

ST ANNE' S C. OF E (A) RE SCHEME OF WORK

Notts Syllabus

Understanding Christianity

St Anne's Learning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Who are we and how do we belong?(F5)</p> <p>Harvest</p>	<p>What times are special and why?(F2)</p> <p>Why do Christians perform nativity plays at Christmas? (Incarnation)</p>	<p>What places are special and why?(F3)</p>	<p>Why do Christians put a cross in an Easter garden?(F3) (Salvation)</p> <p>Easter Pilgrimage</p>	<p>Which stories are special and why?(F1) link with Creation F1 – why is the word God so important to Christians? Creation</p>	<p>Our Wonderful World:how can we care for living things and the earth?(F6)</p> <p>(Christianity, Judaism, Non-Religious World Views)</p>
	Learn	Learn	Learn	Learn	Learn	Learn
	<p>Who is important to us?</p> <p>How do we care for one another?</p> <p>What baptism/a Christening is and that some Christians baptize their children as babies.</p> <p>How Hindus and Muslims show signs of belonging.</p>	<p>People celebrate good things that happen</p> <p>Have an understanding of the festivals of Harvest, Sukkot, Diwali and Eid</p> <p>To know that Christians believe Jesus was born at Christmas (birthday)and he was born in a stable in Bethlehem given as a gift by God.</p> <p>The story of Jesus' birth</p>	<p>Recognise in Christianity that a church is a sacred place and what happens at a church</p> <p>Recognise that special events can happen in a church</p> <p>That Christians like to follow Jesus</p> <p>To know that Christians may light 3 candles before worship and this represents, God the Father, God the Son</p>	<p>-The main events of Easter week (Palm Sunday, The Last Supper, Good Friday and Easter Sunday)</p>	<p>The special book within Christianity is called the bible the bible and that is has special stories in it .</p> <p>God created the world and the story of creation</p> <p>The story of Noah</p> <p>The story of Jonah</p> <p>The story of David</p>	<p>Recognise how we care for living things and the earth. Wider conversation about caring for the planet – environment/ rubbish/ animals etc.</p> <p>Recap on Aut 1 how do we show care for others?</p>

		That a nativity helps Christians to remember the importance of Jesus' birth	and God the Holy Spirit			
	<u>Vocabulary</u>					
	Christian, Christianity, Jesus, God, Bible, Cross, Worship, Prayer, Harvest, Eid, Sukkot, Diwali, Easter, Christmas, Church, Nativity, Creation, World, nature, care, love, animals, forest					
<u>Assessment</u>		How do people keep in touch with their faith?		Sequence the events of the Easter story	Retell a story from the Old Testament	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>What do Christians believe God is like?(1.1) (God) (Gospel)</p> <p>Harvest</p>	<p>Who celebrates what and why? (1.1)</p> <p>Why does Christmas matter to Christians? (Incarnation)</p>	<p>How do we show that we care for others?Why does it matter?(1.2)</p> <p>(Creation) (Gospel)</p>	<p>Why does Easter matter to Christians?(1.5) (Salvation)</p> <p>Easter Pilgrimage</p>	<p>Beliefs & Teachings – What can we learn from them? How do religious stories make a difference to people's lives?(1.3) (God) (Gospel)</p>	<p>Symbols - In what ways are churches /synagogues important to believers? (1.4)</p> <p>Visit to St Anne's Church</p> <p>Time travelling to Southwell Minster</p>
	Retrieval					
	That the bible is a special Christian book that contains different stories about God & Jesus	The nativity story	Recap of the story of creation	Main events of Easter Week	Recall of stories from the Old Testament	The cross in Christianity is a special symbol A church is a sacred building that Christians worship at.
	Learn	Learn	Learn	Learn	Learn	Learn
	<p>That Christians believe God is loving, kind, fair and forgiving</p> <p>The parable of the Lost Son</p>	<p>Hindu festival of Diwali and Jewish festival of Hanukkah and why this is celebrated</p> <p>Develop an understanding of Advent and the Signs that Christmas is coming</p> <p>Know that Christians believe that Jesus is God and that he was</p>	<p>Explore characteristics such as goodness, kindness, generosity, sharing</p> <p>The lost sheep</p> <p>Jewish Psalm 23</p>	<p>To know and order the Easter story</p> <p>To know that Christians believe that Jesus rose again, giving people hope of new life.</p> <p>To know that Easter is important to Christians and why.</p>	<p>The Miracles of Jesus and what we learn from them</p> <p>To be able to talk about :Healing the 10 Lepers, Feeding of the 5000, Calming the storm on Lake Galilee , healing of the blind man, healing of the paralyzed man</p>	<p>Name key objects from a church and a synagogue.(cross, fish,dove)</p> <p>Different ways Christians like to worship God in church and why</p> <p>Why people get married</p>

