



## **Forest Federation**

### **EYFS**

#### **Understanding of the World**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension

### **Long Term Planning**

#### **Key Stage 1 & 2 RE**

#### **Purpose of Study**

At the Forest Federation, the principal aim of RE is to enable pupils to hold balanced and informed conversations about religion and belief.

#### **Aims and purposes of Religious Education in the Church school**

This principal aim incorporates the following aims of Religious Education in Church schools, for pupils to: 2

- Know about and understand Christianity as a diverse global living faith through the exploration of core beliefs, using an approach that critically engages with biblical text;
- Gain knowledge and understanding of a range of religions and worldviews, appreciating diversity, continuity and change within the religions and worldviews being studied;
- Engage with challenging questions of meaning and purpose raised by human existence and experience;
  - Recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places;
  - Explore their own religious, spiritual and philosophical ways living, believing and thinking. Appropriate to their age at the end of their education in Church schools, the expectation is that all pupils are religiously literate and as a minimum, pupils are able to:
- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith;
- Show an informed and respectful attitude to religions and non-religious worldviews in their search for God and meaning;
- Engage in meaningful and informed dialogue with those of other faiths and none;
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

RE in the Early Years Foundation Stage Children in EYFS should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

### **Key Stage 1 Programme of study**

Pupils should develop their knowledge and understanding of religious and non-religious worldviews, recognising their local, national and global contexts. They should use basic subject-specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

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|---|---|--|
| <b>A</b> Make sense of a range of religious and non-religious concepts and beliefs.                   | <b>B</b> Understand the impact and significance of religious and non religious beliefs.   | <b>C</b> Make connections between religious and non-religious concepts, beliefs, practices and ideas studied.  |
| <b>End of Key stage 1 outcomes</b>  |   |  |
| <i>Identify the core concepts and beliefs studied and give a simple description of what they mean</i> | <i>Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities</i> | <i>Think, talk and ask questions about whether there are any lessons for them to learn from the ideas they have been studying, exploring different ideas</i> |
| <i>Give examples of how stories show what people believe (e.g. the meaning behind a festival)</i>     | <i>Give examples of ways in which believers put their beliefs into action</i>   | <i>Give a good reason for the views they have and the connections they make</i>  |
| <i>Give clear, simple accounts of what stories and other texts mean to believers</i>                  |   | <i>Talk about what they have learned</i>   |

|               |  |                       |               |
|---------------|--|-----------------------|---------------|
|               | <b>Autumn</b>                            | <b>Spring</b>         | <b>Summer</b> |
| <b>Year A</b> | Special Stories and caring for the world | Salvation             | Gospel        |
|               | Incarnation                              | World Religion- Islam | God           |

|               |   |           |   |
|---------------|---|-----------|---|
| <b>Year B</b> | Being special and what does it mean to belong . Sikhism Day | Creation  | What happens at a wedding or when a baby is born? |
|               | Incarnation   | Salvation | World religion- Judaism                           |

| <b>Year A</b>  | <b>Year B</b>  |
|--|--|
| <p>Expected outcomes for Year A:</p> <p><b><u>Autumn 1- AS- Special Stories and caring for the world</u></b></p> <p><b>Key questions?</b></p> <p>EYFS- Which stories special and why?</p> <p>KS1- How should we care for the world and other and why does it matter?</p> <p><b>Learning Outcomes</b></p> <p><b>EYFS- special stories</b></p> <p><b><u>Making sense of the text</u></b></p> <p>1.Talk about some religious stories. CAL (U)</p> <p>2. Recognise some religious vocabulary. CAL (U)</p> <p>3. Identify a sacred text e.g. Bible, Qur'an. UW(TW)</p> <p><b><u>Understanding the impact</u></b></p> <p>1.Identify some of their own feelings in the stories they hear. PSED(SC&amp;SA)</p> <p><b><u>Making Connections</u></b> 1.Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do. PSED (MF&amp;B)</p> <p>2 Talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked. PSED (MF&amp;B)</p> <p><b>KS1- Caring for our world</b></p> <p><b><u>Making sense of the text</u></b></p> <p>1.Identify a story or text that says something about each person being unique and valuable</p> <p>2.Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)</p> <p>3.Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world</p> <p><b><u>Understanding the Impact</u></b></p> <p>1.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</p> <p>2.Give examples of how Christians and Jews can show care for the natural earth</p> <p>Say why Christians and Jews might look after the natural world.</p> <p><b><u>Making Connections-</u></b></p> <p>1.Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world</p> <p>2.Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</p> | <p>Expected outcomes for Year B:</p> <p><b><u>Autumn 1- AS Being special and what does it mean to belong . Sikism Day</u></b></p> <p><b>Key questions?</b></p> <p>EYFS- Being special, where do I belong?</p> <p>KS10 Who am I? What does it mean to belong?</p> <p><b>Learning Outcomes</b></p> <p><b>EYFS</b></p> <p><b><u>Making sense of the text</u></b></p> <p>1.Retell religious stories,</p> <p><b><u>Understanding impact</u></b></p> <p>Recall simply what happens at a traditional Christian infant baptism and dedication. [e.g. UW(P&amp;C)]</p> <p>Recall simply what happens when a baby is welcomed into a religion other than Christianity. [e.g. UW(P&amp;C)]</p> <p><b><u>Making connections</u></b></p> <p>1. with personal experiences. [e.g. CAL(S)]</p> <p>2.Share and record occasions when things have happened in their lives that made them feel special. [e.g. UW(P&amp;C)] •</p> <p><b>KS1- Belonging</b></p> <p><b><u>Making sense of the text</u></b></p> <p>1.Recognise that loving others is important in lots of communities.</p> <p>2.Say simply what Jesus and one other religious leader taught about loving other people.</p> <p><b><u>Understanding the impact</u></b></p> <p>1.Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean.</p> <p>2.Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious).</p> <p><b><u>Making Connections</u></b></p> <p>1.Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences.</p> <p>2, 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.</p> |

## **Autumn 2- UC- Incarnation-**

### **Key Questions?**

EYFS- Why do Christians perform nativity plays?

Ks1- Why does Christmas matter to Christians ?

### **Learning Outcomes**

#### **Making sense of text**

Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.

Recognise that stories of Jesus' life come from the Gospels.

#### **Understanding the Impact**

Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.

