

St. Peter's CE Primary, Farnworth



Curriculum Overview

Intent and Implementation

Diet and Delivery

R.E. Sep 24 v8 September 2024



St. Peter's CE Primary, Farnworth

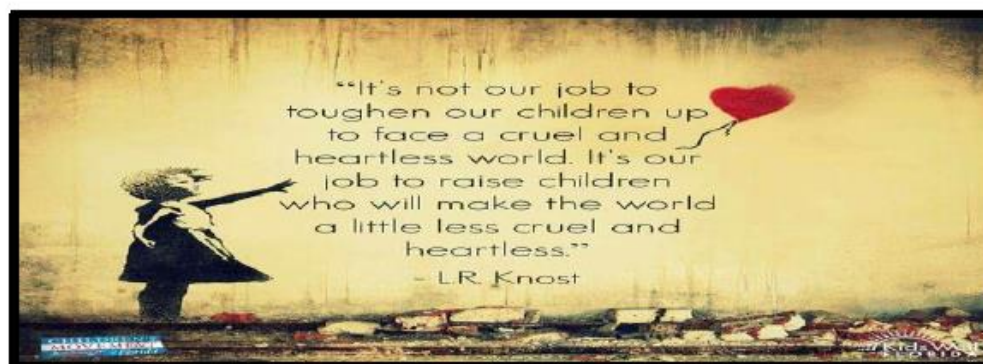


Statement of intent

What is our vision?

As teachers we are often charged with the task of preparing our children for their future. At St. Peter's we think a little differently, and rather than prepare our children for a future that is imposed upon them, we aim to give them the skills necessary to create the future that they perceive for themselves.

Today is the tomorrow of yesterday. By controlling today, we are creating the future of tomorrow.



Our vision is to develop our children to enable them to create the future they aspire for themselves, inspired by God, influenced by the teachings of Jesus and underpinned by Christian Values; rooted in The Bible and the word of God.

Our intention is that our children will contribute to and prosper in society, bringing God's plan for them to fruition.

“For I know the plans I have for you”, declares the Lord “plans to prosper you and not to harm you, plans to give you a hope and a future.” Jeremiah 29:11

Our school purpose is to signal a route to a life that many don't think possible! We aim to maximise social mobility, with God's support & guidance!

Our overall vision is for our children to be able to

“Learn, Sparkle & Shine...”

Develop the elements of wisdom, dignity, hope and community.

WISDOM

Learn



Knowing more today than I did yesterday and more tomorrow than I do today!

Allow for the development of wisdom, knowledge and skills.

DIGNITY, HOPE

Sparkle



Sparkling is knowing who I am, what I love and being proud to be me.

Allow for the development of individuality; character development, hope, aspiration, courageous advocacy.

COMMUNITY

Shine



Sharing kindness, love and joy with other people.

Allow for the development of community spirit – living well together.



In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.

Matthew 5:16

“Learn, Sparkle & Shine...”



What does “**Learn, Sparkle & Shine...**” mean?



Our school demographics and context require that we provide a curriculum that;

- promotes high aspiration (**learn**),
- encourages positive attitudes, resilience and strong mental health (**sparkle**) and,
- develops positive citizens with strong community (Christian and British) values (**shine**).

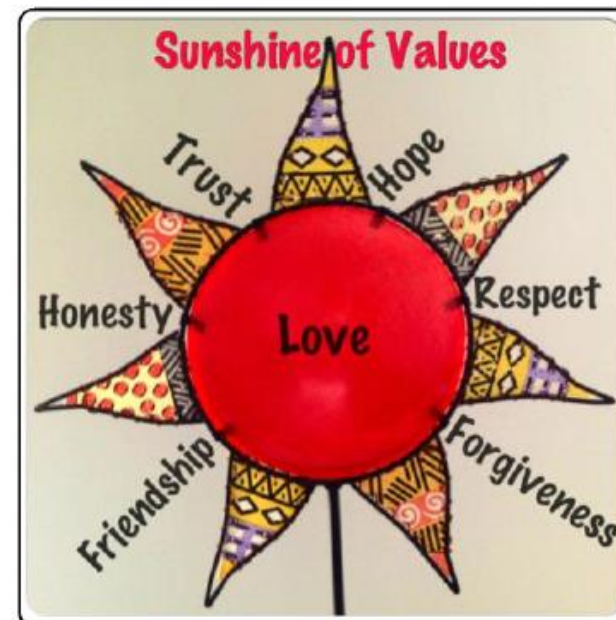
Our intention is to provide this curriculum, underpinned by Christian Values; rooted in The Bible and the word of God.

St. Peter's C.E. Farnworth

I have come to the frightening conclusion that I am the decisive element in the classroom,
It is my daily mood that makes the weather.

As a teacher I possess a tremendous power to make a child's life miserable or joyous.
I can be a tool of torture or an instrument of inspiration.
I can humiliate or humour, hurt or heal.
In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and
A child humanised or de-humanised.

Dr Haim Ginott



“Where our children enter our classrooms neither impresses nor depresses us; we simply expect our children to know that they come to school to work hard and learn, growing to know and understand more through each day they spend walking down Progress Ave with us.”

Our vision Our children will....	Our beliefs and values. Why?	Our strategy What do we intend to do?	Our strategy What will you see?
Learn Allow for the development of wisdom, knowledge and skills. 	We believe ability is a consequence of what happens in our classrooms not a cause! We believe inherited traits are only one part of the story of where we may end up. The environment created in our classrooms, the culture of hard work and determination that we encourage, the recognition that we are all able to increase our knowledge through learning, we believe, has an equally valid impact on our future success. (Learn)	Develop learners who recognise their own learning goals, aspirations and the role they play in determining their own destiny. (Learn) - Promote the incremental learning theory – growth mindset approach - Reward effort and attribute success to hard work and determination	Visible consistency- The aim of visible consistency is to ensure that all staff and pupils receive the same messages regarding expectation of conduct, behaviour and work ethic thus ensuring a safe environment in which effective teaching and learning can take place and risks can be taken.
Sparkle Allow for the development of individuality; character development, hope, aspiration, courageous advocacy. 	We believe that engaging in a rich and varied curriculum will provide our children with an opportunity to develop a positive attitude to learning and an environment in which they can flourish and thrive. (Sparkle)	Provide a curriculum that allows for a wide range of opportunities to be promoted and excellent outcomes achieved, across a wide range of areas. (Sparkle)	Visible collaboration- The aim of visible collaboration is to ensure that children receive the same experiences across year groups and that staff are able to share their expertise and strengths so as to learn from each other.
Shine Allow for the development of community spirit – living well together. 	We believe that by using the word of God and the example of Jesus, alongside Christian Values to underpin our work, children will be able to spread positive attitudes and shine as a beacon in society. (Shine)	Promote a community of kind, respectful Christian learners, with an underlying value of hope for their own future and that of the wider extended community; underpinned by the word of God and the example of Jesus, alongside Christian and British Values. (Shine)	Visible challenge- The aim of visible challenge is to support our growth mindset philosophy and recognises that learning occurs when staff and pupils are given the opportunity to go beyond their comfort zone. Visible creativity- The aim of visible creativity is to inspire a love of learning and deepen thinking.

Religious Education in Church of England Schools

A Statement of Entitlement

Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together

Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.¹

A high-quality sequential religious education² (RE) programme is essential to meet the statutory requirement for all state funded schools, including academies and free schools, to teach a full curriculum that prepares pupils for the opportunities, responsibilities and experiences of life in modern Britain. Central to religious education in Church schools is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. There is a clear expectation that as inclusive communities, church schools provide sequenced learning about a range of religions and worldviews³ fostering respect for others. In voluntary aided schools, RE must be taught in accordance with the trust deed: this document will help schools interpret that legal requirement. In foundation and voluntary controlled schools with a religious character, RE

¹ The Church of England Education Office, *Church of England Vision for Education: Deeply Christian, Serving the Common Good*. (The Church of England Education Office, 2016), available at <https://www.churchofengland.org/more/education-and-schools/vision-education>

² Section 48 of the 2005 Education Act requires the inspection of religious education in schools which have a religious character. The term religious education (RE) is therefore used throughout this document as it is connected to the Section 48 SIAMS inspection and, if and until the law changes we will need to continue to use the term. This does not stop individual schools, MATs or dioceses using other names including Religion and Worldviews for the subject.

