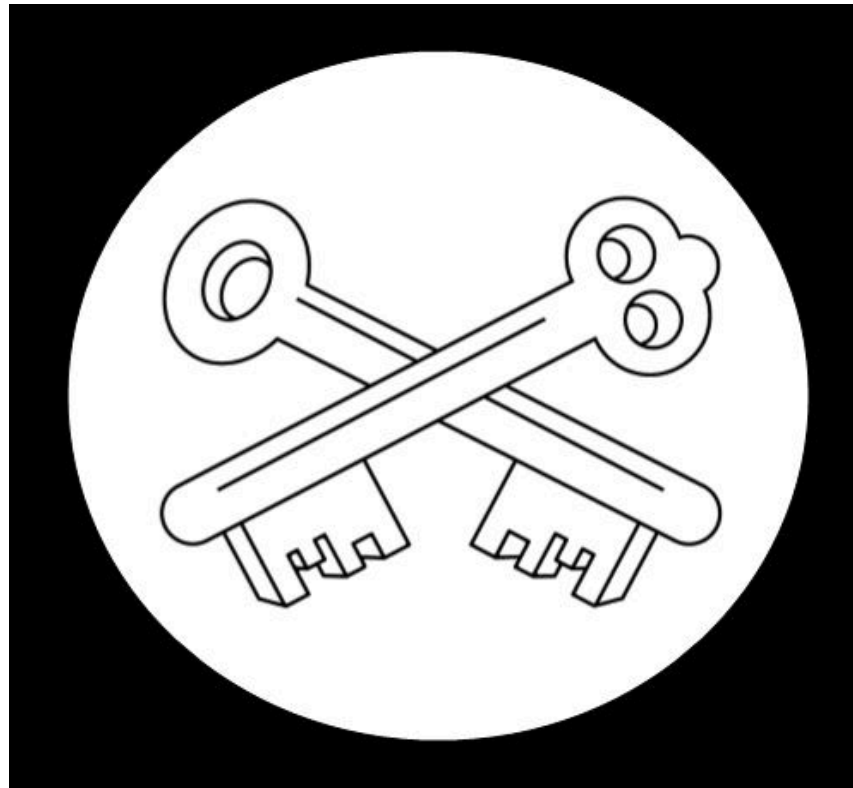


ST PETER'S C OF E JUNIOR SCHOOL



RELIGIOUS EDUCATION CURRICULUM

# CONTENTS

St Peter's Curriculum

Spirituality

Purpose and rationale

Yearly overview

Big ideas and concepts

Progression map

Unit planners

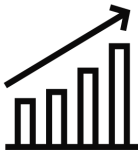
# ST PETER'S CURRICULUM

In order for our pupils to truly flourish, we believe in providing an education for the head (academic excellence), heart (character, spirituality and wellbeing) and hands (making a difference). As a result, our curriculum aims to bring together powerful and culturally-rich knowledge, real opportunities to shape the world alongside developing and growing our pupils as happy and virtuous individuals.



| Head                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Heart                                                                                                                                                                                                                                                                                                                                                                                       | Hands                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| We believe that knowledge and cultural literacy matters; creating a better world, starts with understanding this one. Our curriculum introduces the 'great conversations of humanity' - knowing who we are and where we have come from - our rich history, the foundations of scientific discovery, the great ideas of the past. However, we do not believe in simply passing on knowledge; it is also about empowering knowledge, making meaning of knowledge, using it, applying it and challenging it. | Heart is about ensuring our pupils are not only happy, but are able to fulfil one's potential. This requires the acquisition and development of virtues: the traits that sustain a well-rounded life and a thriving society. As a result, we aim to develop confident and compassionate students, who are effective contributors to society, successful learners, and responsible citizens. | The Hand is where pupils can do meaningful work. The world needs leaders who can change the world for the better. Our curriculum will empower and inspire our children to go out into the world and make a difference in their own life and to others. For if we want our young people to shape the world rather than just accept it the way it is, they need to be provided with problems to solve, projects to work on and learn how to be active citizens. |

In order to fulfil these curriculum aims, we have eight key principles that underpin the design of our curriculum:

|                                                                                                                 |                                                                                                                                   |                                                                                                                                            |                                                                                                |
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| Broad and Balanced                                                                                                                                                                               | Big ideas                                                                                                                                                                                                          | Clear progression                                                                                                                                                                                                             | Meaningful                                                                                                                                                                        |
| In order for all our pupils to flourish, the curriculum at St Peter's will promote intellectual, moral, spiritual, aesthetic, creative, emotional and physical development as equally important. | Our curriculum will be designed to enable our pupils to begin developing an understanding of the big ideas and concepts which shape the world. There will be a subject specific rationale for all content choices. | Each subject domain will be carefully planned out, structured and sequenced to ensure progression and clarity over what 'getting better' at the subject means. As a result, our curriculum will become our progression model. | Our curriculum aims to be engaging, interesting and motivating for our pupils. We want our curriculum to get pupils interested in things they never knew they were interested in. |

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| Memory in Mind                                                                                                                                                           | Vocabulary-rich                                                                                                                                                                                                                                      | Empowering Knowledge                                                                                                                                                                                                                             |
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| Our curriculum will take into account how children learn. To this end, we will place particular importance on ensuring that it supports pupils to retain core knowledge. | The brain does not make much of a distinction between reading about an experience and encountering it in real life; the same neurological regions are stimulated. As a result, a focus on reading and vocabulary is key to learning and remembering. | Our curriculum will be built around powerful, culturally-rich knowledge. However, it will not just focus on the passing on of this knowledge but will also be about making meaning of this knowledge, using it, applying it, and challenging it. |

# SPIRITUALITY @ ST PETER'S

At St Peter's, we consider our pupils spiritual development to be a central part of the school's curriculum. At our school, we use the following definition when thinking about Spirituality...

***“Spirituality is the concept of exploring the purpose and meaning of life, to develop a sense of awe and wonder at the world we live in, to question our place within it and to work to care for our body, mind and soul. Spirituality is not dependent on religious belief or a particular faith.”***

Here are some examples of how we promote Spirituality across this curriculum area:

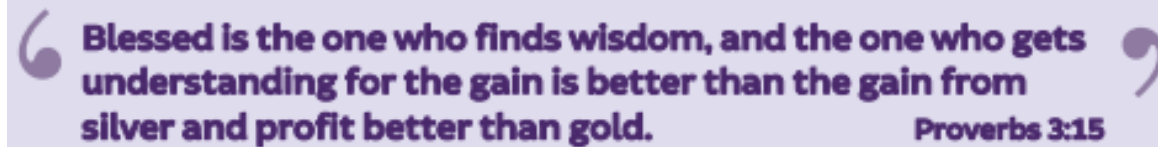
| Spirituality across RE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p>Pupils' spiritual development is enhanced through our RE curriculum by:</p> <ul style="list-style-type: none"><li>● Experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and world views;</li><li>● Visiting different places of worship and speaking to faith leaders;</li><li>● Asking and responding to 'big' questions of meaning and purpose;</li><li>● Considering questions and ideas about God ;</li><li>● Exploring spiritual practices such as worship and prayer, and considering the impact of these on believers as well as any relevance to their own life.;</li><li>● Using music, art and drama to express beliefs.</li></ul> |

|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>Examples from Year 3</b> | <p>Pupils explore a range of stories from different religions including the creation story</p> <p>Pupils learn about key religious festivals including Diwali and Holi</p> <p>Pupils are visited by a Hindu faith leader in order to explore the importance of religion in their lives</p> <p>Pupils participate in an Easter Labyrinth in order to explore the Easter Story</p>                                                                                 |
| <b>Examples from Year 4</b> | <p>Pupils write an account of their own views about spirituality and music, giving some examples of their own</p> <p>Pupils explore a range of pilgrimages people go on in order to express their religious and spiritual ideas</p> <p>Pupils discuss and present thoughtfully their own and others' views on challenging questions about being inspired by others, and about the ways human courage and spirituality can make a person an example to others</p> |
| <b>Examples from Year 5</b> | <p>Pupils visit Southwell Minster to explore how buildings and creative arts can put the spirituality of a religion into visual forms, and how these beautiful buildings can create space for people's spiritual lives</p> <p>Pupils are visited by a local Vicar and Imam to explore how spirituality and religion impacts people's lives</p>                                                                                                                   |

|                             |                                                                                                                                                                                                                                                                       |
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|                             | <p>Pupils learn key stories from the Gospel and explore what this tells us about the kind of world Jesus wants</p> <p>Pupils explore how religious and spiritual thoughts and beliefs are expressed through charity and generosity</p>                                |
| <b>Examples from Year 6</b> | <p>Pupils study sacred texts in order to explore what they tell us about the world and human life</p> <p>Pupils reflect on suffering with a focus on the Kindertransport</p> <p>Pupils look at how religions respond to human rights, fairness and social justice</p> |



# PURPOSE AND RATIONALE



**Blessed is the one who finds wisdom, and the one who gets understanding for the gain is better than the gain from silver and profit better than gold.**  
**Proverbs 3:15**

We believe that religious education at St Peter's should enable every child to flourish and to live life in all its fullness. (John 10:10). It should help educate for dignity and respect encouraging all to live well together.

This vision for RE also forms the bedrock of our school here at St Peter's, where an education of the Head (academic excellence), Heart (wellbeing, character and spiritual development) and Hands (making a difference) is our core purpose. As a result, RE has a high profile within the curriculum and is a high priority for senior leaders.

We have carefully planned our curriculum, taking into account our pupils starting points, to be coherent and sequential ensuring pupils develop both key knowledge and skills. We strive to ensure that pupils leave us, at the end of KS2, with high attainment having made significant progress in the subject from their starting points.

Through our curriculum, our pupils learn about a range of religions and world views appreciating diversity, continuity and change. Our Curriculum gives opportunities for the children to think rigorously, creatively, imaginatively and respectfully. It provides opportunities for pupils to weigh up for themselves the value of wisdom from different communities and respond by expressing insight into others' lives. The development of this dialogue enables them to participate positively in a society diverse in religion and world views. Fundamentally, RE also gives pupils time and space to reflect and explore their own beliefs, values and identity. In doing so, our RE programme prepares our pupils for the opportunities, responsibilities and experiences of life in modern Britain.

Central to our teaching of religious education is the study of Christianity as a living and diverse faith. Our curriculum aims to enable our pupils to to acquire a rich, deep knowledge and understanding of Christian belief and practice. We use the 'Understanding Christianity' resource to support the teaching of Christianity which uses an approach that engages pupils with biblical text and theological ideas.

Our teaching of Religious Education follows the guidance given in the latest Agreed Syllabus for Nottingham City and Nottinghamshire - 'Religious Education for All; The Agreed Syllabus for RE in Nottingham City and Nottinghamshire (2021-2026).'

The three-fold aims of RE in Nottingham City and the County will ensure that our pupils:

1. Know and understand a range of religions and world views which will allow them to recognise the diversity which exists in our city and wider society.
2. Can express ideas and insights about the nature, significance and the impact of religions and world views as they develop their own personal views on a range of issues
3. Develop and use skills which will assist them to engage seriously with religions and world views.

By following the Agreed Syllabus, RE will also contribute to a whole range of school priorities. Study of religious and world views will also promote spiritual, cultural, social and moral development, and will support pupils' understanding of British Values such as acceptance and respect for others who hold different world views.

# HOW OUR CURRICULUM SUPPORTS GAPS IN OUR PUPILS' KNOWLEDGE AND SKILLS

| Context and demographics                                                                                                                                                                                                                         | Implications for St Peter's RE curriculum                                                                                                                                                                                             |
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| <p>A considerable number of our pupils join us with significantly higher than average levels of prior attainment.</p> <p>School location deprivation indicator is in quintile 1 (least deprived) of all schools.</p>                             | <p>The RE curriculum is designed to be demanding, knowledge-rich and built upon the highest of expectations so that all pupils are challenged.</p>                                                                                    |
| <p>Despite the above, there are pockets of deprivation in the catchment (with some pupils coming to the school from one of the 10% most deprived neighbourhoods in the UK) and we have an increasing amount of Disadvantaged Pupils with us.</p> | <p>The curriculum provides the cultural capital these pupils may not receive outside of school focusing particularly on providing the pupils with a secure understanding of a range of different religions.</p>                       |
| <p>95% of the local population is white with very few residents born outside of the UK.</p>                                                                                                                                                      | <p>Our RE curriculum aims to expose our pupils to the diverse world many of our pupils are not exposed to.</p>                                                                                                                        |
| <p>Historically, our pupils (particularly boys) have had gaps in their knowledge and skills when it comes to Writing.</p>                                                                                                                        | <p>Our RE curriculum explicitly teaches key vocabulary, provides opportunities for pupils to apply their Writing skills and, because it is knowledge-rich, provides them with background knowledge which is crucial for Literacy.</p> |
| <p>Our pupils come from an Infant school that is not a Church of England School and leave us to go to a Secondary school that is also not a Church of England school.</p>                                                                        | <p>Our Christianity Units are tweaked to take into account the pupils' prior knowledge which is, generally, much lower than pupils' who attend all-through Church of England Schools.</p>                                             |

