



St Chad's Religious Education Curriculum

Religious Education Long Term Plan Cycle A			
Year group	Autumn	Spring	Summer
EYFS	<p>Unit 1: Why is the word God so important to Christians? (Creation)</p> <p>Unit 2: Why is Christmas special for Christians? (Incarnation)</p>	<p>Unit 3: Being special: Where do we belong? (Thematic)</p> <p>Unit 4: Why is Easter special to Christians? (Salvation)</p>	<p>Unit 5: Which places are special and why? (Thematic)</p> <p>Unit 6: Which stories are special and why? (Thematic)</p>
Y1/2	<p>Unit 10: What do Christians believe God is like? (God)</p> <p>Unit 11: What does it mean to belong to a faith community? (Thematic)</p>	<p>Unit 15 and 17: Who is a Muslim and how do they live?</p>	<p>Unit 13 and 14: What is the good news Christians believe Jesus brings? (Gospel)</p>
Y3/4	<p>Unit 20: What is the Trinity and why is important for Christians? (Incarnation/God)</p> <p>Unit 24: How and why do people try to make the world a better place? (Thematic)</p>	<p>Unit 21: How do festivals and worship show what matters to a Muslim? (Islam)</p> <p>Unit 28: Why do Christians call the day that Jesus died 'Good Friday'?</p>	<p>Unit 26: For Christians, when Jesus left; what was the impact of Pentecost? (Kingdom of God)</p> <p>Unit 30: How and why do people mark the significant events of life? (Thematic)</p>
Y5/6	<p>Unit 31: What does it mean if Christians believe God is Holy and loving? (God)</p> <p>Unit 32: What does it mean to be a Muslim in Britain today? (Islam)</p>	<p>Unit 41: For Christians, what kind of king is Jesus? (Kingdom of God)</p> <p>Unit 40: What difference does the resurrection make to Christians? (Salvation)</p>	<p>Unit 35: How can following God bring freedom and justice? (People of God)</p> <p>Unit 42: Why do some people believe in God and some not? (Thematic)</p>

Religious Education Long Term Plan Cycle B

Year group	Autumn	Spring	Summer
EYFS	<p>Unit 1: Why is the word God so important to Christians? (Creation)</p> <p>Unit 2: Why is Christmas special for Christians? (Incarnation)</p>	<p>Unit 3: Being special: Where do we belong? (Thematic)</p> <p>Unit 4: Why is Easter special to Christians? (Salvation)</p>	<p>Unit 5: Which places are special and why? (Thematic)</p> <p>Unit 6: Which stories are special and why? (Thematic)</p>
Y1/2	<p>Unit 7: Who do Christians say made the world? (Creation)</p> <p>Unit 8: Why does Christmas matter to Christians? (Incarnation)</p>	<p>Unit 9: Who is Jewish and how do they live? (Judaism)</p> <p>Unit 16: Why does Easter matter to Christians? (Salvation)</p>	<p>Unit 18: What makes some spaces special to believers? (Thematic)</p> <p>Unit 12: How should we care for the world and for others and why does it matter? (Thematic)</p>
Y3/4	<p>Unit 23: What do Christians learn from the creation story? (Creation/Fall)</p> <p>Unit 19: What is it like for someone to follow God? (People of God)</p>	<p>Unit 22: How do festivals and family life show what matters to Jewish people? (Judaism)</p> <p>Unit 25: What kind of world did Jesus want? (Gospel)</p>	<p>Unit 27: What do Hindus believe God is like? (Hindus)</p> <p>Unit 29: What does it mean to be a Hindu in Britain in today? (Hindus)</p>
Y5/6	<p>Unit 37: Christians and how to live: What would Jesus do? (Gospel)</p> <p>Unit 38: Why do Christians believe that Jesus was the Messiah? (Incarnation)</p>	<p>Unit 33: What is the Torah so important to Jewish people? (Judaism)</p> <p>Unit 39: Why do Hindus want to be good? (Hindus)</p>	<p>Unit 34: Creation and science, conflicting or complimentary (Creation)</p> <p>Unit 36: What matters most to Humanists and Christians? (Thematic)</p>

RE Progression of skills, knowledge and vocabulary

		Understanding the world: People and Communities			
		Explore	Engage	Reflect	
End of EYFS	Skills Staffordshire SACRE Reception	<ul style="list-style-type: none"> • Talk about past and present events in their own lives and in the lives of family members. • Talk about similarities and differences in relation to themselves, places, objects, materials and living things including faith buildings e.g. the church or the mosque. 	<ul style="list-style-type: none"> • Pupils can talk about the features of their own immediate environment and how environments might vary from one another and what makes them special and unique. • They enjoy learning about the diverse nature of the world around them. 	<ul style="list-style-type: none"> • Talk about how children do not always enjoy the same things and are sensitive to this. • Talk about similarities and differences between themselves and others, and among families, communities, and traditions. • Discuss and explain how important it is to be part of a community. 	
	Early Learning Goal	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.			
Knowledge and Skills: Christianity		<u>CREATION</u> Unit 1	<u>INCARNATION</u> Unit 2	<u>GOD</u> Unit 3 (Thematic) Unit 5 (Thematic)	<u>SALVATION</u> Unit 4

		<p>In this unit, pupils find out about the Christian belief that God created the heavens and the earth. They will learn the key events from the creation story found in Genesis 1. They will find out many Christians believe the earth and everything in it belongs to God and that God gave people the job of taking care of the world. Pupils will find out the story of Adam being tasked with naming animals. Pupils will learn that many Christians try to treat God's name with respect. They will learn that Christians believe Jesus told stories or parables about how much God loves them and find out what this means for believers today. (Unit 1)</p>	<p>In this unit, the children will learn the key events from the Christian Christmas story. They will find out about the term incarnation (God come to earth as a human and as God) and learn about the Christian belief that this happened in Jesus. The children will learn about who Christians believe first visited Jesus in the stable and why. They will find out about the timeline of the story and that most Christians believe that the wise men/Magi arrived when Jesus was one or two years old. By the end of the unit, children will understand that some stories change over time and that it is important for believers to return to and study the original text. They will find out that some Christians perform nativity plays to retell the story so that others can find out more about the Christian belief of incarnate. (Unit 2)</p>	<p>Within this unit, the children will reflect upon the things that are special to them and why they value these things. The children will learn about key religious symbols for Christians. They will find out about why many Christians believe that children are special to God and learn about the story of Jesus and the children. The children will also find out about the welcoming ceremonies that many Christians have for a new baby. (Unit 3)</p> <p>Within the unit, pupils reflect upon places that are special in their own lives and find out about places that are holy and important for many Christians. Pupils find out about Churches and their key features. We will have a visit from Rev Jay to talk about the church and church community. (Unit 5)</p> <p>In this unit, pupils consider the stories that are special to them, giving reasons for why they are special. They will encounter stories from Christian worldviews and find out about why these</p>	<p>In this unit, pupils find out about the key events from Palm Sunday until Easter Day in the Christian Salvation story. They will find out about the Christian belief that Jesus saved his people from their sins by dying on the cross and rising again three days later. During the unit, pupils will encounter signs and symbols linked to the celebration of Easter and be able to talk about why these are important for believers. (Unit 4)</p>
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				might be special to a believer. With support, pupils will begin to consider the impact of these stories on the lives of believers. They will learn key events and retell Christian stories remembering key events. (Unit 6 Thematic)	
	Vocabulary	Christians, God, Creation, Adam, Eve, Bible, parable, precious, Jesus, pearl. (Unit 1)	Incarnation, Jesus, Christmas, Mary, Joseph, shepherds, angel, star, Magi, manger. (Unit 2)	Christians, Jesus, baptism, welcome, love, special. (Unit 3 Thematic) Christians, Church, Vicar, Bible. (Unit 5 Thematic) Christians, Bible, text, stories, believer, special. (Unit 3 Thematic)	Jesus, God, salvation, Easter, Hosanna, palm, Good Friday, Donkey, Sunday, disciples (Unit 4)
Knowledge and Skills: Hindu Dharma Unit 3 Thematic		Within this unit, the children will reflect upon the things that are special to them and why they value these things. The children will learn about key religious symbols for Hindus. The children will learn out about how Hindu brothers and sisters might show their love and respect for each other at Raksha Bandhan. (Unit 3 Thematic)			
	Vocabulary	Hindus, Rakhi, Raksha Badhan (Unit 3 Thematic)			
Knowledge and skills: Islam Unit 3 Thematic Unit 5 Thematic Unit 6 Thematic		<p>Within this unit, the children will reflect upon the things that are special to them and why they value these things. The children will learn about key religious symbols for Muslims.. The children will also find out about the welcoming ceremonies that many Muslims have for a new baby. (Unit 3 Thematic)</p> <p>Within the unit, pupils reflect upon places that are special in their own lives and find out about places that are holy and important for many Muslims. Pupils find out about Mosques and their key features. (Unit 5 Thematic)</p>			