³ The term worldviews is used throughout the document to refer to a person's way of understanding, experiencing and responding to the world. It can be described as a philosophy of life or an approach to life. It could refer to an 'institutional' worldview to describe organised worldviews including religions as well as Humanism, Secularism and Atheism or a 'personal' worldview for an individual's way of understanding and living in the world which may be drawn from one or many institutionalised worldviews. Based on Commission on Religious Education, *Religion and worldviews: The way forward A national plan for RE* (Religious Education Council for England and Wales 2018) p4.

must be taught according to the locally agreed syllabus for RE unless parents request RE in accordance with the trust deed of the school. In academies and free schools RE must be taught in accordance with the funding agreement.

The effectiveness of denominational education in Church schools is evaluated during the statutory inspection of Anglican and Methodist schools (SIAMS) section 48 inspection. That subsequent judgement will reflect the expectations set out in this document. The SIAMS evaluation schedule assesses the way RE contributes to the outworking of church school's Christian vision. It highlights the responsibility of Church school leaders to ensure that pupils flourish academically through the provision of high-quality RE. In addition, in voluntary aided schools, a judgement on standards in teaching and learning in RE is included in the SIAMS report.

The Entitlement: provision, profile and priority

In a Church school the pupils and their families can expect an RE curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, this should include the ways in which it is unique and diverse. Parents can expect the use of high-quality resources, for example, the Understanding Christianity resource. Pupils can expect that teaching and learning in Church schools will use an approach that engages with biblical text and theological ideas.

Pupils can expect that a Church school RE curriculum will engage and challenge them through an exploration of core concepts and questions. They can expect Church schools to provide meaningful and informed dialogue with a range of religions and worldviews. There should be opportunities for them to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and worldviews. Pupils should explore how these may change in different times, places and cultures. RE will go beyond a sociological study of religious phenomena and will introduce pupils to a range of relevant disciplines including theology, philosophy and the human and social sciences. In all Church schools progress in RE should be significant and attainment high enabling pupils to develop confident religious literacy.

Parents and pupils can expect that in a Church school RE will have a high profile within the curriculum and will be a priority for senior leaders. The RE curriculum is intrinsic to the outworking of a Church school's Christian vision in enabling all pupils to flourish. In addition, the RE curriculum will contribute to British values and spiritual moral social and cultural development.

Learning activities must provide fully for the needs of all pupils. Pupils should develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. Pupils should have a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They should have opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews.

Curriculum statement: challenging, accurate and diverse

In all Church schools religious education must be considered an academic subject. All pupils are entitled to religious education that is delivered in an objective, critical and pluralistic manner. Pupils are entitled to a balanced RE curriculum which enquires into religions and worldviews

through theology, philosophy and the human and the social sciences. It should be a coherent curriculum that enables progress through ordered and sequential learning developing both knowledge and skills. There should be a clear curriculum vision and intent, a structure for implementation and provision and a process for evaluating impact.

Aims and objectives

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking.

Curriculum balance and time: sufficient, appropriate and balanced

Reflecting the school's trust deed or academy funding agreement parents and pupils are entitled to expect that in Church schools Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages 1-4.

All pupils in Church schools should follow a recognised and appropriate qualification or course in RE or Religious Studies at KS 4. This includes pupils who have SEND. The study of Christianity will be a significant part of any Religious Studies qualification offered.

The school must make it possible for those students who achieve suitable grades at GCSE or equivalent to follow appropriate A level courses. This should be in addition to the provision of core RE entitlement for all students at KS5 which should continue to develop student's understanding of Christianity and other religions and worldviews.

Schools must take note that the RE entitlement is totally separate from requirements for collective worship. Collective worship must not be considered curriculum time for RE or the teaching of RE.

Developing staff expertise and knowledge: confidence specialism professionalism

Pupils in Church schools are entitled to be taught by teachers who have a secure subject knowledge and are confident in helping them navigate and challenge cultural and religious stereotypes, prejudice and extremism. It should be a priority in Church schools to build up staff expertise in RE specifically, but not exclusively, working towards:

- at least one member of staff having RE qualifications or receiving specialist training.

All units of work are taken from the Manchester Diocese RE Syllabus 2023

RE Reception	F4 Being Special: where do we belong?	F1 Why is the word God so important to Christians? <u>God</u> (Links to Harvest)	F5 What places are special and why?
	F2 Why is Christmas special for Christians? <u>Incarnation</u>	F3 Why is Easter special to Christians? <u>Salvation</u>	F6 What times/stories are special and why?
RE Year 1	1.10 What does it mean to belong to a Faith community?	1.6 Who is a Muslim and how do they live?	1.2 Who do Christians say made the world? <u>Creation</u> (Links to Harvest)
	1.1 What do Christians believe God is like? <u>God</u>		1.9 How should we care for the world and others and why does it matter?
RE Year 2	1.8 What makes some places sacred to believers?	1.4 What is the Good news Christians believe Jesus brings? <u>Gospel</u>	1.7 Who is Jewish and how do they live?
	1.3 Why does Christmas matter to Christians? <u>Incarnation</u>	1.5 Why does Easter matter to Christians? <u>Salvation</u>	
RE Year 3	L2.1 What do Christians learn from the Creation story? <u>Creation, Fall</u>	WL2.12 How and Why do people try to make the world a better place?	L2.7 What do Hindus believe God is like?
	L2.2 What is it like for someone to follow God? <u>People of God</u>	L2.5 Why do Christians call the day that Jesus dies, 'Good Friday?' <u>Salvation</u>	L2.8 What does it mean to be a Hindu in Britain today?
Year 4	L2.3 What is the trinity and why is it important to Christians? <u>God Incarnation</u>	L2.9 How do festivals and worship show what matters to a Muslim?	L2.6 For Christians, When Jesus left, what was the impact of Pentecost? <u>Kingdom of God</u>
	L2.4 What kind of world did Jesus want? <u>Gospel</u>	L2.10 How do festivals and family life show what matters to Jewish?	How and Why do people mark the significant event of life?
RE Year 5	U2.1 What does it mean if Christians believe that God is Holy and Loving? <u>God</u>	U2.7 Why do Hindus try to be good?	U2.9 Why is the Torah so important to Jewish people?
	U2.3 Why do Christians believe that Jesus was the Messiah? <u>Incarnation</u>	U2.4 Christians and how to live: what would Jesus do? <u>Gospel</u>	U2.10 What matters most to Humanists and Christians?
RE Year 6	U2.2 Creation and Science: conflicting or complementary? <u>Creation</u>	U2.8 What does it mean to be a Muslim in Britain today?	U2.6 For Christians, what kind of King is Jesus? <u>Kingdom of God</u>
	U2.11 Why do some people believe in God and some people not?	U2.5 What do Christians believe Jesus did to 'save' people? <u>Salvation</u>	U2.12 How does faith help people when life gets hard?

RE curriculum overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS					
<u>World views</u> F4 Being Special: where do we belong? Manchester syllabus planning available to be adapted. See overview also. Supporting resources available through natre.org.uk <u>Check against Manchester Syllabus overview for coverage</u>	<u>Christianity</u> F2 Why is Christmas special for Christians? <u>Incarnation</u> See Manchester syllabus 1 page overview and adapt.	<u>Christianity</u> F1 Why is the word God so important to Christians? <u>God</u> (Links to Harvest) Planning and resources available through natre.org.uk <u>Check against Manchester Syllabus overview for coverage</u>	<u>Christianity</u> F3 Why is Easter special to Christians? <u>Salvation</u> See Manchester syllabus overview and adapt	<u>World views</u> F5 Which places are special and why? Manchester Syllabus planning available. Supporting resources available through natre.org.uk <u>Check against Manchester Syllabus overview for coverage</u>	<u>World views</u> F6 What times/stories are special and why? Manchester Syllabus planning available. Supporting resources available through natre.org.uk <u>Check against Manchester Syllabus overview for coverage</u>
<u>Outcomes:</u> See learning outcomes for particular lessons in right hand column of planning documents. Colour key: <i>Making sense</i> <i>Understanding impact</i> <i>Making connections</i>	<u>Outcomes:</u> See learning outcomes for particular lessons in right hand column of planning documents. Colour key: <i>Making sense</i> <i>Understanding impact</i> <i>Making connections</i>	<u>Outcomes:</u> See learning outcomes for particular lessons in right hand column of planning documents. Colour key: <i>Making sense</i> <i>Understanding impact</i> <i>Making connections</i>	<u>Outcomes:</u> See learning outcomes for particular lessons in right hand column of planning documents. Colour key: <i>Making sense</i> <i>Understanding impact</i> <i>Making connections</i> Recognise and retell stories connected	<u>Outcomes:</u> See learning outcomes for particular lessons in right hand column of planning documents. Colour key: <i>Making sense</i> <i>Understanding impact</i> <i>Making connections</i> • Talk about somewhere that is special to themselves, saying why	<u>Outcomes:</u> See learning outcomes for particular lessons in right hand column of planning documents. Colour key: <i>Making sense</i> <i>Understanding impact</i> <i>Making connections</i> Talk about some religious stories • Recognise some religious words, e.g. about God • Identify some of their own feelings in the stories they hear