# RE CURRICULUM OVERVIEW

|        | Aut 1                                                                                                                                                                                                       | Aut 2                                                                                                     | Spr 1                                                                                                                                                                                      | Spr 2                                                                                                | Sum 1                                                                                                                                                                                                | Sum 2                                                                                                                                                                                                 |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 3 | <b>Creation/ Fall</b><br><i>Understanding Christianity -</i><br><br>What do Christians learn from the creation story?                                                                                       | <b>Incarnation</b><br><i>Understanding Christianity -</i><br><br>Why does Christmas matter to Christians? | <b>Hinduism</b><br>4.4<br>How do Hindu families practice their faith?<br>What are the deeper meanings of some Hindu festivals?<br><br><i>Religion: Hinduism</i>                            | <b>Salvation</b><br><i>Understanding Christianity -</i><br><br>Why does Easter matter to Christians? | <b>Prayer</b><br>3.2<br>How do Religious families and communities practice their faith?<br><br><i>Religions: Christianity and Islam</i>                                                              | <b>Sacred Places</b><br>3.3<br>Where, how and why do people worship?<br>How do Mosques, Mandirs and churches support their local community?<br><br><i>Religions: Islam, Hinduism and Christianity</i> |
| Year 4 | <b>Journeys</b><br>4.1<br>Why do some people think life is like a journey?<br>Where do we go? What do different people think about life after death?<br><br><i>Religions: Christianity, Islam, Hinduism</i> | <b>Incarnation</b><br><i>Understanding Christianity -</i><br><br>Why does Christmas matter to Christians? | <b>Pilgrimage</b><br>4.2<br>How do people express their religious and spiritual ideas on pilgrimages?<br><br><i>Religions: Islam, Hinduism, Christianity and non-religious worldviews.</i> | <b>Salvation</b><br><i>Understanding Christianity -</i><br><br>Why does Easter matter to Christians? | <b>People of God/ Inspirational people</b><br>Understanding Christianity & 3.4<br><br>What can we learn from inspiring people in sacred texts?<br><br><i>Religions: Christianity, Islam, Judaism</i> | <b>Spiritual Expression</b><br><br>4.3<br>Christianity, music and worship: what can we learn?<br><br><i>Religion: Christianity</i>                                                                    |

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| Year<br>5 | <b>Gospel</b><br><br><i>Understanding Christianity -</i><br><br>What kind of world did Jesus want?                                                                                                                 | <b>Incarnation</b><br><br><i>Understanding Christianity -</i><br><br>What is the Trinity?   | <b>Beliefs and Questions</b><br>5.3<br>How do people's beliefs about God, the world and others have an impact on their lives?<br><br><i>Religions: Hinduism and Islam</i> | <b>Salvation</b><br><br><i>Understanding Christianity -</i><br><br>Why do Christians call the day Jesus died Good Friday? | <b>Architecture &amp; Action</b><br>5.4<br>How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity.<br><br><i>Religions: Christianity, Hinduism and Islam</i> | <b>Great Leaders</b><br>5.1<br>What can we learn from great leaders and inspiring examples in today's world?<br><br><i>Religions: Christianity, Hinduism, Islam and non-religious examples</i>                                                                                                              |
| Year<br>6 | <b>People of God/ Wisdom</b><br>6.1 & Understanding Christianity<br><br>What can we learn by reflecting on words of wisdom from religions and world views?<br><br>How can following God bring freedom and justice? | <b>Incarnation</b><br><br><i>Understanding Christianity -</i><br><br>Was Jesus the Messiah? | <b>Suffering</b><br>6.4<br>What was the Kindertransport? Who resisted and rescued?<br>How can we be upstanders today?<br><br>Religion: Judaism                            | <b>Salvation</b><br><br><i>Understanding Christianity -</i><br><br>Why do Christians call the day Jesus died Good Friday? | <b>Caring</b><br>6.3<br>How do religions and beliefs respond to issues of human rights, fairness, social justice and the importance of the environment?<br><br><i>Religions: Christianity, Hinduism and Humanism</i>        | <b>Community</b><br>6.2<br>What contributions to religions make to local life in Nottingham City and Nottinghamshire?<br>How can we make Nottingham City and Nottinghamshire a county of tolerance and respect?<br><br><i>Religions: Christianity, Islam, Hinduism, Judaism and non-religious examples.</i> |

# PROGRESSION IN RE

## Knowing about and understanding religions and world views

| Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | By the end of KS2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p>Describe what Christians do at two different festivals</p> <p>Connect the celebrations to Bible texts and to beliefs about God</p> <p>Describe how a Muslim prays</p> <p>Describe how a Christian prays</p> <p>Connect ideas and beliefs to what people in these two religions do.</p> <p>Describe 4 key features of each of three religious buildings, a mosque, mandir and church</p> <p>Connect the key features of the buildings with beliefs</p> | <p>Describe at least one story about each of these key figures: Moses, Jesus and Muhammad.</p> <p>Connect the idea of inspirational leaders to the stories they learn</p> <p>Describe 4 different beliefs about life after death</p> <p>Show that they understand why life is like a journey</p> <p>Connect at least two viewpoints they have studied with texts from different religions</p> <p>Describe some religious beliefs that underlie the practice of pilgrimages in at least two religions</p> | <p>Show that they understand how inspirational leaders are examples of their religions' ideals</p> <p>Connect two examples from different worldviews: what have they in common?</p> <p>Consider varied answers to questions about whether God is real and what God is like</p> <p>Clearly express reasons why they hold their own views about questions to do with God</p> <p>Explain thoughtfully their own ideas about the relative value of worship and holy buildings and charity and compassion</p> | <p>Explain the impact of beliefs about sacred writings, God and values</p> <p>Explain two viewpoints about why people need wise words to follow</p> <p>Explain the impact of beliefs about communities on people from different religions.</p> <p>Connect at least two viewpoints about whether our communities can be more harmonious to teaching from religious sacred texts</p> <p>Explain the impact of beliefs on how people respond to charity</p> <p>Connect two viewpoints about justice and charity: should</p> | <p>Pupils will be able to:</p> <p>Describe and make connections between different religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas.</p> <p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>Explore and describe a range of beliefs, symbols and actions so</p> |

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| <p>about God in each religion</p> <p>Describe Hindu beliefs about the gods and goddesses</p> <p>Show that they understand what happens at Hindu worship in the home or the mandir</p> <p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians</p> <p>Recognise that stories of Jesus' life come from the Gospels</p> <p>Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas</p> <p>Recognise that Incarnation and Salvation are part of a big story of the Bible</p> <p>Tell stories of Holy Week and Easter from the Bible and recognise a link with</p> | <p>Show that they understand why a spiritual journey can change people's lives, giving examples</p> <p>Describe beliefs and practice about worship with music in Christianity</p> <p>Show that they understand how and why Christians use music to express beliefs about God and devotion to God</p> <p>Recognise that Incarnation is part of the 'Big Story' of the Bible</p> <p>Tell the story of the birth of Jesus and recognise the link with Incarnation</p> <p>Give examples of ways in which Christians use the nativity story in churches and at home</p> <p>Recognise that God, Incarnation, Gospel, Salvation are part of the big story of the Bible</p> | <p>Clearly express reasons why some religious people believe that worship makes them more charitable</p> <p>Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.</p> <p>Offer suggestions about what texts about baptism and Trinity might mean.</p> <p>Give examples of what these texts mean to some Christians today.</p> <p>Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</p> <p>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.</p> | <p>religious people do more to help the poor, or is it everyone's task?</p> <p>Explain the impact of beliefs on people lives</p> <p>Show that they understand a story of a survivor of Nazi hatred</p> <p>Write a factsheet about the ways Jewish people responded to the prejudice and hatred of the Nazis</p> <p>Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels.</p> <p>Offer suggestions for what texts about God might mean.</p> <p>Give examples of what the texts studied mean to some Christians.</p> <p>Describe how Christians show their beliefs about God the Trinity in the way they live.</p> <p>Give examples of what the</p> | <p>that they can understand different ways of life and ways of expressing meaning.</p> <p>Pupils will know:</p> <p>Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit.</p> <p>Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</p> <p>Christians worship God as Trinity. It is a huge idea to grasp, and artists have created art to help to express this belief.</p> <p>Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</p> <p>Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</p> |
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| <p>the idea of Salvation</p> <p>Recognise that Jesus gives instructions about how to behave</p> <p>Give examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter</p> | <p>Give examples of how Christians show their beliefs about Jesus as saviour in church worship.</p> | <p>Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.</p> <p>Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.</p> <p>Give examples of what the texts studied mean to some Christians.</p> <p>Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</p> <p>Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</p> <p>List two distinguishing features of a parable.</p> <p>Give some examples of how Christians act to show that</p> | <p>texts studied mean to some Christians.</p> <p>Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus.</p> | <p>The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.</p> <p>Christians today trust that Jesus really did rise from the dead, and so is still alive today.</p> <p>Christians remember and celebrate Jesus' last week, death and resurrection.</p> <p>Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first.</p> <p>Christians believe Jesus challenges people who pretend to be good (hypocrisy), and shows love and forgiveness to unlikely people.</p> <p>Christians believe Jesus' life shows what it means to love God (his Father) and love your neighbour.</p> <p>Christians try to be like Jesus –</p> |
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|  |  | they are following Jesus. |  | <p>they want to know him better and better.</p> <p>Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.</p> |
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## Expressing and communicating ideas relating to religions and world views

| Year 3                                                                                                                                                                                                                                                                                                                                     | Year 4                                                                                                                                                                                                                                                                                                                                          | Year 5                                                                                                                                                                                                                                                                                                                                                       | Year 6                                                                                                                                                                                                                                                                                                                                                                                      | By the end of KS2                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p>Ask and answer questions about how and why Christians celebrate God's creation, Jesus born in Bethlehem, Easter and Harvest</p> <p>Express their own ideas about the deeper meanings of these festivals</p> <p>Ask and answer questions about prayer in Islam and Christianity</p> <p>Ask and answer questions about at least three</p> | <p>Ask and answer questions about leadership and inspiration, using details from the stories they learned</p> <p>Express their own views about who is inspiring and why</p> <p>Consider varied answers to questions about life as a journey and about afterlife</p> <p>Express reasons why they hold their own views about life after death</p> | <p>Consider varied answers to questions about what makes a person inspiring</p> <p>Explain thoughtfully their own ideas about the inspiring leaders they studied</p> <p>Explain thoughtfully their own ideas about the relative value of worship and holy buildings and charity and compassion</p> <p>Consider varied answers to questions about whether</p> | <p>Consider varied answers to questions about the value of holy writings and other sources of wisdom</p> <p>Explain with reasons why (e.g.) Christians and Muslims revere their holy texts</p> <p>Explain thoughtfully their own ideas about wise words, selecting examples and clearly expressing reasons for their choices</p> <p>Consider varied answers to questions about building</p> | <p>Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities they studied and in their own lives.</p> |

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| <p>different ways the religious buildings are used by the different communities</p> <p>Respond thoughtfully to the task of designing a new religious building for their locality</p> <p>Respond thoughtfully to beliefs and ideas about prayer</p> <p>Respond with thoughtful ideas of their own to the ways Hindus celebrate</p> <p>Express some 'deeper meanings' of the festivals they study, giving reasons why particular rituals are important to Hindus</p> <p>Decide what they personally have to be thankful for at Christmas</p> <p>Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven</p> | <p>Consider varied answers to questions about the purposes of going on a pilgrimage</p> <p>Express reasons why they would choose their own kind of pilgrimage if they could.</p> <p>Consider varied answers to questions about why music matters in human life and in religious life</p> <p>Express reasons why particular pieces of music are spiritual for them</p> <p>Think, talk and ask questions about the Christmas story and the lessons they might learn from it</p> <p>Think, talk and ask questions about whether the text has something to say to them, exploring different ideas.</p> | <p>God is real and what God is like</p> <p>Clearly express reasons why they hold their own views about questions to do with God</p> <p>Clearly express reasons why some religious people believe that worship makes them more charitable</p> <p>Offer some ideas about the meaning of the Good Samaritan story to Christians.</p> <p>Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</p> | <p>peaceful families and communities</p> <p>Explain thoughtfully their own ideas about communities – why they matter, and how they can become stronger.</p> <p>Consider varied answers to questions about justice, fairness, human rights and environment</p> <p>Explain thoughtfully their own ideas about the work of some global development charities</p> <p>Consider varied answers to questions about suffering and God</p> <p>Explain with reasons why it is important to remember examples of hatred and prejudice, and why 'never again' is an important idea.</p> <p>Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to</p> | <p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between religions and worldviews.</p> <p>Offer suggestions about what texts might mean, and give examples of what the texts studied mean to some Christians.</p> <p>Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live.</p> <p>Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly</p> |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>how pupils think and live.</p> <p>Offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean.</p>                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Gaining and deploying the skills for learning from religions and world views</b>                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Year 3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Year 4</b>                                                                                                                                                                                                                                                                                                                                                | <b>Year 5</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Year 6</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>By the end of KS2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p>Consider ideas such as generosity, community and love-in-action</p> <p>List similarities between the four different Christian festivals</p> <p>Explain their own ideas about the Creation stories of Genesis 1 and 2.</p> <p>Discuss questions about prayer that come up in the study.</p> <p>List similarities between the two ways of prayer in Christianity and Islam</p> <p>Consider ideas such as 'a friendly building', 'a house</p> | <p>Consider ideas such as 'patriarch' 'prophet' or 'messiah'</p> <p>From the different religions: what do these words mean? Are they similar?</p> <p>List similarities between the key leaders studied.</p> <p>Explain similarities and differences between Hindu, Christian, Muslim and Humanist ideas about the purposes of life and life after death.</p> | <p>Apply the idea of inspiration for themselves to stories of leaders</p> <p>Explain what matters about worshipping God to Muslims</p> <p>Apply the ideas of worship and service to the key question in the unit</p> <p>Explain what matters in different religions about worship and about generosity or charity</p> <p>Explain what matters about worshipping gods and goddesses to Hindus</p> <p>Explain what matters about the lives of inspirational</p> | <p>Apply the idea of 'words of wisdom' for themselves, selecting examples and explaining them</p> <p>Explain similarities between holy books or writings from two different religions</p> <p>Apply the ideas of tolerance and respect to some tensions or problems in community relations</p> <p>Apply the idea of justice to at least two case studies</p> <p>Apply the ideas of respect, harmony and goodness to the lives of those who rejected Nazi ideas.</p> | <p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms.</p> <p>Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</p> <p>Discuss and apply their own and others' ideas about what is right and wrong and what is fair and just, and express their own ideas clearly in response.</p> |