#### **Making Connections**

Decide what they personally have to be thankful for, giving a reason for their ideas

Think, talk and ask questions about Christmas for people who are Christians and for people who are not.

## **Spring 1- UC Salvation –**

### **Key questions?**

EYFS- Why do Christians put a cross in an easter Garden?

Ks1-Why does Christmas matter to Christians?

### **KS1 Learning Outcomes**

#### **Core Learning, Year 1**

##### **Making sense of text**

1. Recognise that Incarnation and Salvation are part of a big story of the Bible.

2. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)

3. Recognise that Jesus gives instructions about how to behave.

##### **Understanding the impact**

1. Give at least three examples of how Christians show their beliefs about Jesus death and resurrection in church worship at Easter.

##### **Making Connections**

1. Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.

## **Digging Deeper, Year 2**

### **Making sense of text**

1. Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible.

2. Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people)

### **Understanding the impact**

1. Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship.

### **Making Connections**

1. Think, talk and ask questions about whether the text has something to say about them eg: is forgiveness important.

## **Spring 2- Islam**

### **Key questions?**

Who is a Muslim and how do they live?

### **KS1 Learning Outcomes**

#### **Making sense of belief:**

1. Recognise the words of the Shahadah and that it is very important for Muslims

## **Autumn 2- UC- Incarnation-**

### **Key Questions?**

EYFS- Why do Christians perform nativity plays?

Ks1- Why does Christmas matter to Christians ?

### **Learning Outcomes**

#### **Making sense of text**

Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.

Recognise that stories of Jesus' life come from the Gospels.

#### **Understanding the Impact**

Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.

#### **Making Connections**

Decide what they personally have to be thankful for, giving a reason for their ideas

Think, talk and ask questions about Christmas for people who are Christians and for people who are not.

## **Spring 1- UC- Creation-**

### **Key Questions?**

EYFS- Why is the world of God so important to Christians?

Ks1- Who made the world?

### **Learning Outcomes**

### **KS1 Learning Outcomes**

#### **Core Learning, Year 1**

##### **Making sense of the text**

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

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

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

##### **Understanding the impact**

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

##### **Making connections**

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

## **Digger Deeper, Year 2**

### **Making sense of the text**

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

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

### **Understanding the Impact**

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

### **Making Connections**

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

## **Spring 2- Salvation**

### **Key questions?**

EYFS- Why do Christians put a cross in an Easter garden?

KS1- Why does Easter matter to Christians ?

### **KS1 Learning Outcomes**

#### **Core Learning, Year 1**

##### **Making sense of text**

2. Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean
3. Give examples of how stories about the Prophet show what Muslims believe about Muhammad.

#### **Understanding the impact:**

1. Give examples of how Muslims use the Shahadah to show what matters to them
2. Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)
- 3 Give examples of how Muslims put their beliefs about prayer into action.

#### **Making connections:**

1. Think, talk about and ask questions about Muslim beliefs and ways of living
2. Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas
3. Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.

#### **Summer 1- UC -Gospel**

##### **Key questions?**

What is the Good news that Jesus brings?

#### **KS1 Learning Outcomes**

##### **Core Learning, Year 1**

##### **Making sense of text**

1. Tell stories from the Bible and recognise a link with a concept of Gospel or good news.
2. Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.
3. Recognise that Jesus gives instructions to people about how to behave.

##### **Understanding the impact**

1. Give at least two examples of ways in which Christians follow the teachings studied about Forgiveness and peace, and bringing good news to the friendless.
2. Give at least two examples of how Christians put these beliefs into practice in their own lives (charity, confession)

##### **Making Connections**

1. Think, talk and ask questions about whether Jesus' good news is only good news for Christians or if there are things for anyone to learn, exploring different ideas.

##### **Digging Deeper, Year 2**

##### **Making sense of text**

Tell stories from the Bible and recognise a link with a concept eg: the idea of good news links to the practise of being thankful.

Give clear, simple accounts of what the texts mean to Christians, eg: people can trust God and that they should say thank you to God for his good gifts.

##### **Understanding the impact**

Describe how Christians show their beliefs egg: thanking God in prayer.

Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives.

##### **Making connections**

Think, talk and ask questions about whether Jesus' good news matters to anyone other than Christians, exploring different ideas.

#### **Summer 2- UC God**

1. Recognise that Incarnation and Salvation are part of a big story of the Bible.
2. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)
3. Recognise that Jesus gives instructions about how to behave.

#### **Understanding the impact**

1. Give at least three examples of how Christians show their beliefs about Jesus death and resurrection in church worship at Easter.

#### **Making Connections**

1. Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.

##### **Digging Deeper, Year 2**

##### **Making sense of text**

1. Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible.
2. Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people)

##### **Understanding the impact**

1. Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship.

##### **Making Connections**

1. Think, talk and ask questions about whether the text has something to say about them eg: is forgiveness important.

#### **Summer 1- GT- What happened at a wedding or when a baby is born?**

##### **Key questions?**

What happened at a wedding or when a baby is born?

#### **KS1 Learning Outcomes**

##### **1. What special times have you shared with your family?**

1. I can talk about special times that people celebrate.
2. I can recall and talk about a special time in my own life.

##### **2. Can I recognise that a wedding is a special occasion?**

1. I can talk about a Christian wedding.
2. I can tell you some things that are different and some things that are the same about different types of wedding.

##### **3. How do some people celebrate weddings?**

1. I can talk about some of the things that might be involved in a wedding.

##### **4. To recognise what happens at some Christian Infant Baptisms or Christenings.**

1. I can talk about what happens at a Christian Infant Baptism/Christening.

##### **5. To recognise some of the ways in which Muslims may celebrate the arrival of a baby.**

##### **To recognise some of the ways in which Sikhs may celebrate the arrival of a baby.**

1. I can talk about how a Muslim parent names a child.
2. I can talk about how a Sikh parent names a child.

#### **Summer 2- AS World religions – Judaism**

##### **Key questions?**

Who is Jewish and how do they live?