• I can retell religious stories and make connections with my own experiences • I can share occasions when I have felt special. • I can describe what happens at a Christian child's baptism and dedication (simply). • I can describe what happens when a baby is welcomed into a religion other than Christianity (simply).	• I can talk about people who are special to me. • I can say what makes my family and friends special to me. • I can describe (simply) what happens at Christmas (a traditional Christian festival). • I am beginning to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus • I can retell religious stories, and make connections with my own experiences.	Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world • Retell stories, talking about what they say about the world, God, human beings • Think about the wonders of the natural world, expressing ideas and feelings • Say how and when Christians like to thank their Creator • Talk about what people do to mess up the world and what they do to look after it.	with celebration of Easter • Say why Easter is a special time for Christians • Talk about ideas of new life in nature • Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature • Talk about some ways Christians remember these stories at Easter.	• Recognise that some religious people have places which have special meaning for them • Talk about the things that are special and valued in a place of worship • Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God • Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church • Express a personal response to the natural world.	• Identify a sacred text e.g. Bible, Torah • Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc.
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Year 1

World view 1.10 What does it mean to belong to a Faith community? Manchester syllabus planning available to be adapted. See overview also.	Christianity 1.1 What do Christians believe God is like? God See overview to produce planning Planning and supporting resources available through natre.org.uk	Islam 1.6 Who is a Muslim and how do they live? Manchester syllabus planning available to be adapted. See overview also.	Christianity 1.2 Who do Christians say made the world? Creation (Links to Harvest) Planning and supporting resources available through natre.org.uk Check against Manchester Syllabus overview for coverage	World view 1.9 How should we care for the world and others and why does it matter? Manchester syllabus planning available to be adapted. See overview also.
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Supporting resources available through natre.org.uk <u>Check against Manchester Syllabus overview for coverage</u> Children have been introduced to the notion of belonging in EYFS- see planning to ensure progression.	<u>Check against Manchester Syllabus overview for coverage</u>			
See learning outcomes for particular lessons in right hand column of planning documents. <u>Outcomes:</u> Make sense of beliefs: • I can recognise that loving others is important in lots of communities • I can say what Jesus and one other religious leader taught about loving other people (in simple terms) Understand the impact: • I can describe what	See learning outcomes for particular lessons in right hand column of planning documents. <u>Outcomes:</u> Make sense of belief: • I can identify what a parable is. • I can tell the story of the Lost Son from the Bible (simply) • I can see a link with the Christian idea of God as a forgiving Father. • I can give explain what the story pf the Lost	See learning outcomes for particular lessons in right hand column of planning documents. <u>Outcomes:</u> Make sense of belief: • Recognise the words of the Shahadah and that it is very important for Muslims • Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean • Give examples of how stories about the Prophet show what Muslims believe about Muhammad Understand the impact: • Give examples of how Muslims use the Shahadah to show what matters to them • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • Give examples of how Muslims put their beliefs about prayer into action	See learning outcomes for particular lessons in right hand column of planning documents. <u>Outcomes:</u> Make sense of belief: • Retell the story of creation from Genesis 1:1–2:3 simply • Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible • Say what the story tells Christians about God, Creation and the world Understand the impact: • Give at least one example of what	See learning outcomes for particular lessons in right hand column of planning documents. <u>Outcomes:</u> Make sense of belief: • Identify a story or text that says something about each person being unique and valuable • Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) • Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world Understand the impact: • Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories • Give examples of how Christians and Jews can show care for the natural earth

happens at a traditional Christian and Jewish or Muslim welcome ceremony • I can suggest what the actions and symbols at welcome ceremonies mean. • I can identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious). Make connections: • I can give examples of how people express their identity and belonging. • I can be sensitive and respectful to differences • I can talk about what is good about being in a community, for others and myself. I can give reasons for my answers.	Son means to Christians Understand the impact: • I can give at least two examples of how Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) • I can give an example of how Christians show their beliefs in worship (e.g. by saying sorry to God) (Can say how Christians put their beliefs into practice in worship) Make connections: • I can think, talk and ask questions about what I can learn from the story myself. • I can give a reason for my ideas.	Make connections: • Think, talk about and ask questions about Muslim beliefs and ways of living • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.	Christians do to say 'thank you' to God for Creation Make connections: • Think, talk and ask questions about living in an amazing world • Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.	• Say why Christians and Jews might look after the natural world Make connections: • Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world • Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.
Year 2				
<u>World view</u>	<u>Christianity</u>	<u>World views</u>	<u>Christianity</u>	<u>Judaism</u> 1.7 Who is Jewish and how do they live?

1.8 What makes some places sacred to believers? Manchester syllabus planning available to be adapted. See overview also Children have looked at special places previously.	1.3 Why does Christmas matter to Christians? <u>Incarnation</u> See overview to produce planning Planning and supporting resources available through natre.org.uk <u>Please amend to include reference to the Gospel of Luke.</u> Children have covered the Christmas story- from across the Gospels previously.	1.4 What is the Good news Christians believe Jesus brings? <u>Gospel</u> Planning and supporting resources available through natre.org.uk <u>Check against Manchester Syllabus overview for coverage.</u>	1.5 Why does Easter matter to Christians? <u>Salvation</u> Planning and supporting resources available through natre.org.uk <u>Check against Manchester Syllabus overview for coverage</u> Children have covered the simple Easter story previously.	Manchester syllabus planning available to be adapted. See overview also
Outcomes: See learning outcomes for particular lessons in right hand column of planning documents. Make sense of belief: • I can recognise that there are special places	Outcomes: See learning outcomes for particular lessons in right hand column of planning documents. Make sense of belief: • I can recognise that stories of	Outcomes: See learning outcomes for particular lessons in right hand column of planning documents. Make sense of belief: • Tell stories from the Bible and recognise a link with the concept of	Outcomes: See learning outcomes for particular lessons in right hand column of planning documents. Make sense of belief: • Recognise that Incarnation and Salvation are part of a 'big story' of the Bible	Outcomes: See learning outcomes for particular lessons in right hand column of planning documents. Make sense of belief: • Recognise the words of the Shema as a Jewish prayer • Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. Understand the impact:

where people go to worship, and talk about what people do there • I can identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean • I can identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship Understand the impact: • I can give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues that show what people believe • I can give simple examples of how people worship at a church, mosque or synagogue • I can talk about why some people like to belong to a	Jesus' life come from the Gospels • I can give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians (Luke's Gosepel) Understand the impact: • I can give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas Make connections: • I can think, talk and ask questions about Christmas for people who are Christians and for people who are not • I can decide what I personally have to be thankful for, giving a reason for my ideas.	'Gospel' or 'good news' • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians • Recognise that Jesus gives instructions to people about how to behave Understand the impact: • Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless • Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) Make connections: • Think, talk and ask questions about	• Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) Understand the impact: • Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter Make connections: • Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.	• Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) Make connections: • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.
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sacred building or a community. Make connections: • I can think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for my ideas • I can talk about what makes some places special to people, and what the difference is between religious and non-religious special places		whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.			
Year 3					
Christianity L2.1 What do Christians learn from the Creation story? Creation, Fall Planning and supporting resources available through natre.org.uk Check against Manchester	Christianity L2.2 What is it like for someone to follow God? People of God Planning and supporting resources available through natre.org.uk	World view WL2.12 How and Why do people try to make the world a better place? Planning and supporting resources available through natre.org.uk Check against Manchester	Christianity L2.5 Why do Christians call the day that Jesus dies, 'Good Friday?' Salvation Planning and supporting resources available through natre.org.uk Check against Manchester Syllabus	Hinduism L2.7 What do Hindus believe God is like? Manchester syllabus planning available to be adapted. See overview also	Hinduism L2.8 What does it mean to be a Hindu in Britain today? Manchester syllabus planning available to be adapted. See overview also

