

Class 1: Reception

Autumn	Spring	Summer
<p>Autumn 1 -Unit 1 : Why is the word of God so important to Christians?</p> <ul style="list-style-type: none"> - Talk about things they find interesting/puzzling/wonderful (including the natural world): talk about own experiences/feelings about the world. - Talk about how people look after the world. - Retell the Creation story talking about God and humans. - Say how and when Christians like to thank their Creator. <p>Key vocabulary: God, Creation, Christians, Adam, Eve, Bible, Jesus, precious.</p>	<p>Spring 1 - Unit 3 :Being Special - Where do we belong?</p> <ul style="list-style-type: none"> - Share and record times when things have happened that make them feel special. - Recall simply what happens at an infant baptism and dedication*; recall simply what happens at a different welcoming ceremony other than Christianity (Jewish and/or Muslim Aquiqah); make connections with personal experiences if possible. <p>Key vocabulary: special, belonging, welcome, baby, Christian, Muslim, baptism.</p>	<p>Summer 1: Unit 5: Which places are special and why?.</p> <ul style="list-style-type: none"> - Talk about places special to them, saying why. - Use appropriate words to talk about thoughts/feelings when visiting a church. - Recognise that some religious people have special places (Church, mosque, synagogue). - Talk about things that are valued in a place of worship (holy books, altar, prayer mat). - Begin to recognise that for Christians, Jews and Muslims these special things link to beliefs about God. <p>Key vocabulary: Christians, Muslims, church, mosque, holy, Bible, Qu'ran, vicar, imam.</p>
<p>Autmn 2 - Unit 2: Why is Christmas so important to Christians?</p> <ul style="list-style-type: none"> - Talk about people who are special to them; family and friends, saying what makes them special. - Begin to recognise "incarnation" as God coming to Earth as Jesus. - Recall simply the events of the Christmas story (angel visit to Mary, journey to Bethlehem, birth in stable, visit of shepherds and kings). <p>Key vocabulary: Christians, baby, Jesus, Mary, Joseph, Angel Gabriel, shepherds, Advent, Christmas.</p>	<p>Spring 2 - Unit 4 :Why is Easter important to Christians?</p> <ul style="list-style-type: none"> - Talk about ideas of new life in nature. - Retell the Easter story simply (Last Supper, Crucifixion, Resurrection) and say why Easter is an important time for Christians (remembering and celebrating). - Recognise some symbols used by Christians during holy week (palm leaves, cross, eggs) and make connections with signs of new life in nature. <p>Key vocabulary: God, salvation, palm, donkey, hosanna, Jesus, disciples, Good Friday, Easter Sunday, new life.</p>	<p>Summer 2: Unit 6: Which stories are special and why?</p> <ul style="list-style-type: none"> - Recognise some religious words – God, Bible, Torah – and talk simply about some religious stories (different faiths and messages). - Identify their own feelings in the stories they hear. - Talk about some of the things these stories teach believers, eg saying thank you. <p>Key vocabulary: Bible, Torah, Christians, Muslims, Jewish, stories, special</p>

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Cycle A	Autumn: Unit 7 Who do Christians say made the world? <ul style="list-style-type: none"> Retell the story of Creation simply; make connections between this and the Jewish/Muslim creation stories. Recognise that Creation is the beginning of the “big story” of the Bible; say what it says about God and the world. Give at least one example (saying grace before a meal, harvest celebrations) of how Christians say “thank you” to God for Creation. Think/talk/ask questions about the world; make connections between the Creation stories and the world they live in. <p>Creation, Christian, Jewish, Bible, Torah, Genesis, thankful</p>	Spring: Unit 10 What do Christians believe God is like? <ul style="list-style-type: none"> Identify what a parable is. Tell the story of the Lost Son; recognise a link with the Christian idea of God as a forgiving father. Give at least two examples of a way in which Christians show their belief of God as loving and forgiving (by saying sorry; God welcoming them back; forgiving others). Give an example of how Christians put their beliefs into practice (saying sorry to God). Think/talk/ask questions about whether they can learn anything from the story, giving reasons for their ideas. <p>Christians, parables, prayer, Bible, love, forgiveness, church.</p>	Summer: Unit 9 Who is Jewish and how do they live? <ul style="list-style-type: none"> Retell simply some stories used in Jewish celebrations; such as Chanukah Make links between Jewish ideas of God in the story of Chanukah and how Jews choose to live. Think/talk/ask questions about why it is good to reflect, thank and praise; Jewish festivals, and in their own lives. Key vocabulary: God, Jewish, Shabbat, Chanukah, Rosh Hashanah.