		<p>born as a baby in Bethlehem.</p> <p>Know what happens in a Church at Christmas time</p> <p>Recognise that stories of Jesus' life come from the Gospels</p>		<p>Focus on Palm Sunday and how people may have felt.</p> <p>Church approach at Easter</p> <p>To know the term 'salvation' and link to 'big story' – the big frieze.</p>		<p>Ways in which people greet one another in church - signs of peace and features inside a church</p>
<u>Vocabulary</u>						
<p>Parable, Celebration, Festival, Religion, Christian, Jewish, Christmas, Hanukkah, Synagogue, Church, Jesus, Easter, Miracle, Sacred, thankful, hidden meaning, faith, Jesus, moral, legacy</p>						
<u>Assessment</u>	<p>Provide a selection of question stems: is there only one idea about God, or are there lots? Are there some ideas you like best? Are some hard to understand? Are some a bit scary? Are some comforting? Might some be good to think about when you need help? Might thinking about any of these make you act a little bit differently, or</p>	<p>Retell a story that lies behind a festival – give an example of a big day in their own lives and talk about what makes it special</p>			<p>Show their understanding of Jesus' special powers through their knowledge of the miracles</p>	

	<p>a lot differently? Are these ideas only important for Christians? What ideas do you have about God? Do you have someone or something that is comforting when you need help...? How is this a bit like, or not like, God for Christians? • Use some of these questions, and some that the pupils asked, and see if they can record some answers in a piece of writing.</p> <p>Create a poem or a song to explain what Christians believe God is like.</p>					
--	---	--	--	--	--	--

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<p>What does it mean to belong? What is it like to be a Christian in Notts today?(2.3)</p> <p>Harvest</p>	<p>What is the good news that Jesus brings?(1.4) (Gospel)</p> <p>Why does Christmas matter to Christians (1.3 – Digger Deeping) (Incarnation)</p> <p>Church Personnel to discuss the significance of birth</p>	<p>What do Jewish people believe about God, Creation, Humanity and the natural world? (2.2)</p> <p>Who made the world? (1.2) (Creation)</p> <p>Judaism Experience Day</p>	<p>What does Easter mean to Christians? (Salvation)</p> <p>Easter Pilgrimage</p>	<p>What makes some people inspiring to others?(2.1)</p> <p>Visit to Church – focus Old Testament</p>	<p>How and why are some stories important in religions?(2.4) (Judaism)</p>
	Retrieval					
	<p>Who is important to us?</p> <p>How do we care for one another?</p> <p>What baptism/a Christening is and that some Christians baptize their children as babies.</p> <p>How Hindus and Muslims show signs of belonging.</p>	<p>Know that Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</p> <p>That Jesus helped others.</p>	<p>Who are Jewish people?</p> <p>Retell the story of creation (R/1)</p>	<p>Know and order the Easter story</p> <p>Know that Christians believe that Jesus rose again, giving people hope of new life.</p> <p>Know that Easter is important to Christians and why.</p>	<p>Link to Reception – what can they recall from their previous visits to church – altar?pews?service ?</p>	<p>The story of Jonah (R)</p> <p>The story of David (R)</p>
	Learn	Learn	Learn	Learn	Learn	Learn
	<p>Will know about belonging in a family, to a school, to a community.</p>	<p>That parables are stories of everyday lives with deeper meanings</p>	<p>The importance of the sacred book, the Torah to Jewish people</p>	<p>Jesus' arrest, Peter's Denial and carrying the cross</p> <p>Understand that Christians believe</p>	<p>The Story of Moses – as a baby, the prince who ran away, the burning bush, the ten plagues, the parting of the red sea, the</p>	<p>The story of Jacob, Joseph, King David, Queen Esther, Jonah, Daniel</p>

