

RE Curriculum



Happy Hearts, Open Minds, Bright Futures

Jesus promised: "I came that you may have life and have it to the full."

- John 10:10

Our Vision

Every child at Fladbury will know they are loved by God, have a **happy heart** and be part of a flourishing, well-led school. When they leave Fladbury, they will be well-prepared to meet challenges, confident in their abilities and look forward to their **bright future** with an **open mind**.

Our Religious Education Aims

At Fladbury, the aim of Religious Education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. Religious Education has a positive impact on the children's spiritual growth through raising big questions and creating a safe space to explore these. The RE curriculum will help educate children for dignity and respect and encourage an open mind to a variety of religious and non-religious beliefs. This will in turn encourage all to live well and enable every child to flourish and live life in all its fullness. (John 10:10).



Happy Hearts



Through our RE Curriculum, our Christian value of 'joy' and our vision statement 'happy hearts', we will learn how to make a better future for ourselves and others by learning from other religions, faiths and world views.

We will explore what people believe and what difference this makes to how they live. This will help us to develop our respect and tolerance for those who think the same and differently to our own beliefs. This will help us to find our place in the world and help us to foster happy, healthy relationships with others and think deeply about what we believe ourselves.

We will develop a sense of belonging through sharing ideas and communicating knowledge with each other and those in our locality. Through team work, shared research and role play, children will connect with each other in a meaningful way.

Our children will nurture an enjoyment of RE through carefully planned and enthusiastically delivered learning opportunities. For example, through meeting visitors, going on trips and creating a safe space to ask questions and reflect on our own beliefs. Thus, creating an intrinsic passion for RE.

Open Minds



The RE curriculum at Fladbury endeavours to expose our children to different world views and open their minds to different ways of thinking and living and why people live the way they do.

Children will begin to understand the similarities and differences between different religious and non-religious beliefs. This will equip the children with wisdom to handle questions.

Children are encouraged to use their voices and have an opinion on their own beliefs. Through making sense of the religious text, discovering the impact it has on people and making connections with what it means. This will help us think theologically and ask questions.

The natural curiosity of children at Fladbury is encouraged and nurtured to allow children to have an open mind and reflect on their own ideas and ways of living, deepening their spirituality.

Bright Futures



Through learning about major religions and world views, children are given a sense of hope for their bright future and where they belong in this world.

Through learning about other beliefs and ways of thinking, they make connections between cultural and historical events. They create their own bright futures by developing a strong moral compass and carry this throughout their lives.

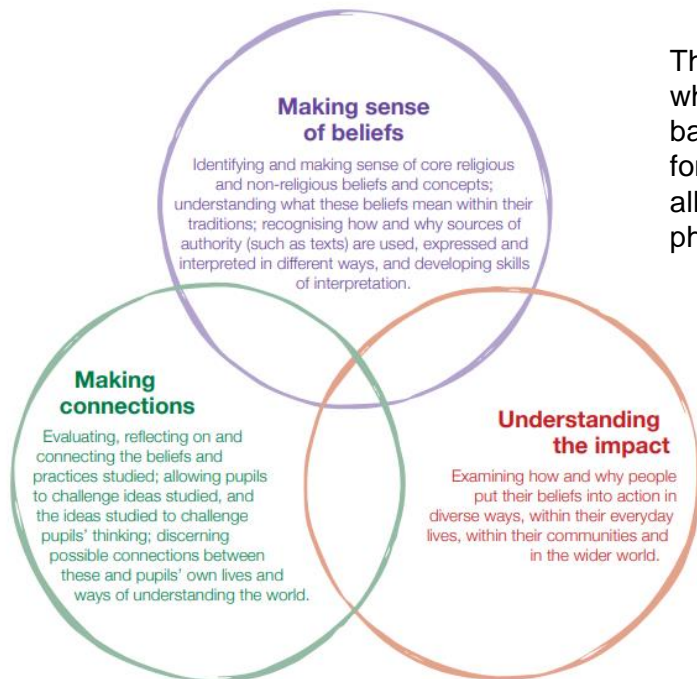
Children will be given the opportunity to widen their horizons by having an in depth knowledge of the wider world as well as how religious teachings can apply to their daily lives and futures. Children will learn to be proud of their beliefs whilst respecting how religious and non-religious reviews impact the culture and society of different countries across the world.

Children will be equipped with the knowledge of different world views which will in turn help them to discover their own and therefore leading them into a bright future.