<u>Syllabus overview for coverage).</u> Children previously learned about the story of creation in the Bible in Year 1 under the old scheme. (This will not be the case for cohort 2023 and later) They also looked at how to take care of the world. Look back at Year 1's planning for 23/24 . Progression is looking deeper at beliefs about God and reflection in Christian practises.	<u>Check against Manchester Syllabus overview for coverage).</u> Children have learned about the story of Noah using the pervious scheme of work (Blackburn). (This will not be the case for cohort 2023 and later) Look at Last year's Autumn 1 planning where children recounted the story. Progression this year is to look at the meaning of the story and reflections in Christian practises.	<u>Syllabus overview for coverage).</u>	<u>overview for coverage).</u> Children have previously learned the Easter story		
Outcomes: See learning outcomes for particular lessons in right hand column of planning documents. Make sense of belief: • I can place the concepts of God	Outcomes: See learning outcomes for particular lessons in right hand column of planning documents. Make sense of belief:	Outcomes: See learning outcomes for particular lessons in right hand column of planning documents. Make sense of belief: • Identify some beliefs about why the world is not always a	Outcomes See learning outcomes for particular lessons in right hand column of planning documents. Make sense of belief: • Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or	Outcomes: See learning outcomes for particular lessons in right hand column of planning documents. Make sense of belief: • Identify some Hindu deities and say how they help Hindus describe God	Outcomes: See learning outcomes for particular lessons in right hand column of planning documents. Understand the impact: • Describe how Hindus show their faith within their families in Britain today (e.g. home puja) • Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)

and Creation on a timeline of the Bible's 'big story' • I can make clear links between Genesis 1 and what Christians believe about God and Creation • I can recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world Understand the impact: • I can describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways) • I can describe how and why Christians might pray to God, say sorry and ask for forgiveness Make connections: • I can ask questions and suggest answers	• I can make clear links between the story of Noah and the idea of Covenant Understand the impact: • I can make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony Make connections: • I can make links between the story of Noah and how we live in school and the wider world.	good place (e.g. Christian ideas of sin) • Make links between religious beliefs and teachings and why people try to live and make the world a better place Understand the impact: • Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) • Describe some examples of how people try to live (e.g. individuals and organisations) • Identify some differences in how people put their beliefs into action Make connections: • Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better • Make links between	'rescue' people, e.g. by showing them how to live • Offer informed suggestions about what the events of Holy Week mean to Christians • Give examples of what Christians say about the importance of the events of Holy Week Understand the impact: • Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities • Describe how Christians show their beliefs about Jesus in worship in different ways Make connections: • Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.	• Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God • Offer informed suggestions about what Hindu murtis express about God Understand the impact: • Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) • Identify some different ways in which Hindus worship Make connections: • Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today • Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.	• Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) Understand the impact: • Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean • Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) Make connections: • Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.
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about what might be important in the Creation story for Christians and for non Christians living today		some commands for living from religious traditions, non-religious worldviews and pupils' own ideas Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.			
Year 4					
<u>Christianity</u> L2.3 What is the trinity and why is it important to Christians? <u>God Incarnation</u> Planning and supporting resources available through natre.org.uk <u>Check against Manchester Syllabus overview for coverage</u>). Children have learned about baptism in year 1 using the Manchester syllabus and the	<u>Christianity</u> L2.4 What kind of world did Jesus want? <u>Gospel</u> Planning and supporting resources available through natre.org.uk <u>Check against Manchester Syllabus overview for coverage</u>). Children have learned about the good Samaritan in year 2 including the retelling and message of the story- this will not be an issue for	<u>Islam</u> L2.9 How do festivals and worship show what matters to a Muslim? Manchester syllabus planning available to be adapted. See overview also This unit assumes prior knowledge of Islam from Year 1 which children will not have until the year 1 class of 23/24 comes through to year 4- please adapt lessons to cover prior learning that is assumed.	<u>Judaism</u> L2.10 How do festivals and family life show what matters to Jewish people? Manchester syllabus planning available to be adapted. See overview also Children studied Judaism in year 2, check planning/knowledge organisers to ensure progression.	<u>Christianity</u> L2.6 For Christians, When Jesus left, what was the impact of Pentecost? <u>Kingdom of God</u> Planning and supporting resources available through natre.org.uk <u>Check against Manchester Syllabus overview for coverage</u>).	<u>World views</u> How and Why do people mark the significant event of life? Planning and supporting resources available through natre.org.uk <u>Check against Manchester Syllabus overview for coverage</u>).

previous Blackburn syllabus and in reception (from 24/25).	cohort 2022 and later)				
Outcomes See learning outcomes for particular lessons in right hand column of planning documents. Make sense of belief: • I can recognise what a 'Gospel' is and give an example of the kinds of stories it contains • I can offer suggestions about what texts about baptism and Trinity mean • I can give examples of what these texts mean to some Christians today Understand the impact: • I can describe how Christians show their beliefs about God the Trinity in worship in different ways (in	Outcomes See learning outcomes for particular lessons in right hand column of planning documents. Make sense of belief: • I can identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus • 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' • I can suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian	Outcomes See learning outcomes for particular lessons in right hand column of planning documents. Make sense of belief: • Identify some beliefs about God in Islam, expressed in Surah 1 • Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God) Understand the impact: • Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. • Make links between Muslim beliefs about God and a range of ways in which Muslims	Outcomes See learning outcomes for particular lessons in right hand column of planning documents. Make sense of belief: • Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean • Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people • Offer informed suggestions about the meaning of the Exodus story for Jews today Understand the impact: • Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)	Outcomes See learning outcomes for particular lessons in right hand column of planning documents. Make sense of belief: • Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth • Offer informed suggestions about what the events of Pentecost in Acts 2 might mean • Give examples of what Pentecost means to some Christians now Understand the impact: • Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now • Describe how Christians show their beliefs about the Holy Spirit in worship	Outcomes See learning outcomes for particular lessons in right hand column of planning documents. Make sense of belief: • Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean • Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today Understand the impact: • Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean • Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) Make connections: • Raise questions and suggest answers about whether it is good for everyone to

baptism and prayer, for example) and in the way they live Make connections: I can make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of my own about what Christians believe God is like.	Understand the impact: - I can give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways Make connections: - I can make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for my ideas	worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) Make connections: - Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims - Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.	- Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities Make connections: - Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future - Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.	Make connections: Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.	see life as a journey, and to mark the milestones - Make links between ideas of love, commitment and promises in religious and non-religious ceremonies - Give good reasons why they think ceremonies of commitment are or are not valuable today.
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Year 5

Christianity U2.1 What does it mean if Christians believe that God is Holy and Loving? God Planning and supporting resources available	Christianity U2.3 Why do Christians believe that Jesus was the Messiah? Incarnation Planning and supporting resources	Hinduism U2.7 Why do Hindus try to be good? Manchester syllabus planning available to be adapted. See overview also	Christianity U2.4 Christians and how to live: what would Jesus do? Gospel Planning and supporting resources available through natre.org.uk	Judaism U2.9 Why is the Torah so important to Jewish people? Manchester syllabus planning available to be adapted. See overview also	World views/ Christianity U2.10 What matters most to Humanists and Christians? Manchester syllabus planning available to be adapted. See overview also
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through natre.org.uk <u>Check against Manchester Syllabus overview for coverage).</u> Children have looked at the trinity in year 4 this year 24/25 but this year's year 5s will not have studied this concept in detail so be mindful of assumed prior knowledge.	available through natre.org.uk <u>Check against Manchester Syllabus overview for coverage).</u> Children have looked at the concept of incarnation previously through the lens of Christmas.	Children have studied Hinduism in Year 3. Current year 5s have looked at the belief in God – Brahman and gods and goddesses. When 24/25 Year 3s become Year 5, they will have also looked at what it means to be Hindu in Britain today.	<u>Check against Manchester Syllabus overview for coverage).</u>	Children have previously studied Judaism and beliefs in year 2 and as of year 4 from 23/24 will have looked at festivals and celebrations.	
Outcomes See learning outcomes for particular lessons in right hand column of planning documents. Make sense of belief: • I can identify some different types of biblical texts, using technical terms accurately • I can explain connections between biblical texts and Christian ideas of God, using theological terms	Outcomes See learning outcomes for particular lessons in right hand column of planning documents. Make sense of belief: • I can explain the place of Incarnation and Messiah within the 'big story' of the Bible • I can identify Gospel and prophecy texts, using technical terms	Outcomes See learning outcomes for particular lessons in right hand column of planning documents. Make sense of belief: • Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately • Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.	Outcomes See learning outcomes for particular lessons in right hand column of planning documents. Make sense of belief: • Identify features of Gospel texts (for example, teachings, parable, narrative) • Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts	Outcomes See learning outcomes for particular lessons in right hand column of planning documents. Make sense of belief: • Identify and explain Jewish beliefs about God • Give examples of some texts that say what God is like and explain how Jewish people interpret them Understand the impact: • Make clear connections between Jewish beliefs about the Torah and how they use and treat it	Outcomes See learning outcomes for particular lessons in right hand column of planning documents. Make sense of belief: • Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) • Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God') Understand the impact: • Make clear connections between Christian and Humanist ideas about being good and how people live • Suggest reasons why it might be helpful to follow a moral code and why