	<p>Will deepen their understanding of Baptism and learn the story of Jesus being baptized in the river Jordan.</p> <p>The Golden Rule – ‘do to others what you would like them to do to you’ and belonging to humanity.</p> <p>Make comparisons between different Christian organisation in Notts</p>	<p>Parables: The Lost Sheep, The Lost Coin, (The Prodigal Son), The Good Samaritan, The Two Houses</p> <p>That incarnation is part of the ‘Big Story of the Bible’</p> <p>Tell the story of the birth of Jesus recognising the link with incarnation – Jesus is ‘God on Earth’</p>	<p>Jewish ideas about God and the importance of looking after the gift of the world</p> <p>Abraham’s story</p> <p>Jewish tradition of Shabbat and its links to the creation story</p> <p>The importance of Shabbat to Jewish people</p> <p>About fairness and forgiveness</p> <p>God has a unique relationship with human beings</p>	<p>Jesus saved people</p> <p>Understand the contrast between sadness and joy</p>	<p>10 Commandments.</p> <p>How people overcome difficulties – look at leaders across Christianity, Judaism, Humanism</p>	
<p><u>Vocabulary</u></p> <p>Genesis, Creation, Universe, Torah, Jewish, wise sayings, Religion, Christian, Humanist, synagogue, church, symbol, Bible, courage, persistence, forgiving, God, Creator.</p>						
<u>Assessment</u>	<p>Recount how a young baby/adult is welcomed into the Christian community.</p>				<p>Recognise what is meant by describing Moses as a great leader. Give an example of what makes a good leader.</p>	<p>Retell a story from the Jewish Bible and suggest a meaning for the story</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>What is it like to follow God? People of God (2a2) Link with RE syllabus 3.1</p> <p>Harvest</p>	<p>What is Trinity? KS2a.3 (Incarnation)</p>	<p>How do religious families & communities practice their faith? eg prayer (3.2)</p> <p>Focus Islam & Christianity</p> <p>Faith Experience Day</p>	<p>Why do Christians call the day Jesus died, Good Friday?(2a.5) (salvation)</p> <p>Pilgrimage/ Production</p>	<p>Where, how and why do people worship? (3.3)</p> <p>Islam, Christianity, Hinduism</p>	<p>What can we learn from inspiring people in sacred texts and in the history of religions? (3.4)</p>
	Retrieval					
	<p>That the Old Testament contains stories before Jesus' birth (Y1, Y2)</p> <p>Key characters in the Old Testament (R, Y1, Y2)</p>	<p>The Christmas story (R, Y1, Y2)</p> <p>What happened at the birth of Jesus (R, KS1)</p>	<p>Symbols of faith (R, 1)</p> <p>School prayers (R, 2)</p>	<p>The main events of Easter week (R, Y1, Y2)</p>	<p>Visit to Church (R, 2)</p> <p>Jewish practice (2)</p>	<p>Characters from the Bible: Joseph and Moses (Y2)</p>
	Learn	Learn	Learn	Learn	Learn	Learn
	<p>The Old Testament tells the story of a particular group of people, the children of Israel, known as the People of God, and their relationship with God</p> <p>The People of God try to live in the way God wants, following</p>	<p>The Story of Jesus Baptism: Matthew 3:11-17</p> <p>The Grace: An Important Christian Prayer</p> <p>John 1:1-14 God, Creation Word, Light, Living Among Us</p>	<p>About the practice, meaning & importance of the 5 daily Islamic prayers</p> <p>About the meaning & use of the Lord's prayer in Christianity</p> <p>About prayer at a mosque</p>	<p>The Last Supper: Jesus Washing The Disciples Feet</p> <p>Matthew 26:17–75 John 13: 4–17 Matthew 21:7–11 Luke 23:13–25, 32–48 Luke 24:1–12</p>	<p>Features of each of three religious buildings – mosque, mandir, church</p> <p>How the buildings are used by the different communities</p>	<p>Focus on key leaders Moses, Jesus and Muhammad</p> <p>Learn at least one story associated with these key figures.</p> <p>To express their own views about who is inspiring and why,</p>