Spirituality in Religious Education

Fladbury's definition of Spirituality is: Spirituality is about understanding that we are part of something bigger than ourselves. It's the connections and relationships we have with God, with others, with ourselves and with nature. It brings about a sense of awe and wonder and can lead to asking big questions about who we are and our place in God's world.

Intent	Implementation	Impact
<p>At Fladbury we deliver a coherently planned sequence of lessons which ensure the children have progressively covered the skills and concepts required in the Worcestershire Agreed Syllabus Curriculum.</p> <p>We aim to deepen pupils' knowledge about religions and for developing their 'religious literacy'. We want to have religiously literate children who enjoy RE lessons and see the importance of learning about it reflected in their everyday lives.</p>	<p>We will implement this by studying one religion at a time ('systematic' units), and then including 'thematic' units, which build on learning by comparing the religions, beliefs and practices studied.</p> <p>The teaching and learning approach we will adopt will be whereby pupils encounter core concepts in religions and beliefs in a coherent way, developing their understanding and their ability to handle questions of religion and belief. The teaching and learning approach has three core elements, which are woven together to provide breadth and balance within teaching and learning about religions and beliefs. Teaching and learning in the classroom will encompass all three elements, allowing for overlap between elements as suits the religion, concept and question being explored.</p>	<p>The impact will be seen across the school with an increase in the profile of RE and the visibility of progression in the RE curriculum. The learning environment with RE displays will ensure RE is loved by children across the school.</p> <p>The children will have a developed understanding of the different worldviews and beliefs at an age appropriate level. They will be confident in discussing RE, enjoying lessons and looking forward to finding out more. They will be curious to ask questions that will deepen their understanding of the different concepts covered.</p>



These elements set the context for open exploration of religion and belief. They offer a structure through which pupils can encounter diverse religious traditions alongside non-religious worldviews – which reflect the backgrounds of many pupils in our schools. The elements present a broad and flexible strategy that allows for different traditions to be treated with integrity. These elements offer a route through each unit while also allowing for a range of questions reflecting different approaches, for example, from religious studies, philosophy, sociology, ethics and theology.

Our Cycles of Learning

Cycle A	Autumn		Spring		Summer	
Maple Reception	God Why is the word 'God' so important to Christians?	Incarnation Why is Christmas special to Christians?	Being special: Where do we belong?	Salvation Why is Easter Special for Christians?	Which places are special and why?	Which stories are special and why?
Elm Year 1/2	God What do Christians believe God is like?	Incarnation Why does Christmas matter to Christians?	What makes some places sacred to believers?	Gospel What is the good news Christians believe Jesus brings?	Who is Jewish and how do they live?	
Oak Year 3/4	How do festivals and family life show what matters to Jewish people?	God/Incarnation What is the 'Trinity' and why is it important for Christians?	Gospel What kind of world did Jesus want?	Salvation Why do Christians call the day Jesus died 'Good Friday'?	Kingdom of God For Christians, what was the impact of Pentecost?	How and why do people mark the significant events of life?

Cycle B	Autumn		Spring		Summer	
Maple Reception	God Why is the word 'God' so important to Christians?	Incarnation Why is Christmas special to Christians?	Being special: Where do we belong?	Salvation Why is Easter Special for Christians?	Which places are special and why?	Which stories are special and why?
Elm Year 1/2	Creation Who do Christians say made the world?	What does it mean to belong to a faith community?	How should we care for others and the world, and why does it matter?	Salvation Why does Easter matter to Christians?	Who is Muslim and how do they live?	
Oak Year 3/4	Creation/Fall What do Christians learn from the Creation Story?	People of God What is it like for someone to follow God?	How do festivals and music show what matters to a Muslim?	How and why do we try to make the world a better place?	What do Hindus believe God is like?	What does it mean to be a Hindu in Britain today?

RE Enrichment

Cycle A	Autumn		Spring		Summer	
Maple Reception			Trip: Local Church		Trip: Local Church	Godly Play – Holy Family
Elm Year 1/2			Time in Spiritual Garden	Godly Play – The Parable of the Lost Sheep	Trip: Synagogue	
Oak Year 3/4			Godly Play – The Parable of The Good Samaritan	Trip: Local Church		

Cycle B	Autumn		Spring		Summer	
Maple Reception			Trip: Local Church		Trip: Local Church	Godly Play – Holy Family
Elm Year 1/2				Visit from local pastor		
Oak Year 3/4		Visit from local pastor Godly Play – Noah and the Ark			Trip: Hindu Temple	