Cycle B	Autumn: Unit 8 Why does Christmas matter to Christians? <ul style="list-style-type: none"> Give a clear, simple account of the birth of Jesus and why it is important; recognise that this story comes from the Gospels written about the life of Jesus. Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas, eg; sending Christmas cards with a Christian theme, lighting a candle for each day in Advent. Think/talk/ask questions about Christmas for Christians and those who are not. <p>Advent, Christmas, Bethlehem, nativity, God’s son, Jesus, Saviour, shepherds, wise men, angels.</p>	Spring: Unit 12 How should we care for others and the world and why does it matter? <ul style="list-style-type: none"> Understand why Christians and Jews think everyone is unique and important - Christian; Jesus blesses the children; Christians and Jews; Psalm 8. Give a clear, simple account of what Genesis 1 teaches Christians and Jews about the natural world. Give an example of how people show they care for others – golden rule. Say why Christians and Jews might look after the natural earth. Think/talk/ask questions about what difference believing in God makes to how people treat each other and the natural world. Creation, Golden rule, friendship, responsibility, Genesis, world, Bible, Torah. 	Summer: Unit 11 What does it mean to belong to a faith community? <ul style="list-style-type: none"> Recognise that loving others is important in lots of communities. Say simply what Jesus and Muhammad taught about loving other people (The Lost Sheep; The story of the tiny ants. Give an account of what happens at a traditional Christian (baptism) and Muslim (aqiqah) welcome ceremony; suggest what the actions/symbols mean. Identify two ways people show they love each other when they get married; Christian and Jewish ceremonies – rings, promises, prayers. Talk about what is good about being in a community, for people of different faiths and for themselves. <p>community, faith, Christian, Jewish, Islam, symbols, cross, candle, welcome</p>

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Cycle A	Autumn: Unit 19 : What is it like for someone to follow God? <ul style="list-style-type: none"> • Make clear links between the story of Noah and the idea of covenant. • Make simple links between the promises in the story of Noah and promises that Christians make • Make links between the story of Noah and how we live in school and the wider world. covenant, command, promise, Old Testament, Israelites, trust	Spring: Unit 20 : What is the trinity and why is it important to Christians? <ul style="list-style-type: none"> • Recognise what a Gospel is and give examples of the kind of stories it contains – stories about the life and work of Jesus, Christmas and Easter stories. • Offer suggestions about what baptism and the Trinity mean. • Describe how Christians show their belief about God the Trinity in worship in different ways – baptism, prayer – and in the way they live. • Make links between Bible texts studied in class and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like. Bethlehem, Good news, Gospels, gratitude, incarnate, prophecy, Trinity.	Summer: Unit 21 : How do festivals and worship show what matters to a Muslim? <ul style="list-style-type: none"> • Identify some beliefs about God in Islam (Surah 1); make clear links between these and Ibadah (worship) - why God is worth worshipping, how Muslims submit. • Give examples of Ibadah – prayer, fasting, celebrating; describe what they involve. • Describe how Muslims worship – as a family/community, at home/mosque • 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. Islam, Muslim, mosque, Allah, Qu’ran, Muhammad, prophet, Ibadah.