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| <p>of God', 'a spiritual space' and say what they think makes these buildings special.</p> <p>Discuss questions such as: why do we need religious buildings? What emotions do we feel in holy spaces? Is the whole earth really a holy space? Can people get close to God in holy buildings?</p> <p>Explain similarities and differences between Hindu, Christian, Muslim and Humanist ideas about the purposes of life and life after death.</p> | <p>Apply the idea of spiritual journeys for themselves</p> <p>Explain similarities and differences between varied approaches to pilgrimage from different religions and worldviews</p> <p>Apply the idea of spirituality for themselves</p> <p>Explain similarities and differences between examples of the music Christians use from the past and in contemporary worship</p> | <p>leader: do we all need role models? Do the leaders exemplify their beliefs?</p> <p>Make links between some of Jesus' teachings about how to live, and life in the world today, expressing some ideas of their own clearly</p> <p>Make simple links between the Good Samaritan story and the importance of charity in Christian life.</p> <p>Make clear links between the story of the Good Samaritan and the idea of the Gospel as 'good news'.</p> | <p>Explain what matters about remembrance of those who died and those who survived and the idea of 'upstanders'.</p> <p>Explain similarities and differences between two global aid charities.</p> <p>Explain what matters about peace, respect and harmony to themselves and in our community.</p> <p>Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion.</p> <p>Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly.</p> | <p>Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities.</p> |
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## Understanding Christianity

| Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | By the end of KS2                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p><b>Creation/ Fall</b><br/>Know the story of creation from Genesis 1</p> <p>Place the concepts of Creation and Fall on a timeline of the Bible's 'big story'</p> <p>Describe and understand links between Genesis 1 and Christian beliefs about God and Creation</p> <p>Describe what Christians do because they believe God is Creator</p> <p>Know that Christians believe that humans should care for the world because it belongs to God</p> <p>Understand that the Bible tells a story about how humans spoiled their friendship with God</p> | <p><b>Incarnation</b><br/>Explain why Jesus is considered to be a 'King'</p> <p>Recognise the link between the birth of Jesus and incarnation - Jesus is 'God on Earth'</p> <p>Explore ways in which Christians use the nativity story in churches and at home</p> <p>Think, talk and ask questions about the Christmas story and the lessons they might learn from it</p> <p><b>Salvation</b><br/>Retell key events of the Easter story chronologically</p> <p>Explain sin and salvation</p> | <p><b>Gospel</b><br/>Retell the parable of the Good Samaritan</p> <p>Explore the message of the Good Samaritan</p> <p>Learn about the charitable work of Christian Aid</p> <p>Explain how 'love your neighbour' is a teaching Christians follow</p> <p>Explore the meaning of the parable - The pharisee and the tax collector</p> <p>Create our own parable in a modern setting</p> <p><b>Incarnation</b><br/>Understand that Christians believe God is Trinity</p> <p>Identify John 1 as part of a 'gospel' noting some differences between John</p> | <p><b>People of God</b><br/>Clearly define wisdom and its importance</p> <p>Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave</p> <p>Identify ideas about freedom and justice arising from their study of Bible texts</p> <p>Identify examples of law texts and suggest how believers might interpret them</p> <p>Show how Christians put their beliefs about living as People of God into practice in different ways</p> <p>Weigh up how Christian ideas about justice relate to the issues, problems and opportunities of their own lives and the world today</p> | <p>Pupils know about and understand Christianity as a living world faith, by exploring core theological concepts</p> <p>Pupils develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians</p> <p>Pupils' connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity), of themselves, the world and human experience.</p> |

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| <p><b>Incarnation</b><br/>Give a clear, simple account of the story of Jesus' birth and why he is important for Christians</p> <p>Recognise that stories of Jesus' life come from the Gospels</p> <p>Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions</p> <p>Decide what they personally have to be thankful for at Christmas</p> <p><b>Salvation</b><br/>Understand that incarnation and salvation are part of a 'big story'</p> <p>Tell stories from Holy Week and Easter from the Bible</p> <p>Recognise that Jesus gives Christians instructions about how to behave</p> <p>Understand that Christians believe Jesus rose again,</p> | <p>Explain how Jesus was an example to Christians during Holy Week</p> <p>Describe and explain how Christians worship at Easter.</p> <p><b>People of God</b><br/>To understand that the Old Testament tells the story of a particular group of people known as the People of God</p> <p>Explore Moses as a leader of the Jewish/ Christian people</p> <p>Consider Joseph's leadership qualities</p> <p>Make clear links between the story of Abraham and the concept of faith.</p> <p>Reflect on what makes an inspirational leader</p> | <p>and other Gospels<br/>Make links between some of the texts and teachings about God in the bible and what people believe about God today</p> <p>Express some ideas of their own about God</p> <p><b>Salvation</b><br/>Order Creation and Fall, Incarnation, Gospel and Salvation on a timeline</p> <p>Offer suggestions suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean</p> <p>Give examples of what the texts studied mean to some Christians.</p> <p>Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities</p> <p>Describe how Christians</p> | <p><b>Incarnation</b><br/>Identify Gospel and prophecy texts, using technical terms</p> <p>Explain connections between biblical texts, Incarnation and Messiah</p> <p>Show how Christian's put their beliefs about Jesus' incarnation into practice in different ways</p> <p>Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible</p> <p>Weigh up how far the idea that Jesus is the Messiah is important in the world today</p> <p><b>Salvation</b><br/>Offer suggestions about what the narrative of the Last Supper might mean</p> <p>Give examples of what the texts studied mean to Christians</p> <p>Make clear links between</p> |  |
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| <p>giving people hope of new life</p> |  | <p>show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship</p> <p>Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly</p> | <p>Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday</p> <p>Reflect on the importance of salvation and the lessons that can be learnt</p> <p>Describe how Christians show their beliefs about Jesus in their everyday life</p> <p>Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs make a difference</p> |  |
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# BIG IDEAS AND CONCEPTS

**Within the Units taken from the Agreed Syllabus, the key themes are:**

- Beliefs and questions
- Religion, family and community
- Worship and sacred places
- Inspirational people
- The journey of life and death
- Symbols and religious expression
- Spiritual expression
- Beliefs in action
- Teachings, wisdom and authority

**Within the Units taken from Understanding Christianity, the key concepts are:**

- God
- Creation/Fall
- People of God
- Incarnation
- Gospel
- Salvation
- Kingdom of God



# RE CURRICULUM UNIT PLANNER

|                     |                                                   |                  |    |             |              |       |       |          |
|---------------------|---------------------------------------------------|------------------|----|-------------|--------------|-------|-------|----------|
| Unit:               | Creation/<br>Fall                                 | Syllabus<br>Area | UC | Religion(s) | Christianity | Year: | Term: | Autumn 1 |
| Enquiry<br>Question | What do Christians learn from the creation story? |                  |    |             |              |       |       |          |

## Links to prior learning

KS1 - 1.3 Beliefs and teachings & 1.1 Celebrations and Festivals

## Preparation for future learning

Introduces Christian and other beliefs about creation.

Introduces studying a Bible passage.

Basic Knowledge of all Christian Festivals.

## New learning

I know the story of creation from Genesis 1.

I can place the concepts of Creation and the Fall on a timeline of the Bible's 'big story.'

I can describe and understand links between Genesis 1 and Christian beliefs about God and Creation.

I can describe what Christians do because they believe God is Creator.

I know that Christians believe that humans should care for the world because it belongs to God.

I know that the Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God.

## Key vocabulary

Creation, Thankful, Genesis, Generous, Harvest, Steward, Fall, Sin

## Big ideas and key concepts

## Creation/ Fall

### Assessment opportunity

#### End of Unit Quiz – Creation and The Fall

1. Match the key words with the correct definition.

|          |                                                               |
|----------|---------------------------------------------------------------|
| Sin      | When the friendship between God and people was damaged.       |
| The Fall | The first book in the bible.                                  |
| Creation | Going against God's way.                                      |
| Genesis  | The belief that the universe and human life were made by God. |

2. Name three things, according to Genesis 1, that God created when he made the Earth:

|                      |
|----------------------|
| <b>What God did:</b> |
| •                    |
| •                    |
| •                    |

3. Explain why you think God rested on the seventh day?

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.....

4. Why is the story of Adam and Eve known as 'The Fall'?

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5. Do you think God was right or wrong to break his friendship with Adam and Eve?

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6. Suggest what you might say to God, if you had eaten the forbidden fruit.

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## What teachers need to know

The story of Creation opens the Bible. For Christians, it sets out the relationship between God, the universe and all life. It reveals God as powerful (able to create a whole universe from nothing), creative (the beauty and diversity of the created world), orderly (the careful structure of the events of creation), and concerned with the role and value of life (Creation is prepared for life, with human life as the pinnacle, made in God's image).

Many Christians see Genesis 1 as a grand overture to a drama – the start of a long narrative about the relationship between the Creator and the created world.

Christians read this story differently. Some do take it literally. However, most Christians do not read it like this. Remember that the narrative was probably created around 2,500-3,000 years ago, possibly to remind the People of God about how their God was very different from the gods of the people in surrounding lands – much greater, much more worth following!

Many Christians see the story as a poem. It is important to explore it with pupils as you would enjoy any colourful text. The approach in this unit is to explore how the text teaches about what the Creator is like, and therefore how Christians will want to live in response.

## In order to achieve ARE..

- I can explain what God did when he created the world.
- I can explain what Christians do because they believe God created the world.
- I know that the Bible tells a story about how humans spoiled their friendship with God.

# RE CURRICULUM UNIT PLANNER

|                  |                                          |                |                                  |             |              |       |   |       |          |
|------------------|------------------------------------------|----------------|----------------------------------|-------------|--------------|-------|---|-------|----------|
| Unit:            | Incarnation                              | Syllabus Area: | Understanding Christianity (KS1) | Religion(s) | Christianity | Year: | 3 | Term: | Autumn 2 |
| Enquiry question | Why does Christmas matter to Christians? |                |                                  |             |              |       |   |       |          |

## Links to prior learning

Most pupils will have some prior knowledge of the Christmas Nativity story from KS1.

## New learning

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

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

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

Decide what they personally have to be thankful for at Christmas time.

### Preparation for future learning

Incarnation Unit in Year 4 which builds on this foundational knowledge

### Key vocabulary

Incarnation, Christmas, Christians, Nazareth, Bethlehem, Shepherds, Advent, Wreath, Gratitude, Thankfulness

### Big ideas and key concepts

Incarnation - 'in the flesh'

## Assessment opportunity

**Incarnation – End of Topic Quiz**

1. Match the word to the definition. **Use a ruler please.**

|             |  |                                                                            |
|-------------|--|----------------------------------------------------------------------------|
| Incarnation |  | The arrival of something or someone.                                       |
| Advent      |  | The place where the angel told Mary she would have a child.                |
| Nazareth    |  | 'Becoming flesh'. The belief that God became a man in the person of Jesus. |

2. How did the shepherds hear of the birth of Jesus?  
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3. Where was the baby Jesus born?  
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4. Explain why Christians believe that God sent Jesus to Earth?  
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-----  
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Suggest why Jesus was born in a stable and visited by shepherds instead of being born in a palace.  
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PERSONAL REFLECTION:

5. Why do you think that Christmas is such a special festival for so many people?  
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Pick the message you want to create a picture for and create your art to represent it in the space on your sheet.

Jesus is the saviour of the world

Jesus came for all people.

Jesus is God's gift to us.

Jesus is the light of the world.

What teachers need to know



## BACKGROUND FOR TEACHERS

The birth of Jesus is recorded in two of the Gospels – Matthew and Luke. Although this happens near the start of the New Testament, it is quite a way into the 'big story' narrative of the Bible if we consider that this starts with Creation.

With 'the Fall', sin enters the world and remains in it. God therefore carries out a 'rescue mission' for humanity to help save people from their sin. This is partially achieved by cultivating a relationship with the People of God. The attachment between God and the People of God in the Old Testament shows many Christians what it is like to be in a relationship with God. The stories themselves are also pointers for the coming of Jesus and what this will mean. For example, Abraham being called upon to sacrifice his only son can be seen as foreshadowing Jesus, God's son, being sacrificed on the cross.

The culmination of God's rescue plan starts with the birth of Jesus. This is crucial to the Christian faith. By coming to Earth as Jesus, God is able to show and tell people how they should be living, and demonstrate what it is like to have a close relationship with the Father. Without the Incarnation, Christians believe, God would not have been able to make the ultimate sacrifice, leading to the salvation of his people.

Christians use the birth stories not only to guide them in their celebrations at Christmas, but also to remind them about the place of Jesus in the 'big story' of God's relationship with humans. Jesus is the saviour and rescuer, whose birth was prophesied but came to pass in unexpected ways, amongst poor and marginalised people.

## THE BIRTH OF JESUS: COMMENTARY ON THE TEXT AND ITS MEANING(S)

**LUKE 1:26-38, 2:1-20, MATTHEW 1:18-2:12**

The birth of Jesus is recorded in the Gospels of both Luke and Matthew. There are elements of the story in these Gospels that match up – Jesus, the Son of God, from David's line, was born to the Virgin Mary in Bethlehem. However, the Gospel writers do include different information – Luke sees Mary and Joseph travelling to Bethlehem for the census and being visited by shepherds who have been alerted by angels. Matthew has the wise men following a star and being Jesus' visitors. Some Christians will put the two stories together to give an overall understanding of what happened at Jesus' birth. Although there are differences within the storyline between the two Gospels (for example, where the family travel to after Jesus' birth), these are not major factors in the

overarching message of the story itself. Luke and Matthew selected elements to fit their overall intentions.

Traditionally, both stories are taught to pupils in schools and are often taught as one story at this age. Older pupils are likely to look at the two stories separately and find similarities and differences for themselves. Elements with which school pupils have become familiar over the years, such as Jesus being born in a stable and visited there by kings, are not mentioned in the Gospels.

The birth stories found in Luke and Matthew reflect the theology and the interests of the Gospel writers. Luke is concerned with the poor and humble, therefore the shepherds are the first to hear the news and visit Jesus. Shepherds

were traditionally marginalised – uneducated and often seen as untrustworthy; right from the start, Luke's Jesus overturns expectations.

Matthew's Gospel wows the reader or listener by making events sound magnificent: Jesus is presented as a king. This Gospel is written for a Jewish community so there are some clear parallels with the Old Testament, for example the flight to Egypt – a land to which Jacob's son, Joseph, and the rest of his family went in Genesis. The fulfilment of Old Testament prophecies is a feature of Matthew's Gospel.