Islam

	Maple	Elm	Oak
		Who is Muslim and how do they live?	What does it mean to be a Muslim in Britain today?
Knowledge		<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some beliefs about God in Islam, expressed in Surah 1 Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God) <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque). <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims. Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message) Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet) <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) Give evidence and examples to show how Muslims put their beliefs into practice in different ways <p>Make connections:</p> <ul style="list-style-type: none"> Make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Worcestershire today Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.
Vocabulary		Muslim God/Tawhid Iman (faith) Akhirah (life after death) Akhlaq (virtue/morality) Shahadah Allah Prophet Muhammad Ramadan Fast Self-control	Ibadah (worship) Mosque Surah 1 Submission Self-control Harmony

Judaism

	Maple	Elm	Oak
		Who is Jewish and how do they live?	How do festivals and family life show what matters to Jewish people?
Knowledge		<p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise the words of the Shema as a Jewish prayer. Retell simply some stories used in Jewish celebrations (e.g. Chanukah). Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) Make links between Jewish ideas of God found in the stories and how people live. Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat). <p>Make connections:</p> <ul style="list-style-type: none"> Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. 	<p>Sense of belief:</p> <ul style="list-style-type: none"> Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people. Offer informed suggestions about the meaning of the Exodus story for Jews today. <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals). Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities. <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.
Vocabulary		<p>Jew/Jewish Shema Chanukah Shabbat Sukkot mezuzah Sacred Synagogue</p>	<p>Exodus Sin Forgiveness Jewish Justice</p>

Hinduism

	Maple	Elm	Oak	
			What do Hindus believe God is like?	What does it mean to be a Hindu in Britain today?
Knowledge			<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some Hindu deities and say how they help Hindus describe God. Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God. Offer informed suggestions about what Hindu murtis express about God. <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali). Identify some different ways in which Hindus worship. <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today. Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas. 	<p>Understand the impact:</p> <ul style="list-style-type: none"> Describe how Hindus show their faith within their families in Britain today (e.g. home puja). Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali). Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India). <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean. Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma). <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.
Vocabulary			Hindu Hinduism Shrine Diwali Murtis Ganesh Arti Bhajans Mandir Dharma Puja Sanatan	Karma Dharma Samsara moksha

Sacred Places

	Maple	Elm	Oak
	Which places are special and why?	What makes some places sacred to believers?	
Knowledge	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God <p>Understand the impact:</p> <ul style="list-style-type: none"> Recognise that some religious people have places which have special meaning for them. Talk about the things that are special and valued in a place of worship. <p>Make connections:</p> <ul style="list-style-type: none"> Talk about somewhere that is special to themselves, saying why. Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. Express a personal response to the natural world. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise that there are special places where people go to worship, and talk about what people do there. Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean. Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship. <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe. Give simple examples of how people worship at a church, mosque or synagogue. Talk about why some people like to belong to a sacred building or a community. <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas. Talk about what makes some places special to people, and what the difference is between religious and non-religious special places. 	
Vocabulary	Church Worship Prayer God Christian Muslim Jew Special	Church Synagogue Mosque Sacred Holy Worship Psalms Hymns Community	

World, Others and Non-Religious World Views

	Maple	Elm	Oak
	Which stories are special and why?	How should we care for others and the world, and why does it matter?	
Knowledge	<p>Making sense:</p> <ul style="list-style-type: none"> • Talk about some religious stories • Recognise some religious words, e.g. about God <p>Making connections:</p> <ul style="list-style-type: none"> • Identify some of their own feelings in the stories they hear • Identify a sacred text e.g. Bible, Torah <p>Understanding the impact:</p> <ul style="list-style-type: none"> • Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify a story or text that says something about each person being unique and valuable • Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) • Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories. • Give examples of how Christians and Jews can show care for the natural earth. • Say why Christians and Jews might look after the natural world. <p>Make connections:</p> <ul style="list-style-type: none"> • Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world. • Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world. 	
Vocabulary	Bible Holy book Torah	Genesis Natural world	

Belonging/Stages of Life

	Maple	Elm	Oak
	Where do we belong?	What does it mean to belong to a faith community?	How and why do people mark the significant events in life?
Knowledge	<p>Making sense/connections:</p> <ul style="list-style-type: none"> Retell religious stories making connections with personal experiences. Share and record occasions when things have happened in their lives that made them feel special. <p>Understanding impact:</p> <ul style="list-style-type: none"> Recall simply what happens at a traditional Christian infant baptism and dedication Recall simply what happens when a baby is welcomed into a religion other than Christianity. 	<p>Make sense of beliefs:</p> <ul style="list-style-type: none"> Recognise that loving others is important in lots of communities. Say simply what Jesus and one other religious leader taught about loving other people. <p>Understand the impact:</p> <ul style="list-style-type: none"> Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean. Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious). <p>Make connections:</p> <ul style="list-style-type: none"> Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences. Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean. Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today. <p>Understand the impact:</p> <ul style="list-style-type: none"> Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean. 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). Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism). <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones. Make links between ideas of love, commitment and promises in religious and non-religious ceremonies. Give good reasons why they think ceremonies of commitment are or are not valuable today.
Vocabulary	Special Baptism Dedication Religion Christianity	Jesus Ceremony Marriage Faith community	Ceremonies of commitment Traditions Marriage Baptism Milestones