Understand the impact: • I can make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed • I can show how Christians put their beliefs into practice in worship Make connections: • I can weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of my own.	• I can explain connections between biblical texts, Incarnation and Messiah, using theological terms Understand the impact: • I can show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas • I can comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible Make connections: • I can weigh up how far the idea of Jesus as 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, giving good reasons for my answers.	Understand the impact: • Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live • Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. • Give evidence and examples to show how Hindus put their beliefs into practice in different ways Make connections: • Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus • Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising	Understand the impact: • Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives Make connections: • Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives • Articulate their own responses to the issues studied, recognising different points of view.	• Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) • Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) Make connections: • Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today • Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.	it might be difficult, offering different points of view Make connections: • Raise important questions and suggest answers about how and why people should be good • Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.
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		different points of view.			
Year 6					
Christianity U2.2 Creation and Science: conflicting or complementary? Creation Revise work on genres of writing for this unit thinking about intent and audience. Look at unit U2.11 for which there is planning, as this follows this unit and there needs to be progression). Planning and supporting resources available through natre.org.uk Check against Manchester Syllabus overview for coverage).	World view U2.11 Why do some people believe in God and some people not? Manchester syllabus planning available to be adapted. See overview also links to the previous unit of U2.2	Islam U2.8 What does it mean to be a Muslim in Britain today? Manchester syllabus planning available to be adapted. See overview also Current 6 have studied Islam in Year 4 so please see planning and overviews for prior knowledge and skills. As of 23/24, year 1 will have covered Islam in year 1- this knowledge is assumed for the year 4 and year 6 Manchester syllabus so please check for gaps as current year 5 and 6 children will not have covered all of this.	Christianity U2.5 What do Christians believe Jesus did to 'save' people? Salvation See Manchester syllabus 1 page overview and adapt Children have studied the Easter story, the importance of Easter to Christians and also looked at why the day Jesus died is called Good Friday in previous years.	Christianity U2.6 For Christians, what kind of King is Jesus? Kingdom of God Planning and supporting resources available through natre.org.uk Check against Manchester Syllabus overview for coverage).	World views U2.12 How does faith help people when life gets hard? Planning and supporting resources available through natre.org.uk Check against Manchester Syllabus overview for coverage).
Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes
See learning outcomes for	See learning outcomes for	See learning outcomes for	See learning outcomes for	See learning outcomes for	

particular lessons in right hand column of planning documents. Make sense of belief: • I can identify what type of text some Christians say Genesis 1 is, and its purpose • I can take account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations Understand the impact: • I can make clear connections between Genesis 1 and Christian belief about God as Creator • I can show understanding of why many Christians find science and faith go together Make connections:	particular lessons in right hand column of planning documents. Make sense of belief: • I can define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs • I can identify and explain what religious and non-religious people believe about God, saying where they get their ideas from • I can give examples of reasons why people do or do not believe in God Understand the impact: • I can make clear connections between what people believe about God and the	particular lessons in right hand column of planning documents. Make sense of belief: • Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message) • Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet) Understand the impact: • Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) • Give evidence and examples to show how Muslims put their beliefs into practice in different ways	particular lessons in right hand column of planning documents. Make sense of belief: • Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it • Explain what Christians mean when they say that Jesus' death was a sacrifice Understand the impact: • Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper • Show how Christians put their beliefs into practice in different ways Make connections: • Weigh up the value and impact of ideas of sacrifice in their own lives and the world today • Articulate their own responses to the idea of sacrifice, recognising	particular lessons in right hand column of planning documents. Make sense of belief: • 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 interpretations Understand the impact: • Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice • Show how Christians put their beliefs into practice in different ways Make connections: • Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today • Articulate their own responses to the idea of the importance of love	See learning outcomes for particular lessons in right hand column of planning documents. Make sense of belief: • Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life • Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences Understand the impact: • Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) • Give examples of ways in which beliefs about resurrection/ judgement/heaven/karma/reincarnation make a difference to how someone lives Make connections: • Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these • Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.
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• I can identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses • I can weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for my views.	impact of this belief on how they live • I can give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis). Make connections: • I can reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging • I can consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not • I can make connections between belief and behaviour in	Make connections: • Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Manchester today • Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims • Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.	different points of view.	and service in the world today	
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	their own lives, in the light of my learning				
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RE Year 1	God and creation (1.2 Blackburn diocese) Creation and Fall God (supplementary) Harvest (1.1 Blackburn document see below) God (compulsory) Why do we give and receive gifts? - Christmas (incarnation – Blackburn diocese 1.3 below) Incarnation	Jesus was special (Blackburn diocese 1.4, see below) Incarnation Gospel supplementary) Easter- celebrating new life 1.5 (Blackburn diocese, see below) Salvation (compulsory)	Why is Baptism special? 1.7 (Blackburn diocese, see below) God Gospel (compulsory) Islam (Manchester Syllabus- Who is a Muslim and how do they live? 1.6) (supplementary)
RE Year 2	The Bible: why is it such a special book? 2.1 (Blackburn diocese, see below) People of God God Creation & Fall (compulsory) Harvest – service God Christmas: why was the birth of Jesus such good news? 2.2 Incarnation (compulsory)	Jesus, friend to everyone (Blackburn diocese 2.3, see below) Incarnation Gospel (supplementary) Easter: how do symbols help us to understand the story? (Blackburn diocese 2.4, see below) Salvation (supplementary)	Why is the church a special place for Christians? (Blackburn diocese 2.5, see below) God Gospel (compulsory) Judaism (Manchester syllabus – KS1 1.7 Who is Jewish and how do they live? (supplementary)
RE Year 3	Which rules should we follow? 3.5 (Blackburn diocese, see below) God (compulsory) Harvest (Blackburn diocese 3.6, see below) Gospel (compulsory) Christmas – God with us (Blackburn diocese 3.2, see below) Incarnation	What does it mean to be called by God? (Blackburn unit 3.1) People of God God Exploring the sadness and joy of Easter (Blackburn diocese 3.4) Salvation (compulsory)	Jesus the man who changed lives (Blackburn diocese 3.3, see below) Incarnation Gospel Kingdom of God Hinduism (Manchester syllabus LK2 2.7. What do Hindus believe God is like?)
RE Year 4	Jesus: Son of God (Blackburn diocese 4.3, see below) (compulsory) Incarnation God Kingdom of God Harvest - service Gospel (supplementary) Christmas: exploring the symbolism of light. (Blackburn diocese 4.2, see below) Incarnation (compulsory)	4.6 What is prayer? God (compulsory) Exploring Easter as a story of betrayal and trust (salvation) (Blackburn diocese 4.4, see below) Salvation (supplementary)	Islam (Manchester syllabus 2.9 How do festivals and worship show what matters to Muslims?) (supplementary) Are all churches the same? (Blackburn diocese 4.5) Gospel God (compulsory)
RE Year 5	How and why do Christians read the Bible? (Blackburn diocese 5.1) God (compulsory)	Jesus the teacher ((Blackburn diocese 5.3, see below) Incarnation Gospel	Hinduism: Manchester syllabus – uks2 2.7 Why do Hindus want to be good?