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| <p><b>Key questions?</b><br/>What do Christians believe God is like?</p> <p><b>KS1 Learning Outcomes</b><br/><b>Core Learning, Year 1</b><br/>Making sense of the text</p> <ol style="list-style-type: none"> <li>1. Identify what a parable is.</li> <li>2. Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.</li> <li>3. Give clear, simple accounts of what the story means to Christians.</li> </ol> <p><b>Understanding the Impact</b></p> <ol style="list-style-type: none"> <li>1. Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.</li> <li>2. Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.</li> </ol> <p><b>Making Connections</b></p> <ol style="list-style-type: none"> <li>1. Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</li> </ol> <p><b>Digger Deeper, Year 2</b><br/><b>Making sense of the text</b></p> <ol style="list-style-type: none"> <li>1. Tell the key points of the story of Jonah from the Bible, and recognise a link with the concept of God.</li> <li>2. Give clear, simple accounts of what the text means to Christians.</li> </ol> <p><b>Understanding the impact</b></p> <ol style="list-style-type: none"> <li>1. Give an example of a way in which Christians use the story of Jonah to guide their beliefs about God, for example, seeing God as Lord, i.e. in control of events and being fair: God wants to save the people of Nineveh.</li> <li>2. Give at least two examples of how Christians put their beliefs into practice in worship: for example, using the story in church, in art.</li> </ol> <p><b>Making connections</b></p> <ol style="list-style-type: none"> <li>1. Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas</li> </ol> | <p><b>KS1 Learning Outcomes</b><br/><b>Making sense of belief:</b></p> <ol style="list-style-type: none"> <li>1. Recognise the words of the Shema as a Jewish prayer</li> <li>2. Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah or Sukkot)</li> <li>3. Give examples of how the stories used in celebrations (e.g. Shabbat) remind Jews about what God is like.</li> </ol> <p><b>Understanding the impact:</b></p> <ol style="list-style-type: none"> <li>1. Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</li> <li>2. Make links between Jewish ideas of God found in the stories and how people live</li> <li>3. Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat).</li> </ol> <p><b>Making connections:</b></p> <ol style="list-style-type: none"> <li>1. Ask some questions about what Jewish people celebrate and why</li> <li>2. Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people</li> <li>3. Give a good reason for their ideas about whether any of these things are good for them too.</li> </ol> |
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## **Lower Key Stage 2**

Pupils should extend their knowledge and understanding of religious and non-religious worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject-specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views

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|---|---|---|
| <b>A Make sense of a range of religious and non-religious concepts and beliefs.</b> | <b>B Understand the impact and significance of religious and non religious beliefs.</b> | <b>C Make connections between religious and non-religious concepts, beliefs, practices and ideas studied.</b> |
| <b>End of Lower Key stage 2 outcomes</b>  |   |   |



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|--|---|--|
| <i>Identify and describe the core beliefs and concepts studied</i>   | <i>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</i> | <i>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</i>    |
| <i>Make clear links between texts/sources of authority and the key concepts studied</i>  | <i>Describe how people show their beliefs in how they worship and in the way they live</i>                                    | <i>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</i>                  |
| <i>Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers</i> | <i>Identify some differences in how people put their beliefs into practice</i>  | <i>Give good reasons for the views they have and the connections they make<br/>Talk about what they have learned and if they have changed their thinking</i> |

## **Lower Key Stage 2 Overview**

|               | <b>Autumn</b>   | <b>Spring</b>   | <b>Summer</b>  |
|---------------|---|---|--|
| <b>Year A</b> | How and why do people show their commitments during the journey of life?      | Salvation- Why do Christians call the day Jesus died Good Friday? | Gospel – What kind of world did Jesus want?                        |
|               | Incarnation – What is the Trinity?  | World Religion- Islam<br>The Five Pillars of Islam                | People of God?<br>What is it like to follow God?                   |
| <b>Year B</b> | World religions – Sikhism<br>What does it mean to be a Sikh in Britain today? | Creation – What do Christians learn from the Creation story?      | Kingdom of God- When Jesus left, what was the impact on Pentecost? |
|               | Incarnation- What is the Trinity?   | Salvation- Why do Christians call the day Jesus died Good Friday? | World religions- Judaism<br>Why and how do Muslims pray?           |

| <b>Year A</b>  | <b>Year B</b>  |
|--|--|
| <b>Autumn 1- AS-</b> How and why do people show their commitments during the journey of life?<br><b>Key questions?</b><br>How and why do people show their commitments during the journey of life?<br><b>Learning Outcomes</b><br><b>LKS2 Learning Outcomes</b><br><b>Making sense of belief:</b><br>1. Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean.<br>2. Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and nonreligious people today.<br><b>Understanding the impact:</b><br>1. Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean. | <b>Autumn 1- AS- World religions Sikhism</b><br><b>Key questions?</b><br>What does it mean to be a Sikh in Britain today?<br><br><b>Learning Outcomes</b><br><b>LKS2 Learning Outcomes</b><br><b>Making sense of text:</b><br>1. Identify some of the core beliefs of Sikhism, e.g. one God, the message of Guru Nanak, equality and service<br>2. Make clear links between the Mool Mantar and Sikh beliefs and actions<br>3. Offer informed suggestions about what some of the teachings of the Gurus mean to Sikhs today.<br><b>Understanding the impact:</b> |

2. Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)
  3. Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)
- Making connections:**
1. Raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the Milestones.
  2. Make links between ideas of love, commitment and promises in religious and non-religious ceremonies.
  3. Give good reasons why they think ceremonies of commitment are or are not valuable today.

#### Autumn 2- UC- Incarnation

##### **Key questions?**

What is the Trinity?

##### **LKS2 Learning Outcomes**

##### **Core Learning, Year 3**

##### **Making sense of the text**

1. Identify the difference between a Gospel' which tells the story of the life and teaching of Jesus, and a letter.
2. Offer suggestions about what these texts about Baptism and Trinity might mean.
3. Give examples of what these texts mean to some Christians today.

##### **Understanding the impact**

1. Describe how Christians show their belief about God the Trinity in worship and in the way they live. (eg Baptism and prayer)

##### **Making connections**

1. Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.

#### Digging Deeper, Year 4

##### **Making sense of the Text**

1. Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels.
2. Offer suggestions for what texts God might mean.
3. Give examples of what the texts studied mean to some Christians.

##### **Understanding the Impact**

1. Describe how Christians show their beliefs about God the Trinity in the way they live.

##### **Making Connections**

Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today expressing some of their own ideas.

#### Spring 1

##### **Salvation- UC**

**Key Question:** Why do Christians call the day Jesus died 'Good Friday'?

##### **LKS2 Learning Outcomes**

##### **Core Learning Year 3**

##### **Making Sense of the text**

1. Make simple links between the life of at least one of the Gurus and some actions Sikhs take today (e.g. Guru Nanak and the langar; Guru Gobind Singh and the Khalsa)
2. Give some examples that demonstrate that remembering God, working hard and serving others are important to Sikhs today.