<p>his commands and worshipping him</p> <p>They believe he promises to stay with them and Bible stories show how God keeps his promises</p> <p>Noah and the idea of covenant</p> <p>The story of Abraham</p> <p>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony</p>	<p>Why is Jesus called the son?</p> <p>That God is thought to be 3 in one. The Father, Son and Spirit</p> <p>Psalm 139</p> <p>How does Jesus bring hope?</p> <p>What do Christians and others do to bring hope to others?</p>	<p>About clothing that Muslims wear</p> <p>People may look different but have similar thoughts and feelings</p> <p>What is Eid?</p> <p>The holy book is the Qur'an</p> <p>Wudu and how it is used</p> <p>What happens at a Muslim wedding</p> <p>That Allah is the Arabic name for God</p> <p>5 pillars and that these are a basis for the way Muslims live</p> <p>Ramadan</p>	<p>The meaning of the crosses</p> <p>The feelings of the disciples</p>	<p>What people understand by the term 'holy'</p>	
<p style="text-align: center;"><u>Vocabulary</u></p> <p>Covenant, Hindu, Muslim, Islam, Christian, church, mosque, mandir, Trinity, Allah, gods and goddesses, spiritual, ritual, liturgy, prayer, sacred, commitment, values, Incarnation, trinity, God, Father, Son, Jesus, Holy Spirit, symbolism, symbolic, archbishops, grace, Corinthians, Trinitarian, miracle, Protestant, presence, rescuer, Salvation, resurrection, Eastertide, commemorating, Maundy Thursday, Last Supper, communion, Golgotha Hill, sightings, Jerusalem, crucifixion, ministry, Good Friday, Holy Friday, Good = Holy, Passover, mass or Eucharist, confession , Allah, Qu'ran, prophet, wudu</p>					

<p><u>Assessment</u></p>	<p>Answer the unit key question, with written and creative responses: what is it like to follow God? Link to the two stories covered, key people in the stories, what this tells Christians about how to follow God, God's promises etc.</p> <p>Children to write a poem about following God making reference to what has been taught</p>	<p>Children to express what their hopes and dream are themselves, family, others, world</p>	<p>Explain the meaning of prayer within both religions</p>	<p>Consider how they can help others within the community and beyond</p>	<p>Create a spiritual space & say what they think makes the building special.</p>	<p>List similarities between the key leaders studied</p>
---------------------------------	---	---	--	--	---	--

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<p>How do Hindu families practise their faith? What are the deeper meanings of some hindu festivals? (4.4)</p> <p>Harvest</p> <p>Hindu Experience Day</p>	<p>Why do some people think life is like a journey? What do different people think about life after death?(4.1)</p> <p>Christianity & Hinduism</p> <p>(Incarnation) (KS2a.3 – Digging Deeper – what is Trinity?)</p>	<p>How do people express their religious and spiritual ideas on pilgrimages?(4.2)</p> <p>Islam, Hinduism, Christianity, Non-religious world views</p>	<p>What kind of world did Jesus want? (Gospe)l (2a.4)</p> <p>(Salvation (KS2a.5) Digging deeper)</p> <p>Pilgrimage/Producti on</p>	<p>The Kingdom of God (Ks2a.6) What was the impact of Pentecost when Jesus left?</p> <p>(Kingdom of Go)d</p>	<p>Creation (KS2a.1) What do Christians learn from creation?</p> <p>(Creation)</p>
	Retrieval	Retrieval	Retrieval	Retrieval	Retrieval	Retrieval
		Baptism /Christening (R, 1) The Holy Spirit (Y3)	The journey of Mary & Joseph (R, 1,2)	Stories Jesus told (1), parables (2)		Christians believe God made our wonderful world and so we should look after it. (R)
	Learn	Learn	Learn	Learn	Learn	Learn
	<p>About Hindu worship & celebration & use of puja artefacts</p> <p>The story of Rama & Sita</p> <p>The Hindu belief on one God, Brahmanm shown by characteristics of different gods</p> <p>Discussing Hindu people's beliefs and values</p>	<p>Key ways in which Christians, Hindus (& Muslims) see life as a journey</p> <p>About rituals linked to key events such as births, becoming an adult, marriage & funeral rituals</p> <p>About concepts & ideas of afterlife: Muslim – paradise, Christian – heaven,</p>	<p>What pilgrimages are and where people of faith go for these</p> <p>About pilgrimages & religious journeys to Makkah, Varanasi, Lourdes, Iona, Holy land</p> <p>Details of ritual & practice on pilgrimages</p> <p>Local places of pilgrimage such as</p>	<p>Children will know that:</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</p>	<p>Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.</p> <p>About the description of Pentecost in Acts 2 might mean.</p> <p>Give examples of what Pentecost</p>	<p>God the Creator cares for the creation, including human beings.</p> <p>As human beings are part of God's good creation, they do best when they listen to God.</p> <p>The Bible shows that God wants to help people to be close to him — he keeps his relationship with</p>