	Christmas and the Gospels of Mathew and Luke (Blackburn diocese 5.2, see below) Incarnation and Gospels	Kingdom of God Easter - Why do Christians believe that Eater is a celebration of victory (Blackburn diocese 5.4, see below) Salvation God	5.5 Exploring the lives of significant women in the Old Testament People of God (compulsory)
RE Year 6	Judaism (Manchester syllabus) 2.9 – Why is the Torah so important to Jewish people? (Supplementary) 6.6 Ideas about God God (compulsory)	Easter Who was Jesus? Who is Jesus? (Blackburn diocese 6.4) Salvation God (supplementary) People of Faith (Blackburn Diocese 6.7) (compulsory) People of God	Life as a journey (Blackburn diocese 6.1) People of God Gospel Kingdom of God (compulsory) 6.3A Why is Exodus such a significant event if Jewish and Christian history? People of God (compulsory)

The following core concepts are explored in the Understanding Christianity approach

God	Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit
Creation	Christians believe the universe and human life are God's good creation. Humans are made in the image of God.
Fall	Humans have a tendency to go their own way rather than keep their place in relation to their creator. This attitude is called sin, and Genesis 3 gives an account of this rebellion, popularly called 'the Fall'. This describes a catastrophic separation between God and humans, between humans and each other, and between humans and the environment. This idea that humans are 'fallen' and in need of rescue (or salvation) sets out the root cause of many problems for humanity.
People of God	The Old Testament tells the story of God's plan to reverse the impact of the Fall, to save humanity. It involves choosing a people who will model a restored relationship with God, who will attract all other people back to God. The Bible narrative includes the ups and downs of this plan, including the message of the prophets who tried to persuade people to stick with God. The plan appears to end in failure with the people of God exiled, and then returning, awaiting a 'messiah' – a rescuer.
Incarnation	The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live amongst humans.
Gospel	Christians believe Jesus' incarnation is 'good news' for all people. ('Gospel' means 'good news'.) His life, teaching and ministry embody what it is like to be one of the People of God,

	what it means to live in relationship with God. Jesus' example and teaching emphasise loving one's neighbour – particularly the weak and vulnerable – as part of loving God.
Salvation	Jesus' death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Christians believe that through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.
Kingdom of God	This does not mean that no one sins any more! The Bible talks in terms of God's 'Kingdom' having begun in human hearts through Jesus. The idea of the 'Kingdom of God' reflects God's ideal for human life in the world – a vision of life lived in the way God intended for human beings. Christians look forward to a time when God's rule is fulfilled at some future point, in a restored, transformed heaven and earth. Meanwhile, they seek to live this attractive life as in God's Kingdom, following Jesus' example, inspired and empowered by God's Spirit.

Learning in EYFS:

RE From September 2021

The EYFS framework is structured very differently to learning within key stage one and two as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into later learning.

Religious education is not a statutory part of the national curriculum but state funded, local authority schools must provide a basic curriculum. Schools designated as having a religious character are free to make their own decisions in preparing their syllabuses. Each local authority will have an agreed syllabus so it is important RE subject leaders are aware of the agreed syllabus and how statements from the 2020 Development Matters feed into that particular syllabus.

The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception.

The most relevant statements for RE are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Understanding the World

RE		
Three and Four-Year-Olds	Personal, Social and Emotional Development	• Develop their sense of responsibility and membership of a community.
	Understanding the World	• Continue to develop positive attitudes about the differences between people.
Reception	Personal, Social and Emotional Development	• See themselves as a valuable individual. • Think about the perspectives of others.
	Understanding the World	• Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways.

ELG	Personal, Social and Emotional Development	Building Relationships	• Show sensitivity to their own and others' needs.
	Understanding the World	Past and Present	• Talk about the lives of the people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
		People and Communities	• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Easter progression document

Easter in EYFS

Links to RE, UOFW – People and Communities and PSED

Listen to the Easter story.

The story of the events of Holy week from Palm Sunday through to Good Friday and Easter.

Retell a simple story of Easter.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Easter topic and scheme	Easter: celebrating new life Blackburn Diocese	Easter: How do symbols help us to understand the story? Blackburn Diocese	Exploring the sadness and joy of Easter. Blackburn Diocese	Exploring Easter as a story of betrayal and trust . Blackburn Diocese	Why do Christians believe that Easter is a celebration of Victory ? Blackburn Diocese	Easter: who was Jesus? Who is Jesus? Blackburn Diocese
Christian values	Faith and hope	Faith and hope	Faith and hope	Trust, forgiveness and hope.	Faith and hope	Faith and hope
Theme (s)	Focus: Salvation Easter is a very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. Many Christians believe that Jesus builds a bridge between God and humans. Many Christians believe that Jesus rose up from the dead, giving people hope of new life.		Focus: Salvation Many Christians see Holy week as the culmination of Jesus' earthly life, leading to his death and resurrection. Various events of Holy week, such as the Last Supper, were important in showing what Jesus came to Earth to do. Many Christians today trust that Jesus really did rise from the dead and so is still alive today. Many Christians remember and celebrate Jesus' last week, death and resurrection. Also for this unit for Yeas 3 and 4: Gospel		Focus: Salvation Many Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. The Gospels give accounts of Jesus' death and resurrection. The New Testament says that Jesus' death was 'for us.' Most Christians interpret this in a variety of ways eg. As a sacrifice, for sin, as a victory over sin, death and the devil. It can be interpreted as paying punishment for everyone's sins, rescuing the lost and leading them to God,	

			Many Christians believe that Jesus challenges everyone about how to live- he sets the example for loving God and your neighbour: putting others first. Most Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people. Christians believe Jesus' life shows what it means to love God and live your neighbour. Most Christians try to be like Jesus- they want to know him better. Most Christians try to put his teachings into practise in lots of ways from church to social justice.		leading from darkness to light and from slavery to freedom. Many Christian's remember Jesus' sacrifice through the Eucharist (Y6 Summer term). Belief in Jesus' resurrection confirms to some Christians that Jesus is the incarnate son of God and also that Earth is not the end. This belief gives many Christians hope for life with God, starting now and continuing with new life in heaven. Many Christians believe that Jesus calls them to sacrifice their own needs to the needs of others and some are prepared to die for others for their faith.	
Vocabulary	Good Friday, Easter Sunday, Jesus, new life, Holy Week, disciples and resurrection.	Cross, crucifix, Paschal candle, resurrection, last supper, Eucharist, symbol, light of the world, sacrifice and celebration .	Palm Sunday, Temple, Last Supper, Gethsemane, Good Friday, Crucified, Easter Sunday and Resurrection.	Trust, betrayal, forgiveness, loyalty, Gethsemane, Jerusalem. Peter Judas	Victory, triumph, resurrection, sacrifice, salvation and redeemer.	Messiah, Prince of Peace, saviour, resurrection, redeemer and servant.
Learning about religion	Children should be able to retell the Easter story. The story of the events of Holy week from Palm Sunday through to Good Friday and Easter.	Children are to understand that symbols are pictures or objects with a deeper meaning and are connected to a story to tell.	Children will explore the Easter Story by focusing upon feelings evoked by the different events throughout the week.	Look at the Easter story critically and highlight examples of trust and betrayal. They should reflect on the importance of power and the effect of trust,	Children will explore the Easter Story as the story of Christ's triumph and victory over death. Children will discuss the meaning of triumph and victory.	Children should use the Bible to find answers to key questions. Reading Isaiah: 9-6-7 and Philippians 2:6-12 Answer questions/ produce writing