##### **Making connections:**

1. Raise questions about what matters to Sikhs (e.g. equality, service, honest work), and say why they still matter today
2. Make links between key Sikh values and life in the world today, identifying which values would make most difference in pupils' own lives and in the world today
3. Talk about what they have learned and whether they have changed their thinking.

#### Autumn 2- UC- Incarnation

##### **Key questions?**

What is the Trinity?

##### **LKS2 Learning Outcomes**

##### **Core Learning, Year 3**

##### **Making sense of the text**

1. Identify the difference between a Gospel' which tells the story of the life and teaching of Jesus, and a letter.
2. Offer suggestions about what these texts about Baptism and Trinity might mean.
3. Give examples of what these texts mean to some Christians today.

##### **Understanding the impact**

1. Describe how Christians show their belief about God the Trinity in worship and in the way they live. (eg Baptism and prayer)

##### **Making connections**

1. Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.

#### Digging Deeper, Year 4

##### **Making sense of the Text**

1. Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels.
2. Offer suggestions for what texts God might mean.
3. Give examples of what the texts studied mean to some Christians.

##### **Understanding the Impact**

1. Describe how Christians show their beliefs about God the Trinity in the way they live.

##### **Making Connections**

Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today expressing some of their own ideas.

#### Spring 1

##### **Creation UC**

##### **Key questions?**

What do Christians learn from the Creation story?

##### **LSK2 Learning Outcomes**

##### **Core Learning, Year 3**

##### **Making sense of the text**



1. Order Creation and fall, Incarnation, Gospel, and Salvation within a timeline of the Bible's 'big story'.

2. Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.

3. Give examples of what the texts studied mean to some Christians.

#### **Understanding the Impact**

Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.

2. Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.

#### **Making Connections**

1. 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.

#### **Digging Deeper, Year 4**

##### **Making sense of the text**

1. Offer suggestions about what the narrative of the Last Supper, Judas betrayal and Peters denial might mean.

2. Give examples of what the texts studied mean to some Christians.

#### **Understanding the Impact**

1. Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday including Holy Communion.

2. Describe how Christians show their beliefs about Jesus in their everyday lives eg prayers.

#### **Making Connections**

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

#### **Spring 2 World religions GT-** The five pillars of Islam

##### **Key questions?**

What difference do these rules make to Islam?

#### **LSK2 Learning Outcomes**

##### **What do Muslims believe about God?**

1. I can describe some of the beliefs held about God in Islam

2. I can make links between the qualities of God in Islam and the qualities of people that I care about, and give reasons why I care

##### **Why is prayer important to Muslims?**

1. I can describe the rituals associated with prayer in Islam.

2. I can make links between prayer in Islam and prayer in Christianity.

3. I can identify links between aspects of Islam and my own experiences

4. I can begin to identify the impact that religion has on believers' lives.

##### **What does Hajj mean to Muslims?**

1. I can describe some of the main parts of the Hajj experience (

2. I am able to make links between values and commitments and my own attitudes.

3. I can raise questions and suggest answers to questions of value.

##### **What does Charity mean to Muslims? What does charity mean to you?**

1. I can describe the practice of almsgiving and Zakah in Islam, and make links to my own experiences. (

2. I can make links between values and commitments and my attitudes and behaviour.

3. I can describe what inspires and influences myself and others.

##### **Why do Muslims Fast?**

1. I can describe and suggest reasons for fasting during Ramadan for Muslims.

2. I can describe some of the impact that religion can have on a Muslims life.

1. Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.

2. Make clear links between Genesis 1 and what Christians believe about God and Creation.

#### **Understanding The text**

1. Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.)

#### **Making Connections**

1. Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.

#### **Digging Deeper, Year 4**

##### **Making sense of text**

1. Place the concepts of God, Creation and the Fall on a timeline of the Bible's 'Big Story'.

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

#### **Understanding the Impact**

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

#### **Making Connections**

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

#### **Spring 2 Salvation-UC**

**Key Question:** Why do Christians call the day Jesus died 'Good Friday'?

#### **LKS2 Learning Outcomes**

##### **Core Learning Year 3**

##### **Making Sense of the text**

1. Order Creation and fall, Incarnation, Gospel, and Salvation within a timeline of the Bible's 'big story'.

2. Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.

3. Give examples of what the texts studied mean to some Christians.

#### **Understanding the Impact**

Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.

2. Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.

#### **Making Connections**

1. 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.

#### **Digging Deeper, Year 4**

##### **Making sense of the text**

1. Offer suggestions about what the narrative of the Last Supper, Judas betrayal and Peters denial might mean.

2. Give examples of what the texts studied mean to some Christians.

#### **Understanding the Impact**

1. Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday including Holy Communion.

2. Describe how Christians show their beliefs about Jesus in their everyday lives eg prayers.

#### **Making Connections**

3. I can ask important questions about religious beliefs and lifestyles.
4. I can raise questions and suggest answers to questions of identity and commitment.

#### **What commitments do I have in my own life?**

1. I can use a developing religious vocabulary to describe some of the key features of Islam.
2. I can ask important questions about religious beliefs and lifestyles, linking to my own values and behaviour.
3. I can describe the impact of religion on a Muslim's way of life.
4. I can apply ideas to my own and others' lives.

How are sacred texts important to believers?

1. I can describe and show understanding of some sources, beliefs and practices in Islam.

#### **How does Qu'ran give guidance to Muslims?**

1. I can describe the impact of beliefs upon the life of a Muslim.
2. I can describe what influences me and others.

#### **What is the mosque used for?**

1. I can identify and describe some key features of a mosque and suggest the meanings or use of these features.
2. I can describe the meaning and main uses of a mosque and compare those uses with those of other places of worship.

#### **What do I know about and how have I learnt from Islam?**

1. I can raise and suggest answers to questions of identity, belonging and commitment.
2. I can describe the impact of religion on the lives of its believers.

#### **Summer 1 Gospel UC-**

##### **Key questions?**

What kind of world did Jesus want?

##### **Core Learning, Year 3**

##### **Making sense of the text**

1. Identify this as part of a Gospel which tells the story of the life and teaching of Jesus.
2. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'
3. Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.

##### **Understanding the Impact**

1. Make simple links between Bible texts and the concept of 'Gospel' (good news).
2. Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus teaching.