One scholar (Mark Allan Powell) suggests that the wise men are not actually so wise (they get the date wrong,

they get lost, they don't notice that Herod is scheming and false); nor are they kings (they are sent by royalty, and so must be underlings). This would mean that Matthew also paints Jesus as preferring the outcast and lowly to the rich and powerful.

Many Christians today accept the birth narratives as historical accounts and see the two Gospels as complementing each other, although not all Christians agree. For most Christians however, the key significance of this text is the Incarnation – that God came to earth as Jesus and lived among people as a human himself, as part of God's plan of salvation for human beings.

In order to achieve ARE..

- I can retell the story of Jesus's birth according to Luke.
- I can explain why Jesus was sent to Earth for everybody.
- I can explain how and why Christians show gratitude.

# RE CURRICULUM UNIT PLANNER

|                  |                                                                                                   |                |      |             |          |       |   |       |          |
|------------------|---------------------------------------------------------------------------------------------------|----------------|------|-------------|----------|-------|---|-------|----------|
| Unit:            | Hinduism                                                                                          | Syllabus Area: | 4.4. | Religion(s) | Hinduism | Year: | 3 | Term: | Spring 1 |
| Enquiry question | How do Hindu families practice their faith? What are the deeper meanings of some Hindu festivals? |                |      |             |          |       |   |       |          |

## Links to prior learning

KS1: 1.1 - Celebrations and Festivals

## New learning

I can explain the key beliefs in Hinduism.

I can describe and understand the festival of Diwali.

I can explore the deeper meaning of Diwali.

I can describe and understand the festival of Holi.

I can compare Holi and Diwali and other festivals.

### Preparation for future learning

Overview of Hinduism beliefs and festivals

### Key vocabulary

Hindu, deity, karma, dharma, brahman, festival, diwali, holi

### Big ideas and key concepts

Religion, family and community

## Assessment opportunity

Wednesday 7<sup>th</sup> February

End of Topic Quiz - Hinduism



1.a) Circle the right answers. Diwali is also known as the:

Festival of food

Festival of happiness

Festival of light

b) Holi is also known as the:

Festival of colour

Festival of sunshine

Festival of gifts

2. Can you draw 3 lines to match the religious stories to the festival they are linked to?

Rama and Sita

The God and the  
Wicked Witch

Nativity

Christmas

Holi

Diwali

3. Are these statements true or false?

| Statement                                           | True or False? |
|-----------------------------------------------------|----------------|
| At Diwali, Hindus welcome Lakshmi into their homes. |                |
| On Holi, Hindus throw paint at their enemies.       |                |
| Hindus believe there is one God called Rama.        |                |
| During Diwali, Hindus light Diya lamps.             |                |

4. Describe some similarities and differences between Holi and Diwali.

| Similarities | Differences |
|--------------|-------------|
|              |             |

5. PERSONAL REFLECTIONS:

Which Hindu festival would you most like to attend? Why?

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## What teachers need to know

Overview of Hinduism - Gods and Goddesses:

<https://www.dummies.com/religion/hinduism/hindu-gods-and-goddesses/>

Diwali:

<http://www.bbc.co.uk/religion/religions/hinduism/holydays/diwali.shtml>

Holi:

[http://www.bbc.co.uk/religion/religions/hinduism/holydays/holi\\_1.shtml](http://www.bbc.co.uk/religion/religions/hinduism/holydays/holi_1.shtml)

Rama and Sita:

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-hindu-story-of-rama-and-sita/zdtmnrdr>

## In order to achieve ARE..

- I can describe two Hindu festivals and ways in which they are celebrated.
- I can compare and contrast the festivals of Diwali and Holi.

# RE CURRICULUM UNIT PLANNER

|                  |                                       |                |                            |             |              |       |   |       |          |
|------------------|---------------------------------------|----------------|----------------------------|-------------|--------------|-------|---|-------|----------|
| Unit:            | Salvation                             | Syllabus Area: | Understanding Christianity | Religion(s) | Christianity | Year: | 3 | Term: | Spring 2 |
| Enquiry question | Why does Easter matter to Christians? |                |                            |             |              |       |   |       |          |

## Links to prior learning

KS1 - 1.1 Celebrations and Festivals

## New learning

I understand that incarnation and salvation are part of 'a big story' in The Bible.

I can tell stories of Holy Week and Easter from The Bible.

I recognise that Jesus gives Christians instructions about how to behave.

I understand Christians believe Jesus rose again, giving people hope of new life.

I can explain how Christians show belief about Jesus' death and resurrection in church worship at Easter.

### Preparation for future learning

Salvation Units in Year 4, 5 and 6.

### Key vocabulary

Salvation, Disciple, crucified, betrayed, resurrection, Palm Sunday, Good Friday, Easter Sunday, Heaven

### Big ideas and key concepts

Salvation



## Assessment opportunity

Wednesday 20<sup>th</sup> March    End of Topic Quiz – Salvation

1. Circle the right answers.

a) What did people wave as Jesus rode in to Jerusalem on a donkey?

palm leaves                      bread and wine                      a crown of thorns

b) What does resurrection mean?

Jesus dying on the cross                      Jesus hosting the last supper                      Jesus rising from the dead

2. Can you draw 3 lines to match these words with their meanings?

Incarnation

the belief that God raised Jesus on the third day after his death.

Reincarnation

becoming flesh and the belief that God became man in the form of Jesus.

Salvation

Freedom from sins. Jesus taking punishment by dying on the cross.

3. Are these statements true or false?

| Statement                                             | True or False? |
|-------------------------------------------------------|----------------|
| Peter denied Jesus three times.                       |                |
| Thomas betrayed Jesus and handed him to the guards.   |                |
| Jesus washed the disciples' hands at the last supper. |                |
| Jesus rose again on Easter Sunday.                    |                |

4. Suggest why you think Peter denied Jesus three times.

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5. Explain why you think Jesus forgave the people who wished him harm.

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**PERSONAL REFLECTION:** Explain why the last supper was such a special occasion.

What teachers need to know

## BACKGROUND FOR TEACHERS

Most Christians see the Bible as telling a story about the ongoing relationship between God and Creation, with a particular focus on the bond between God and humanity. The good relationship was damaged very early on in the Bible story, with Adam and Eve eating fruit from the tree of knowledge of good and bad. This action illustrates a human tendency to go their own way – or to ‘sin’. Called ‘the Fall’ by many Christians, this act also signals a separation and division between humans and their Creator: the idyllic relationship between God and humans no longer exists. God, however, still loves his creation and seeks to bring all people back into friendship. This is the link with the concept of Salvation – of God ‘saving’ humans (and renewing the whole of creation).

For Christians, Jesus’ life, death and resurrection is the culmination of this. Jesus, as God in the flesh (incarnation), shows people what God is like, in his teachings and example. Jesus’ name means ‘he saves’. His death is seen by Christians as a sacrifice, the supreme example of God’s love for people, and the model for Christian living. One way of looking at this is that Jesus’ death and resurrection heals the damage done by sin –

so, if people ask for forgiveness, it is freely given, because Jesus has already paid the punishment.

The death and resurrection should not be seen as a complete end to sin, however: sinning still happens and should be taken seriously, but can be forgiven by God through Jesus. This unit focuses on Jesus building a bridge to God through his teachings and his example. Pupils will concentrate on the idea of his death as sacrifice more fully in KS2.

Christians use these stories in different ways. Some will prepare for Easter during Lent, reading passages from the Easter story and meditating on Jesus’ experience, perhaps particularly on his suffering. This might remind a Christian to be grateful for Jesus’ sacrifice, and to recognise that sin is still a serious business. Some Christians read the whole of the Passion narrative in John’s Gospel (Chapters 18–20) in a service; others remember it in the Stations of the Cross, saying prayers recalling different events of Holy Week. This is the most significant Christian festival, remembering and celebrating the salvation offered through Jesus.

In order to achieve ARE..

- I can retell the Easter story.
- I can describe why Christians celebrate Easter.

# RE CURRICULUM UNIT PLANNER

|                  |                                                                 |                |     |             |                        |       |   |       |          |
|------------------|-----------------------------------------------------------------|----------------|-----|-------------|------------------------|-------|---|-------|----------|
| Unit:            | Prayer                                                          | Syllabus Area: | 3.2 | Religion(s) | Christianity and Islam | Year: | 3 | Term: | Summer 1 |
| Enquiry Question | How do religious families and communities practice their faith? |                |     |             |                        |       |   |       |          |

## Links to prior learning

KS1: 1.2 Myself and caring for others

## New learning

I can explore what prayer is.

I understand why Christians pray and how they use the Lord's Prayer.

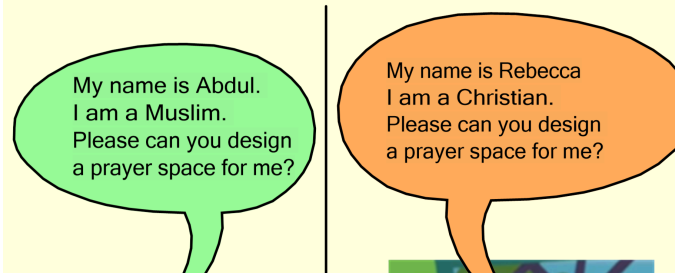
|                                                                                      |
|--------------------------------------------------------------------------------------|
| I understand why Muslims pray and the five daily prayers.                            |
| I can explain the similarities and differences between Islamic and Christian prayer. |
| I understand the impact prayer can have on the individual and the community.         |

| Key vocabulary                                                    |
|-------------------------------------------------------------------|
| Prayer, Islam, Mosque, Qu’ran, Prophet, Christian, Church, Muslim |

| Big ideas and key concepts     |
|--------------------------------|
| Religion, family and community |

| Assessment opportunity |
|------------------------|
|------------------------|

Challenge: Design a prayer space for Abdul or Rebecca



## What teachers need to know

Christian Prayer:

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-christian-prayer/zbjv92p>

Islamic Prayer:

<https://www.bbc.co.uk/religion/religions/islam/practices/salat.shtml>

The Lord's Prayer:

<https://www.churchofengland.org/our-faith/going-church/lords-prayer>

God's Story- Prayer

[https://www.youtube.com/watch?v=ZrdlXOk\\_QdQ](https://www.youtube.com/watch?v=ZrdlXOk_QdQ)

Bible Online:

<https://www.biblegateway.com/?version=nrsv>

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# RE CURRICULUM UNIT PLANNER

|                  |                                       |                |     |             |                                     |       |   |       |          |
|------------------|---------------------------------------|----------------|-----|-------------|-------------------------------------|-------|---|-------|----------|
| Unit:            | Sacred Places                         | Syllabus Area: | 3.3 | Religion(s) | Christianity and Hinduism or Islam. | Year: | 3 | Term: | Summer 2 |
| Enquiry question | Where, how and why do people worship? |                |     |             |                                     |       |   |       |          |

## Links to prior learning

KS1 - 1.4 Symbols in religious worship and practise.

## New learning

I can name and explain the purpose of furniture/architecture in a Church, Mosque and Mandir.

I know how local Churches, Mosques and Mandirs are used by the Community.

I understand how these holy buildings reflect the key beliefs of the religion.

I can explain the similarities and differences between the places of worship.

I understand the value of holy buildings.

### Preparation for future learning

Knowledge and understanding of places of worship and how they are used for Christianity and Islam/Hinduism.

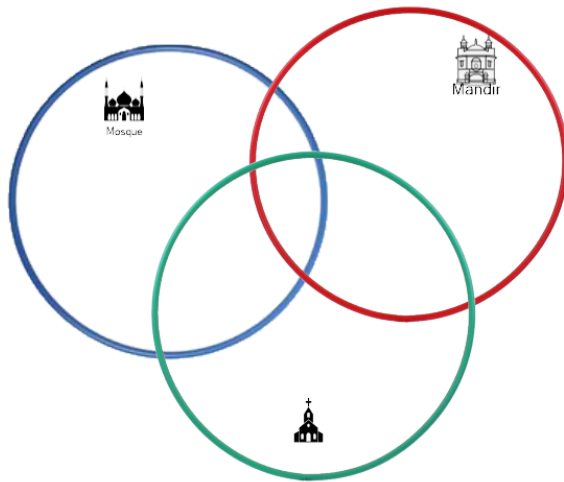
### Key vocabulary

Mandir, Church, Mosque, worship, Holy, architecture, furniture, values, beliefs, community

### Big ideas and key concepts

Worship, pilgrimage and sacred places.

## Assessment opportunity



Reflect on the similarities/ differences between different places of worship

## What teachers need to know

Where do Christians worship?

<https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/zvfnkmn>

Church Furniture:

<https://www.bbc.co.uk/bitesize/guides/zsgbtv4/revision/4>

What is a Mosque?:

<https://www.bbc.co.uk/teach/inside-the-mosque-what-do-you-need-to-know/zr3f2sg>

What is a Mandir?:

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-inside-hindu-temple/zbf2t39>

# RE CURRICULUM UNIT PLANNER

|                  |                                                                                                                         |                |     |              |                                                 |       |   |       |          |
|------------------|-------------------------------------------------------------------------------------------------------------------------|----------------|-----|--------------|-------------------------------------------------|-------|---|-------|----------|
| Unit:            | Journeys                                                                                                                | Syllabus Area: | 4.1 | Religion(s): | Christianity, Hinduism and Humanism world view. | Year: | 4 | Term: | Autumn 1 |
| Enquiry question | Why do some people think life is like a journey? Where do we go? What do different people think about life after death? |                |     |              |                                                 |       |   |       |          |

## Links to prior learning

KS2: Y3 - 3.4 - Sacred Places and 4.4 Hinduism

## New learning

I understand the key ways in which Christians, Hindus and Muslims see life as a journey.

I can describe different beliefs about life after death

I can connect viewpoints about life after death with texts from different religions

I can express reasons why they hold their own views about life after death

I can explain similarities and differences between Hindu, Christian, Muslim and Humanist ideas about the purposes of life and life after death.

I can reflect on my learning about journeys and my thoughts about the meaning of life.