Cycle B	Autumn: Unit 22 :How do festivals and worship show what matters to Jewish people? <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 Jews; offer informed suggestions for what this means to Jews today. • Make simple links about Jewish beliefs about God and his people and how Jews live – celebrating forgiveness, salvation and freedom in festivals; describe how Jews show their beliefs at home and in the wider communities (Shabbat, Chanukah). • Raise questions/suggest answers about whether it is good for Jews and others to remember the past and look to the future; make links with the value of personal reflection – saying sorry, being forgiven, being grateful, seeking freedom and justice. Exodus, sin, forgiveness, salvation, freedom, Rosh Hashanah, Yom Kippur, Pesach.	Spring Unit 23: What do Christians learn from the creation story? <ul style="list-style-type: none"> • Place the concept of Creation on a timeline of the “big story” of the Bible. • Make clear links between Genesis 1 and what Christians believe about God and Creation; understand what happens in Genesis 3 (the “Fall”) and why things go wrong in the world. • Describe what Christians do because they believe God is Creator – care for the Earth, follow God, amazement at Creation; describe Christians’ response of prayer – saying sorry, asking for forgiveness. • Ask questions/suggest answers about what might be important in the Creation story for Christians/non-Christians today. Creation, Christian, Jewish, God, Bible, Torah, Adam and Eve, The Fall, sin	Summer Unit 24: How and why do people try and make the world a better place? <ul style="list-style-type: none"> • Identify some beliefs about why the world is not always a good place – Christian idea of sin. • Make links between religious beliefs and teachings and why people try to live and make the world a better place. • Make simple links between teachings about how to live and ways in which people try to make the world a better place – Tikkun olam, charity. • Raise questions/suggest answers about why the world is not always a good place, and what are the best ways of making it better; make some links between commands for living from Christian/Jewish traditions and non-religious worldviews. Christian, Jewish, Muslim, sin, charity (zakah), Tikkun olam, Ten Commandments, Golden rule.

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Cycle A	Autumn: Unit 25 What kind of World does Jesus want? <ul style="list-style-type: none"> • Make clear links between the calling of the first disciples and how Christians today try to follow Jesus' example and be "fishers of people". • Suggest ideas/find out what Jesus' actions towards outcasts mean for a Christian. • Give examples of how Christians try to show love for all – forgiveness, tolerance, charity, kindness. • Make links between the importance of love in the Bible and life in the world today, giving a good reason for their ideas. disciple, Gospel, minister, clergy, injustice. 	Spring: Unit 26: What was the impact of the Pentecost? <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 both then and now. • Make simple links between the description of Pentecost, the Holy Spirit, the Kingdom of God and how Christians live now. • 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 answers. Pentecost, resurrection, holy spirit, disciples, repent, baptised, kingdom of God. 	Summer: Unit 27: What do Hindus believe God is like? <ul style="list-style-type: none"> • Identify some Hindu deities and say how they help Hindus describe God; offer suggestions about what Hindu murtis express about God. • Make clear links between some stories and what Hindus believe about God – Ganesh, Diwali. • Make simple links between beliefs about God and how Hindus live – choosing and worshipping a deity, home shrine, Diwali. • Identify some different ways in which Hindus worship – at home, as a community. • Raise questions/suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today. Brahman, Hindu, Aum, deity, murtis, universe, create, preserve, destroy.
Cycle B	Autumn: Unit 29 What does it mean to be a Hindu in Britain today? <ul style="list-style-type: none"> • Identify the terms dharma and Hinduism and say what they mean; make links between Hindu practices and the idea that Hinduism is a way of life (dharma). • Describe how Hindus show their faith within their families/faith community in Britain today – mandir, Diwali • Raise questions/suggest answers about what is good about being a Hindu in Britain today and whether family/community rituals are a good thing for individuals/society. puja, worship, diva lamp, dharma, diwali, ritual, mandir, karma, reincarnation. 	Spring: Unit 28: Why do Christians call the day that Jesus died Good Friday? <ul style="list-style-type: none"> • Recognise the word "salvation" and that Jesus came to save/rescue people – by showing them how to live, by taking their place in death. • Offer informed suggestions about what the events of Holy Week mean to Christians, giving examples – being selfless, putting God first. • Make simple links between the Gospel accounts of Easter and how Christians mark these events. • Raise thoughtful questions/suggest answers about why Christians call the day Jesus died "Good Friday", giving good reasons for their suggestions. Gospels, salvation, Kingdom of God, Palm Sunday, Good Friday, Easter Sunday, holy week, crucified, resurrection. 	Summer: Unit 30: How and why do people mark the significant events of life? <ul style="list-style-type: none"> • Identify beliefs about love, commitment and promise in Christian and Jewish traditions and describe what they mean; offer informed suggestions about the meaning/importance of ceremonies of commitment, religious and non-religious. • Describe what happens in ceremonies of commitment – baptism, marriage – and say what these ceremonies mean; identify some similarities and differences. • Make simple links between love and commitment and how people live in Christian and Jewish traditions – forgiveness, salvation, freedom. • Make links between ideas of love, commitment and promises (religious and non-religious). love, commitment, promises, ceremony, baptism, marriage, bar/bat mitzvah, humanist.