##### **Making Connections**

1. Make links between the Bible stories studied and the importance of love and life in the world today, expressing some ideas of their own clearly.

#### **Digging Deeper, Year 4**

##### **Making sense of the text**

1. List two distinguishing features of a parable.
2. Make clear links between the story of the Good Samaritan and the idea of the Gospel as 'good news'.
3. Offer some ideas about the meaning of the Good Samaritan story to Christians.

##### **Understanding the Impact**

1. Make simple links between the Good Samaritan story and the importance of charity in Christian life.
2. Give some examples of how Christians act to show that they are following Jesus.

##### **Making Connections**

1. Make links between some of Jesus' teachings about how to live and life in the world today, expressing some ideas of their own clearly.

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

#### **Summer 1 – Kingdom of God- UC**

**Key Question:** When Jesus left, what was the impact of Pentecost?

##### **KS2 Learning Outcomes**

##### **Core Learning, Year 3**

##### **Making sense of the text**

1. Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.
2. Offer suggestions about what the description of Pentecost in Acts 2 might mean.
3. Give examples of what Pentecost means to some Christians now.

##### **Understanding the impact**

1. Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.

##### **Making Connections**

1. Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.

#### **Digging Deeper, Year 4**

##### **Making sense of the text**

1. Order concepts within a timeline of the Bible's 'big story'.
2. List two distinguishing features of a narrative and a letter as different types of biblical text.
3. Offer suggestions about what the texts studied (1 Corinthians 12 and Galatians 5) might mean, and give examples of what the texts studied mean to some Christians.

##### **Understanding the impact**

1. Make simple links between the idea of the Church as a body, the fruit of the Spirit, and the Kingdom of God, and how Christians live in their whole lives and in their church communities.
2. Describe how Christians show their belief about the Holy Spirit in worship and in the way they live.

##### **Making Connections**

### **Summer 2 – God- UC**

**Key Question:** What is it like to follow God?

**LKS2 Learning Outcomes**

#### **Core Learning Year 3**

##### **Making sense of the text**

1. Make clear links between the story of Noah and the idea of covenant.

##### **Understanding the Impact**

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

##### **Making Connections**

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

### **Digging Deeper. Year 4**

#### **Making sense of the text**

1. Make clear links between the story of Abraham and the concept of faith.

##### **Understanding the Impact**

1. Make simple links between People of God and how some Christians choose to live in their whole lives and in their church communities.

##### **Making Connections**

1. Suggest answers about how far ideas of covenant, promises and following God might make a difference in the world today

1. Raise questions and suggest answers about how far the ideas about Church as a body and the fruit of the Spirit might make a difference to how pupils think and live.

2. Make links between fellowship and fruit of the Spirit and life in the world today, expressing some ideas of their own clearly

### **Summer 2 World religions Judaism- GT**

#### **Key questions?**

Why and how do Muslims pray?

LKS2 Learning Outcomes

##### **Key Question: What is prayer?**

I can ask questions about what prayer is and make links with my own experiences. (

2. I show understanding that talking to God is a metaphor for prayer.

3. I can reflect thoughtfully on my own needs for conversation

##### **Key Question: What happens in Jewish prayer? What does this show us about Jewish beliefs and ways of life?**

1. I can describe the actions and meanings of Jewish prayer.

##### **Key Question: What happens in Islamic prayer? What does this show us about Muslim beliefs and ways of life?**

1. I can describe the actions and meanings of Islamic prayer

##### **Key Question: What do prayers tell us about beliefs?**

1. I can consider and describe important questions about meaning and truth in regard to Jewish and Islamic prayer.

##### **Key Question: Prayer and me: Why do some people pray every day and some not at all?**

1. I can describe and show understanding of some of the feelings associated with Jewish and Christian prayer.

##### **Key Question: Reflection: What can prayers and meditations help us to reflect on?**

1. I can express spiritual thinking clearly and reflectively.

##### **Key Question: What have I found out about how and why Jews and Muslims pray?**

1. Identify some religious practices and know that some are characteristics of more than one religion.

2. Respond sensitively to the values and concerns of others, including those with a faith

3. Describe how prayer is used and exemplified by believers.

4. Compare aspects of their own experiences and those of others.

5. Show understanding of prayer as it is used by those who belong to a religion.

5. Ask questions about prayer and suggest answers from their own and others' experiences, including believers.



## Upper Key Stage 2 Overview

Pupils should extend their knowledge and understanding of religious and non-religious worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject-specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

|   |   |  |
|---|---|--|
| <b>A</b> Make sense of a range of religious and non-religious concepts and beliefs.   | <b>B</b> Understand the impact and significance of religious and non religious beliefs.   | <b>C</b> Make connections between religious and non-religious concepts, beliefs, practices and ideas studied.  |
| <b>End of Upper Key stage 2 outcomes</b>  |   |  |
| <i>Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</i>  | <i>Make clear connections between what people believe and how they live, individually and in communities</i>  | <i>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</i>  |
| <i>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</i>  | <i>Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</i> | <i>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently</i>  |
| <i>Taking account of the context(s), suggest meanings for texts/ sources of authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations.</i> |   | <i>Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make</i> |
|   |   | <i>Talk about what they have learned, how their thinking may have changed and why</i>  |

## Upper Key Stage 2 Overview

|        | Autumn  | Spring   | Summer  |
|--------|---|--|---|
| Year A | <b>AS</b><br>U2.14 How do religions help people live through good and bad times?            | <b>UC Salvation</b><br><b>UKS2</b> What did Jesus do to save human beings?   | <b>UC Gospel</b><br>What did Jesus do?  |
|        | <b>UC Incarnation</b><br>UKS2-Was Jesus the Messiah ?                                       | <b>AS World religions Islam</b><br><b>U2.9</b> What does it mean for Muslims to follow God?                                  | <b>UC God</b><br>What does it mean if God is loving and Holy?   |
| Year B | <b>World religions Sikhism</b><br><b>GT</b> - What's important to a Sikh in Britain today ? | <b>UC- Creation</b><br>Creation and science, conflicting or complimentary?   | <b>UC Kingdom of God</b><br>What kind of a king was Jesus?  |
|        | <b>UC- Incarnation</b><br>Was Jesus the Messiah ?   | <b>UC-Salvation</b><br>What did Jesus do to save human beings?<br>What difference does the resurrection make to Christians ? | <b>AS</b><br><b>World religions –Judaism</b><br>U2.10<br>What does it mean for a Jewish person to follow God? |