### Preparation for future learning

Understanding of important milestones in the Christian, Hindu and Humanism world view.

### Key vocabulary

Journey of life, Karma, Humanism, Baptism, Communion, Nam Samskar, Sacred Thread Ceremony, Shraddha, Aqiqah, Bismillah, Mecca, Heaven, Paradise, Samsara

### Big ideas and key concepts

The Journey of life and death.

Assessment opportunity

Assessment lesson

WALT: Review our learning from the unit Journeys



1. Sum up how each of the below view the meaning of life and life after death

|                  | Christianity | Hinduism | Islam | Humanism |
|------------------|--------------|----------|-------|----------|
| Meaning of life  |              |          |       |          |
| Life after death |              |          |       |          |

2. Name some of the key milestones in a persons life for each of the religions below.



Christian

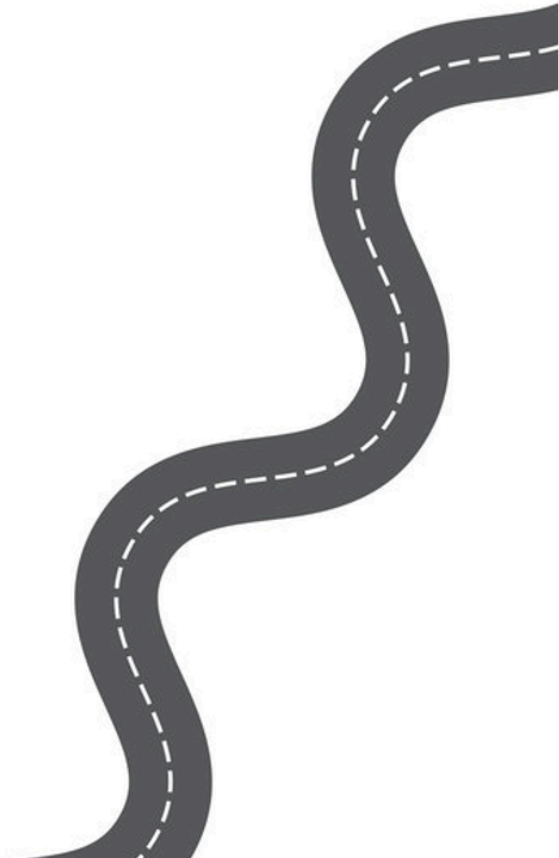


Hindu



Muslim

4.Show your own life as journey and its key milestones using the road map below.



To meet ARE pupils must:

- Demonstrate secure knowledge of the key life milestones in the life of a Christian, Muslim and Hindu
- Be able to clearly explain why religions see life as a journey
- Reflect on how their own life, so far, can be portrayed as being a journey and the key milestones they have reached

## What teachers need to know

Christian Baptism and Confirmation:

<https://www.bbc.co.uk/bitesize/guides/zy7qrwx/revision/1>

Hindu Sacred Thread Ceremony:

<https://www.bbc.co.uk/bitesize/guides/zk4dtfr/revision/2>

Video Hindu Ceremonies:

<https://www.bbc.co.uk/programmes/p010xyj2>

Christian beliefs - Life after death

<https://christianity.org.uk/article/life-after-death>

Christian Funeral:

<https://w>

[www.bbc.co.uk/bitesize/guides/zgqjgdm/revision/6](https://www.bbc.co.uk/bitesize/guides/zgqjgdm/revision/6)



# RE CURRICULUM UNIT PLANNER

|                  |                                          |                |                            |             |              |       |   |       |          |
|------------------|------------------------------------------|----------------|----------------------------|-------------|--------------|-------|---|-------|----------|
| Unit:            | Incarnation                              | Syllabus Area: | Understanding Christianity | Religion(s) | Christianity | Year: | 4 | Term: | Autumn 2 |
| Enquiry question | Why does Christmas matter to Christians? |                |                            |             |              |       |   |       |          |

## Links to prior learning

PUPILS WILL KNOW THAT: • Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). • Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.

## New learning

Recognise that Incarnation is part of the 'Big Story' of the Bible.

Explore why Jesus is considered to be a 'King'

Tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'

Explore ways in which Christians use the Nativity story in churches and at home

Think, talk and ask questions about the Christmas story and the lessons they might learn from it.

Preparation for future learning

Y5 Incarnation Unit

Key vocabulary

Incarnation, Kingship, Nativity, Wise Men, Gold, Frankincense, Myrrh, Carols, Advent, Charities

Big ideas and key concepts

Incarnation - 'In the flesh'

Assessment opportunity

Incarnation - End of topic assessment.

1. Match the correct story detail to the person(s) who told it in the Bible:

Wise Men from the East visit

Matthew and Luke

Jesus was born in Bethlehem

Matthew

Angels visit the shepherds

Luke

2. What are 3 themes that appear in Christmas Carols?



3. Why are carols sung?

4. Describe how the Kings viewed Jesus and explain how you know:

5. Here is the painting of the Mystic Nativity, explain some of the people and objects and what is significant about them:



6. For Christians, Christmas is a time for giving. In what small ways can you show kindness and charity to others at Christmas?

## What teachers need to know

### BACKGROUND FOR TEACHERS

The birth of Jesus is recorded in two of the Gospels – Matthew and Luke. Although this happens near the start of the New Testament, it is quite a way into the 'big story' narrative of the Bible if we consider that this starts with Creation.

With 'the Fall', sin enters the world and remains in it. God therefore carries out a 'rescue mission' for humanity to help save people from their sin. This is partially achieved by cultivating a relationship with the People of God. The attachment between God and the People of God in the Old Testament shows many Christians what it is like to be in a relationship with God. The stories themselves are also pointers for the coming of Jesus and what this will mean. For example, Abraham being called upon to sacrifice his only son can be seen as foreshadowing Jesus, God's son, being sacrificed on the cross.

The culmination of God's rescue plan starts with the birth of Jesus. This is crucial to the Christian faith. By coming to Earth as Jesus, God is able to show and tell people how they should be living, and demonstrate what it is like to have a close relationship with the Father. Without the Incarnation, Christians believe, God would not have been able to make the ultimate sacrifice, leading to the salvation of his people.

Christians use the birth stories not only to guide them in their celebrations at Christmas, but also to remind them about the place of Jesus in the 'big story' of God's relationship with humans. Jesus is the saviour and rescuer, whose birth was prophesied but came to pass in unexpected ways, amongst poor and marginalised people.

### THE BIRTH OF JESUS: COMMENTARY ON THE TEXT AND ITS MEANING(S)

**LUKE 1:26–38, 2:1–20, MATTHEW 1:18–2:12**

The birth of Jesus is recorded in the Gospels of both Luke and Matthew. There are elements of the story in these Gospels that match up – Jesus, the Son of God, from David's line, was born to the Virgin Mary in Bethlehem. However, the Gospel writers do include different information – Luke sees Mary and Joseph travelling to Bethlehem for the census and being visited by shepherds who have been alerted by angels. Matthew has the wise men following a star and being Jesus' visitors. Some Christians will put the two stories together to give an overall understanding of what happened at Jesus' birth. Although there are differences within the storyline between the two Gospels (for example, where the family travel to after Jesus' birth), these are not major factors in the

overarching message of the story itself. Luke and Matthew selected elements to fit their overall intentions.

Traditionally, both stories are taught to pupils in schools and are often taught as one story at this age. Older pupils are likely to look at the two stories separately and find similarities and differences for themselves. Elements with which school pupils have become familiar over the years, such as Jesus being born in a stable and visited there by kings, are not mentioned in the Gospels.

The birth stories found in Luke and Matthew reflect the theology and the interests of the Gospel writers. Luke is concerned with the poor and humble, therefore the shepherds are the first to hear the news and visit Jesus. Shepherds

were traditionally marginalised – uneducated and often seen as untrustworthy; right from the start, Luke's Jesus overturns expectations.

Matthew's Gospel wows the reader or listener by making events sound magnificent: Jesus is presented as a king. This Gospel is written for a Jewish community so there are some clear parallels with the Old Testament, for example the flight to Egypt – a land to which Jacob's son, Joseph, and the rest of his family went in Genesis. The fulfilment of Old Testament prophecies is a feature of Matthew's Gospel.

One scholar (Mark Allan Powell) suggests that the wise men are not actually so wise (they get the date wrong,

they get lost, they don't notice that Herod is scheming and false); nor are they kings (they are sent by royalty, and so must be underlings). This would mean that Matthew also paints Jesus as preferring the outcast and lowly to the rich and powerful.

Many Christians today accept the birth narratives as historical accounts and see the two Gospels as complementing each other, although not all Christians agree. For most Christians however, the key significance of this text is the Incarnation – that God came to earth as Jesus and lived among people as a human himself, as part of God's plan of salvation for human beings.

## In order to achieve ARE...

- Children will demonstrate an understanding of the key differences between the Bible verses of Matthew and Luke on the birth of Jesus
- Children will be able to understand and explain that Jesus was seen as a King and that this is illustrated through the gifts of the Wise Men, music (carols) and art
- Children will be able to reflect on the importance of charity and kindness for Christians at Christmas

# RE CURRICULUM UNIT PLANNER

|                  |                                                                           |                |     |              |                                                              |       |   |       |          |
|------------------|---------------------------------------------------------------------------|----------------|-----|--------------|--------------------------------------------------------------|-------|---|-------|----------|
| Unit:            | Pilgrimage                                                                | Syllabus Area: | 4.2 | Religion(s): | Islam, Hinduism, Christianity and non-religious world views. | Year: | 4 | Term: | Spring 1 |
| Enquiry question | How do people express their religious and spiritual ideas on pilgrimages? |                |     |              |                                                              |       |   |       |          |

## Links to prior learning

KS2: Y3 - 3.2 Prayer

## New learning

I can describe and explain the Christian pilgrimage to the Holy Land.

I can describe and explain the Muslim pilgrimage to Mecca (Hajj).

I can describe and explain the Hindu pilgrimage to Varanasi (Kumbh Mela).

I can compare different faith pilgrimages, identifying similarities and differences.

I can explore the spiritual journey to Stonehenge and compare it to religious pilgrimage.

I can reflect on a place I would like to visit as a pilgrimage experience.

### Preparation for future learning

In depth understanding of pilgrimage and how Hindus, Muslims and Christians go on faith journeys. Preparation for unit 5.3 Beliefs and Questions.

### Key vocabulary

Pilgrimage, Christianity, Islam, Hinduism, Christian, Muslim, Hindu, prayer, meditation, worship, ritual, The Holy Land, Jerusalem, Mecca, Hajj, Varanasi.

### Big ideas and key concepts



Worship, Pilgrimage and Sacred Places

Assessment opportunity

Assessment lesson

WALT: Review our learning from the unit Pilgrimages

1. What is a pilgrimage?

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2. Why do Christian pilgrims visit the Garden Tomb?



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3. A pilgrimage is often seen as a life-changing experience. How do you think someone would feel after completing a pilgrimage and why?

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4. If you were to go on a pilgrimage or spiritual journey, where would you go and why?

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## What teachers need to know

What is a Pilgrimage?

<https://www.bbc.co.uk/bitesize/guides/z84dtfr/revision/1>

Christian Pilgrimage to the Holy Land:

<https://www.bbc.co.uk/bitesize/guides/z84dtfr/revision/3>

Islamic Pilgrimage to Mecca:

<https://www.bbc.co.uk/bitesize/guides/zcrkxnb/revision/1>

Hindu journey to Varanasi:

<https://www.bbc.co.uk/bitesize/guides/zvrsv9q/revision/8>

Video - What it means to Christians to visit the Holy Land:

<https://www.youtube.com/watch?v=8i5hniSpcfE>

Video - Muslims visiting Mecca:

<https://www.youtube.com/watch?v=lhktGdq1KLg>

Video - Exploring Varanasi:

<https://www.youtube.com/watch?v=ZSzNUqA0Fc0>

# RE CURRICULUM UNIT PLANNER

|                  |                                       |                |                                         |             |              |       |   |       |          |
|------------------|---------------------------------------|----------------|-----------------------------------------|-------------|--------------|-------|---|-------|----------|
| Unit:            | Salvation                             | Syllabus Area: | <i>Understanding Christianity - KS1</i> | Religion(s) | Christianity | Year: | 4 | Term: | Spring 2 |
| Enquiry question | Why does Easter matter to Christians? |                |                                         |             |              |       |   |       |          |

Links to prior learning

KS1 - 1.1 Celebrations and Festivals

New learning

Retell the events of Holy Week chronologically.

Understand the concepts of sin and salvation.

Understand how Jesus was an example to Christians during Holy Week.

Describe and explain how Christians worship at Easter.

### Preparation for future learning

Salvation Units in Y5/6.

### Key vocabulary

Incarnation, Gospel, Sin, Salvation, Holy Week, Crucifixion, Resurrection, Saviour

### Big ideas and key concepts

Salvation

Assessment opportunity

Assessment lesson

WALT: Review our learning from the unit

Salvation

1. Explain what happened on these days in Holy Week.



Palm Sunday



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Good Friday



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2. How did Jesus bring Christians closer to God?

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3. Christians believe that forgiveness is important.

Can you reflect on a time that you forgave someone or someone forgave you?

How did it make you feel?

Why was it important?

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Add an illustration showing forgiveness below:

## What teachers need to know

See Understanding Christianity Folder

KS1/Unit 1.5 Salvation booklet pages 4-7



# RE CURRICULUM UNIT PLANNER

|                  |                                                                                          |                |           |              |                                       |       |   |       |             |
|------------------|------------------------------------------------------------------------------------------|----------------|-----------|--------------|---------------------------------------|-------|---|-------|-------------|
| Unit:            | People of God/ Inspirational People.                                                     | Syllabus Area: | UC<br>3.4 | Religion(s): | Christianity,<br>Islam and<br>Judaism | Year: | 4 | Term: | Summer<br>1 |
| Enquiry Question | What can we learn from inspiring people in sacred texts and in the history of religions? |                |           |              |                                       |       |   |       |             |

Links to prior learning

3.1 Beliefs and Questions 2.1 Leaders

New learning

To understand that the Old Testament tells the story of a particular group of people known as the People of God

Explore Moses as a leader of the Jewish/ Christian people

Consider Joseph's leadership qualities

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

Relate our learning to Muhammad to the actions of his followers

Reflect on what makes an inspirational leader

Preparation for future learning

More knowledge of Islam. Introduction to Judaism. Knowledge of Great leaders in different faiths throughout history.