God/Creation/Fall

	Maple	Elm	Oak
	Why is the word God special to Christians?	What do Christians believe God is like?	What do Christians learn from the Creation Story?
Knowledge	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Retell stories, talking about what they say about the world, God, human beings. <p>Understand Impact:</p> <ul style="list-style-type: none"> Say how and when Christians like to thank their Creator. <p>Make connections:</p> <ul style="list-style-type: none"> Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world. Think about the wonders of the natural world, expressing ideas and feelings. alk about what people do to mess up the world. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify what a parable is Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father. Give clear, simple accounts of what the story means to Christians <p>Understand the impact:</p> <ul style="list-style-type: none"> Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. Give a reason for the ideas they have and the connections they make. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Place the concepts of God and Creation on a timeline of the Bible's 'big story'. Make clear links between Genesis 1 and what Christians believe about God and Creation. Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world. <p>Understand the impact:</p> <ul style="list-style-type: none"> Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways). Describe how and why Christians might pray to God, say sorry and ask for forgiveness. <p>Make connections:</p> <ul style="list-style-type: none"> Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.
Vocabulary	<p>Creator Christians God</p>	<p>Parable Worship Forgiving The Lost Son God as the forgiving Father</p>	<p>Creation Genesis Stewards Disobedient Forgiveness The Fall</p>

People of God

Maple

Elm

Oak

What is it like for someone to follow God?

Knowledge

Make sense of belief:

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

Understand the impact:

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

Make connections:

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

Vocabulary

Noah
Ark
Covenant
Rainbow
Flood
Forgiveness
Righteous

Incarnation

	Maple	Elm	Oak
	Why is Christmas special for Christians?	Why does Christmas matter to Christians?	What is the trinity and why is it important to Christians?
Knowledge	<p>Make sense of belief/ connections:</p> <ul style="list-style-type: none"> Begin to recognise the word 'Incarnation' as describing the belief that God came to Earth as Jesus. Retell religious stories, making connections with personal experiences. Talk about people who are special to them. Say what makes their family and friends special to them. <p>Understand the impact:</p> <ul style="list-style-type: none"> Recall simply what happens at a traditional Christian festival (Christmas). 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise that stories of Jesus' life come from the Gospels. Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas. <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk and ask questions about Christmas for people who are Christians and for people who are not. Decide what they personally have to be thankful for, giving a reason for their ideas. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise what a 'Gospel' is and give an example of the kinds of stories it contains. Offer suggestions about what texts about baptism and Trinity mean. Give examples of what these texts mean to some Christians today. <p>Understand the impact:</p> <ul style="list-style-type: none"> Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live. <p>Make connections:</p> <ul style="list-style-type: none"> Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.
Vocabulary	<p>Christmas Incarnation Jesus God Special</p>	<p>Jesus Gospels Nativity</p>	<p>Baptism Gospel Trinity Holy Spirit Symbol God the Father/Son/Holy Spirit The Grace Blessing</p>

Gospel

	Maple	Elm	Oak
		What is the good news Christians believe Jesus brings?	What kind of world did Jesus want?
Knowledge		<p>Make sense of belief:</p> <ul style="list-style-type: none"> Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'. Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians Recognise that Jesus gives instructions to people about how to behave. <p>Understand the impact:</p> <ul style="list-style-type: none"> 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. Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian. <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways. <p>Make connections:</p> <ul style="list-style-type: none"> Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.
Vocabulary		<p>Gospel - Good News Forgiveness Church community Christians</p>	<p>Gospel Disciples Jesus Bible Pastor/vicar</p>

Salvation

	Maple	Elm	Oak
	Why is Easter special to Christians?	Why does Easter matter to Christians?	Why do Christians call the day Jesus died 'Good Friday'?
Knowledge	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise and retell stories connected with celebration of Easter. Say why Easter is a special time for Christians. <p>Understand the impact/make connections</p> <ul style="list-style-type: none"> Talk about ideas of new life in nature. Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature. Talk about some ways Christians remember these stories at Easter. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). <p>Understand the impact:</p> <ul style="list-style-type: none"> Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live. Offer informed suggestions about what the events of Holy Week mean to Christians. Give examples of what Christians say about the importance of the events of Holy Week. <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities. Describe how Christians show their beliefs about Jesus in worship in different ways. <p>Make connections:</p> <ul style="list-style-type: none"> Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.
Vocabulary	Easter Christians Holy Week Palm leaves Cross	Incarnation Salvation Holy Week Easter Bible Resurrection Heaven	Salvation Holy Week Good Friday