	Look closely at the reawakening of nature at springtime, new growth, life cycles and the pattern of decay and new life. Make links between the transformation of plants and animals and the Easter story in order to begin to develop an understanding of the resurrection. Reflect upon the miracles of nature and new life during spring time including looking at the life cycle of a butterfly. Create an Easter garden using natural materials.	Children will learn about the symbolism of the Paschal candle. Children will learn about the cross and its symbolism at Easter. They should look at a variety of crosses and make one. Children will learn about the symbolism of the bread and wine. Children will learn about the difference between secular popular Easter images and Christian Symbols that have a deeper meaning. Children will look at how the Church celebrates Easter.	The events of Palm Sunday, Holy Week and Easter; Discussion about the variety of emotions experienced by the disciples, traders, soldiers, Pharisees, Pilate, crowd, Mary His mother etc. To explore how the emotions of the events of Holy Week and Easter are reflected in the church services. Is it possible to describe the events of Holy Week and Easter simply as events of joy or sadness? Why? Why not? Is the cross a symbol of sadness or joy? Is Good Friday the beginning or the end?	betrayal and forgiveness. Role play Peter's denial and Jesus' forgiveness. Examples of trust and betrayal: The Last Supper - Matthew 26:17-35 Gethsemane- Mark 14:32-52 and Matthew 26: 36-46 The betrayal of Judas- Mark 14:42-51 and Matthew 26:47-56. The denial of Peter Mark 14:66-72. Jesus forgives Peter John 21:15-25. Examples of women who were loyal to Jesus.	Know what it means when Christians describe Christ as a redeemer or human kind. Focus on the words and imagery in Easter songs and hymns. Explore artwork depicting the crucifixion and resurrection. Connect themes and imagery found in the story of the Lion, the Witch and the Wardrobe with the Easter story. A clergy visit to talk about Easter celebrations in church.	from the point of view of people then and now. Explore the meaning of and reasons for the different titles of Jesus. Use Bible stories as evidence to illustrate Jesus' titles and characteristics associated with them. Look at how the lives of Christians reflect the nature of Jesus.
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			Is Easter Sunday the end or the beginning? How do the services held in churches during Holy Week and Easter reflect the sadness and joy? Recognise the word <i>salvation</i> and that Christians believe that Jesus came to save/rescue people by showing them how to live. Build on prior learning of Holy Week by suggesting what the events mean to Christians and what Christians say about the importance of the events of Holy Week. Look at Gospel accounts: Palm Sunday- Matthew 21:7-11, Good Friday- Luke 23:13-			
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			25, 32-48 and Easter Sunday- Luke 24:1-12). Look at the 3 days of Holy week through the eyes of Mary, mother of Jesus. Discuss examples of when and why there was sadness, hope and joy during Holy Week. Make links between texts and how Christians mark the Easter events in their communities and their meanings. Describe how Christians show their beliefs about Jesus in worship and different ways.			
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Examples of opportunities for learning from religion and reflecting on religion	Begin to discuss how the disciples might have felt before and after Easter. Discuss how we celebrate Easter at St Peter's. Discuss whether they do or how they celebrate Easter with their families- share similarities and differences with each other.	Discuss symbols in their own lives. Talk about how seeing symbols might make someone feel and why. Discuss how they celebrate Easter with their families and reflect upon the secular or Christian symbols involves.	Discuss how Mary might have felt before and after Easter and why. Raise thoughtful questions and suggest answers to why Christians call the day Jesus died Good Friday making and giving reasons for their answers- reference to salvation. Begin to compare their own ideas with questions that are difficult to answer.	Discuss why trust is important. Sensitively reflect on their own experiences and feelings of trust and forgiveness. Discuss how the disciples' feelings may have affected their actions after Easter and give examples. Respectfully compare their own ideas with questions that are difficult to answer.	Express opinions about symbolism in art, text and music giving reasons for their answers. Begin to pose and express answers to questions. Relate knowledge and understanding to their own life. Respond sensitively to the beliefs of Christians and texts. Express opinions about texts with reasons to support answers.	Pose and express answers to questions. Relate knowledge and understanding to their own life. Respond sensitively to the beliefs of Christians and texts. Offer insights and express opinions supported by evidence and examples.
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Christmas progression document

Christmas in EYFS

Learning and retelling a simple version of the Christmas story.
Links to RE, UOFW – People and Communities and PSED

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Unit	1.3 Christmas. Why do we give and receive gifts?	2.2 Christmas. Why was the birth of Jesus such good news?	3.2 Christmas. God with us.	4.2 Christmas. Exploring the symbolism of light	5.2 Christmas. The Gospels of Matthew and Luke	Christmas is not taught as a discrete unit in Year 6.
Christian values	Love Generosity Thankfulness	Hope Love Faith	Faith Compassion Love	Hope Peace	Hope Humility	
Theme (s)	Focus: Incarnation		Focus: Incarnation Year 4 Incarnation and salvation		Year 5 Incarnation and salvation	
Vocabulary	Gift, Wise Men, Magi, Jesus, promise and St Nicholas.	Good news, Elizabeth, Zechariah, Jesus, Mary, Angel Gabriel, Joseph, shepherds and Bethlehem.	Emmanuel, Incarnation	Jesus, light, candles, Christingle, Light of the World, Saviour and incarnation, Dreidel, Hanukkah, Hannukiah, Jerusalem, Temple.	Saviour, Messiah, Gospel, Matthew, Luke, nativity, Herod, incarnation and salvation	
Learning about religion	To listen to the nativity story, the story of the Wise Men after the Christmas story (the wise men do not arrive until after the	Good news, Elizabeth, Zechariah, Jesus, Mary, Angel Gabriel, Joseph, shepherds and Bethlehem.	A guided meditation to the hills of Bethlehem. Discussing preparations for Christmas and the presence of Jesus. The story of Papa Panov.	Discussing the key questions. Sitting in a darkened room in candlelight-read John 1:1-14.	Identifying the two nativity stories and considering the purpose of the Gospel writers.	

	epiphany which is inaccurately depicted in some picture books). The story of St Nicholas as the inspiration for Santa Claus. To experience giving and receiving gifts (a gift for the class). Discussing the concept of Jesus as a gift from God. The circumstances around Jesus' birth eg. Did he have a cot, toys etc. Context of Bethlehem and Nazareth then and now.	Tell the story of the angel visiting Zechariah. (Luke 1:5-25) (Luke 1:26-38). (Luke 1:19) How did the good news spread further? Jesus preaches: Matthew 4:23, 9:35, 11:5, Luke 4:43 and 7:22). the disciples and followers of Jesus shared the good news (Acts 5:42) How is good news celebrated and spread today? In what ways do Christians remember that Christmas is about the good news and not simply about gifts and Santa? Angels.	Thinking about the story of the statue in Strasbourg. The meaning of being present- How is God present all of the time? Look at the Adoration of the Shepherds by Gerard van Honthorst. (1590-1656) Immanuel/Emmanuel meaning God with us- look at its use in carols, cards and I the Bible- Matthew 1:23 and Isaiah 7:14. The impact of Jesus' presence the world. Preparing for Jesus to be present.	The story of Terry Waite, former envoy of Archbishop of Canterbury. Jesus gave him hope in darkness. Considering how Jesus and the actions of his followers brings light into people's lives. Discussing the symbolism and metaphor of light. John 8:12 re-enact stories from Jesus' life, of occasions where he brought light into people's lives. e.g. The calling of Matthew, Zacchaeus, healing miracles or Jairus' daughter etc. (link to Unit 3.3). The story of Terry Waite, former envoy of Archbishop of Canterbury. Jesus gave him hope in darkness. Theme of light in hymns.	Matthew wrote for the Jews and focussed upon showing how Jesus fulfilled Old Testament prophecy. Luke wrote for the Gentiles and focussed upon showing that Jesus came to save everyone. Recap the nativity story (noting the timing of the wise men's visit). Key points in each Gospel story: Matthew 1:1- 2:23, Luke 1:5-2:40. How he different elements of the two stories impact upon the way in which we celebrate Christmas. Art work Luke records the Song of Mary. 'The Magnificat.' Luke 1:46-55	
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				Links to and reminders of Mother Theresa and others studied. The saints of Martin of Tours and Elizabeth Hungary brought light into people's lives. A lesson looking at the symbolism of light in the festival of Hanukkah in Judaism. (Hanukkah has previously been looked at in year 2 but not going to be part of year 2 from 23/24.) Review the events commemorated by the festival. Do not repeat task of making a dreidel from year 2 (will not be a part of year 2 from 23/24 onwards). Instead, consider a food experience for the children.	Artist's interpretation of the story of the flight of Egypt.	
Examples of opportunities for learning from religion and reflecting on religion	What is a gift? Discuss the gifts that you give and receive in your own family.	When have you had or given good news? How did you feel? How do we judge whether	Strasbourg statue- what is children's reaction to the church leaders' decisions in the story. What does it mean to behave in a Christ like manner?	Discuss their own feelings of darkness and light. Share thoughts on why light is a powerful symbol.	Reflect on how their / school's/ church's celebrations reflect the Christian meaning of Christmas.	

	Discuss how an action can also be a gift. Discuss feeling surrounding giving and receiving gifts. What gives a gift value? Share their own experiences and relate to knowledge of gift giving in Christianity. How is charity (not necessarily money) connected to giving to Jesus?	news is good or bad? Reflect upon their own news. Should we share news? How do we feel when we pass on good news?	How do you behave this way? Do you have to be Christian to behave this way? Discuss how various people may have felt at the time the church was destroyed and when the statue was represented in its current form. How is incarnation reflected in the lives of people today? This about how incarnation is reflected in the ethos of St Peter's.	Empathise with Jewish people's point of view of the story of Hanukkah. Reflect on time when you had hope or someone shared their light.	What do they feel is important about Christmas and why? Reflect which Gospel account they can most relate to. Discuss how an audience changes the way a writer presents ideas. How do spoken words from passages and song make us feel? Reflect upon the flight of Egypt, which part of the story do they consider the best and why? Which was the exciting part? Empathise with key participants' feelings.	
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Year 1 Units of work Christianity

Unit 1.1: Harvest How can we help those who do not have a good harvest?	
No. of Hours 3	
Christian Value: Responsibility, Justice, Compassion	
Key Questions Why do we celebrate Harvest Festival? Where does our food come from? Which foods do you enjoy the most? How can we help those who do not have a good harvest? Why should we help those who do not have a good harvest?	
Key Vocabulary: Harvest, Harvest Festival and Christian Aid	
Key Experiences: To take part in a Harvest festival service in school or Church; Looking at Christian Aid (or equivalent) materials.	
Programme of Study to Include: • Where our food comes from including all around the world and local producers; • Considering the lives and struggles of people who do not have a good harvest and what our response to these situations should be. • Exploring Christian Aid (or equivalent) materials relating to Harvest.	
The aim of this unit is to: raise awareness that we harvest food all around the world and that we usually have plenty but others do not. To discuss what our response as Christians should be to the need of others.	

