

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Theme: Special people What makes people special? Religions: Christianity, Judaism</p>	<p>Understanding Christianity Incarnation  Why do Christians perform nativity plays at Christmas?</p>	<p>Theme: Celebrations How do people celebrate? Religions: Hinduism</p>	<p>Understanding Christianity Salvation  Why do Christians put a cross in an Easter garden?</p>	<p>Understanding Christianity God  Why is the word 'God' so important to Christians?</p>	<p>Theme: Special Places What makes places special? Religions: Christianity, Islam, Judaism</p>
<p>Year 1  (completed by the Year 1/ 2 mixed class)</p>	<p>Unit 1: Creation Who made the world?  I can retell the story of creation from Genesis 1:1–2:3 simply. I can say what the story tells Christians about God, creation and the world. I can give at least two examples of what Christians do to look after the world for God.  Big thinker: I can think, talk and ask questions about living in an amazing world.</p>	<p>Unit 2: Incarnation Why does Christmas matter to Christians?  I can recognise that Incarnation is part of the 'Big Story' of the Bible. I can tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'. I can give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth.  Big thinker: I can think, talk and ask questions about the Christmas story and the lessons Christians can learn from it: for example,</p>	<p>Was it always easy for Jesus to show friendship?  I can talk about my friends and why I like them. I can remember a story about Jesus showing friendship and talk about it.  Big thinker: I can say how Jesus tried to be a good friend.</p>	<p>Unit 5: Salvation  Why does Easter matter to Christians?  I can recognise that Incarnation and Salvation are part of a 'big story' of the Bible. I can tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) I can recognise that Jesus gives instructions about how to behave. Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.  Big thinker: I can think, talk and ask questions about whether the</p>	<p>Is Shabbat important to Jewish people?  I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal. I can use the right names for things that are special to Jewish people during Shabbat and explain why.  Big thinker: I can start to make a connection between being Jewish and decisions about behaviour</p>	<p>Are Rosh Hashanah and Yom Kippur important to Jewish children?  I can say how it feels to say sorry and what I have said sorry for. I can tell you something that either Rosh Hashanah or Yom Kippur is about.  Big thinker: I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.</p>

		about being kind and generous.		story of Easter has anything to say to Christians about sadness, hope or heaven, exploring different ideas.		
Year 2	<p>Is it possible to be kind to everyone all of the time?</p> <p>I can tell you when I have been kind to others even when it was difficult. I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.</p> <p>Big thinker: I can say if I think Christians should be kind and give a reason.</p>	<p>Why do Christians believe God gave Jesus to the world?</p> <p>I can say how I could help solve a problem by showing love. I can remember the Christmas story and start to that Christians believe Jesus was a gift from God.</p> <p>Big thinker: I can tell you why Christians think God gave Jesus to the world.</p>	<p>Does praying at regular intervals help a Muslim in everyday life?</p> <p>I can explain how it felt to have to stop doing something to reach the target we had set. I can use the right words to describe how Muslims pray and begin to explain why they do this.</p> <p>Big thinker: I can start to think through how praying 5 times a day might help in some ways more than others.</p>	<p>Unit 1: God</p> <p>What do Christians believe God is like?</p> <p>I can identify what a parable is. I can tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. I can give clear, simple accounts of what the story means to Christians. I can give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. I can give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for</p>	<p>Does going to a Mosque give Muslim's a sense of belonging?</p> <p>I can understand how meeting in a certain place could make me feel like I belong. I can explain what happens when Muslims pray alone or at the mosque.</p> <p>Big thinker: I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.</p>	<p>Unit 4: Gospel</p> <p>What is the good news that Jesus brings?</p> <p>I can tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. I can give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. I can recognise that Jesus gives instructions to people about how to behave. I can give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. I can give at least two examples of how Christians put these beliefs into practice in the Church community</p>