		In this unit, pupils consider the stories that are special to them, giving reasons for why they are special. They will encounter stories from Islamic worldviews and find out about why these might be special to a believer. With support, pupils will begin to consider the impact of these stories on the lives of believers. They will learn key events and retell Muslim stories remembering key events. (Unit 6 Thematic)		
	Vocabulary	Muslims (Unit 3 Thematic) Pilgrimage, Muslims, Holy, Mosque, Imam, Qur'an. (Unit 5 Thematic) Muslims, Torah, Special, Believer, text, stories (Unit 6 Thematic)		
Knowledge: Judaism Unit 6 Thematic		In this unit, pupils consider the stories that are special to them, giving reasons for why they are special. They will encounter stories from Jewish worldviews and find out about why these might be special to a believer. With support, pupils will begin to consider the impact of these stories on the lives of believers. They will learn key events and retell Jewish stories remembering key events. (Unit 6 Thematic)		
	Vocabulary	Bible, Believer, text, stories, Jews (Unit 6 Thematic)		
		Explore	Engage	Reflect
KS1 expectations (all faiths)	Skills Staffordshire SACRE Year 1	<ul style="list-style-type: none"> Pupils use words and phrases to recognise and name features of religious life and practice valued by believers. Recall religious stories Recognise symbols and other verbal and visual forms of religious expression which have meaning for believers. 	<ul style="list-style-type: none"> Talk about their experiences of the world around them, stating what is of value and concern to themselves and others. Use stories to identify ways in which people are special and unique. 	<ul style="list-style-type: none"> Show awareness that there are many religious traditions/faith communities. Show awareness that some people do not follow a recognised faith or believe system or identify as being religious.
	Skills Staffordshire SACRE Year 2	<ul style="list-style-type: none"> Identify some features of religious life and practices valued by believers. Retell religious stories and suggest meanings for religious actions and symbols. Identify how religion is expressed in different ways. 	<ul style="list-style-type: none"> Recognise that some questions cause people to wonder and are difficult to answer. Explain their own ideas about right and wrong. 	<ul style="list-style-type: none"> Name more than one religious tradition or faith community. Explain the distinctive features of each religious tradition/faith community. Know that some people do not identify as being religious.

Knowledge: Christianity		<u>GOD</u> Unit 10 Unit 11 Unit 12	<u>CREATION</u> Unit 7 Unit 12	<u>INCARNATION</u> Unit 8	<u>GOSPEL</u> Unit 13 Unit 14	<u>SALVATION</u> Unit 16
		<ul style="list-style-type: none"> Identify communities I belong to (Unit 11; Lesson 1) Define what a parable is. (Unit 10; Lesson 1,2,6) (Unit 11; Lesson 4) Know that Christians believe God is forgiving, loving, kind, fair (Unit 10; Lesson 2,5,6) Recall key events of the Parable of the Lost Son. (Unit 10; Lesson 1,2,6) Explain what the Parable of the lost son might teach Christians about God (God is forgiving). 	<ul style="list-style-type: none"> Explain what the creator of the world might be like. (Unit 7; Lesson 1,6) Begin to recall key events of the creation story (Unit 7; Lesson 1) Recall key events of the creation story (Unit 7; Lesson 2,3,5,6) (Unit 12; Lesson 5) Know that different Christians believe slightly different accounts of the creation story (Unit 7; Lesson 3,6) Explain why Harvest is an important 	<ul style="list-style-type: none"> Begin to recall the story of the first Christmas (Unit 8; Lesson 1) Interpret famous religious artwork to find out what people believe Jesus might be like. (Unit 8; Lesson 1) Recall and sequence the story of the first Christmas (Unit 8; Lesson 2,3) Know the term Incarnation and define it. (Unit 8; Lesson 2) Suggest ways that key figures in the Nativity story may have felt. 	<ul style="list-style-type: none"> Explain how Christians believe Jesus offers forgiveness, focusing on a person's heart rather than their past actions. (Unit 13; Lesson 2,6) Retell the story of Matthew the Tax Collector. (Unit 13; Lesson 1,2) Explain why Christians think Jesus' forgiveness is important. (Unit 13; Lesson 3,6) Describe some of the instructions Jesus gives in the Bible and explain how Christians try 	<ul style="list-style-type: none"> Recall and sequence key events of the Easter Story (Unit 16; Lesson 1,2,3,6) Compare different accounts of the Easter story. (Unit 16; Lesson 1) Suggest ways that Christian's may feel when looking at Easter artwork. (Unit 16; Lesson 3) Suggest the different emotions that might be felt during each stage of the Easter Story. (Unit

		<p>(Unit 10; Lesson 2,6)</p> <ul style="list-style-type: none"> Recall key events of the Parable of the Jonah and the Big Fish. (Unit 10; Lesson 4,5,6) Explain what the Parable of Jonah and the Big Fish might teach Christians about God (Unit 10; Lesson 5,6) Explain the ways that Christians put their beliefs into practice through worship or prayer. (Unit 10; Lesson 3,6) Explain that the Bible teaches Christians that they should love each other and love everybody (Unit 11; Lesson 4) 	<p>time for Christians (Unit 7; Lesson 4,6)</p> <ul style="list-style-type: none"> Suggest ways that Christians celebrate Harvest. (Unit 7; Lesson 4,6) Interpret famous religious artwork to find the meaning. (Unit 7; Lesson 5) Portray key events of the creation story through artwork. (Unit 7; Lesson 5) Explain instructions that were given to Adam and Eve about caring for the world. (Unit 12; Lesson 5) Explain Christian beliefs about stewardship. 	<p>(Unit 8; Lesson 3)</p> <ul style="list-style-type: none"> Explain why 'waiting' is a key theme of the First Christmas Story. (Unit 8; Lesson 4) Know the names of the different candles on an advent wreath. (Unit 8; Lesson 4) Express what makes them thankful at Christmas time. (Unit 8; Lesson 5) 	<p>to follow his example. (Unit 13; Lesson 5,6)</p> <ul style="list-style-type: none"> Explain that Christians think Jesus' message of "forgive and be forgiven" is good news. (Unit 13; Lesson 4,6) Recall key parts of the story of Jesus choosing his disciples and talk about why following Jesus might have been both exciting and scary. (Unit 13; Lesson 4) Identify different types of peace and explain how these are relevant to their own lives. (Unit 13; Lesson 4) 	<p>16; Lesson 2,6)</p> <ul style="list-style-type: none"> Place events leading up to the Easter story on the Timeline of the Big story of the Bible. (Unit 16; Lesson 4) Identify different actions that would be considered a sin. (Unit 16; Lesson 4) Understand the difference between religious and secular Easter traditions. (Unit 16; Lesson 5,6) Connect Christian traditions to the key events of the Easter story. (Unit 16; Lesson 5,6)
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		<ul style="list-style-type: none"> • Understand that different religions have their own special places. (Unit 18; Lesson 1) • To know that the Christian special place is called a Church (Unit 18; Lesson 2) • To know the names of different items that may be found in an Anglican church. (Unit 18; Lesson 2) • Compare the similarities and differences between worship in a Church and a Synagogue. (Unit 18; Lesson 4) • Compare similarities and differences between Synagogues, 	<p>(Unit 12; Lesson 5)</p>		<ul style="list-style-type: none"> • Suggest ideas for what makes a place peaceful (Unit 14; Lesson 1,6) • Explain how the idea of peace is connected to the good news that Christians believe Jesus brings. (Unit 14; Lesson 2,6) • Understand how prayers are structured and use structure to write their own prayers (Unit 14; Lesson 3,6) • Recall key events from the story of Jesus and the 10 lepers. (Unit 14; Lesson 4,6) • Reflect on the meaning of the story of Jesus and the 	
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Mosques and Churches.
(Unit 18; Lesson 6)