	<p>Worship in the home & Mandir</p> <p>About the festival of Diwali & Holi</p>	<p>Hindu – reincarnation & Moksha</p> <p>Incarnation is good news for people</p>	<p>Beth Shalom & Southwell Minster</p>	<p>shows love and forgiveness to unlikely people. Christians believe Jesus' life shows what it means to love God (his Father) and love your neighbour. Christians try to be like Jesus — they want to know him better and better. Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.</p> <p>The gospel means good news</p>	<p>means to some Christians now.</p> <p>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>That Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God.</p> <p>Christians celebrate Pentecost as the beginning of the Church.</p>	<p>them, gives them guidelines on good ways to live (such as the Ten Commandments).</p>
--	--	--	--	--	--	---

	<u>Vocabulary</u>					
	Hindu, murtis, gods & goddesses, karma, dharma. Spiritual, festivals, ritual, symbol, Aum, commitment, values, destiny, soul, heaven, paradise, reincarnation, moksha, pilgrim, pilgrimage					
<u>Assessment</u>	Create a puja booklet	Write about their own milestones in their journey of life	Write thoughtfully about a place they would like to travel to hoping to find spiritual strength or enlightenment			Through art – show narrative – task children with ‘extending’ the section shown – link to Spirited Arts

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p>What is expected of a person in following a religion/belief? (5.2)</p> <p>Christianity</p> <p>Harvest</p>	<p>How do people's beliefs about God, the world and others have impact on their lives?(5.3)</p> <p>(Incarnation) (KS2b4) – Was Jesus the Messiah?</p>	<p>What can we learn from great leaders and inspiring examples in today's world?(5.1)</p> <p>Islam/Christianity/Hinduism/Non religious</p>	<p>What would Jesus do (KS2b5) (Gospel)</p> <p>What did Jesus do to save human beings (KS2b6) (Salvation)</p>	<p>What kind of King was Jesus?(KS2b8) (Kingdom of God)</p> <p>Archbishop of York Award</p>	<p>Archbishop of York Award – link with 'Beliefs in Action' – how do religions/beliefs respond to global issues of human rights, social justice, environment etc(6.3)</p>
	Retrieval	Retrieval	Retrieval	Retrieval	Retrieval	Retrieval
	<p>The Trinity (Y3)</p> <p>Key celebrations in the Christian calendar – Christmas, Easter, Pentecost (R, 1,2,3,4)</p>	<p>Five Pillars of Islam (y3)</p> <p>Hindu beliefs – gods/goddesses/types of worship & practice (y4)</p>	<p>Leaders in the Old Testament</p> <p>David, Moses, Esther (R,2)</p>	<p>The main events of Easter week (R, Y1, Y2, Y3, Y4)</p>	<p>Christians believe that Jesus' whole life was a demonstration of his belief that God is king, not just in heaven but here and now.</p> <p>They believe Jesus is still alive, rules in their hearts and lives through the Holy Spirit, if they let him. (Y3,4)</p> <p>Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church. Christians celebrate Pentecost, as the</p>	<p>Retell the prodigal son</p> <p>Parables(ks1)</p>