Key vocabulary

People of God, Faith, Covenant, Miracle, Prophet

## Big ideas and key concepts

### People of God/ Inspirational People

## Assessment opportunity



- From Joseph, we can learn.....
- Joseph showed this when.....
- I could show this quality in my own life by.../ when.....



- From Abraham, we can learn.....
- Abraham showed this when.....
- I could show this quality in my own life by.../ when.....



- From Moses, we can learn.....
- Moses showed this when.....
- I could show this quality in my own life by.../ when.....



- From Muhammad, we can learn.....
- Muhammad showed this when.....
- I could show this quality in my own life by.../ when.....



- From David, we can learn.....
- David showed this when.....
- I could show this quality in my own life by.../ when.....



Disciplinary question - choose one

Compare the 5 inspirational people. Are there any qualities they share which seem to make someone an inspiring religious leader?

They all seem to share ..... This quality makes them inspiring because....

Most of them are ..... This must be important because leaders....

or

Which inspirational person do you think faced the greatest challenges as a leader? Why do you think that?



In order to achieve ARE..

- Describe a leadership quality for some of the 5 studied inspirational people and give an example from their life story which shows this quality.
- Make comparisons between the inspirational people, choosing from 2 optional questions.
- Express opinions about who is inspiring and why. Explain how they may apply leadership qualities in their own lives.

What teachers need to know

Bible online:

<https://www.biblegateway.com/?version=nrsv>

VIDEO - God parts the Red Sea:

<https://www.youtube.com/watch?v=3udK2j-U08Y>

What is Lent?

<https://www.bbc.co.uk/bitesize/topics/ztkxpv4>

What is Ramadan?

<https://www.bbc.co.uk/bitesize/topics/zpdtstk/articles/zjc2bdm>

What is Passover?

<https://www.bbc.co.uk/bitesize/clips/zmq6sbk>

Who was Jesus?

[https://www.bbc.co.uk/religion/religions/christianity/history/jesus\\_1.shtml](https://www.bbc.co.uk/religion/religions/christianity/history/jesus_1.shtml)

Who was Muhammed?

<https://www.bbc.co.uk/bitesize/clips/zv6sb9q>

Who was Moses?

[http://www.bbc.co.uk/religion/religions/judaism/history/moses\\_1.shtml](http://www.bbc.co.uk/religion/religions/judaism/history/moses_1.shtml)

# RE CURRICULUM UNIT PLANNER

|                  |                                                     |                |     |              |              |       |   |       |          |
|------------------|-----------------------------------------------------|----------------|-----|--------------|--------------|-------|---|-------|----------|
| Unit:            | Spiritual Expression                                | Syllabus Area: | 4.3 | Religion(s): | Christianity | Year: | 4 | Term: | Summer 2 |
| Enquiry question | Christianity, music and worship: what can we learn? |                |     |              |              |       |   |       |          |

## Links to prior learning

KS2: Y3 - 3.3 Sacred places

## New learning

I can explore and respond to a range of music examples.

I can explore how Christians use texts from the Bible in their music.

I can describe the impact of singing, playing and listening to worship music for a Christian.

I can express my own ideas about religious and spiritual music.

I can discuss and debate why music matters.

I can reflect on what music is spiritual or inspiring for me.

### Preparation for future learning

Links To 5.2 Beliefs and Questions and 5.3 Christianity.

### Key vocabulary

Christianity, Spiritual, Expression, Worship, Psalms, Belief

### Big ideas and key concepts

Symbols and religious expression; Worship, Pilgrimage and sacred places

## Assessment opportunity

End of topic assessment – create a knowledge organiser

### Christianity, music and worship: what can we learn?

#### Key Vocabulary

|              |  |
|--------------|--|
| Christianity |  |
| Spirituality |  |
| Worship      |  |



A psalms are a collection of p\_\_\_\_\_ and s\_\_\_\_\_ in the B\_\_\_\_\_.

This psalms is about \_\_\_\_\_



## What teachers need to know



Meaning of Christian Worship:

<http://www.bbc.co.uk/religion/religions/christianity/ritesrituals/worship.shtml>

What happens when we sing in Worship?

<https://www.christianity.com/newsletters/features/what-happens-when-we-sing-in-worship-11627945.html>

Children's Worship song:

<https://www.youtube.com/watch?v=0wyotu9Twko>

Worship Song:

<https://www.youtube.com/watch?v=q1SXPODm0uE>

Hymn:

<https://www.youtube.com/watch?v=7n145-J8ejg>

SUPER LESSON IDEA for No3.

<https://vimeo.com/96424887>

How does music make you feel?

<https://www.bbc.co.uk/bitesize/topics/zcbkcj6/articles/zc7m7p3>

Psalms:

<https://biblehub.com/bsb/psalms/3.htm>

# RE CURRICULUM UNIT PLANNER

|                  |                                    |                |                            |             |              |       |   |       |          |
|------------------|------------------------------------|----------------|----------------------------|-------------|--------------|-------|---|-------|----------|
| Unit:            | Gospel                             | Syllabus Area: | Understanding Christianity | Religion(s) | Christianity | Year: | 5 | Term: | Autumn 1 |
| Enquiry question | What kind of world did Jesus want? |                |                            |             |              |       |   |       |          |

## Links to prior learning

Prior understanding of Christianity units, Incarnation, Salvation and People of God.

## New learning

To retell the parable of The Good Samaritan.

To explore the message of The Good Samaritan.

To learn about the charitable work of Christian Aid.

To explain how 'love for your neighbour' is ?a teaching Christians follow in everyday life.

To explore the meaning of the parable ?'The Pharisee and the Tax Collector'

To use our understanding of parables ?to create our own in a modern setting

### Preparation for future learning

Links to Architecture and Action unit in the Summer term and The Kingdom of God unit in Year 6.

### Key vocabulary

Gospel, Good News, parable, The Good Samaritan, charity, Pharisee, tax collector, humble, humility

### Big ideas and key concepts

Gospel

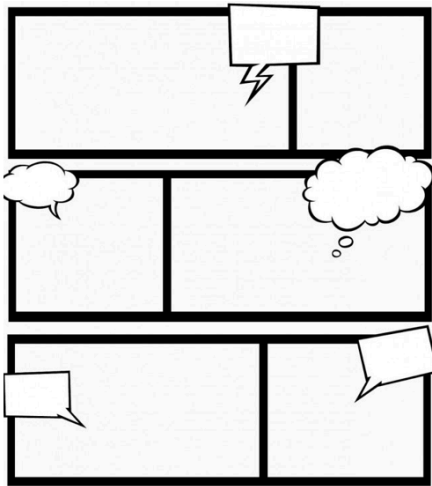
## Assessment opportunity

*WALT: use our understanding of parables to create our own in a modern setting*

What is a parable? .....

What is the 'gospel' about? .....

The message of my parable is....



Your task is to...

- 1) Stick the enquiry question at the top of your page.
- 2) Stick the picture of the Earth in the middle.
- 3) Draw and label around the world, the type of things in which you believe Jesus would want to see on Earth...

Let's reflect on our enquiry question...

What kind of world did Jesus want?



What teachers need to know

See Understanding Christianity Folder

LKS2/Unit 2A.4 Gospel booklet pages 4-7

# RE CURRICULUM UNIT PLANNER

|                  |                      |                |    |              |              |       |   |       |          |
|------------------|----------------------|----------------|----|--------------|--------------|-------|---|-------|----------|
| Unit:            | Incarnation          | Syllabus Area: | UC | Religion(s): | Christianity | Year: | 5 | Term: | Autumn 2 |
| Enquiry question | What is the Trinity? |                |    |              |              |       |   |       |          |

## Links to prior learning

PUPILS WILL KNOW THAT: • Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • The Bible points out that his birth showed he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). • Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.

## New learning

To understand that Christians believe God is Trinity: Father, Son and Holy Spirit.

Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels.

Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today

Express some ideas of their own about God clearly.

Preparation for future learning

Year 6 Incarnation Unit

Key vocabulary

Incarnation, Gospel, Trinity, Baptism, Humanity

Big ideas and key concepts

Incarnation - 'In the flesh'

## Assessment opportunity



Let's respond to our enquiry question...

**What is the Trinity?**

To be at the expected standard, pupils should mention most of the below:

- What are the three parts of the trinity?
- What is the role of each part?
- How are these three parts represented?
- What symbols are used?
- How is Jesus' birth talked about in the Bible?
- Why is Christmas so important to Christians?

## What teachers need to know



## BACKGROUND FOR TEACHERS

### WHAT IS THE TRINITY?

Christians believe that God is Trinity: God as three in one. This links to the concept of Incarnation, God coming to earth in Jesus, and the concept of Gospel – the good news of God's rescue plan for humanity. In the context of the 'big story' of the Bible, God is the same throughout, Christians argue, but in broad terms, the role of God the Creator and Father, Jesus the Son and Saviour and the Spirit – Comforter and power of God – come to the fore at different parts of the story (i.e. Old Testament, Gospels, early Church).

Many religions believe in one God: Jews, Muslims, Sikhs and Bahá'í also say, with Christians, that God is one. Belief in the Trinity, however, is distinctive to Christianity. The belief is accepted as a mystery of faith, but there is much theological reflection on what it means and why it matters. Don't worry if your pupils find it a hard concept – or if you do. So do archbishops!

For Christians, God in Trinity is not a 'high and mighty' or 'selfish' God, demanding that humans all bow and scrape. In Christian understanding, the invisible God is right here now, by the Spirit, they say, and is also revealed in human form through the life and teaching of Jesus. So the belief in Trinity is practical: Christians too try to make God's presence real in any situation – to make words into actions, and look for the Holy Spirit in all situations.

Another aspect of this belief in God in Trinity is that God can be seen in what God does. Many children in the 7-9 age range might ask what God looks like. Christians reply that they can see God in Jesus, but that God is invisible, so they know God through what God does. The Holy Spirit – like the wind – has invisible power.

The Bible does not use the word Trinity, but the belief that God is Father, Son and Holy Spirit arises from passages like the ones studied here. Christians use the Bible to try to understand what it says about God.

# RE CURRICULUM UNIT PLANNER

|                   |                                                                                     |                |     |              |                    |       |   |       |          |
|-------------------|-------------------------------------------------------------------------------------|----------------|-----|--------------|--------------------|-------|---|-------|----------|
| Unit:             | Beliefs and Questions                                                               | Syllabus Area: | 5.3 | Religion(s): | Hinduism and Islam | Year: | 5 | Term: | Spring 1 |
| Enquiry questions | How do people's beliefs about God, the world and others have impact on their lives? |                |     |              |                    |       |   |       |          |

## Links to prior learning

YKS23 - 3.1 Beliefs and Questions 4.4 Hinduism 3.2 Prayer 4.1 Journeys 4.2 Pilgrimage

## New learning

To find out about the Five Pillars of Islam

Find out about the main ways Hindus worship gods and goddesses in the home and the Mandir

Explore and respond thoughtfully to Muslim and Hindu beliefs about God, worship, religious practices and texts using a range of sources of wisdom

Describe the impact of examples of religious teaching

Express my own ideas about religious issues and questions, raising questions of my own about Muslim and Hindu practice and responding to the 'big ideas' of Hindu and Muslim thinking

Reflect and Respond - Explain similarities and differences between Muslim and Hindu ideas about God and their own ideas

Preparation for future learning

In depth look at Hindu and Islam beliefs and teachings and how these affect the individual.

Key vocabulary

5 pillars, Prophet, Allah, Iman (faith), akhlaq (character or moral conduct, murtis, Brahman, gods and goddesses, ahimsa, atheist, agnostic

Big ideas and key concepts

## Beliefs and questions

### Assessment opportunity

#### Beliefs and Questions - End of Unit Quiz



1. Can you name the 5 pillars of Islam?



- -----
- -----
- -----
- -----
- -----

2. Choose one of the pillars and describe what it means.

3. What do the 5 Pillars teach Muslims about how to live their lives?

4. What do Hindus believe happens when you die? What is this called?

5. What is karma?

6. How do these beliefs affect how Hindus live their lives?

7. What are two similarities between Hinduism and Islam?

8. What are two differences between Hinduism and Islam?

9. Think about how you live your life. What part of these religions inspires you?  
What would you like to include from these teachings?

## What teachers need to know

Islamic beliefs about God:

<http://www.bbc.co.uk/religion/religions/islam/beliefs/beliefs.shtml>

Zakat - Alms Giving:

<http://www.bbc.co.uk/religion/religions/islam/practices/zakat.shtml>

Hindu beliefs about God:

<https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zmpp92p>

Ahimsa:

<http://www.bbc.co.uk/religion/religions/hinduism/hinduethics/animal.shtml>

Video - beliefs of children from all different faiths:

<https://www.youtube.com/watch?v=sm0we7FgM7U>

# RE CURRICULUM UNIT PLANNER

|                  |                                                        |                |                                   |             |              |       |   |       |          |
|------------------|--------------------------------------------------------|----------------|-----------------------------------|-------------|--------------|-------|---|-------|----------|
| Unit:            | Salvation                                              | Syllabus Area: | Understanding Christianity - LKS2 | Religion(s) | Christianity | Year: | 5 | Term: | Spring 2 |
| Enquiry question | Why do Christians call the day Jesus died Good friday? |                |                                   |             |              |       |   |       |          |

Links to prior learning

Salvation Units in Y3/4

New learning

To order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's Big Story.

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

To give examples of what the texts studied mean to some Christians.

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

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

To make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.

### Preparation for future learning

Salvation Unit in Y6.