- Suggest ways that the local Church helps support the community.
(Unit 18; Lesson 6)
- Interpret Bible readings, explaining their meaning.
(Unit 12; Lesson 1)
- Explain why Christians believe they are unique and special to God. **(Unit 12; Lesson 1)**
- To know what the Golden Rule is for Christians.
(Unit 12; Lesson 4)
- To know who Mother Teresa was and explain how she used her Christian faith to help others.

10 lepers.
(Unit 14; Lesson 4,6)

- Identify different parts of the good news that Christians believe Jesus brings. (Unit 14; Lesson 5,6)

		(Unit 12; Lesson 4)				
	Vocabulary	Creation, World, God, believe, belief, Bible, thank, Genesis, Harvest, praise, incarnation, advent, Jesus, secular, Mary, religious, Joseph, birth, shepherds, celebration, forgiving, father, prodigal, parable, worship, Jonah, Ninevah, God, loving, holy, community, faith, baptism, wedding, Ichthus, psalm, non-religious, stewardship, love, Christian(s), tax collector, Jesus, peace, Matthew, fisherman, apostles, disciples, prayer, salvation, Easter, saviour, resurrection, good Friday, eternal life, place of worship, church, sacred.				
Knowledge and skills: Islam Unit 11, Unit 15, Unit 17, Unit 18		<ul style="list-style-type: none"> Recall key beliefs of Islam and ways of living for Muslims. (Unit 15; Lesson 1,2,3,4,5,6) (Unit 17 Lesson 2,6) Recognise that Allah has 99 names and discuss why this is important to Muslims. (Unit 15; Lesson 1,2,6) Explain that each of Allah's 99 names describes what Allah is like. (Unit 15; Lesson 2,6) Know who the prophet Mohammed is and explain why he is important to Muslims (Unit 15; Lesson 4,5,6) Recall key events from stories about the prophet and explain what these teach Muslims today about ways of living. (Unit 15; Lesson 4,5,6) (Unit 17; Lesson 1,6) Recall the names of the 5 pillars of Islam and explain how they impact the lives of believers. (Unit 15; Lesson 3,6) (Unit 17 Lesson 2,5,6) Identify challenges and benefits of fasting during Ramadan.(Unit 17; Lesson 5) Explain the importance and meaning of prayer for Muslims (Unit 17; Lesson 3,6) all over the world. (Unit 11; Lesson 3,6) Explain how Muslims prepare for worship (Unit 17; Lesson 3) Recognise that the Mosque is the Muslim place of worship and explain how this is significant in a Muslims life. (Unit 15; Lesson 3,6) Explore teachings from the Qur'an and explain what they might mean to believers (Unit 17 Lesson 4,6) Suggest ways that members of the Muslim community show they belong. (Unit 11; Lesson 2,3) Name artefacts and symbols that are relevant to Islam – Ka'ba, Topi (prayer cap), prayer mat, Qur'an. (Unit 11; Lesson 2) Understand that different religions have their own special places. (Unit 18; Lesson 1) To know the names of key areas and rooms that are found in an Mosque. Unit 18; Lesson 5) Compare similarities and differences between Synagogues, Mosques and Churches. (Unit 18; Lesson 6) Suggest ways that the local Mosque helps support the community. (Unit 18; Lesson 6) 				
	Vocabulary	Mohammed, Allah, Agigah, community, Shahadah, Sawm, Zakat, Salah, muslims, Tawhid, Hajj, Ramadan, Islam, prophet, mosque.				
Knowledge and skills: Judaism Unit 11 Unit 18		<ul style="list-style-type: none"> Recognise that there are important messages in the Torah and explain how this is important for Jewish people. (Unit 9; Lesson 4) Explain what a Mezuzah is and describe how this is used by Jewish people (Unit 9; Lesson 1,2) Recall what the Shema prayer is and explain why this is important to Jewish people. (Unit 9; Lesson 1) 				

	<ul style="list-style-type: none"> • Explain what Chanukhah is and suggest ways that these times are marked. (Unit 9; Lesson 5) • Explain what Shabbat is and suggest how/why this time is marked. (Unit 9; Lesson 3) • Recall key events from the story of David and Goliath (From the Torah) and explain what a Jewish person may learn from this. (Unit 9; Lesson 4) • Recognise that the Synagogue is the Jewish place of worship (Unit 9; Lesson 1) • Suggest ways that members of the Jewish community show they belong. (Unit 11; Lesson 1) • Name artefacts and symbols that are relevant to the Jewish faith – challah bread, a table set up for Shabbat, candle sticks, a Star of David necklace, and a Seder plate. (Unit 11; Lesson 3) (Unit 9; Lesson 1) • Explain why these artefacts might be important to Jewish people. (Unit 9; Lesson 1) • Understand that different religions have their own special places. (Unit 18; Lesson 1) • To know that the Jewish special place is called a Synagogue (Unit 18; Lesson 3) • To know the names of key areas and rooms that are found in an Synagogue. (Unit 18; Lesson 3) • Compare the similarities and differences between worship in a Church and a Synagogue. (Unit 18; Lesson 4) • Compare similarities and differences between Synagogues, Mosques and Churches. (Unit 18; Lesson 6) • Suggest ways that the local Synagogue helps support the community. (Unit 18; Lesson 6) • Interpret Hebrew Bible readings, explaining their meaning. (Unit 12; Lesson 2) • Explain why Jewish people believe they are unique and special to God. (Unit 12; Lesson 2) • To know what Sukkot is and explain ways that Jewish people might help someone else at Sukkot. (Unit 12; Lesson 3) • Recall key events of the creation story (Unit 12; Lesson 5) • Explain Jewish beliefs about stewardship. (Unit 12; Lesson 5) • Identify and describe ways in which Jewish people celebrate Tu B'Shevat. (Unit 12; Lesson 6) 			
	Vocabulary	Shabbat, community, Synagogue, shema, Torah, God, Jewish, Chanukhah, mezuzah, dreidel, Star of David, Psalm.		
		Explore	Engage	Reflect
End of Y4 expectations (all faiths)	Staffordshire SACRE Year 3	<ul style="list-style-type: none"> • Use a developing vocabulary to describe some key features of religions • Recognising similarities and differences between religions and world views. • Make links between beliefs, practices and sources, including religious stories and sacred texts. 	<ul style="list-style-type: none"> • Ask important questions about values, commitments, and beliefs. • Make links between their own and others' responses, attitudes and behaviour. 	<ul style="list-style-type: none"> • Identify and distinguish between the faiths and world views being explored. • Express some awareness of their identity within or outside these faiths. • Understand the importance and reality of existing in a plural context.