| Year A   | Year B   |
|--|--|
| <p>Expected outcomes for Year A:</p> <p><b>Autumn 1- AS-</b><br/><b>U2.14</b> How do religions help people live through good and bad times?<br/><b>UKS2 Learning Outcomes</b><br/><b>Teachers will enable pupils to be able to achieve these outcomes, as appropriate to their age and stage.</b></p> <p><b>Making sense of belief:</b></p> <ul style="list-style-type: none"> <li>Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life</li> <li>Identify beliefs about life after death in at least two religious traditions, comparing and explaining for similarities and differences.</li> </ul> <p><b>Understanding the impact:</b></p> <ul style="list-style-type: none"> <li>Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)</li> <li>Use evidence and examples to show how beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives</li> </ul> <p><b>Making connections:</b></p> <ul style="list-style-type: none"> <li>Reflect on a range of artistic expressions of afterlife, articulating and explaining different ways of understanding these</li> <li>Consider and weigh up how religion might help people in good and bad times, giving good reasons for their ideas and insights</li> <li>Talk about what they have learned, how their thinking may have changed and why.</li> </ul> | <p><b>Expected outcomes for year B</b></p> <p><b>Autumn 1</b><br/><b>Key Question:</b> What is important to a Sikh in Britain today?<br/><b><u>What does it mean to belong to the Sikh community?</u></b></p> <ol style="list-style-type: none"> <li>I can identify and discuss my role in various communities.</li> <li>I can show understanding of how being in a community can give both responsibility and support.</li> <li>I can suggest ways in which Sikhs take responsibility and show support to others as part of a community.</li> <li>I can raise questions about the Sikh faith that are puzzling and suggest some possible answers.</li> </ol> <p><b><u>What difference does a Sikh make to a believer's life?</u></b></p> <ol style="list-style-type: none"> <li>I can describe what is special about a Langar kitchen.</li> <li>I can make a link between the Langar and the Guru's teaching.</li> <li>I can use correct religious vocabulary to describe and show my understanding of Sikh values.</li> <li>I can apply ideas about values such as service and sharing to my own life.</li> </ol> <p><b><u>How does Sikhism begin?</u></b></p> <ol style="list-style-type: none"> <li>I can describe characteristics of leadership.</li> <li>I can make links between beliefs and sources.</li> <li>I can describe some of the things that inspire and influence myself and other people.</li> </ol> <p><b><u>What happened to Sikhism after Guru Nanak died?</u></b></p> <ol style="list-style-type: none"> <li>I can describe key events in the lives of some of the Gurus.</li> </ol> |



