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| **Creation and Fall** | | | | | | | | | | | | |
| **Nursery** | **Reception** | **Year 1** | | **Year 2** | | **Year 3** | | **Year 4** | | **Year 5** | | **Year 6** |
| I know that:  . The word God is a name.  . Christians believe God is the creator of the universe.  . Christians believe God made our wonderful world and so we should look after it. | | I know that Christians believe:  . God created the universe.  . The Earth and everything in it are important to God.  . God has a unique relationship with human beings as their Creator and Sustainer.  . Humans should care for the world because it belongs to God. | |  | | I know that Christians believe:  . God the creator cares for the creation, including human beings.  . As human beings are part of God’s good creation, they do best when they listen to God.  . The bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called ‘the Fall.’)  . This means that humans cannot get close to God without God’s help.  The bible shows that God wants to help people be close to him – he keeps his relationship with them, gives them guidelines on good ways to live (such as the ten commandments) and offers forgiveness even when they keep on falling short.  . Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short. | |  | | I know that:  . There is much debate and some controversy around the relationship between the accounts of Creation in Genesis and contemporary scientific accounts.  . These debates and controversies relate to the purpose and interpretation of the texts: for example, does reading Genesis as a poetic account conflict with scientific accounts?  . There are many scientists through history and now who are Christians.  . The discoveries of science make Christians wonder even more about the power and majesty of the creator. | |  |
| **Incarnation** | | | | | | | | | | | | |
| **Nursery** | **Reception** | **Year 1** | | **Year 2** | | **Year 3** | | **Year 4** | | **Year 5** | | **Year 6** |
| I will know that:  . Christians believe God came to Earth in human form as Jesus.  . Christians believe Jesus came to show that all people are precious and special to God. | | I will know that:  . Christians believe that Jesus is God and that he was born as a baby in Bethlehem.  .The bible points out that his birth showed that he was extraordinary (for example, worshipped as a King) and that he came to bring good news.  . Christians celebrate Jesus’ birth, and Advent for Christians is getting ready for Jesus’ coming. | | | | I will know that:  . Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit.  . Christians believe the Father creates; he sends the Son who saves his people; the son sends the Holy Spirit to his followers.  .Christians worship God as Trinity. It is a huge idea to grasp, and Christians have created art to help express this belief.  . Christians believe the Holy Spirit is God’s power at work in the world and in their lives today, enabling them to follow Jesus. | | | | I will know that:  . Jesus was Jewish.  . Christians believe Jesus is God in the flesh.  . They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.  . The Old Testament talks about a ‘rescuer’ or ‘anointed one’ – a messiah. Some texts talk about what this messiah would be like.  . Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)  . Christians see Jesus as their Saviour. | | |
| **God** | | | | | | | | | | | | |
| **Nursery** | **Reception** | **Year 1** | | **Year 2** | | **Year 3** | | **Year 4** | | **Year 5** | | **Year 6** |
|  |  | I will know that:  . Christians believe in God.  . Christians find out about God using the bible  . Christians believe God is loving, fair, kind and also Lord and King; there are some stories that show this.  .Christians worship God and try to love in ways that please him. | |  | |  | |  | | I will know that:  . Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.  . Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving and full of grace.  . Christians do not all agree about what God is like, but try to follow his path, as they see it in the bible or through Church teaching.  . Christians believe getting to know God is like getting to know a person rather than learning information. | |  |
| **Gospel** | | | | | | | | | | | | |
| **Nursery** | **Reception** | **Year 1** | | **Year 2** | | **Year 3** | | **Year 4** | | **Year 5** | | **Year 6** |
|  |  |  | | I will know that:  . Christians believe Jesus brings good news for all people.  . For Christians, this good news includes being loved by God, and being forgiven for bad things.  . Christians believe Jesus is a friend to the poor and friendless.  . Christians believe Jesus’ teachings make people think hard about how to live and show them the right way. | |  | | I will know that:  . Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first.  . Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people.  . Christians believe Jesus’ life shows what it means to love God (his Father) and love your neighbour.  . Christians try to be like Jesus- they want to know him better and better.  . Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice. | | I will know that:  . Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin.  . Christians see that Jesus’ teachings and example cut across expectations - the Sermon on the Mount is an example of this, where Jesus’ values favour serving the weak and vulnerable, not making people comfortable.  . Christians believe that Jesus’ good news not only transforms lives now, but also points toward a restored, transformed life in the future.  . Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community. | |  |
| **Salvation** | | | | | | | | | | | | |
| **Nursery** | **Reception** | **Year 1** | | **Year 2** | | **Year 3** | | **Year 4** | | **Year 5** | | **Year 6** |
