** **Outcomes:** Describe the story of Rosa Parks Consider questions such as why Rosa stood up for her rights & the rights of others Think of reasons why some people think it important to do things to support people who are being badly treated or need some help	**L6. What is it like to be a Hindu in Britain today?** **Outcomes:** Describe how vibrant British Hindu life is Describe examples of where the life of a Hindu can be seen in Britain

Class 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	U2.1 Why do some people believe God exists?	**UC Incarnation: Was Jesus the Messiah?**	**U2.3 What do religions say when life gets hard?**	**U2.7 What matters most to Christians & Humanists today?**	**U2.5 Is it better to express your beliefs in arts & architecture or in charity & generosity?**	**UC Creation/Fall: Creation & science: conflicting or complementary?**
	L1. How many people believe in God? **Outcomes:** Some reasons why some people believe in God, some people do not believe in God & some people have not decided. The definitions of the terms; theism, atheism & agnosticism.	**L1. How does the Bible predict the Incarnation?** **Outcomes:** Explain the place of Incarnation & Messiah within the 'big story' of the Bible.	**L1. What questions have you got about what happens when we die?** **Outcomes:** Raise thoughtful questions & suggest some answers about life, death, suffering, & what matters most in life.	**L1. Do rules matter? Why? What is a code for living?** **Outcomes:** To explore the concepts of being naughty & being good in terms of actions, words & thoughts. To think about the idea of a code for living & to examine whether they are living by a code themselves.	**L1. What makes a place special? What is a sacred place? Are all places sacred? What is the value of a sacred place?** **Outcomes:** Understand different reasons why some buildings are sacred to Christians & Muslims. Find out about some great examples of religious architecture.	**L1. What is the key message of the creation story?** **Outcomes:** Identify what type of text some Christians say Genesis 1 is, & its purpose. Suggest what Genesis 1 might mean, & compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.
	L2. Is God Real? What do Christians think? **Outcomes:** Give reasons why some people believe in God & some people do not; Suggest answers to some of the Big Questions about the existence of God; Talk about some of the differences between people's ideas of what God is like & whether God exists	**L2. What kind of Saviour were the Jews expecting?** **Outcomes:** Identify Gospel & prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation & Messiah, using theological terms.	**L2. What do some people think carries on after we have died? What is our soul?** **Outcomes:** Describe the impact that the belief that we have a soul might have on the way someone might live their life.	**L2. Who is a humanist? What codes for living do non–religious people use?** **Outcomes:** Begin to understand that not all people are religious, that non-religious people can have codes for living that don't refer to god, & that a person can be 'good without god'	**L2. How do mosque buildings express Islamic beliefs and values? What makes a fine mosque?** **Outcomes:** Understand why mosques matter to the Muslim community. Find out about some great examples of Muslim architecture and present their reasons for choosing those they find most impressive. Consider, discuss and weigh up different views about why mosques are important .	**L2. Can the Biblical creation story & science complement one another?** **Outcomes:** Make clear connections between Genesis 1 & Christian belief about God as Creator. Show understanding of why many Christians find science & faith go together.
	L3. How do we know what is true? Why do people believe or not believe in God? **Outcomes:** Show understanding of the difference between a fact, belief & opinion & how they are interpreted. Consider reasons that people might believe or not believe in God; reflect upon the argument that God cannot be all powerful & all loving if the world is like this – full of suffering.	**L3. What evidence is there to suggest that Jesus is the promised Messiah?** **Outcomes:** Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.	**L3. Do some people believe that you come back to life as a different thing? What is reincarnation?** **Outcomes:** Find out more about, and describe Hindu beliefs about Karma & reincarnation; Consider questions such as 'Will people behave differently in life if they believe in reincarnation? Why?'	**L3. What codes for living do Christians try to follow?** **Outcomes:** To think carefully about the Christian ideas of values such as love & forgiveness. To begin to understand that the impact of our values can make people happy – or unhappy	**L3. How do Christians use art in worship & in remembering Jesus? What do you admire about some works of art?** **Outcomes:** Find out about some great examples of religious art & present their reasons for choosing those they find most impressive; Apply ideas about worship & belief for themselves in a creative activity, using Christian scripture. **2 x lessons**	**L3. What does Science say about the creation of the world?** **Outcomes:** Show understanding of why many Christians find science & faith go together.
	L4. What do Christians believe about how the world began? Do they all share the same idea? **Outcomes:** Understand why the natural world is seen by many Christians as evidence for belief in God. Consider the different ways in which sacred text can be interpreted.	**L4. How is Christmas represented by Christians?** **Outcomes:** Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas	**L4. Do you get to heaven if you do things wrong?** **Outcomes:** Explain what difference belief in judgement/heaven/karma/ reincarnation might make to how someone lives, giving examples.	**L4. Peace: is it more valuable than any money?** **Outcomes:** More deeply that peace is valued by both Humanists & Christians, but peace is not always easy to build. To think about whether God matters more than peace: Christians may say 'yes', but humanists say 'no'	**L4. How & why do Muslim charities try to change the world?** **Outcomes:** Suggest reasons why Muslims see generosity & charity as more important than buildings & art. Apply ideas about values & from scriptures to the title question	**L4. How do my feelings, the Biblical story & the Scientific explanation go together?** **Outcomes:** Identify key ideas arising from their study of Genesis 1 & the science, & comment on how far these are helpful or inspiring, justifying their responses.

	L5. Is God Real? Why do some people believe God exists? Why do some people believe God doesn't exist? **Outcomes:** reasons why some people believe in God & some people do not several examples to show how believing in God can affect people's lives differently; respond thoughtfully to the question, "Is God real?", giving evidence to back up my ideas.	**L5. Is the Christmas story still relevant in the modern world?** **Outcomes:** Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today &, if it is true, what difference that might make in people's lives.	**L5. What do Christians think happens when we die?** **Outcomes:** Describe a link between a reading that may be used at a funeral & a Christian belief about life after death. Describe what might happen in a Christian funeral; explain how it shows some Christian beliefs about life after death. Give reasons why some people may be comforted by their beliefs when someone dies.	**L5. What can we learn from a Values Game?** **Outcomes:** To use a speaking & listening strategy to clarify the values that matter most to each pupil, & explore the fact that different people have different values.	**L5. What matters more to Christians & Muslims: art & architecture or generosity & charity? What matters more to you?** **Outcomes:** Weigh up which has greater impact – art or charity? Consider what the world would be like without great art or architecture. What about a world without charity or generosity?	**L5. Creation & science: conflicting or complementary?** **Outcomes:** Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.
		L6. If God sent a new messenger to Earth in the 21C, what would the messenger say? It would need to be a message for all people, not just those who believe in God! **Outcomes:** Weigh up how far the world needs a Messiah, expressing their own insights	**L6. What do people who don't believe in God think happens when we die?** **Outcomes:** Describe how not believing in life after death might make a difference to how someone lives. Look for similarities and differences between non-religious and Christian beliefs about the afterlife.	**L6. Can we create a code for living that would help the world?** **Outcomes:** To draw learning about values together and express ideas of their own about how values can make a community happier.		**L6. How do people of all faiths and no faiths respond to the needs of the planet?** **Outcomes:** Respond to the idea that humans have great responsibility for the Earth