Kingdom of God

	Maple	Elm	Oak
			For Christians, what was the impact of Pentecost?
Knowledge			<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth. • Offer informed suggestions about what the events of Pentecost in Acts 2 might mean. • Give examples of what Pentecost means to some Christians now. <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now. • Describe how Christians show their beliefs about the Holy Spirit in worship. <p>Make connections:</p> <ul style="list-style-type: none"> • Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.
Vocabulary			Pentecost Holy Spirit Kingdom of God Acts

Festivals

Maple	Elm		Oak	
	Cycle A	Cycle B	Cycle A	Cycle B
<p>What is Christmas?</p> <p>(Why do Christians perform nativity plays at Christmas?)</p> <p>Giving, Thanks, Christmas Story, Shepherds, Wise Men, Nativity</p>	<p>The Christmas Story – Why does Christmas matter to Christians?</p> <p>The Nativity Story, Jesus' importance to Christians, Gospels, Christian beliefs and actions at Christmas, Thanksgiving</p>	<p>The Christmas Story – Why does Christmas matter to Christians? (Digging Deeper)</p> <p>The Nativity Story, The Nativity story in church and at home, Responses to the Christmas Story, Lessons learned from the Christmas Story, Advent</p>	<p>The Christmas Story – What is the Trinity?</p> <p>The Trinity, Jesus' baptism by John the Baptist, The Grace (Corinthians), Beliefs about God the Trinity , The idea of God in Christianity, Own ideas about what the God of Christianity is like, Descriptions of God (symbols, similes, metaphors, songs, stories, poems, art)</p>	<p>The Christmas Story – What is the most significant part of the nativity story for Christians today?</p> <p>Christmas Symbols, Incarnation, Christingle.</p>
<p>What is Easter?</p> <p>(Why do Christians put a cross in an Easter garden?)</p> <p>Spring, Easter Eggs, Palm Sunday, cross</p>	<p>The Easter Story – Why does Easter matter to Christians?</p> <p>Stories of Holy Week and Easter, Christian beliefs about death and resurrection in church worship at Easter, Different responses to the Easter story (sadness, hope)</p>	<p>The Easter Story – Why does Easter matter to Christians? (Digging Deeper)</p> <p>Stories of Holy Week and Easter, Gospels, Jesus as saviour , Church worship, Different responses to the Easter Story, Forgiveness, Jesus as a bridge between God and humans, Resurrection/New Life</p>	<p>The Easter Story – Why do Christians call the day Jesus died 'Good Friday'?</p> <p>Holy Week, Resurrection, Entry into Jerusalem and the death and resurrection of Jesus, How Christians mark the Easter events in their church communities, Palm Sunday, Good Friday and Easter Sunday</p>	<p>The Easter Story – Why do Christians remember the events of Holy Week every year?</p> <p>Holy Week, Resurrection, The Last Supper, Judas' betrayal and Peter's denial, How Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion</p>

End Points

		Elm	Oak
Element 1	<p>Making sense of beliefs Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.</p>	<ul style="list-style-type: none"> Identify core beliefs and concepts studied and give a simple description of what they mean Give examples of how stories Show what people believe (eg. The meaning behind a festival) Give clear, simple accounts of what stories and other texts mean to believers 	<ul style="list-style-type: none"> Identify and describe the core beliefs and concepts studied Make clear links between texts/ sources of authority and the core concepts studied Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers
Element 2	<p>Understanding the impact Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.</p>	<ul style="list-style-type: none"> Give examples of how people use stories, texts and teachings to guide their beliefs and actions Give examples of ways in which believers put their beliefs into practice 	<ul style="list-style-type: none"> Make simple links between stories, teachings and concepts studied and how people live, individually and in communities Describe how people show their beliefs in how they worship and in the way they live Identify some differences in how people put their beliefs into practice
Element 3	<p>Making connections Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.</p>	<ul style="list-style-type: none"> Think, talk and ask questions about whether the ideas they have been studying, have something to say to them Give a good reason for the views they have and the connections they make 	<ul style="list-style-type: none"> Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live Give good reasons for the views they have and the connections they make