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|  | <p>2. I can make links between beliefs and stories/practices.<br/> 3. I can describe the impact of religion on people's lives.<br/> 4. I can describe what influences and inspires people and how beliefs can impact upon lives.</p> <p><b><u>What Guru do Sikhs follow today?</u></b><br/> 1. I can describe how the Guru Granth Sahib is treated and used in worship, along with reasons for the way it is treated.<br/> 2. I can explain the importance of the Guru Granth Sahib and its impact on the lives of devout Sikhs.<br/> 3. I can explain how religious sources are used to provide answers to ultimate questions and ethical issues.<br/> 4. I can explain what influences my own way of life.</p> <p><b><u>How do Sikhs express their beliefs?</u></b><br/> 1. I can describe the main parts of the Amrit ceremony and the teachings it represents.<br/> 2. I can describe the impact of religion on people's lives.<br/> 3. I can identify similarities and differences between the Amrit ceremony for Sikhs and Bar - Mitzvah for Jews or Confirmation for Christians.<br/> 4. I can raise questions and suggest answers to questions of identity and belonging and apply ideas to my own life.</p> <p><b><u>How do Sikhs worship?</u></b><br/> 1. I can identify and describe the key features of the Gurdwara.<br/> 2. I can raise questions about aspects of the Gurdwara that are puzzling.<br/> 3. I can describe the main features of Sikh worship in the Gurdwara. (<br/> 4. I can describe the impact of faith upon people's lives<br/> 5. I can use an increasingly wide religious vocabulary to explain similarities and differences between worship in different faiths.<br/> 6. I can express my views on the challenges of belonging to a religion.</p> <p><b><u>What makes Gurdwara a special place?</u></b><br/> 1. I can raise questions about the Sikh faith and Sikh worship to put to a member of the Sikh faith.<br/> Using a developing religious vocabulary, I can explain the importance of the Gurdwara for Sikhs.<br/> 2. I can describe the main features of Sikh worship in the Gurdwara and relate them to beliefs.<br/> 3. I can describe some of the reasons for people belonging to a religion.<br/> 4. I can use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities.</p> <p><b><u>Why is there a kitchen in a Sikh holy building?</u></b><br/> 1. I can make links between the Langar and Sikh beliefs about sharing and generosity.<br/> 2. I can describe ways in which my values are shown in the way I live.<br/> 3. I can explain the significance of the Langar to Sikhs.</p> <p>4. I can reflect upon and describe what influences myself and others.<br/> 5. I can explain what influences me, expressing my own and others' views about the challenges of belonging to a religion.</p> <p><b><u>How do festivals help Sikhs put their beliefs into practice?</u></b><br/> 1. I can research and communicate key aspects of a Sikh festival, including the beliefs and practices associated with it.</p> <p><b><u>What have I learned about Sikhism?</u></b><br/> 1. I can use a developing religious vocabulary to demonstrate my knowledge and understanding of Sikhism.<br/> 2. I can use an increasingly wide religious vocabulary to explain key beliefs and practices in Sikhism, and show that I recognise diversity in religious expression within and between religions.<br/> 3. I can make links between aspects of the Sikh faith and my own beliefs or those of other faith groups.<br/> 4. I can express my own and others' views on the challenges of belonging to a religion.</p> |
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| <p><b>Autumn 2</b><br/> <b>Key Question:</b> Was Jesus the Messiah?<br/> <b>UPKS2 Learning Outcomes</b><br/> <b>Core Learning Year 5</b><br/> <b>Making sense of the text</b><br/> 1.Explain the place of Incarnation and Messiah within the 'big story' of the Bible.<br/> 2.Identify Gospel and prophecy texts, using technical terms.<br/> 3.Explain connections between biblical texts, Incarnation and Messiah using theological terms.<br/> <b>Understanding the impact</b><br/> 1.Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.<br/> 2.Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.<br/> <b>Making connections</b><br/> 1.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.</p> <p><b>Digging Deeper, Year 6</b><br/> <b>Making sense of the text</b><br/> 1.Explain connections between biblical texts and the idea of Jesus as Messiah, using theological terms.<br/> <b>Understanding the Impact</b><br/> 1. Make clear connections between the texts and what Christians believe about Jesus as Messiah; for example, how they celebrate Palm Sunday.<br/> 2 Show how Christians express their beliefs about Jesus as Prince of Peace and as one who transforms lives, through bringing peace and transformation in the world.<br/> <b>Making connections</b><br/> 1.Weigh up how far the world needs a Messiah, expressing their own insights.</p>  | <p><b>Autumn 2</b><br/> <b>Key Question:</b> Was Jesus the Messiah?<br/> <b>UKS2 Learning Outcomes</b><br/> <b>Core Learning Year 5</b><br/> <b>Making sense of the text</b><br/> 1.Explain the place of Incarnation and Messiah within the 'big story' of the Bible.<br/> 2.Identify Gospel and prophecy texts, using technical terms.<br/> 3.Explain connections between biblical texts, Incarnation and Messiah, using theological terms.<br/> <b>Understanding the Impact</b><br/> 1.Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.<br/> 2.Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.<br/> <b>Making Connections</b><br/> 1. 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.</p> <p><b>Digging Deeper, Year 6</b><br/> <b>Making sense of the text</b><br/> 1.Explain connections between biblical texts and the idea of Jesus as Messiah, using theological terms.<br/> <b>Understanding the text</b><br/> 1.Make clear connections between the texts and what Christians believe about Jesus as Messiah; for example, how they celebrate Palm Sunday.<br/> 2.Show how Christians express their beliefs about Jesus as Prince of Peace and as one who transforms lives, through bringing peace and transformation in the world.<br/> <b>Making Connections</b><br/> 1.Weigh up how far the world needs a Messiah, expressing their own insights</p> |
| <p><b>Spring 1</b><br/> <b>Year 5 Key Question:</b> What did Jesus do to save human beings?<br/> <b>Year 6, Key Question:</b> What difference does the Resurrection make to Christians?</p> <p><b>UPKS2 Learning Outcomes</b><br/> <b>Core Learning Year 5</b><br/> <b>Making sense of the text</b><br/> 1.Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.<br/> 2.Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.<br/> 3.Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts.<br/> <b>Understanding the Impact</b><br/> 1.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.<br/> <b>Making connections</b><br/> 1.Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p> <p><b>Digging Deeper Year 5</b><br/> <b>Making sense of the text</b><br/> 1.Explain connections between Isaiah 53, John 19 and the key concepts of Messiah, Sacrifice and Salvation, using theological terms.<br/> 2.Taking account of the context(s), suggest meanings for Isaiah 53 and John 19, and compare their ideas with ways in which Christians interpret these texts as showing the idea of Jesus as a sacrifice.<br/> <b>Understanding the Impact</b><br/> 1.Make clear connections between the Christian concept of the sacrifice of Jesus and the idea of Salvation, and how Christians follow Jesus' example in giving themselves for others.</p> | <p><b>Spring 1</b><br/> <b>Key Question:</b> Creation and science, conflicting or complimentary?</p> <p><b>UKS2 Learning Outcomes</b><br/> <b>Core Learning Year 5</b><br/> <b>Making sense of the text</b><br/> 1.Outline the importance of Creation on the timeline of the 'big story' of the Bible.<br/> 2.Identify what type of text some Christians say Genesis 1 is, and its purpose.<br/> 3.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.<br/> <b>Understanding the Impact</b><br/> 1.Make clear connections between Genesis 1 and Christian belief about God as Creator.<br/> 2.Show understanding of why many Christians find science and faith go together.<br/> <b>Making Connections</b><br/> 1.Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.<br/> 2.Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</p> <p><b>Digging Deeper, Year 6</b><br/> <b>Making sense of the text</b><br/> 1.Identify the type of text that Psalm 8 is, and its purpose.<br/> 2.Explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in Creation.<br/> <b>Understanding the text</b><br/> 1.Make clear connections between Psalm 8 and some ways Christians respond to God as Creator.</p>  |

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| <p><b>Making Connections</b><br/>1.Weigh up how far the idea of sacrifice and the example of Jesus are inspiring in the world today and in their own thinking.</p> <p><b>UPKS2 Learning Outcomes</b><br/><b>Core Learning Year 6</b><br/><b>Making sense of the text</b><br/>1.Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.<br/>2.Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.<br/>3.Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.</p> <p><b>Understanding the Impact</b><br/>1.Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.<br/>2.Show how Christians put their beliefs into practice in different ways.</p> <p><b>Making Connections</b><br/>1.Explain why some people find belief in the Resurrection makes sense and inspires them.<br/>2.Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.</p> <p><b>Digging Deeper, Year 6</b><br/><b>Making sense of the text</b><br/>1.Explain connections between biblical texts used at funerals and the core concepts of Gospel (good news), Salvation and Hope, using theological terms.<br/>2.Taking account of the context(s), suggest meanings for the selected texts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of how they are used in funerals.</p> <p><b>Understanding the Impact</b><br/>1.Make clear connections between the Christian concept of the resurrection and what Christians believe about hope and life after death, and how they show this in their church communities.<br/>2.Show how Christian belief in resurrection and life after death make a difference in their lives.</p> <p><b>Making Connections</b><br/>1.Weigh up how far biblical teachings and beliefs about life after death might make a difference to people in the world today, developing responses and insights of their own.</p> | <p>2.Show understanding of why some Christians find science and faith compatible.</p> <p><b>Making Connections</b><br/>1.Respond to the idea that humans have great responsibility for the Earth.<br/>2.Weigh up how well humans are responding to this responsibility, taking into account religious and non-religious viewpoints.</p>  |
| <p><b>Spring 2</b><br/><b>Key Question:</b> What does it mean for Muslim to follow God?<br/><b>UPKS2 Learning Outcomes</b><br/><b>Making sense of belief:</b><br/>1.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)<br/>2.Describe and explain 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).</p> <p><b>Understanding the impact:</b><br/>1.Make clear connections between Muslim beliefs and worship (e.g. Five Pillars, mosques, art)<br/>2. Give evidence and examples to show how Muslims put their beliefs into practice in different ways.</p>   | <p><b>Spring 2 Salvation</b><br/><b>Key Question:</b> What did Jesus do to save human beings?<br/>What difference does the resurrection make to Christians?<br/><b>Year 5 Key Question:</b> What did Jesus do to save human beings?</p> <p><b>UPKS2 Learning Outcomes</b><br/><b>Core Learning Year 5</b><br/><b>Making sense of the text</b><br/>1.Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.<br/>2.Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.<br/>3.Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts.</p> |

**Making connections:**

1. Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Northampton today
2. 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.
3. Reflect on and talk about what and how they have learned, and how and why their thinking has changed.