				<p>example.</p> <p>Big thinker: I can think, talk and ask questions about whether Christians can learn anything from the story for themselves, exploring different ideas.</p>		<p>and their own lives (for example: charity, confession).</p> <p>Big thinker: I can think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.</p>
Year 3	<p>Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p>I can tell you three important actions I could take to support a group I belong to.</p> <p>I can discuss my understanding of my group's symbol.</p> <p>I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali.</p> <p>Big thinker: I can start to say why Divali might bring a sense of belonging to Hindus.</p>	<p>Incarnation</p> <p>What is the Trinity?</p> <p>I can identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.</p> <p>I can offer suggestions about what texts about baptism and Trinity might mean.</p> <p>I can give examples of what these texts mean to some Christians today.</p> <p>I can 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>Creation/Fall</p> <p>What do Christians learn from the creation story?</p> <p>I can place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.</p> <p>I can make clear links between Genesis 1 and what Christians believe about God and Creation. Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.)</p> <p>Big thinker: I can ask questions and suggest answers about what</p>	<p>Salvation</p> <p>Why do Christians call the day Jesus died 'Good Friday'?</p> <p>I can order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.</p> <p>I can offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.</p> <p>I can give examples of what the texts studied mean to some Christians.</p> <p>I can make simple links between the Gospel texts and how</p>	<p>How can Brahman be everywhere and in everything?</p> <p>I can explain some of the different roles I play whilst still being me.</p> <p>I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.</p> <p>I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.</p> <p>Big thinker (Level 4): I can reflect on Hindu beliefs and express thoughts on</p>	<p>Gospel</p> <p>What kind of world did Jesus want?</p> <p>I can identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.</p> <p>I can make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</p> <p>I can offer suggestions about what Jesus' actions towards the leper might mean for a Christian.</p> <p>I can make simple links between Bible texts and the concept of 'Gospel' (good news).</p>

		<p>Big thinker: I can 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>might be important in the creation story for Christians living today and for people who are not Christians.</p>	<p>Christians mark the Easter events in their church communities. I can describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</p> <p>Big thinker: I can make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of my own clearly.</p>	<p>these.</p>	<p>I can give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.</p> <p>Big thinker: I can make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of my own clearly.</p>
Year 4	<p>How special is the relationship Jews have with God?</p> <p>I can give examples of agreements and contracts and explain how I would feel if one was broken. I can tell you an affirmation/promise I would like to make. I can start to explain what makes Jewish people believe they have a special relationship with God.</p> <p>Big thinker: I can tell you some of the ways Jewish</p>	<p>What is the most significant part of the nativity story for Christians today?</p> <p>I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me. I can describe one thing a Christian might learn about Jesus from a Christmas symbol.</p> <p>Big thinker: I can ask questions about what Christmas means to</p>	<p>People of God</p> <p>What is it like (for Christians) to follow God?</p> <p>I can make clear links between the story of Noah and the idea of covenant. I can make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</p> <p>Big thinker: I can make links between the story</p>	<p>Is forgiveness always possible for Christians?</p> <p>I can talk about what sort of help I might need to show forgiveness. I can describe what a Christian might learn about forgiveness from a Biblical text.</p> <p>Big thinker: I can show an understanding of how Christians believe God can help them show forgiveness.</p>	<p>How important is it for Jewish people to do what God asks them to do?</p> <p>I can discuss why I would choose to follow an instruction not to eat certain foods, who I would listen to and why. I can describe some of the things Jews do to show respect to God.</p> <p>Big thinker: I can start to identify how it would feel to keep Kashrut.</p>	<p>Kingdom of God</p> <p>When Jesus left, what was the impact of Pentecost?</p> <p>I can make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. I can offer suggestions about what the description of Pentecost in Acts 2 might mean. Give examples of what Pentecost means to</p>