					beginning of the Church. (Y4,5)	
					Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians. (Y5)	
Learn	Learn	Learn	Learn	Learn	Learn	Learn
<p>Focus on 'the creed' - exploring key Christian beliefs that sit within it.</p> <p>Develop understanding of Pentecost & the Christian belief in God as Father, Son & Holy spirit</p> <p>Consider the idea of the 'fruit of the spirit' – Galaitians 5:22 – what is fair & unfair, why do people fight & cause pain?</p> <p>How people can be more generous.</p>	<p>About God, worship & religious practice through a range of religious texts.</p> <p>To discuss 7 debate reasons why different people have different ideas about religious questions including whether God is real</p>	<p>That inspirational leaders are examples of their religions' ideals.</p> <p>About the lives of:</p> <p>Martin Luther King, Gandhi, William Booth, Dr Hany El Banna, Swami Vivekananda</p>	<p>The teachings of Jesus – The Sermon on the Mount – Mathew 5-7</p> <p>Healing the centurian's servant Luke 7 1-10</p> <p>Why Judas betrayed Jesus / Why Peter denief Jesus John 13 18-21</p> <p>Understand that Christians believe in the sacrifice of Jesus & his forgiveness on the cross</p> <p>To know that we (Christians) believe that the death and resurrection of</p>	<p>Kingdom of God is, in essence, where God rules — not a geographical territory, but in human hearts and minds, lives and communities.</p> <p>For Christians today, across the world, being a member of the community of the Kingdom of God is both a precious gift and a challenge: living out the values of the Kingdom of God is the key challenge of being a disciple of Jesus, loving God and loving our neighbour.</p>	<p>To identify a strengths and areas for development within the local community.</p> <p>Work collaboratively to bring effect change through a project based approach.</p> <p>A range of skills linked to effective communication & leadership skills in oder to address social action projects in their local communities.</p>	

				<p>Jesus restored the relationship between God and people.</p> <p>That Christians have a communion service to show what Jesus did for them</p> <p>To describe the impact of belief in the Easter story on a person's life.</p> <p>To talk about and describe feelings in relation to situations of victory; make links between people's values and commitments and their attitudes and behaviour with regard to situations of victory.</p> <p>Use theological terms – salvation, sacrifice</p>	<p>There is no space for hypocrisy, selfishness or personal pride. Instead, generosity, compassion, love even for enemies and a joyful willingness to put others ahead of one's own interests is the rule.</p> <p>About the work of The Salvation Army, Church Action on Poverty</p> <p>Matthew 6:9-13 (The Lord's Prayer)</p> <p>Luke 14:12-24 (The Feast)</p> <p>Matthew 21:33-46 (The Tenants in the Vineyard)</p>	
<p><u>Vocabulary</u></p> <p>Religion, Christian, spiritual, festival, incarnation, resurrection, Christmas, Pentecost, Easter, Eucharist, Gospel, Trinity, Holy Spirit, community, commitment, prophet, Allah, Iman, akhlaq, murtis, Brahman, ahimsa, atheist, Muslim, Hindu, prophet, mahatma, holiness, spiritual, inspiration, vision, symbol, community, commitment, values</p>						

<u>Assessment</u>		<p>Explain the main beliefs of Hindus & Muslims about God - Recognise the challenges of commitment for individuals belonging to a living faith. Raise questions on how faith today is shaped by identity, religious guidance and leadership both past and present</p>		<p>People who sacrificed to follow Jesus</p>		<p>Completion of the Archbishop of York Award</p>
--------------------------	--	--	--	--	--	---

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Creation and Science: conflicting or complementary? (2b2)(Creation/Fall)	Was Jesus the Messiah? (KS2b4) (Incarnation)	What contributions do religions make to local life in Nott. City and Notts – a county of respect & tolerance (6.2) How can following God bring freedom and justice? (KS22b3) (People of God)	What was the Kindertransport? Who resisted and rescued? How can we be Upstanders today? (6.4) What difference does the resurrection make to Christians? (Salvation) Visit to Holocaust Centre	What does it mean if God is holy and loving?(KS2b.1) (God)	Life as a journey and pilgrimage. Significant places to visit linked to Jesus. / Hinduism – Journey of Life & Death. Islam/Hinduism/Christianity Time travelling/transit It's your move
	Retrieval	Retrieval	Retrieval	Retrieval	Retrieval	Retrieval
	Story of creation (R, 1, 2 4)	What happened at Jesus' birth (R, Y1, Y2, Y3, Y4, Y5) Significance of the wise men's gifts	Major faiths around the world (Y1,2,3,4,5) Recognise features of places of worship (Y1,2,3,4,5) Places of Worship in and around Worksop.	The main events of Easter week (R, Y1, Y2, Y3, Y4, Y5)	Christians believe God is loving, kind, fair and forgiving and also Lord and King. (Yr1) Christians worship God & try to live in ways that please him. (Y1)	What happens at a baptism and why this is special (R, Y1) Bar/Bat Mitzvah (Y2)