**Understanding the Impact**

1. 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.

**Making connections**

1. Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.

**Digging Deeper Year 5****Making sense of the text**

1. Explain connections between Isaiah 53, John 19 and the key concepts of Messiah, Sacrifice and Salvation, using theological terms.
2. Taking account of the context(s), suggest meanings for Isaiah 53 and John 19, and compare their ideas with ways in which Christians interpret these texts as showing the idea of Jesus as a sacrifice.

**Understanding the Impact**

1. Make clear connections between the Christian concept of the sacrifice of Jesus and the idea of Salvation, and how Christians follow Jesus' example in giving themselves for others.

**Making Connections**

1. Weigh up how far the idea of sacrifice and the example of Jesus are inspiring in the world today and in their own thinking.

**UPKS2 Learning Outcomes****Core Learning Year 6****Making sense of the text**

1. Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.
2. Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.
3. Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.

**Understanding the Impact**

1. Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.
2. Show how Christians put their beliefs into practice in different ways.

**Making Connections**

1. Explain why some people find belief in the Resurrection makes sense and inspires them.
2. Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.

**Digging Deeper, Year 6****Making sense of the text**

1. Explain connections between biblical texts used at funerals and the core concepts of Gospel (good news), Salvation and Hope, using theological terms.
2. Taking account of the context(s), suggest meanings for the selected texts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of how they are used in funerals.

**Understanding the Impact**

1. Make clear connections between the Christian concept of the resurrection and what Christians believe about hope and life after death, and how they show this in their church communities.
2. Show how Christian belief in resurrection and life after death make a difference in their lives.

**Making Connections**

1. Weigh up how far biblical teachings and beliefs about life after death might make a difference to people in the world today, developing responses and insights of their own.

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| <p><b>Summer 1</b><br/> <b>Key Question:</b> What did Jesus do?</p> <p><b>UPKS2 Learning Outcomes</b><br/> <b>Core Learning Year 5</b><br/> <b>Making sense of the text</b><br/> 1. Identify features of Gospel texts (for example, teachings, parable, narrative).<br/> 2. Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</p> <p><b>Understanding the Impact</b><br/> 1. Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</p> <p><b>Making Connections</b><br/> 1. Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.</p> <p><b>Digging Deeper, Year 6</b><br/> <b>Making sense of the text</b><br/> 1. Identify features of Gospel texts (for example, teachings, parable, narrative).<br/> 2. Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</p> <p><b>Understanding the Impact</b><br/> 1. Make clear connections between Gospel texts, Jesus' 'good news' and how Christians live in the Christian community and in their individual lives.</p> <p><b>Making Connections</b><br/> 1. Relate Gospel ideas, teachings or beliefs (for example, about trust, forgiveness or justice) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.</p> | <p><b>Summer 1</b><br/> <b>Key Question:</b> What kind of a king was Jesus?</p> <p><b>UKS2 Learning Outcomes</b><br/> <b>Core Learning Year 5</b><br/> <b>Making sense of the text</b><br/> 1. Explain connections between biblical texts and the concept of the Kingdom of God.<br/> 2. Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.</p> <p><b>Understanding the Impact</b><br/> 1. 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.</p> <p><b>Making Connections</b><br/> 1. 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</p> <p><b>Digger Deeper, Year 6</b><br/> <b>Making sense of the text</b><br/> 1. Explain connections between biblical texts and the concept of the Kingdom of God — where God rules in human lives.<br/> 2. Consider possible meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</p> <p><b>Understanding the Impact</b><br/> 3. Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice, for example through receiving and practising forgiveness.</p> <p><b>Making Connections</b><br/> 1. Identify ideas arising from their study of the Kingdom of God and comment on how far these are helpful or inspiring for the world today, justifying their responses.</p> |
| <p><b>Summer 2</b><br/> <b>Key Question:</b> What does it mean if God is Holy and loving?</p> <p><b>UKS2 Learning Outcomes</b><br/> <b>Core Learning Year 5</b><br/> <b>Making the sense of the text</b><br/> 1. Identify some different types of biblical texts, using technical terms accurately.<br/> 2. Explain connections between biblical texts and Christian ideas of God, using theological terms.</p> <p><b>Understanding the Impact</b><br/> 1. Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.<br/> 2. Show how Christians put their beliefs into practice in worship.</p> <p><b>Making Connections</b><br/> 1. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p> <p><b>Digging Deeper, Year 6</b><br/> <b>Making sense of the text</b><br/> 1. Identify some different types of biblical texts, using technical terms accurately.<br/> 2. Explain connections between biblical texts and Christian ideas of God, using theological terms.</p> <p><b>Understanding the text</b></p>   | <p><b>Summer 2</b><br/> <b>Key Question:</b> What does it mean for a Jewish person to follow God?</p> <p><b>UKS2 Learning Outcomes</b><br/> <b>Core Learning Year 5/6</b><br/> <b>Making sense of belief:</b><br/> 1. Identify and explain Jewish beliefs about God<br/> 2. Give examples of some texts that say what God is like and explain how Jewish people interpret them.</p> <p><b>Understanding the impact:</b><br/> 1. Make clear connections between Jewish beliefs about the Torah and how they use it<br/> 2. Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)<br/> 3. 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).</p>  |

1. Make clear connections between Bible texts studied about God and how Christians put these beliefs into practice; for example, through calling for justice, promoting forgiveness and so on.
2. Show how Christians put their beliefs about God into practice in worship: for example, through confession.

#### **Making Connections**

1. Weigh up how biblical ideas about love, holiness or forgiveness relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.

#### **Making connections:**

1. Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today.
2. Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far these ideas are valuable to people who are not Jewish.
3. Talk about how ideas of tradition, ritual, community and study relate to their own lives, giving good reasons for their views and explaining how their thinking has developed during the unit.