Class 5	Autumn	Spring	Summer
Cycle A	Autumn: Unit 31: What does it mean if Christians believe in God is holy and loving? <ul style="list-style-type: none"> Identify different types of Biblical texts – poetry, narrative, letters – using technical terms accurately; explain connections between Biblical texts and Christian ideas of God. Make clear connections between Bible texts and what Christians believe about God – eg; how Cathedrals are designed. Weigh up how Biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. <p>omnipotent, omniscient, eternal, sin, justice, injustice, loving, full of grace</p>	Spring: Unit 33 Why is the torah so important for Jewish people? <ul style="list-style-type: none"> Identify and explain Jewish beliefs about God; give examples of some texts that say what God is like and how Jews interpret them. Make clear connections between Jewish beliefs about the Torah and how they use/treat it – Orthodox and Reform. Consider/weigh up different values - tradition, ritual, worship – in the lives of Jews today and explain whether they are valuable to people who are not Jewish. <p>Jewish, Orthodox, Reform, synagogue, Shabbat, kosher, trefah, ways of describing God, Torah, Laws.</p>	Summer: Unit 34 Creation and science: conflicting or complementary? <ul style="list-style-type: none"> Identify what type of text some Christians believe Genesis 1 is; suggest what Genesis 1 might mean and compare their ideas with ways Christians interpret it, showing awareness of different interpretations. Make clear connections between Genesis 1 and the Christian belief about God as Creator; show an understanding of why many Christians find science and faith go together. Weigh up how far the Genesis 1 Creation narrative is in conflict, or is complimentary, with a scientific account, giving good reasons for their views. <p>Creation, Science, complimentary, conflicting, Genesis, The Fall, Big Bang, Evolution, faith.</p>
Cycle B	Autumn: Unit 32 What does it mean to be a Muslim in Britain? <ul style="list-style-type: none"> Identify and explain Muslim beliefs about God, the Prophet Muhammad as the Messenger and the Qu’ran as the message. Describe ways in which Muslim sources of authority guide Muslim living – Ibadah, Five Pillars, festivals, mosque. Give evidence/examples to show how Muslims put their beliefs into practice in different ways. Consider and weigh up the value of obedience and self-control in the lives of Muslims today; articulate responses on how far they are valuable to people who are not Muslims. Reflect on/articulate what it is like to be a Muslim in Britain today, giving good reasons for their views. <p>Muslim, Islam, Five pillars of Islam, Ibadah, worship, Qu’ran, prophet Muhammad.</p>	Spring: Unit 35 How can following God bring freedom and justice? <ul style="list-style-type: none"> Describe the story of Exodus (Moses leading the slaves from Egypt)- and Make simple links between teachings about how to live and ways in which people try to make the world a better place – ten commandments Consider the importance of freedom and justice makes a difference in the world today. <p>Slavery, freedom, justice, moses, pharaoh</p>	Summer: Unit 36 What matters most to Humanists and Christians? <ul style="list-style-type: none"> Identify and explain beliefs about why people are good and bad (Christian and Humanist). Make links with sources of authority in the Bible (“made in the image of God” but “fallen”) and Humanists saying people can be “good without God”. Make clear connections between Christian and Humanist ideas about being good and how people live; suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. Raise questions/suggest answers about how and why people should be good. <p>Christian, Humanist, code for living, decisions, consequences, fairness, justice, freedom, forgiveness.</p>