		<ul style="list-style-type: none"> Begin to identify the impact religion has on believers' lives. Describe some forms of religious expression. 		<ul style="list-style-type: none"> Know that some people do not identify as being religious. 	
	Staffordshire SACRE Year 4	<ul style="list-style-type: none"> Use a developing vocabulary to describe and show understanding of religious sources, practices, beliefs, ideas, and experiences. Make links and describe some similarities and differences both within and between religions. Describe the impact of religion on people's lives. Explore and explain meanings for a range of forms of religious expression and non-religious expression. 	<ul style="list-style-type: none"> Ask and suggest answers to, fundamental questions of identity, belonging, meaning, purpose, truth, values, and commitments. Recognise the implications and consequences of making moral choices. 	<ul style="list-style-type: none"> Apply their ideas about identity and commitment in a diverse world to their own and other people's lives. Explain what inspires and influences themselves and others, especially their commitments, values, and choices. Recognise in themselves and others some reactions to living alongside others who have a different faith or stance. Explain why some people do not identify as being religious. 	
Knowledge and skills: Christianity		<u>GOD</u>	<u>CREATION AND FALL</u> Unit 24 Unit 23	<u>PEOPLE OF GOD</u> Unit 30 Unit 19	<u>INCARNATION</u> Unit 20 Unit 23
		Links made during Incarnation unit.	<ul style="list-style-type: none"> Know that Christians believe God the Creator cares for the creation, including human beings. (Unit 24; Lesson 1) Describe how Christians address the concept of making the world a better place. (Unit 24; Lesson 1) 	<ul style="list-style-type: none"> Understand the concept of life as a journey and identify key milestones. (Unit 30; Lesson 1) Identify significant events from their own lives and share them with peers. (Unit 30; Lesson 1) Explain how milestones are marked differently 	<ul style="list-style-type: none"> 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. (Unit 20; Lesson 1, 2) Recall key events from the baptism

- Explore the Christian Golden Rule and suggest how this impacts on the choices Christians make. (Unit 24; Lesson 3)
- Explain how Christians believe Jesus' sacrifice inspires them to make the world a better place. (Unit 24; Lesson 4)
- Understand the place of the concepts Creation, God, Incarnation, Salvation and Gospel in the big story of the Bible. (Unit 23; Lesson 1)
- Discuss and analyze what Christians mean by the term 'good' as it is used in the Creation story. (Unit 23; Lesson 2)
- Summarise and interpret Genesis 1:26-28 and explain how Christians understand their role as stewards of God's creation. (Unit 23; Lesson 3)

- in religious and non-religious worldviews. (Unit 30; Lesson 1)
- Recall the events of Jesus' baptism and its significance for Christians. (Unit 30; Lesson 2)
- Pupils will compare infant and believer's baptisms, identifying similarities and differences. (Unit 30; Lesson 2)
- Identify and explain the symbols and promises involved in baptism ceremonies. (Unit 30; Lesson 2)
- Explore why people choose to get married from different religious and non-religious perspectives. (Unit 30; Lesson 5)
- Compare Jewish, Christian, Hindu, and non-religious weddings, identifying common themes and differences. (Unit 30; Lesson 6)

- of Jesus. (Unit 20; Lesson 2)
- Portray key events from Jesus' Baptism through art. (Unit 20; Lesson 3)
- Find evidence for the Trinity in art. (Unit 20; Lesson 2,3)
- Understand what happens in a baptism service and explain why (infant/believers) (Unit 20; Lesson 4)
- Understand that different denominations baptise at different points in life. (Unit 20; Lesson 5)
- Understand the place of the concepts Creation, God, Incarnation, Salvation and Gospel in the big story of the Bible. (Unit 23; Lesson 1)

- Identify actions Christians take to care for the environment, linking these to beliefs about stewardship and God's creation. (Unit 23; Lesson 3)
- Understand that there are different denominations of Christians. (Unit 23; Lesson 4)
- Explain how different denominations of Christians may interpret and respond to Genesis 1:26-28 differently. (Unit 23; Lesson 4)
- Define 'The Fall' and explain the significance of 'The Fall' in the Bible's 'Big Story' (Unit 23; Lesson 5)
- Explain how 'The Fall' affects Christians' understanding of relationships with God, others, and the world. (Unit 23; Lesson 5)

- Identify and recall key events and characters in the story of Noah's Ark (Unit 19; Lesson 1,2,3,4)
- Reflect on what the story of Noah's ark might teach us/Christians (Unit 19; Lesson 1,2)
- Consider what personal qualities Noah had. (Unit 19; Lesson 2)
- Suggest ways that the story of Noah might influence how Christians care for the world. (Unit 19; Lesson 3)
- Define the word covenant and explain its significance for Christians. (Unit 19; Lesson 4)
- Suggest promises that Christians may make to God. (Unit 19; Lesson 4)
- Suggest how Abram felt when he received and responded to God's call. (Unit 19; Lesson 5)

			<ul style="list-style-type: none"> Suggest the challenges and rewards of following God, drawing examples from the Bible. (Unit 19; Lesson 6) 	
	<u>GOSPEL</u> Unit 23 Unit 25	<u>SALVATION</u> Unit 28 Unit 23	<u>KINGDOM OF GOD</u> Unit 26	
	<ul style="list-style-type: none"> Understand the place of the concepts Creation, God, Incarnation, Salvation and Gospel in the big story of the Bible. (Unit 23; Lesson 1) Understand that the concept of Gospel relates to the story of Jesus' life and teaching (Unit 25, Lesson 1) Explain the meaning of the metaphor of being 'Fishers of Men' (Unit 25, Lesson 1) Reflect on how people might respond to a similar calling today. (Unit 25, Lesson 1) Analyse the emotions and reactions of the first disciples when they were asked to follow Jesus and compare these with their classmates ideas. (Unit 25, Lesson 2) Identify the meaning of being 'Fishers of Men' for the disciples and modern 	<ul style="list-style-type: none"> Recall events of Holy Week/Easter Story and make reference to the Big story of the Bible (Timeline.) (Unit 28, Lesson 1, 4, 6) Define the term Salvation and explain why it is important to Christians. (Unit 28, Lesson 1,6) Identify Mary's role in the Easter story and describe her role in key events. (Unit 28, Lesson 2,6) Consider how Mary felt during Holy Week through the use of art and textual evidence. (Unit 28, Lesson 2,6) Make connections between the Easter Story, the concept of Salvation and the broader Big Story of the Bible (Timeline) (Unit 28, Lesson 3,6) Explain why Christians believe Jesus had to die (To restore 	<ul style="list-style-type: none"> Explain the significance of Pentecost as the 'birthday of the church' in Christian beliefs. (Unit 26; Lesson 1) Recall the main events of the Easter story and connect them to the disciples' actions leading up to Pentecost. (Unit 26; Lesson 1) Identify emotions the disciples might have experienced during Pentecost and explain reasons for these feelings using textual evidence. (Unit 26; Lesson 1) Recall key events of the Pentecost story (Unit 26; Lesson 1, 2) Identify how the Pentecost story and its message can be seen through artwork. (Unit 26; Lesson 3) Explain the role and impact of the Holy Spirit in Christian beliefs. (Unit 26; Lesson 4) 	