	<p>people express their special relationship with God and start to understand how that might feel.</p>	<p>Christians and compare this with what it means to me.</p>	<p>of Noah and how we live in school and the wider world.</p>			<p>some Christians now. I can make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.</p> <p>Big thinker: I can make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.</p>
Year 5	<p>How far would a Sikh go for his/ her religion?</p> <p>I can identify the different levels of commitment I show to different things and explain these priorities. I can make links between how Sikhs practise their religion and the beliefs that underpin this.</p> <p>Big thinker: I can respectfully ask questions about some of the ways Sikhs choose to behave</p>	<p>Incarnation</p> <p>Was Jesus the Messiah?</p> <p>Explain the place of Incarnation and Messiah within the 'big story' of the Bible. Identify Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms. Show how Christians</p>	<p>Are Sikh stories important today?</p> <p>I can explain how some stories can teach people about what is important and how to behave. I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story.</p> <p>Big thinker: I can explain how some stories can</p>	<p>Understanding Christianity</p> <p>People of God</p> <p>How can following God bring freedom and justice?</p> <p>Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. Make clear connections between Bible texts studied and what</p>	<p>What is the best way for a Sikh to show commitment to God?</p> <p>I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others.</p>	<p>God</p> <p>What does it mean for Christians if God is holy and living?</p> <p>Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms. Make clear connections between Bible texts</p>

	<p>and the levels of commitment they show.</p>	<p>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.</p> <p>Big thinker: 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.</p>	<p>teach Sikhs about what is important in life and relate this to non-Sikhs.</p>	<p>Christians believe about being the People of God and how they should behave. Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.</p> <p>Big thinker: Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.</p>	<p>Big thinker: I can start to express what I think about the best way a Sikh could show commitment to God.</p>	<p>studied and what Christians believe about God; for example, through how churches are designed. Show how Christians put their beliefs into practice in worship.</p> <p>Big thinker: Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p>
Year 6	<p>What is the best way for a Muslim to show commitment to God?</p> <p>I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more</p>	<p>Gospel</p> <p>What would Jesus do?</p> <p>Identify features of Gospel texts (for example, teachings, parable, narrative). Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret</p>	<p>Creation</p> <p>Creation and Science: Conflicting or complementary?</p> <p>Outline the importance of Creation on the timeline of the 'big story' of the Bible. Identify what type of text some Christians say Genesis 1 is, and its purpose. Taking account of the context,</p>	<p>Salvation</p> <p>What difference does the resurrection make to Christians?</p> <p>Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation. Suggest meanings for resurrection accounts, and compare their</p>	<p>Kingdom of God</p> <p>What kind of king is Jesus?</p> <p>Explain connections between biblical texts and the concept of the Kingdom of God. Consider different possible meanings for the biblical texts studied, showing awareness of Different</p>	<p>Does belief in the Akhirah help Muslims lead good lives?</p> <p>I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow. I can explain how believing in Akhirah influences Muslims to do their best to lead</p>

<p>significant to some Muslims than others.</p> <p>Big thinker: I can think of some ways of showing commitment to God that would be better than others for Muslims.</p>	<p>biblical texts, showing awareness of Different interpretations.</p> <p>Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</p> <p>Big thinker: Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.</p>	<p>suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</p> <p>Make clear connections between Genesis 1 and Christian belief about God as Creator.</p> <p>Show understanding of why many Christians find science and faith go together.</p> <p>Big thinker: Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses</p>	<p>ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.</p> <p>Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.</p> <p>Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.</p> <p>Show how Christians put their beliefs into practice in different ways.</p> <p>Explain why some people find belief in the Resurrection makes sense and inspires them.</p> <p>Big thinker: Offer and justify their own responses as to what difference belief in Resurrection might make to how people</p>	<p>interpretations.</p> <p>Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.</p> <p>Big thinker: Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.</p>	<p>good lives.</p> <p>Big thinker: I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.</p>
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2021-2022

Year 1 / 2 mixed class will be covering the Year 1 curriculum. Year 1/2 mixed class in 2020-2021 covered the Year 2 curriculum.