### Key vocabulary

Salvation, resurrection, Lent, Palm Sunday, Good Friday, Easter Sunday

## Big ideas and key concepts

Salvation

## Assessment opportunity

We are going to create a piece of artwork (a triptych) to show joy, sadness and hope in Holy week and in the world today. You will then write an explanation of your 'salvation art' underneath.

|         |      |     |
|---------|------|-----|
| Sadness | Hope | Joy |
|---------|------|-----|



## What teachers need to know

See Understanding Christianity Folder

LKS2- Salvation booklet- pages 2-7

# RE CURRICULUM UNIT PLANNER

|                  |                                                                                                                        |                |     |              |                        |       |   |       |          |
|------------------|------------------------------------------------------------------------------------------------------------------------|----------------|-----|--------------|------------------------|-------|---|-------|----------|
| Unit:            | Beliefs in action in the world                                                                                         | Syllabus Area: | 5.4 | Religion(s): | Christianity and Islam | Year: | 5 | Term: | Summer 1 |
| Enquiry question | How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity? |                |     |              |                        |       |   |       |          |

## Links to prior learning

KS2- Y4 4.3 Worship & Y3: 3.3 Sacred places

## New learning

Describe some ways religious art and architecture express spiritual ideas.

Research the architecture and art in Southwell Minster.

Research the architecture and art of a local Mosque in Nottinghamshire.

Describe some ways charities such as Tzedek (a Jewish development charity), Sewa International (Hindu) Christian Aid and Muslim Hands (based in Nottingham) express spiritual ideas, put values of justice and compassion into action, and express their religion's ideals.

Debate - Is it important to express spiritual ideas in both worship and action? Is one more important than the other?

### Preparation for future learning

Understanding of two religious charities, Christian Aid and Muslim Hands - ready for the Y6 unit 2.15: Beliefs in action in the world.

### Key vocabulary

Art, architecture, worship, Christianity, Islam, Muslim, Christian, Mosque, Cathedral, Church, Southwell Minster, Charity, Muslim Hands, Christian Aid,

### Big ideas and key concepts

Beliefs in Action in the World.

## Assessment opportunity

Thursday 23<sup>rd</sup> May 2024  
End of Unit Assessment

1. What shape is Southwell Minster? Why?
2. What do stained-glass windows in a church show?
3. In a church, what is the lectern used for? What shape is it in?
4. What was your favourite part of Southwell Minster's architecture? Why?
5. What will you **not** see in a mosque? Why not?
6. What is the importance of a Mihrab in a mosque?
7. What does the dome in a mosque represent?
8. What do charities do?
9. Why is it important to show your beliefs in your actions?
10. If you were creating a building for your religion, what would it look like and include? How would it reflect your beliefs? Would it be inspired by a church, mosque, or other religious building?



What teachers need to know

VIDEO: Religious buildings

<https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks3-a-z-of-religion-and-beliefs-t-is-for-temples/zhw9qp3>

Awe-inspiring religious structures:

<https://www.plumdeluxe.com/religious-structures>

<https://theculturetrip.com/asia/articles/13-amazing-religious-buildings-across-the-world/>

Christian Architecture: Powerpoint on twinkl

<https://www.twinkl.co.uk/resource/t2-r-118-ks2-places-of-worship-christian-churches>

Southwell Minster:

<https://www.southwellminster.org/worship/>

Islamic Architecture: Powerpoint on Twinkl -

<https://www.twinkl.co.uk/resource/t2-r-165-places-of-worship-muslim-mosques-ks2-powerpoint>

<http://www.bbc.co.uk/religion/religions/islam/art/architecture.shtml>

Christian Aid

<https://www.christianaid.org.uk/>

Muslim Hands:

<https://muslimhands.org.uk/ramadan?msclid=12b3231dcf5b147a81917d873dbfe749>

# RE CURRICULUM UNIT PLANNER

|                  |                                                                               |                |     |              |                               |       |   |       |          |
|------------------|-------------------------------------------------------------------------------|----------------|-----|--------------|-------------------------------|-------|---|-------|----------|
| Unit:            | Inspirational people in today's world                                         | Syllabus Area: | 5.1 | Religion(s): | Christianity, Islam, Hinduism | Year: | 5 | Term: | Summer 2 |
| Enquiry Question | What can we learn from great leaders and inspiring examples in today's world? |                |     |              |                               |       |   |       |          |

## Links to prior learning

KS2: Y4 - 3.4 Inspirational people & Y5 History Topic - The Suffragettes - Emmeline Pankhurst.

## New learning

Describe and respond thoughtfully to the lives of some inspirational spiritual leaders from the modern world, answering questions like these: what made this person into a leader? How did their religion inspire them? What holy texts explain their lives? Is this person inspiring just in their religion, or to any human?

|                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Understand how key leaders can be sources of wisdom for religious believers by studying and applying some of the leader's sayings, speeches or writings. |
| Explore the lives of key religious leaders from the past, describing the challenges they have faced and the commitments by which they lived              |
| Apply ideas of their own by giving reasons for their views about how leaders can provide wisdom and inspiration                                          |
| Through writing or art answer the question: What makes an inspiring leader?                                                                              |

|                                                                                                   |
|---------------------------------------------------------------------------------------------------|
| Preparation for future learning                                                                   |
| Knowledge and understanding of inspirational world leaders, to be built on in the Y6 unit Wisdom. |

|                                             |
|---------------------------------------------|
| Key vocabulary                              |
| Inspirational, spiritual, leader, holy text |

|                            |
|----------------------------|
| Big ideas and key concepts |
| Inspirational People       |

## Assessment opportunity

# Design an inspirational superhero.

## Inspirational People in Today's World – Assessment

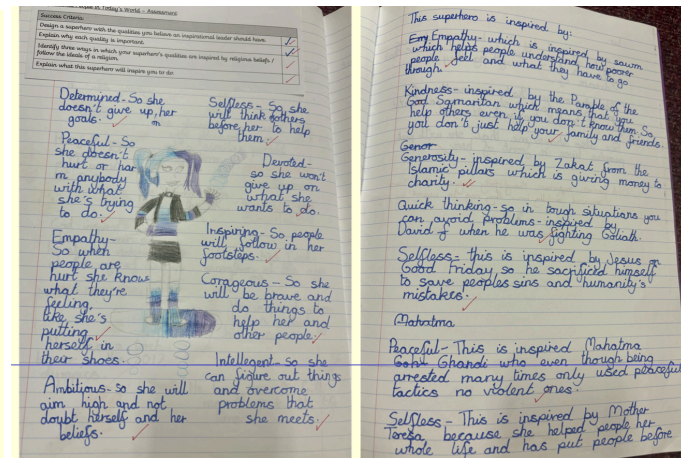
### Success Criteria:

Design a superhero with the qualities you believe an inspirational leader should have.

Explain why each quality is important.

Identify three ways in which your superhero's qualities are inspired by religious beliefs / follow the ideals of a religion.

Explain what this superhero will inspire you to do.



## What teachers need to know



VIDEO: Inspiring people

<https://www.youtube.com/watch?v=VBGqlflIH5s>

Mother Teresa:

<https://www.bbc.co.uk/newsround/50075153>

Twinkl powerpoint <https://www.twinkl.co.uk/resource/t2-re-379-ks2-mother-teresa-powerpoint>

Emmeline Pankhurst:

<https://www.bbc.co.uk/bitesize/topics/zd8fv9q/articles/zh7kdxs>

# RE CURRICULUM UNIT PLANNER

|                  |                                                                                                                                            |                |                                               |              |                                 |       |   |       |          |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------------------------------------|--------------|---------------------------------|-------|---|-------|----------|
| Unit:            | People of God/ Wisdom                                                                                                                      | Syllabus Area: | UC<br><br>6.1 Teachings, Wisdom and Authority | Religion(s): | Christianity, Judaism and Islam | Year: | 6 | Term: | Autumn 1 |
| Enquiry question | What can we learn by reflecting on words of wisdom from religions and world views?<br><br>How can following God bring freedom and justice? |                |                                               |              |                                 |       |   |       |          |

## Links to prior learning

KS2 - Y5 2.9 Inspirational People in Today's World & Y4: 2.11 Beliefs and questions.

## New learning

What is wisdom?

---

|                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.                              |
| Identify ideas about freedom and justice arising from their study of Bible texts                                                                                      |
| Identify examples of Law texts and suggest how believers might interpret them.                                                                                        |
| Show how Christians put their beliefs about living as the People of God into practice in different ways                                                               |
| Weigh up how Christian ideas about justice relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own. |

| Preparation for future learning                                                                          |
|----------------------------------------------------------------------------------------------------------|
| Exploring Judaism through passages from The Torah which will be built on later in the Y6 unit Suffering. |

| Key vocabulary                                                                    |
|-----------------------------------------------------------------------------------|
| Moral Codes, Wisdom, People of God, Old testament, Commandment, Covenant, Justice |

## Big ideas and key concepts

Teachings and Authority  
People of God

## Assessment opportunity



### End of Unit Assessment Questions:

- 1) What is Wisdom?
- 2) Why is Wisdom more than just intelligence?
- 3) Complete your own Moral Code for humankind to live by and explain how it is similar or differences to the 10 commandments.

## What teachers need to know

VIDEO: Clips from films on wisdom:

<https://www.youtube.com/watch?v=G2wluTdf5FQ>

1 Corinthians 13:

<https://www.biblegateway.com/passage/?search=1+Corinthians+13+&version=NIV>

Deuteronomy 6: 4-5 (The Shema):

<https://www.biblegateway.com/passage/?search=deuteronomy+6:4-5>

Video: The Shema:

<https://bibleproject.com/blog/what-is-the-shema/>

The First Surah:

<https://www.whyislam.org/on-faith/the-opener-first-chapter-of-the-quran/>

VIDEO: The 10 Commandments:

<https://www.youtube.com/watch?v=Z48J3WBHluY>

The 10 Commandments in the Bible:

<https://www.biblegateway.com/passage/?search=Exodus+20&version=NIV>

Romans 12:

<https://www.biblegateway.com/passage/?search=Romans%2012&version=NKJV>

# RE CURRICULUM UNIT PLANNER

|                  |                        |                |                            |             |              |       |   |       |          |
|------------------|------------------------|----------------|----------------------------|-------------|--------------|-------|---|-------|----------|
| Unit:            | Incarnation            | Syllabus Area: | Understanding Christianity | Religion(s) | Christianity | Year: | 6 | Term: | Autumn 2 |
| Enquiry question | Was Jesus the Messiah? |                |                            |             |              |       |   |       |          |

## Links to prior learning

PUPILS WILL KNOW THAT: • Christians believe God is Trinity: Father, Son and Holy Spirit. • Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Christians worship God as Trinity. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.

## New learning

Identify Gospel and prophecy texts, using technical terms.

Explain connections between biblical texts, Incarnation and Messiah, using theological terms.

Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.

Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.

Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.

### Preparation for future learning

RE in KS3 - Christianity.

### Key vocabulary

Incarnation, Messiah, Saviour, Old Testament, New Testament, Prophecies

### Big ideas and key concepts

Incarnation - 'in the flesh'

Assessment opportunity



## End of Term Assessment

### WAS JESUS THE MESSIAH?

Incarnation, Messiah, Saviour, Old Testament, New Testament, Prophecies

What does the bible tell us about the Messiah?

The Messiah means...

In the Old Testament...

In the New Testament, Matthew writes...

What do prophecies tell us about the Messiah?

A prophecy is a message from...

Prophecies in the old Testament predicted that the Messiah

Why might Christians believe that Jesus was The Messiah?

Christians believe that .....

Explain your personal beliefs about Jesus being the Messiah?

## What teachers need to know

### BACKGROUND FOR TEACHERS

The idea of a 'messiah', or 'saviour', is important in Jewish culture, and was central to Jewish belief in the years that Jesus lived and taught.

The land of Israel had been attacked and invaded since its creation 1,000 years previously. In 586 BCE the Jewish people were taken into exile in Babylon. Fifty years later they were allowed to return, but from then on, their land was continually under occupation by one foreign power or another. From 63 BCE, the Romans were the occupying power. The Jewish people hoped for a saviour, a messiah, who would vanquish their enemies and restore them to their homeland to live in peace under their own laws.

Expectations were high at the time of Jesus. Different groups had different hopes and expectations, but the Messiah was widely expected to be a prophet who would re-establish the line of King David on the throne in Jerusalem, site of the Temple of God, drawing all nations to God. As the extraordinary events of his life unfolded, Jesus' followers started to think he

could be the Messiah. When Jesus rode into Jerusalem on a donkey on Palm Sunday, there was much excitement at the possible arrival of a king!

The difference between the traditional Jewish idea of a messiah and the new early Christian idea is an important distinction between the faiths, and is one of the major reasons which led the Jewish sect of Christianity to split from Judaism and become a separate religion. The early Christians found their Messiah in Jesus, who was not an earthly king or a warrior but a man of peace; more amazing still, Jesus was someone whose life, words and deeds made people believe that he was God in the flesh, and the culmination of God's plan of salvation.

For Christians the fact that God, as Jesus, walked the earth and lived with humans, offers an incredible vision of Salvation. To Christians it means that there is a chance of a relationship with God, and a chance to overcome human frailty and weakness.

### COMMENTARY ON THE TEXT AND ITS MEANING(S)

#### PROPHECIES IN MATTHEW

The Gospels are eyewitness accounts of the people who lived and spoke with Jesus. Prophecy is a particular sort of text; it is often rather colourful and hard to understand. The prophets were often outsiders, making pronouncements and judgements about how the Jews were living. Their contact with God made it hard for them to fit into normal life. Whilst the Gospel writers were leaders within their communities, they were (in contrast with the prophets) ordinary people trying to make sense of what they had witnessed. It must have been incredible for Jesus' followers to realise that the prophecies about a messiah were beginning to apply to him. For Matthew the prophecies show a continuation of the ancient sense of God being part of human life and Jesus being part of a longer, bigger story.

Matthew's Gospel refers to prophecies made by the Jewish prophets Micah and Isaiah, who lived around 700 BCE. Matthew believes that these prophecies have come to fulfilment in Jesus. When they were written, these prophetic texts

would have been read as referring to someone who lived at that time (for example, a king or prophet). However, during the hundreds of years of occupation by the Romans, they were seen by Jewish people as evidence that God really did still care about them, that he had promised to come to their aid (as he did when they were in slavery in Egypt), and would fulfil his promise. So the Jews were waiting for someone like Moses or Elijah to come again.