			<p>The work of the Salvation Army (Y5)</p> <p>The story of Moses (Y2)</p> <p>Jesus is the Holy Trinity (Y3)</p>			
	<u>Learn</u>	<u>Learn</u>	<u>Learn</u>	<u>Learn</u>	<u>Learn</u>	<u>Learn</u>
	<p>That people have different views regarding faith</p> <p>Scientific and religious theories about the origins of the world</p> <p>Who is responsible for the earth?</p> <p>How to make connections between Genesis 1 and Cristian belief about God as creator</p>	<p>Explain connections between Isaiah 53, John 19 and the key concepts of Messiah, Sacrifice and Salvation, using theological terms</p> <p>Be able to explain the place of Incarnation & Messiah within the 'big story' of the Bible</p> <p>That Christians belive Jesus is God in the flesh</p> <p>That Christians believe Jesus is their saviour but Jewish people do not think Jesus is the Messiah</p>	<p>That cities and towns are made up of different faiths including Christianity.</p> <p>About the demographic of faith in Worksop and within the Diocese, UK and World.</p> <p>About 2 examples of inter faith co-operation.</p> <p>That through the example of the Old Testament great Moses & the concept of freedom that Christians put this in action today.</p>	<p>About pre-war Jewish life & the impact of persecution & discrimination on Jewish people in the 1930's in Germany.</p> <p>About the importance of kindertransport & the importance of providing refuge to those persecuted for who they are.</p> <p>How Christians show their beliefs</p> <p>Ascension of Jesus and Pentecost</p> <p>What a Good Friday service is like and the</p>	<p>Through biblical text what why others thought God was holy.</p> <p>Will look at David (Psalm 103. A psalm or prayer song), Isaiah (Isaiah 6:1-5).</p> <p>That Christians believe that God is omnipotent, eternal, omniscient and this means that God is worth worshipping.</p> <p>That Christians try to balance the idea of God being angered by sin and injustice with a God who is loving and full of Grace</p>	<p>Sacred Thread ceremony for Hindus</p> <p>Stages of a Hindu's life</p> <p>How to help others on their journey</p> <p>Confirmaton for Christians</p>

				<p>significance of Easter Sunday</p> <p>To use the Bible as a source for the resurrection</p> <p>To discuss life after death</p>	<p>That Christians believe getting to know God is like getting to know a person rather than learn information</p>	
<u>Vocabulary</u>						
<u>Omniscient, omnipresent, omnipotent, immutable, benevolent, sin, pure, forgiveness, religion, harmony, persecution, prejudice, Beth Shalom, remembrance, bystander, upstander, interfaith, tolerance, religious plurality</u>						
<u>Assessment</u>			<p>Create a Charter for Peace & Harmony</p>	<p>Write a factsheet about the ways Jewish people responded to the prejudice & hatred from the Nazis.</p>	<p>Identify some different types of biblical texts, using technical term accurately.</p> <p>Explain connections between biblical texts and Christian ideas of God, using theological terms.</p> <p>Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed.</p>	

					<p>What does God need to be like? If you were to create a God, what characteristics would it have? Would this God be worth worshipping?</p>	
--	--	--	--	--	---	--

Through all learning there are 3 strands to consider:

- **Making Sense of the Text:** Developing pupils' skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of the meanings of texts for Christians.
- **Understanding the Impact:** Examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world.
- **Making Connections:** Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.