| I will know that:  . Christians remember Jesus’ last week at Easter.  . Jesus’ name means ‘He saves.’  . Christians believe Jesus came to show God’s love.  . Christians try to show love to others. | | I will know that:  . Easter is very important in the ‘big story’ of the Bible. Jesus showed that he was willing to forgive all people , even for putting him on the cross.  . Christians believe Jesus builds a bridge between God and humans.  . Christians believe Jesus rose from the dead, giving people hope of a new life. | | | | I will know that:  . Christians see Holy Week as the culmination of Jesus’ earthly life, leading to his death and resurrection.  . The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.  . Christians today trust that Jesus really did rise from the dead, and so is still alive today.  . Christians remember and celebrate Jesus’ last week, death and resurrection. | | | | I will know that:  . Christians read the ‘big story’ of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans’ relationship with God.  . The Gospels give accounts of Jesus’ death and resurrection.  . The New Testament says that Jesus’ death was somehow ‘for us.’  . Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone’s sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom.  . Christians remember Jesus’ sacrifice through the service of Holy Communion (also called the Lord’s Supper, the Eucharist or Mass.)  . Belief in Jesus’ resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.  . This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven.)  . Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith. | | |
| **People of God** | | | | | | | | | | | | |
| **Nursery** | **Reception** | **Year 1** | | **Year 2** | | **Year 3** | | **Year 4** | | **Year 5** | | **Year 6** |
|  |  |  | |  | | I will know that:  . The old testament tells the story of a particular group of people, the children of Israel – known as the People of God – and their relationship with God.  . The people of God try to live in the way God wants, following his commands and worshipping him.  . They believe he promises to stay with them and bible stories show how God keeps his promises.  . The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God and to attract all other nations to worshipping God.  . Christians believe that, through Jesus, all people can become the People of God. | |  | |  | | I will know that:  . The Old Testament pieces together the story of The People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David) ) they have to learn new ways of following God.  . The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus’ death and resurrection also rescue people from slavery to sin.  . Christians apply this idea to living today by trying to serve God and by trying to bring freedom to others: for example, loving others, caring for them, bringing health, food, justice and telling the story of Jesus.  . Christians see the Christian Church as part of the ongoing story of the people of God, and try to live in a way that attracts others to God: for example, as salt and light of the world. |
| **Kingdom of God** | | | | | | | | | | | | |
| **Nursery** | **Reception** | **Year 1** | | **Year 2** | | **Year 3** | | **Year 4** | | **Year 5** | | **Year 6** |
|  |  |  | |  | |  | | I will know that:  . Christians believe that Jesus inaugurated the ‘Kingdom of God’ i.e. Jesus’ whole life was a demonstration of his belief that God is king, not just in heaven but here and now. (‘Your kingdom come, your will be done on earth as it is in heaven’)  . Christians believe Jesus is still alive, rules in their hearts and lives through the Holy Spirit, if they let him.  . Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the church to make Jesus’ invisible kingdom visible by living lives that reflect the love of God.  . Christians celebrate Pentecost as the beginning of the church.  . Staying connected to Jesus means that the fruit of the spirit can grow in the lives of Christians. | |  | | I will know that:  . Jesus told many parables about the Kingdom of God. These suggest that God’s rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.  . The parables suggest that there will be a future Kingdom, where God’s reign will be complete.  . The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.  . Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world. |
| **Muslims, Sikhs and Jewish people** | | | | | | | | | | | | |
| **Nursery and Reception** | | | | | **Year 1** | | | | **Year 2** | | | |
| **Where do we belong?**  We will:  • Re-tell religious stories making connections with personal experiences.  • Share and record occasions  when things have happened in their lives that made them feel special.  • Recall simply what happens  at a traditional Christian infant baptism and dedication.  • Additional opportunity if you have children from religions other than  Christianity in your setting.  • Recall simply what happens when a baby is welcomed into a religion other than Christianity.  **Which people are special and why?**  We will:  • Talk about people who are special to them.  • Say what makes their family and friends special to them.  • Identify some of the qualities of a good friend.  • Reflect on the question ‘Am I a good friend?’  • Recall and talk about stories of Jesus as a friend to others.  • Recall stories about special people in other religions and talk about  what we can learn from them.  **Special Places – Which places are special and why?**  We will:  • Talk about somewhere that is special to themselves, saying why  • Be aware that some religious people have places which have special meaning for them  • Talk about the things that are special and valued in a place of worship  • Identify some significant features of sacred places  • Recognise a place of worship  • Get to know and use appropriate words to talk about their thoughts  and feelings when visiting a church. | | | | | **Who is a Muslim and what do they believe?**  We will:  • Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.  • Re-tell a story about the life of the Prophet Muhammad.  • Recognise some objects used by Muslims and suggest why they are important.  • Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.  • Make links between what the Holy Qur’an says and how Muslims behave.  • Ask some questions about God that are hard to answer and offer some ideas of their own.  **What makes some places sacred?**  We will:  • Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used.  • Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe.  • Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel.  • Ask good questions during a school visit about what happens in a church, synagogue or mosque.  • Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising.  • Show that they have begun to be aware that some people regularly worship God in different ways and in different places.  **What does it mean to belong to a faith community?**  We will:  • Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers.  • Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean.  • Identify two ways people show they belong to each other when they get married.  • Respond to examples of co-operation between different people  • Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences.  • Identify some similarities and differences between the ceremonies studied. | | | | **How should we care for others and the world, and why does it matter?**  We will:  • Re-tell Bible stories and stories from another faith about caring for others and the world.  • Identify ways that some people make a response to God by caring for others and the world.  • Talk about issues of good and bad, right and wrong arising from the stories.  • Talk about some texts from different religions that promote the ‘Golden Rule’, and think about what would happen if people followed this idea more.  • Use creative ways to express their own ideas about the creation story and what it says about what God is like.  • Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories.  • Answer the title question thoughtfully, in the light of their learning in this unit.  **What can we learn from sacred books?**  We will:  • Recognise that sacred texts contain stories which are special to many people and should be treated with respect.  • Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories.  • Ask and suggest answers to questions arising from stories Jesus told and from another religion.  • Talk about issues of good and bad, right and wrong arising from the stories.  • Suggest their own ideas about stories from sacred texts and give reasons for their significance.  • Make links between the messages within sacred texts and the way people live.  **How and why do we celebrate special and sacred times?**  We will:  • Identify some ways Christians celebrate Christmas/ Easter/Harvest/ Pentecost and some ways a festival is celebrated in another religion.  • Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers.  • Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival  in another religion.  • Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers. | | | |
| **Muslims, Sikhs and Jewish people** | | | | | | | | | | | | |
| **Year 3** | | | **Year 4** | | | | **Year 5** | | | | **Year 6** | |
| **What do different people believe about God?**  We will:  • Describe some of the ways in which Christians Sikhs and/or Muslims describe God.  • Ask questions and suggest some of their own responses to ideas about God.  • Suggest why having a faith or belief in something can be hard.  • Identify how and say why it makes a difference in people’s lives to believe in God.  • Identify some similarities and differences between ideas about what God is like in different religions.  • Discuss and present their own ideas about why there are many ideas about God and express  their own understanding of God through words, symbols and the arts.  **Why do people pray?**  We will:  • Describe the practice of prayer in the religions studied.  • Make connections between what people believe about prayer and what they do when they pray.  • Describe ways in which prayer can comfort and challenge believers.  • Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.  • Explain similarities and differences between how people pray.  • Consider and evaluate the significance of prayer in the lives of people today. | | | **What can we learn from religions about deciding what is right and wrong?**  We will:  • Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.  • Make connections between stories of  temptation and why people can find it difficult to be good.  • Give examples of ways in which some  inspirational people have been guided by their religion.  • Discuss their own and others’ ideas about how people decide right and wrong.  • Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system.  • Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity.  **Why do some people think that life is a journey?**  We will:  • Suggest why some people see life as a journey and identify some of the key milestones on this.  • Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean.  • Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people.  • Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.  • Explain similarities and differences between ceremonies of commitment.  • Discuss and present their own ideas about the value and challenge of religious commitment in Britain today. | | | | **What does it mean to be a Muslim in Britain today?**  We will:  • Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.  • Describe and reflect on the significance of the Holy Qur’an to Muslims.  • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.  • Make connections between the key  functions of the mosque and the beliefs of Muslims.  • Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim’s daily life.  • Answer the title key question from different perspectives, including their own.  **If God is everywhere, why go to a place of worship?**  We will:  • Make connections between how believers feel about places of worship in different traditions.  • Select and describe the most important functions of a place of worship for the community.  • Give examples of how places of worship support believers in difficult times, explaining why this matters to believers.  • Present ideas about the importance of *people* in a place of worship, rather than the *place* itself.  • Outline how and why places of worship fulfil special functions in the lives of believers.  • Comment thoughtfully on the value and purpose of places of worship in religious communities. | | | | **Is it better to express your religion in arts and architecture or in charity and generosity?**  We will:  • Describe and make connections between of religious creativity (buildings and art).  • Show understanding of the value of sacred buildings and art.  • Suggest reasons why some believers see generosity and charity as more important than buildings and art.  • Apply ideas about values and from scriptures to the title question.  • Outline how and why some Humanists criticise spending on religious buildings or art.  • Examine the title question from different perspectives, including their own.  **What do religions say to us when life gets hard?**  We will:  • Express ideas about how and why religion can help believers when times are hard, giving examples.  • Outline Christian, Hindu and/or non-religious beliefs about life after death.  • Explain some similarities and differences between beliefs about life after death.  • Explain some reasons why Christians and Humanists have different ideas about an afterlife.  • Explain what difference belief in  judgement/heaven/karma/reincarnation  might make to how someone lives, giving examples.  • Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding. | |