The prophecies from Isaiah (7:14, 9:1-2, 6-7; and 11:1-5) say that a baby will be born in extraordinary circumstances, will be a descendant of King David, and will be called 'God with us'. This foretells the idea (which Christians believe although others find incredible) that Jesus is actually God incarnate (i.e. in human form). The prophecy from Micah is that a baby will be born in Bethlehem and will become a leader, and saviour, of the Jews. This prophecy not only identifies the place where Jesus was born, but affirms that the baby will be of Jewish ancestry, confirming the ideas in Isaiah.

# RE CURRICULUM UNIT PLANNER

|                  |                                                                                         |                |     |              |         |       |   |       |          |
|------------------|-----------------------------------------------------------------------------------------|----------------|-----|--------------|---------|-------|---|-------|----------|
| Unit:            | Suffering - Beliefs in action in the world                                              | Syllabus Area: | 6.4 | Religion(s): | Judaism | Year: | 6 | Term: | Spring 1 |
| Enquiry Question | What was the Kindertransport? Who resisted and rescued? How can we be Upstanders today? |                |     |              |         |       |   |       |          |

## Links to prior learning

KS2: Y5 - 2.12 Beliefs in Action in the World and Y6 - 2.15 Beliefs in action in the world.

## New learning

1. Research the Jewish religion and community, focusing on religious practice in Europe before the Second World War
2. Investigate aspects of the persecution of Jewish people, showing their understanding and expressing ideas of their own
3. Use case studies and survivor accounts to develop accurate understanding of examples of issues arising from the study of the Kindertransport.
4. What commitments to remembrance, peace and equality have been influenced by the events of the Holocaust?
5. Research the Jewish Community Action in the UK today. What do they stand for?
6. Create a charter of ways to make sure 'Never Again' is more than a saying.

#### Preparation for future learning

Knowledge of a key historical event.

Learning is built on in Y6 Summer 2 unit Caring.

#### Key vocabulary

Judaism, Jewish, Jew, Artefacts, World War Two, Europe, Germany, Holocaust, suffering, persecution, discrimination, genocide, survivor, remembrance, peace, equality, Holocaust Memorial Day, Jewish Community Action, 'Never again', Harmony, respect, bystander, upstander

## Big ideas and key concepts

### Beliefs in Action in the World

## Assessment opportunity

ASSESSMENT IN RE – ASSESSMENT OF NON-CITIZEN RELIGIONS AND WORLD VIEWS.

|                             |                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Unit Number & Title         | 6.4 Beliefs in action in the world – What was the Kindertransport? Who resisted & rescued? How can we be Upstanders today?                                                                                                                                                                                                                          |
| Religion focus              | Judaism                                                                                                                                                                                                                                                                                                                                             |
| Suggested year for unit     | Year 6                                                                                                                                                                                                                                                                                                                                              |
| Assessment task             |                                                                                                                                                                                                                                                                                                                                                     |
| Linked to outcomes in unit: | <ul style="list-style-type: none"><li>Explain the impact of beliefs on people's lives A1</li><li>Explain with reasons why it is important to remember examples of hatred and prejudice and why 'never again' is an important idea B2</li><li>Explain what matters about remembrance of those who survived and the idea of 'upstanders' C2</li></ul> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| <b>Task</b><br><i>Part of this assessment task is one of the suggested activities in the unit (p54).</i> <ol style="list-style-type: none"><li>Create a charter of ways to become an upstander using the learning in this unit, reflecting on the lives of those who were upstanders at the time of the Kindertransport.</li><li>Pupils should then respond to this question:<br/>'Why does it matter that people today still remember those who died and those who survived this experience?'</li><li>According to Jewish tradition:<br/>'Whoever saves one life, it is as if he saved the entire world'.<br/>What do you think this means? Can you give an example of someone that did this? What did they do and what difference did it make?</li></ol> | <b>What do I need?</b> <ul style="list-style-type: none"><li>No additional resources</li></ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Outcomes:</b><br>To meet ARE <ol style="list-style-type: none"><li>Pupils can present up to 4 or 5 guidelines for being an upstander in their charter which reflect ideas about community, values and respect (they may imply other values in their response which would be equally as valid). They should show in their response they understand what is meant by the word 'upstander'.</li><li>In their response pupils should show they have reflected on the idea of 'never again' as a principle.</li><li>Pupils can give an example of someone who responded as an upstander and connect the persons actions with this quote.</li></ol> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## What teachers need to know

Judaism:

<https://www.bbc.co.uk/bitesize/topics/znwhfg8>

Jewish life in Europe before the Holocaust:

<https://encyclopedia.ushmm.org/content/en/article/jewish-life-in-europe-before-the-holocaust>

The Holocaust:

<https://www.bbc.co.uk/newsround/16690175>

Survivor accounts:

<https://www.ushmm.org/remember/holocaust-reflections-testimonies>

Nazi Resistance:

<https://www.history.com/news/heroes-resisted-nazis-world-war-ii>

Why study the holocaust?

<https://en.unesco.org/news/importance-teaching-and-learning-about-holocaust>

Good, evil and suffering:

<https://www.bbc.co.uk/bitesize/guides/zqjgrwx/revision/1>

Holocaust Memorial Day trust:

<https://www.hmd.org.uk/>

# RE CURRICULUM UNIT PLANNER

|                  |                                                        |                |                                   |             |              |       |   |       |          |
|------------------|--------------------------------------------------------|----------------|-----------------------------------|-------------|--------------|-------|---|-------|----------|
| Unit:            | Salvation                                              | Syllabus Area: | Understanding Christianity (LKS2) | Religion(s) | Christianity | Year: | 6 | Term: | Spring 2 |
| Enquiry question | Why do Christians call the day Jesus died Good friday? |                |                                   |             |              |       |   |       |          |

## Links to prior learning

Salvation Units in Y3/4/5.

## New learning

To offer suggestions about what the narrative of the Last supper might mean

To give examples of what the texts studied mean to Christians

To make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday.

To reflect on the importance of salvation, and the lessons that can be learnt from this

To describe how Christians show their beliefs about Jesus in their everyday lives

e.g. through prayer, serving or sharing the message and the example of Jesus

To raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference

Preparation for future learning

KS3 RE Curriculum

Key vocabulary

Salvation, Holy Week, Maundy Thursday, crucifixion, resurrection, Gospels, Sacrifice



Big ideas and key concepts

Salvation

Assessment opportunity

- What would Jesus want Christians to **remember** from Holy Week and his teachings?
- How do these key teachings influence how Christians live today?
- Reflect on how these teachings influence you and your family in your daily life.



You will use your knowledge and understanding to showcase everything that you have learnt about Holy Week and Jesus. You must **reflect on the key teachings and how these influence Christians today.**

[Extend Base](#)

What teachers need to know

See Understanding Christianity Folder: LKS2- Salvation booklet- pages 4-7

# RE CURRICULUM UNIT PLANNER

|                  |                                                                                                                                        |                |                                    |              |                                                      |       |   |       |          |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------|----------------|------------------------------------|--------------|------------------------------------------------------|-------|---|-------|----------|
| Unit:            | Beliefs in action in the world                                                                                                         | Syllabus Area: | 6.3 Beliefs in Action in the World | Religion(s): | Christianity, Islam, Hinduism, Judaism and Humanists | Year: | 6 | Term: | Summer 1 |
| Enquiry Question | How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment? |                |                                    |              |                                                      |       |   |       |          |

## Links to prior learning

KS2 - Y4: 2.11 Beliefs and Questions, 2.10 Religion and The individual , & Y3: 2.1 Beliefs and Questions & Y5: 2.12 Beliefs in Action in the World

## New learning

1 & 2. Explore what do different religions teach about how we can all live together for the wellbeing of each other including ideas like Ahimsa (Hindu), Ummah (Muslim) and Agape (Christian).

3 & 4. Discover what religions teach about looking after the planet and caring for the earth and all its creatures, (Jewish people, Humanists, Muslims, Hindus and Christians).

5. Research how religions apply their ideas about justice and fairness to the work of various development charities such as Christian Aid, CAFOD, Muslim Hands, Islamic Relief, Sewa International and Oxfam.

6. Reflect on their own beliefs about living together harmoniously and caring for the environment. What is important to them?

#### Preparation for future learning

Understanding of Global charities and the faiths behind them.

#### Key vocabulary

Jewish, Humanist, Hindu, Christian, Muslim, wellbeing, justice, fairness, caring, creatures, the planet, the environment, charities, Christian Aid, CAFOD, Muslim Hands, Islamic Relief, Sewa International, Oxfam, vulnerable.

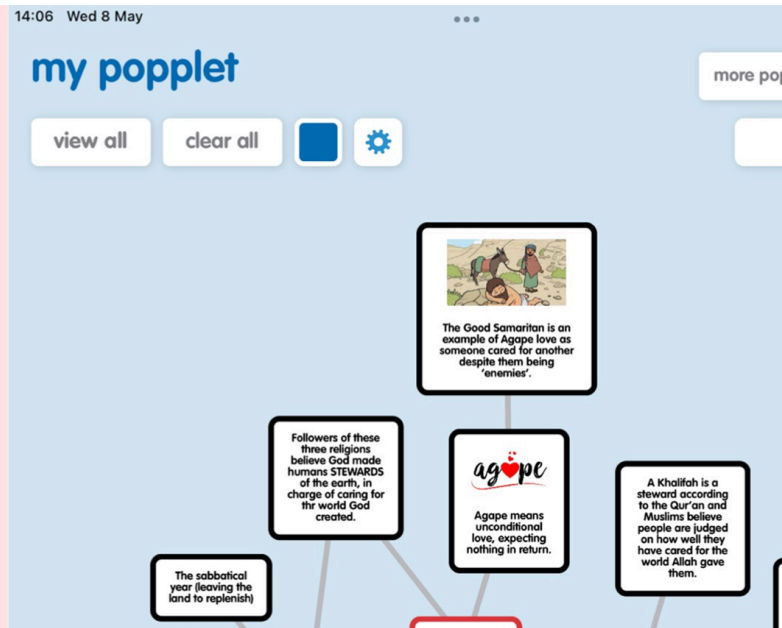
#### Big ideas and key concepts

## Beliefs in Action in the World

### Assessment opportunity

#### POPPLET!

You will create a mind map using the 'popplet lite' app, adding text and images to show your understanding of the topic.



### What teachers need to know

Overview of all religions:

<https://www.bbc.co.uk/bitesize/subjects/z7hs34j>

How should we live? Similarities between faiths:

<https://topyaps.com/top-10-similarities-between-different-religions/>

Oxfam:

<https://www.oxfam.org.uk/>

Christian Aid:

<https://www.christianaid.org.uk/our-work/about-us>

CAFOD:

<https://cafod.org.uk/>

Muslim Hands:

<https://muslimhands.org.uk/ramadan>

Islamic Relief:

<https://www.islamic-relief.org.uk/>

Sewa International:

<https://sewainternational.org/>

# RE CURRICULUM UNIT PLANNER

|                  |                                                                                                                                                                                   |                |                                    |             |                                                                |       |   |       |          |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|------------------------------------|-------------|----------------------------------------------------------------|-------|---|-------|----------|
| Unit:            | COMMUNITY<br><br>Religion, worldviews, family and community                                                                                                                       | Syllabus Area: | 6.2 Religion, Family and Community | Religion(s) | Christianity, Judaism, Islam, Hinduism, non religious examples | Year: | 6 | Term: | Summer 2 |
| Enquiry question | What contributions do religions make to local life in Nottingham City and Nottinghamshire? How can we make Nottingham City and Nottinghamshire a county of tolerance and respect? |                |                                    |             |                                                                |       |   |       |          |

## Links to prior learning

KS2 - Y3 2.2 Religion, family and community & Y6 2.13 Teachings, wisdom and authority

## New learning



1. Analyse local and national census statistics to develop accurate understanding of the religious plurality of Nottinghamshire and of Britain today.
2. What contributions do the different religious communities make to local life in Nottinghamshire? e.g weekly worship, charitable giving, prayer, community groups. Examples - Ruddington Baptist Church, Islamic Centre Nottingham,
3. Apply ideas from different religious codes for living (e.g. Commandments, Precepts or Rules), to compile a charter of their own moral values, applying their ideas to issues of respect for all
4. Apply ideas such as tolerance, empathy and respect for all to real-life examples of tension or conflict between different groups: how can our society become more respectful? What do interfaith events do to make respect grow?
5. Express their own ideas about a more respectful community
6. Write a speech for someone who wants to be the mayor of Nottingham or another local town, explaining how they will make our communities more harmonious.

#### Preparation for future learning

Knowledge of the contributions different religious communities make to local life in Nottinghamshire, built on in the Y6 units Suffering and Charity.

### Key vocabulary

Census, statistics, religions, Nottinghamshire, Britain, Christianity, Islam, Judaism, Buddhism, Sikhism, community, worship, prayer, charitable giving, tolerance, respect, morals, values.

### Big ideas and key concepts

Religion, Family and Community

### Assessment opportunity

## END OF UNIT ASSESSMENT

1. What is a community?
2. What is the most popular religion in England and Nottinghamshire?
3. Why is it important to have a range of faiths representing a community?
4. Choose two religious groups and explain what they do to help the local community.
5. What are 'religious codes of living'?
6. What 'moral code/theme' encompasses all of the religions?
7. Why are tolerance, empathy and respect so important with regards to understanding other faiths?
8. What can we do to develop more understanding between

## What teachers need to know

National Statistics - Religion:

<https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/religion>

Nottinghamshire Census Data - 2011:

<https://www.nottinghamshire.gov.uk/business-community/economic-data/census-2011>

Ruddington Baptist Church:

<http://www.ruddingtonbaptist.org.uk/>

Islamic Centre Nottingham:

<http://www.islamiccentrenottingham.org/>

Hindu Temple:

<http://hindutemple.org.uk/>