Christians **(Unit 25, Lesson 3)**

- Define the term 'Evangelist' and explain the skills required to spread Jesus' good news. **(Unit 25, Lesson 3)**
- Explain how Jesus showed compassion through his actions (e.g. healing the sick)
- Suggest ways that the Leprosy Mission demonstrates support Jesus' teachings. **(Unit 25, Lesson 4)**
- Evaluate how Jesus' actions inspire Christians to help to make a better world. **(Unit 25, Lesson 4)**
- Recall key events of the Parable of the Good Samaritan. **(Unit 25, Lesson 5)**
- Analyse how the parable of the Good Samaritan demonstrates kindness and compassion. **(Unit 25, Lesson 5)**
- Discuss how following Jesus' teachings can lead to a world rooted in kindness and empathy. **(Unit 25, Lesson 5)**
- Summarise how Jesus' teachings shape Christian beliefs about making the world a better place. **(Unit 25, Lesson 6)**

their relationship with God) **(Unit 28, Lesson 3,6)**

- Explain the emotional significance of the events of Holy Week for Christians today. **(Unit 28, Lesson 5,6)**
- Interpret and Explain Christian worship practice on Good Friday such as church decorations, events and hymns. **(Unit 28, Lesson 5,6)**
- Understand the place of the concepts Creation, God, Incarnation, Salvation and Gospel in the big story of the Bible. **(Unit 23; Lesson 1)**

- Explore the significance of the Lord's Prayer in Christian teachings and reflect on its implications for the Kingdom of God. **(Unit 26; Lesson 5)**
- Explain how Christians today might spread the good news of salvation and follow Jesus' example. **(Unit 26; Lesson 5)**
- Interpret the message of 1 Corinthians 12:12-26 and explain its relevance to Christian beliefs about community and spiritual gifts. **(Unit 26; Lesson 6)**

	<ul style="list-style-type: none">• Recall prior learning about the parables of Jesus (Unit 37; Lesson 1)• Suggest four ways that Christians could show that they love God and their neighbour. (Unit 37; Lesson 1)• Recall the story of the Wise and Foolish Builders. (Unit 37; Lesson 2)• Explain the meaning and significance of the story of the Wise and Foolish Builders. (Unit 37; Lesson 2)• Recall key points/teachings from Jesus' sermon on the mount. (Unit 37; Lesson 3)• Explain the meaning and significance of these teachings. (Unit 37; Lesson 3)• Suggest which of these teachings are most relevant to Christians today. (Unit 37; Lesson 3)• Investigate how Christians apply Jesus' teachings from the Sermon on the Mount to care for those in need, using real-world examples and statistics. (Unit 37; Lesson 4)• Explain how Jesus' actions of healing and caring for marginalized people, such as those with leprosy, set an		
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	<p>example for Christians today. (Unit 37; Lesson 5)</p> <ul style="list-style-type: none"> • Explain how the Leprosy Mission and similar organizations embody Jesus' teachings by caring for the sick and providing medical and social support. (Unit 37; Lesson 5) • Reflect on how Jesus' teachings about generosity, compassion, and justice can inspire both Christians and non-Christians to support charitable causes. (Unit 37; Lesson 6) • Evaluate the impact of Jesus' teachings on individuals and organizations globally, considering their relevance beyond Christianity. (Unit 37; Lesson 6) 			
	Vocabulary	<p>Prophets, promise, Abram, Abraham, Noah, Covenant, wedding, righteous, Old Testament, Christians, Trinity, Father, Holy Spirit, Jesus, Messiah, scripture, John the Baptist, infant baptism, believer's baptism, denomination, creation, steward, Catholic, interpret, big story, Genesis, responsibility, fall, sin, temptation, Vicar, disciples, parable, follower, Samaritan, clergy, gospel, Galilee, evangelist, Pentecost, tongues, acts, Lord's prayer, apostles, baptised, salvation, Palm Sunday, Jerusalem, resurrection, forgiveness, Easter, crucifixion, calvary, wedding, marriage, journey, ceremony.</p>		
<p>Knowledge and skills: Islam Unit 24 Unit 21</p>	<ul style="list-style-type: none"> • Explain Muslim concept of Zakat and how it reflects generosity and care for the global community <i>(Ummah)</i>. (Unit 24; Lesson 5) • Explain the challenges and motivations behind the practice of <i>Zakat</i> and its impact on addressing inequality. (Unit 24; Lesson 5) • Identify key Islamic beliefs, such as submission to Allah and the importance of peace. (Unit 21, Lesson 1,6) • Know the names of the 5 pillars and understand that these framework for living out Muslim life (Unit 21, Lesson 1,6) • Describe scenarios where trust in Allah is central to Muslim life. (Unit 21, Lesson 1,6) 			

	<ul style="list-style-type: none"> • Make connections between the text of the Qur'an and the belief in Tawhid (oneness of Allah). (Unit 21, Lesson 2,6) • Know the different positions/movements in prayer and explain why these are used. (Unit 21, Lesson 3,6) • Pupils will understand how rituals like Wudu prepare Muslims for prayer. (Unit 21, Lesson 3,6) • Name key features of a mosque (Unit 21, Lesson 4,6) • Suggest ways in which the mosque benefits the local community. (Unit 21, Lesson 4,6) • Understand the mosque's role in worship, education, and community building. (Unit 21, Lesson 4,6) • Describe the significance of Ramadan and the act of fasting (Sawm). (Unit 21, Lesson 5,6) • Explain how fasting promotes self-control, empathy, and devotion to Allah. (Unit 21, Lesson 5,6)
	<p>Vocabulary Prophet, Quran, Mohammed, Salah, Allah, Ramadan, fasting, Sawm, Tawhid, Eid, Surah.</p>
<p>Knowledge and skills: Hindu Dharma</p>	<ul style="list-style-type: none"> • Pupils will reflect on the values and responsibilities associated with life's milestones in Hinduism. (Unit 30; Lesson 4) • Understand the sacred thread ceremony and explain its significance in Hinduism. (Unit 30; Lesson 4) • Make connections - Hindu concepts of samsara, dharma, and karma with the journey of life. (Unit 30; Lesson 4) • Analyse the symbolism of the sacred thread and its role in marking adulthood. (Unit 30; Lesson 4) • Compare Jewish, Christian, Hindu, and non-religious weddings, identifying common themes and differences. (Unit 30; Lesson 6) • Know that the Hindu God is called Brahman (Unit 18; Lesson 1,2,6) • Explain the meaning of the Aum Symbol for Hindus. (Unit 18; Lesson 1,2,6) • Recall facts about Brahman and the Aum' (Unit 18; Lesson 1,2,6) • Understand and explain the concept of Brahman being present in everything and everyone (Unit 18; Lesson 2,6) • Identify key features and symbolic elements of Hindu deities and explain how these represent qualities of Brahman. (Unit 18; Lesson 3,6) • Explain the Trimurti (Brahma, Vishnu, and Shiva) and how these deities represent the cycle of creation, preservation, and transformation. (Unit 18; Lesson 4,6) • Create metaphors showing Hindu ideas about Brahman, deities and the relationship. (Unit 18; Lesson 4) • Interpret the symbolism of Ganesh, identifying how his attributes reflect divine wisdom and the role of remover of obstacles in Hindu beliefs. (Unit 18; Lesson 5,6) • Understand the timeline of when Hindu Dharma roughly began and make links to Indian emigration to the UK. (Unit 29; Lesson 1) • Recall how many Hindus use shrines, murtis, and rituals to connect with Brahman through daily puja. (Unit 29; Lesson 2)