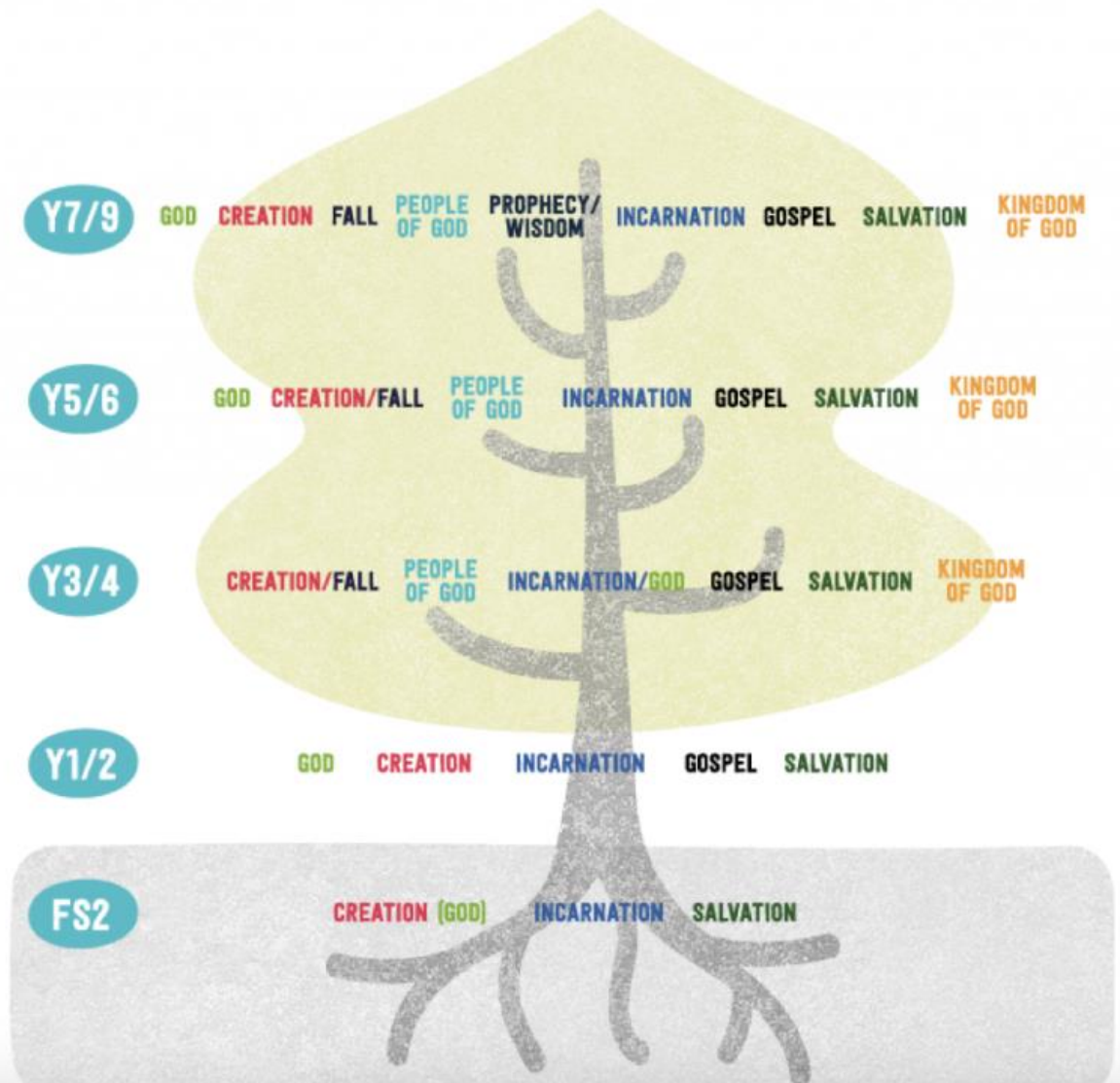
Understanding Christianity – During their time in school, the children will learn about the timeline of Christianity and develop the skill of placing different Biblical stories in the correct order on the timeline.

God, Creation, The Fall, People of God, Salvation, Gospel, Incarnation & Kingdom of God





THE CONCEPTS: A SPIRAL CURRICULUM



RE Skills and knowledge Progression

1. Skills and Knowledge

– We use the Syllabus I Can statements for outcomes and identify which learning is taking place by using the following types of knowledge

2. Substantive knowledge (religions, traditions, making links – what they should know

– subject specific knowledge) ensuring depth and breadth

3. Disciplinary Knowledge

– methods and techniques (how they use that to develop over time) Needs to be balance of: -

- THEOLOGY (how beliefs are applied)
- PHILOSOPHY (the diverse impact on individuals, communities, and society)
- SOCIAL SCIENCES (making sense of it, questioning, morals, ethics)

4. Personal Knowledge – where they stand