	<ul style="list-style-type: none"> • Explain the significance of deities in Hinduism and how aspects of Brahman are personified through them. (Unit 29; Lesson 2) • Explain the concept of dharma as purpose, responsibility, and the way of life for Hindus. (Unit 29; Lesson 3) • Identify duties they have and explain how these may be similar/different to Hindus. (Unit 29; Lesson 3) • Know that the themes of good versus evil and dharma triumphing over adharma are key lessons from the Ramayana. (Unit 29; Lesson 4) • Recall key events from the story of Rama and Sita and explain how Diwali is celebrated. (Unit 29; Lesson 5) • Explain how Diwali is celebrated in the UK. (Unit 29; Lesson 5,6) 	
	Vocabulary	Hindu, Aum, Brahman, Atman, Deity, Lakshmi, Namaste, Vishnu, Shiva, Brahma, Dharma, Puja, Ramayana, Mandir, Shrine, Diwali, Rama, Sita.
<p>Knowledge and skills: Judaism</p> <p>Unit 24 Unit 30 Unit 22</p>	<ul style="list-style-type: none"> • Identify what may motivate Jewish people to look after the world basing their knowledge on scripture and religious teachings. (Unit 24; Lesson 3) • Explain the Jewish concept of Tikkun Olam and how it encourages repairing the world through actions. (Unit 24; Lesson 3) • Explain the significance of bar and bat mitzvah as rites of passage in Judaism. (Unit 30; Lesson 3) • Identify key elements of bar/bat mitzvah ceremonies and explain their importance. (Unit 30; Lesson 3) • Reflect on how these ceremonies signify a new stage in life's journey. (Unit 30; Lesson 3) • Compare Jewish, Christian, Hindu, and non-religious weddings, identifying common themes and differences. (Unit 30; Lesson 6) • Identify key practices of Shabbat (Unit 22; Lesson 1,2) • Describe Synagogue Worship During Shabbat (Unit 22; Lesson 1,2) • Compare how different denominations of Jews celebrate Shabbat. (Unit 22; Lesson 2) • Identify similarities and differences of how Rosh Hashanah is celebrated by Jews around the world. (Unit 22; Lesson 3) • Explain the significance of Yom Kippur in the Jewish Calendar. (Unit 22; Lesson 4) • Explain how the Jewish story of Jonah relates to the themes of forgiveness and reflection during Yom Kippur (Unit 22; Lesson 4) • Recount the key events of the Exodus story. (Unit 22; Lesson 5) • Identify the emotions and experiences of the Israelites as they prepare to leave Egypt. (Unit 22; Lesson 5) • Describe the customs of Passover and link them to the story of Exodus. (Unit 22; Lesson 6) 	
	Vocabulary	Freedom, Shabbat, Torah, Rosh Hashanah, Yom Kippur, Shema, Orthodox, Progressive, Pesach, forgiveness, Tikkun Olam, Bar/Bat Mitzvah, journey, ceremony, commitment.

Knowledge and skills: Non Religious World Views		<ul style="list-style-type: none"> Explore why people choose to get married from different religious and non-religious perspectives. (Unit 30; Lesson 5) 		
		Explore	Engage	Reflect
End of Y6 expectations (all faiths)	Staffordshire SACRE Year 5	<ul style="list-style-type: none"> Use an increasingly wide vocabulary to explain the impact of religious beliefs and a non-religious life stance on individuals and communities. Show a developing insight into why people belong to religions. Demonstrate that similarities and differences illustrate distinctive beliefs within and between religions. Suggest possible reasons for this and explain how religious sources are used to provide answers to ethical issues. 	<ul style="list-style-type: none"> Ask, and suggest answers to, fundamental questions of identity, belonging, meaning, purpose and truth, values and commitments. Make links to their own and others' lives and make clear connections between personal viewpoints and action. 	<ul style="list-style-type: none"> Pupils explain what inspires and influences them. Express their own and others' views on the opportunities and challenges of commitment in a diverse world. Identify the consequences for themselves and for others of holding particular beliefs and values.
	Staffordshire SACRE Year 6	<ul style="list-style-type: none"> Use an increasingly rich vocabulary to give informed accounts of religions and beliefs. Interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers for ethical issues. Interpret the significance of different forms of religious, spiritual and moral expression. 	<ul style="list-style-type: none"> Use reasoning and examples to explore the relationship between beliefs, teachings and world issues. Express insights into their own and others' views on fundamental questions of identify and belonging, meaning purpose and perceived truth. 	<ul style="list-style-type: none"> Focussing on values and commitments pupils consider their own response to the opportunities and challenges of living in a diverse world whilst considering the views and experiences of others. Talk about about examples of religious cooperation and explain why this is sometimes difficult.

		<ul style="list-style-type: none"> Interpret sources and arguments regarding world views/issues. 			
		<p><u>GOD</u> Unit 31 Unit 42 Unit 36</p>	<p><u>CREATION AND FALL</u> Unit 34</p>	<p><u>PEOPLE OF GOD</u> Unit 35</p>	<p><u>INCARNATION</u> Unit 38</p>
		<ul style="list-style-type: none"> Use key Christian vocabulary (e.g., omnipotent, omniscient, eternal, holy, loving, spirit) and understand their meanings. (Unit 31; Lesson 1,6) Connect Bible passages to key terms such as omnipotent, omniscient, holy, and loving. (Unit 31; Lesson 2,6) Summarize how these texts (e.g., Psalm 103, Isaiah 6:1-5, 1 John 4:7-13) might influence a Christian's understanding and feelings about God. (Unit 31; Lesson 2,6) Interpret Christian artwork to identify representations of God's holiness and 	<ul style="list-style-type: none"> Identify key vocabulary and themes in Genesis 1 (Unit 34; Lesson 1) Investigate the creation story like theologians, reflecting on surprising, confusing, or interesting aspects. (Unit 34; Lesson 1) Discuss how the creation story might be understood by different readers. (Unit 34; Lesson 1) Pupils will identify how Genesis 1 is depicted in art and why key parts of the text are emphasised. (Unit 34; Lesson 2) Reflect on the significance of this artwork for Christians. (Unit 34; Lesson 2) 	<ul style="list-style-type: none"> Identify key events in the Exodus story using Bible references. (Unit 35; Lesson 1) Recognise the significance of freedom and justice in the story. (Unit 35; Lesson 1) Explain what this text may mean to Christians and to themselves. (Unit 35; Lesson 1,3) Explain the challenges Moses faced and how his faith in God helped him. (Unit 35; Lesson 2) Recall key events of the Exodus Story. (Unit 35; Lesson 2) Explain how the story of Exodus may help Christians during challenging times. (Unit 35; Lesson 3) 	<ul style="list-style-type: none"> Explain what the term 'saviour' means (Unit 38; Lesson 1) Identify the qualities of a saviour or rescuer and explain how these align with the expectations of the Messiah. (Unit 38; Lesson 1) Investigate Old Testament prophecies about the Messiah and identify the qualities and actions expected of this figure. (Unit 38; Lesson 2) Analyse the Gospel accounts to identify evidence that early Christians used to connect Jesus to the Messianic prophecies. (Unit 38; Lesson 3)

		<p>love. (Unit 31; Lesson 3,6)</p> <ul style="list-style-type: none"> • Evaluate and explain how visual elements communicate theological ideas in their own and others' artwork. (Unit 31; Lesson 3,6) • Describe how Christians might respond to God's holiness and love through prayer, worship, and Bible study. (Unit 31; Lesson 4,6) • Analyse the lyrics of Christian worship songs, identifying connections to biblical ideas about God. (Unit 31; Lesson 4,6) • Identify and explain how architectural features of churches and cathedrals reflect Christian beliefs about God. (Unit 31; Lesson 5,6) • Evaluate how physical spaces can shape and reflect religious experience 	<ul style="list-style-type: none"> • Recall a simplified timeline of the Big Bang and its connection to the universe today. (Unit 34; Lesson 3) • Suggest ways that religious scientists such as Georges Lemaitre contributed. (Unit 34; Lesson 3) • Reflect on the relationship between religion and science, discussing whether these fields can coexist. (Unit 34; Lesson 3) • Analyse Jennifer Wiseman's views on faith and science, considering the challenges of holding both. (Unit 34; Lesson 4) • Create and classify questions about Genesis and science to deepen their understanding. (Unit 34; Lesson 4) • Understand that there are a range of 	<ul style="list-style-type: none"> • Interpret the meaning of the Ten Commandments and their relevance today. (Unit 35; Lesson 4) • Connect biblical rules to ethical dilemmas and behaviors in the modern world. (Unit 35; Lesson 4) • Explain how the Exodus story inspires Christians to work for freedom and justice. (Unit 35; Lesson 5) • Discuss the concept of "loving your neighbor as yourself" and its application. (Unit 35; Lesson 5) • Recognise how Christian charities address social and global issues. (Unit 35; Lesson 5,6) 	<ul style="list-style-type: none"> • Use critical thinking to explore and explain why Christians believe Jesus fulfilled some, but not all, of the expectations of the Messiah. (Unit 38; Lesson 3) • Explain the Christian belief in the incarnation of Jesus as God in human form and its significance for the idea of Jesus as the Messiah. (Unit 38; Lesson 4) • Explain how Christians view Jesus' birth as fulfilling Messianic expectations. (Unit 38; Lesson 4) • Differentiate between secular and religious elements of modern Christmas celebrations. (Unit 38; Lesson 5) • Analyse the balance between religious and secular elements in modern Christmas celebrations and
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		<p>and belief. (Unit 31; Lesson 5,6)</p> <ul style="list-style-type: none"> Analyse stories/text from the Bible and interpret what they reveal about Christian views of God. (Unit 42; Lesson 4) Examine Christian values, focusing on teachings from Jesus and the Bible, and reflect on how these values guide moral behavior. (Unit 36; Lesson 4) Explain how values influence actions for Christians. (Unit 36; Lesson 4) Compare how Humanists and Christians make decisions, discussing the role of empathy, reason, and religious teachings in guiding moral behavior. (Unit 36; Lesson 5) Apply their learning to real-world scenarios, imagining how a 	<p>Christian interpretations of Genesis 1 and suggest what some of these may be. (Unit 34; Lesson 5)</p> <ul style="list-style-type: none"> Suggest arguments for and against the compatibility of science and Genesis, using evidence from prior lessons. (Unit 34; Lesson 5) Reflect how their views on the relationship between science and religion have evolved throughout the unit. (Unit 34; Lesson 6) 		<p>how these align with Christian beliefs. (Unit 38; Lesson 5)</p> <ul style="list-style-type: none"> Explain the Christian understanding of Christmas as celebrating Jesus' role as Messiah and Saviour. (Unit 38; Lesson 5) Evaluate how Christmas traditions and celebrations today can still reflect the Christian belief in Jesus as the Saviour, even in secular contexts. (Unit 38; Lesson 6)
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		<p>Humanist and a Christian might act in response to issues like poverty and environmental damage. (Unit 36; Lesson 5)</p> <ul style="list-style-type: none"> • Consolidate their understanding of the key values and moral guidelines of both Humanists and Christians, comparing the two worldviews. (Unit 36; Lesson 6) • Reflect on what matters most to Christians and Humanists in terms of ethical living. (Unit 36; Lesson 6) 			
		<u>GOSPEL</u>	<u>SALVATION</u> Unit 40	<u>KINGDOM OF GOD</u> Unit 41	
		<u>N/A</u>	<ul style="list-style-type: none"> • Identify key events in Luke 24:1–49 and understand why Christians believe the resurrection happened. (Unit 40; Lesson 1) • Explain how Luke’s Gospel supports the Christian belief in resurrection and its significance to their faith. (Unit 40; Lesson 1) 	<ul style="list-style-type: none"> • Explain what Christians believe about Jesus’ purpose on Earth as part of God’s rescue plan. (Unit 41; Lesson 1) • Identify and describe the main elements of the parable of the great banquet. Unit 41; Lesson 1) • Discuss the symbolism in the parable, including the 	

			<ul style="list-style-type: none"> • Compare and contrast practices in different churches during Good Friday and Easter Sunday. (Unit 40; Lesson 2) • Analyze the significance of Good Friday and Easter Sunday traditions in the context of the Easter story. (Unit 40; Lesson 2) • Describe the emotions Christians may experience during Good Friday and Easter Sunday worship. (Unit 40; Lesson 3) • Explore the reasons for the emotional shift in Christian worship from sorrow to joy. (Unit 40; Lesson 3) • Identify situations in which Christians might need to explain or defend their beliefs. (Unit 40; Lesson 4) • Debate the impact of the resurrection story on the lives of Christians today. (Unit 40; Lesson 4) • Evaluate statements about Christianity and provide evidence-based responses from Luke's Gospel. (Unit 40; Lesson 4) • Explain the Christian belief in eternal life and how it is connected to Jesus' resurrection. (Unit 40; Lesson 5) 	<p>meaning of the feast and the roles of the guests. (Unit 41; Lesson 1)</p> <ul style="list-style-type: none"> • Recall key events of the parable of the unforgiving servant and identify key emotions and actions in the story. (Unit 41; Lesson 2) • Explain why forgiveness is a central value in God's kingdom, according to Jesus' teachings. (Unit 41; Lesson 2) • Describe the work of Christian Aid and how it aligns with Jesus' teachings about the kingdom of God. (Unit 41; Lesson 3) • Make connections between the parables studied and the practical actions of Christian Aid. (Unit 41; Lesson 3) • Explain how Christians may support organizations like Christian Aid to reflect the values of God's kingdom. (Unit 41; Lesson 3) • Compare Christian perspectives on God's kingdom as both a present reality and a future hope. (Unit 41; Lesson 4) • Explain how organizations like the Prison Fellowship reflect Christian teachings about God's kingdom. (Unit 41; Lesson 4)
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			<ul style="list-style-type: none"> • Reflect on how Christians find comfort during times of grief through their faith in salvation and resurrection. (Unit 40; Lesson 5) • Unit 40 Lesson 6 – Revisit prior learning from topic and assess understanding. 	<ul style="list-style-type: none"> • Interpret two short parables (Matthew 13:44 and Matthew 13:33) to identify key features of God’s kingdom. (Unit 41; Lesson 5) • Describe three characteristics of Jesus’ kingship based on their study of parables and related teachings. (Unit 41; Lesson 5) • Discuss actions that Christians might take to bring God’s kingdom to Earth and reflect on their universal relevance. (Unit 41; Lesson 5) • Unit 41 Lesson 6 – Revisit prior learning from topic and assess understanding.
	Vocabulary	Holy, loving, omnipresent, omnipotent, omniscient, Isaiah, believer, John, eternal, testament, science, literal, genesis, creator, big bang theory, conflicting, complementary, interpretation, creation, theory, people of God, Exodus, slavery, Moses, world view, Christian, belief, values, moral, authority, golden rule, gospel, theology, leprosy, Luke, Matthew, Parables, Mark, commands, theological, Messiah, incarnation, prophecy, saviour, gospel, Immanuel, prophet, Micah, salvation, resurrection, eternal life, sacrifice, biblical, funeral, banquet, kingdom, inheritance, forgiving, social, unforgiving, unjust, reason		
Knowledge and skills: Islam Unit 32		<ul style="list-style-type: none"> • Understand the distribution of worldviews globally and in Britain, including the proportion of Muslims (Unit 32; Lesson 1,6) • Explain diversity within Islam and understand the differences between Sunni and Shi’a traditions. (Unit 32; Lesson 1,6) • Recall and describe the Five Pillars of Islam and understand their role in Muslim worship (ibadah). (Unit 32; Lesson 2,6) • Consider how the Five Pillars encourage qualities like commitment, generosity, self-control, and obedience in Muslims’ lives. (Unit 32; Lesson 2,6) • Connect aspects of the Five Pillars to their own lives, identifying opportunities to develop similar qualities. (Unit 32; Lesson 2,6) • Explain how Zakah supports the community, including local mosques and international charities. (Unit 32; Lesson 3,6) 		

		<ul style="list-style-type: none"> Analyse teachings from the Qur'an and Hadith to understand Islamic values of charity and generosity. (Unit 32; Lesson 3,6) Reflect on the importance of charity in their own lives and suggest ways to be charitable in their communities. (Unit 32; Lesson 3,6) Identify the significance of Hajj as a spiritual journey for Muslims. (Unit 32; Lesson 4,6) Discuss the spiritual experience of sharing ZamZam water with family and friends. . (Unit 32; Lesson 4,6) Understand the stages of the Hajj pilgrimage and their spiritual significance for Muslims. (Unit 32; Lesson 5,6) Reflect on how participating in Hajj might transform a Muslim's relationship with Allah and their community. (Unit 32; Lesson 5,6)
	Vocabulary	Salah, Muslim, Ibadah, Sawm, submission, Zakah, Ramadan, Hajj, Shahadah, pilgrimage.
<p>Knowledge and skills: Hindu Dharma</p> <p>Unit 39:</p>		<ul style="list-style-type: none"> Understand that to Hindus Brahman is the ultimate reality. (Unit 39; Lesson 1) Identify connections between the Aum symbol and Hindu deities, to develop a deeper understanding of Brahman. (Unit 39; Lesson 1) Define atman and understand its relationship with Brahman as the eternal and unchanging self. (Unit 39; Lesson 2,6) Interpret and discuss the meaning of the story from the Mahabharata, connecting its elements to human life and Hindu beliefs. (Unit 39; Lesson 2) Suggest thoughtful questions about the story's teachings and how they relate to the concept of atman in Hindu philosophy. (Unit 39; Lesson 2) Define samsara (the cycle of birth, death, and rebirth) and karma (the law of cause and effect) and relate these to the concept of atman. (Unit 39; Lesson 3,6) Articulate the goal of moksha (liberation from samsara) and explain how it is achieved through understanding atman, performing dharma, and living a virtuous life. (Unit 39; Lesson 3) Explain the meaning of the concept of dharma (duty) and how it varies between individuals and life stages. (Unit 39; Lesson 4,6) Interpret teachings from Hindu scriptures and suggest how these influence daily life and decision-making. (Unit 39; Lesson 4) Define ahimsa (non-violence) and explore its importance in Hindu philosophy and practice. (Unit 39; Lesson 5) Examine examples of charities founded on ahimsa and identify how other Hindu beliefs, such as karma and dharma, are integrated into their missions. (Unit 39; Lesson 5) Suggest ways to embody ahimsa in their own lives through speech, thought, and actions. (Unit 39; Lesson 5) Explain why Hindus strive to be good, using examples from religious teachings, practices, and individuals such as Gandhi or Simran and Vraj. (Unit 39; Lesson 5)
	Vocabulary	Dharma, Karma, Samsara, Moksha, reincarnation, Brahman, Atman, Ahimsa, duty, deity.

<p>Knowledge and skills: Judaism Unit 33</p>		<ul style="list-style-type: none"> Recall key facts and vocabulary about Judaism from previous learning, including important celebrations and traditions. (Unit 33; Lesson 1) Identify the distribution of Jewish populations in the UK, analysing Census data to explore historical and cultural factors. (Unit 33; Lesson 1) Recognise the diversity of Jewish people, understanding that Jewish heritage includes a range of ethnic and cultural backgrounds. (Unit 33; Lesson 1) Explain what the Torah is and its significance to Jewish people as the foundation of Jewish law and tradition. (Unit 33; Lesson 2) Identify the physical features of a Sefer Torah and explain the symbolism behind its design and care. (Unit 33; Lesson 2) Investigate how different Jewish groups interpret and use the Torah in their lives. (Unit 33; Lesson 2) Identify similarities and differences between Orthodox and Progressive synagogues, understanding key features of both. (Unit 33; Lesson 3) Explain how diversity within Judaism is reflected in synagogue design and leadership roles, such as the inclusion of female rabbis in Progressive communities. (Unit 33; Lesson 3) Identify the concept of Kashrut and explain the difference between kosher and treif foods, relating it to Torah laws. (Unit 33; Lesson 4) Understand that not all Jews observe food laws in the same way, comparing different approaches within the Jewish community. (Unit 33; Lesson 4) Explain how the Seder meal and Pesach traditions are celebrated including adaptations for modern concerns such as veganism or gender equality. (Unit 33; Lesson 5) Compare the differences between traditional and adapted Seder plates. (Unit 33; Lesson 5) Explain challenges and opportunities for Jewish people living in modern Britain, using examples like Torah practices and community distribution. (Unit 33; Lesson 6)
	Vocabulary	Torah, Synagogue, Sefer Torah, Kosher, Orthodox, Progressive, secular, kashrut, pesach, Moses,
<p>Knowledge and skills: Non religious World views Unit 32 Unit 42 Unit 36</p>		<ul style="list-style-type: none"> Understand the distribution of worldviews globally and in Britain (Unit 32; Lesson 1) Identify trends in religious and non-religious beliefs over time and hypothesise future changes. (Unit 42; Lesson 1) Define and differentiate between theist, atheist, and agnostic (Unit 42; Lesson 2,6) Explain why individuals may have different beliefs considering reasoning, personal experiences and human psychology. (Unit 42; Lesson 2,3,6) Explain how Humanists see the world using evidence and reason. (Unit 42; Lesson 5) Explain how Humanists would explain the origin of the world. (Unit 42; Lesson 5) Explain the difference between a psychological and a theological approach. (Unit 42; Lesson 6)

		<ul style="list-style-type: none"> • Explore and understand the concept of worldview and how it shapes a person’s values, whether religious or non-religious. (Unit 36; Lesson 1) • Reflect on different sources of authority and how these influence moral decisions and actions in both religious and non-religious worldviews. (Unit 36; Lesson 1) • Identify the core principles that guide the actions of Humanists. (Unit 36; Lesson 2) • Compare the Golden Rule across different worldviews, exploring how it shapes ethical behavior in both Humanism and other belief systems. (Unit 36; Lesson 2) • Analyse the story of the Two Wolves and discuss how it represents Humanist views on morality and decision-making. (Unit 36; Lesson 3) • Humanists and Christians make decisions, discussing the role of empathy, reason, and religious teachings in guiding moral behavior. (Unit 36; Lesson 5) • Apply their learning to real-world scenarios, imagining how a Humanist and a Christian might act in response to issues like poverty and environmental damage. (Unit 36; Lesson 5) • Consolidate their understanding of the key values and moral guidelines of both Humanists and Christians, comparing the two worldviews. (Unit 36; Lesson 6) • Reflect on what matters most to Christians and Humanists in terms of ethical living. (Unit 36; Lesson 6)
	Vocabulary	Humanism, non-religious, world view, humanist, theist, agnostic, atheist, psychology, philosophy, psychiatrist, theologian.