Unit 1.2 God and Creation	
No. of Hours 5	
Christian Value: Creativity, Respect and Reverence.	
Key Questions What do we know and believe about God the creator of the world? I wonder how God felt when he had made the world? How have the actions of people spoilt the world? What do you feel about the wonder of creation? What are your favourite things that God created?	
Key Vocabulary: God, Creation, Genesis, pollution, world, environment, psalm and hymns.	
Key Experiences:	

Listening to the story of Creation, taking time to look at God's beautiful creation and writing prayers of thanks and praise.
Programme of Study to Include: • Experiencing the joy of creating something; • Exploring the creation story in Genesis 1 and 2; • Making a collection of objects and pictures of things that God has made; • Reflection upon how the environment is being spoilt and what our response to that should be.
The aim of this unit is to: give children the opportunity to develop their perceptions and understanding of God, providing opportunity for reflection on feelings of awe, wonder, delight and mystery in relation to the natural world.

Unit 1.3 Christmas: Why do we give and receive gifts?	No. of Hours 5
Christian Value: Love, Generosity, Thankfulness.	
Key Questions Why do people give and receive gifts at Christmas? Why is Jesus described as a gift? How does it feel when you give and receive gifts? What is the best gift you have ever received?	
Key Vocabulary: Gift, Wise Men, Magi and Jesus.	
Key Experiences: To listen to the Nativity story, the story of the Wise Men and the story of St Nicholas. To experience giving and receiving gifts.	
Programme of Study to Include: • Christmas as a celebration of giving and receiving, emphasising the core Christian belief that God gave to us Jesus His only son to show how much he loves us; • Giving and receiving presents to and from each other and the feelings associated with those actions; • The Nativity Story, The Story of the Magi, (The Wise Men), The Story of St Nicholas.	
The aim of this unit is to: deepen children's understanding of the true meaning of Christmas by exploring the concept of Jesus as a gift; discuss the thoughts and feelings associated with giving and receiving gifts.	

Unit 1.4 Jesus was special	No. of Hours 6
Christian Value: Friendship, Compassion	
Key Questions	

What does special mean? Jesus was special. How? Why? What made Jesus special? Who were the special friends of Jesus and how did they try to follow his teachings? How do we make and build friendships?
Key Vocabulary: Jesus, Son of God, friendship, miracle and disciple.
Key Experiences Discussing Friendship Relating the feelings and experiences of the characters in the stories with their own feelings and experiences.
Programme of Study to Include • The story of Jesus calling the Disciples and the Miraculous Catch of Fish (Lk 5: 1-11, Lk 5: 27–28) • The Stilling of the Storm (Lk 8:22-25, Mk 4: 35-41) • Feeding of the Five Thousand (Mat 14: 15-21, Mk 6: 35-44. Lk 9: 12-17, John 6: 1-13) • Jesus Turns Water Into Wine (John 2: 1-11) • Storytelling, drama, artwork, film clips, working together and discussing experiences and emotions.
The aim of this unit is to: enjoy exploring these Bible stories that reveal Jesus' power and divine nature. Talk about how and why Jesus was special.

Unit 1.5 Easter- Celebrating new life	No. of Hours 5
Christian Value: Faith, Hope	
Key Questions What do you think is the most important part of the Easter Story? In what way is the Easter Story about new life? How do you think people feel when someone they love has died? How does the life cycle of a butterfly reflect the events of Easter? In what way is Easter a new beginning?	
Key Vocabulary Good Friday, Easter Sunday, Jesus, new life, Holy Week, disciples, resurrection	
Key Experiences To create an Easter Garden. To hear, discuss and retell the events of the Easter Story. To study the miracle of the life cycle of a butterfly.	
Programme of Study to Include	

- The story of the events of Holy Week from Palm Sunday through to Good Friday and Easter
- A close look at the reawakening of nature at springtime, the miracle of new growth, life cycles and the pattern of decay and new life.
- The creation of an Easter Garden using natural materials.

The aim of this unit is to: give children an opportunity to reflect upon the miracles of nature and new life during springtime. For pupils to hear and be able to retell the Easter story.

To make links between the transformation of plants and animals and the Easter Story in order to develop an understanding of the resurrection.

Unit: 1.7 Why is Baptism special?

No. of Hours 5

Christian Value Faith, Love

Key Questions

What does it mean to 'belong'?

What is Baptism? Why are some people baptised?

Why is baptism special?

What is a promise? Where is it kept? How is it kept?

What makes you feel as if you are part of God's family?

Key Vocabulary

Baptism, font, Christening, Vicar/Minister, Godparents, water and belonging

Key Experiences

The re-enactment of a Baptism service

Hearing the Story of Jesus being baptised by John

Exploring the objects in the chatterbox and the religious traditions of at least 2 other faiths

Programme of Study to Include

- A general exploration of belonging and joining.
- To hear the story of Jesus being baptised by John.
- It is important that the children, although it may not be within their experience, grasp some understanding that people can be baptised at any age. Try to include a visit to the Church and look at the font, this would be the best place to re-enact the Baptism service. If that is not possible invite the vicar to your classroom and ask them to bring a portable font.

The aim of this unit is to: deepen children's understanding of the concept of belonging through exploring the celebration of Baptism.

Year 2 Units of work Christianity

Unit 2.1 The Bible: Why is it such a special book?		No. of Hours 6
Christian Value Faith, Reverence and Respect		
Key Questions Why is the Bible special? Why does the vicar/minister think that the Bible is special? Which Bible stories do you enjoy? Why? Who uses the Bible? Why? The Bible is in two parts which are different. Why/how are they different?		
Key Vocabulary Bible, Old Testament, New Testament, Holy, Gospel, Word of God,		
Key Experiences Opportunity to look at and handle many different Bibles. Hear stories from both Testaments and know where they can be found. Look at the Bible as a library.		
Programme of Study to Include Opportunity to look at and handle many different Bibles. Look at the Bible as a library. Hear stories from both Testaments and know where they can be found. Hear about the Dead Sea Scrolls. Hear and discuss the story of Mary Jones.		
The aim of this unit is to: widen the children's understanding of the Bible, its contents, presentation and importance to Christians.		

Unit 2.2 Christmas: Why was the birth of Jesus such Good News?		No. of Hours 4
Christian Value: Hope, Love		
Key Questions How is good news delivered? Who passes on good news? What do angels do? What do angels look like? Why was the birth of Jesus good news? Why is this news so important? What difference did it make to the world? How did the good news spread further?		

How is this good news told today? How is this good news celebrated today? The news is very old, how can it still be good news?
Key Vocabulary Good news, Elizabeth, Zechariah, Jesus, Mary, Angel Gabriel, Joseph, shepherds and Bethlehem
Key Experiences Sending and receiving good news. Discussing angels and looking at artwork. Hearing the stories and considering the answers to the key questions.
Programme of Study to Include • The children's experiences of good news; • The role of angels in the nativity story; • Artists impressions of angels; • stories of Zechariah and Elizabeth (Luke 1: 5-25 & 39-80), of Mary and Gabriel (Luke 1:26-38), and the shepherds on the hillside (Luke 2: 8-20); • Considering the importance of the Good News of Christmas and its impact on the world today.
The aim of this unit is to: look at the story of Christmas from the perspective that it was good news then and now.

Unit 2.3 Jesus, friend to everyone.	No. of Hours 6
Christian Value: Friendship, Compassion	
Key Questions What is a miracle? Why are these stories important? Why did Jesus welcome everyone? I wonder how it felt to meet Jesus? What did Jesus want us to learn from his behaviour? What do these stories reveal about Jesus?	
Key Vocabulary Miracle, New Testament, Gospels, faith and trust	
Key Experiences Art work interpretation of Jesus and the children. Using drama to explore feelings and experiences.	
Programme of Study to Include • stories: the story of Jesus welcoming children when others did not Jesus and the children (Mark 10:13-16) • Jesus' healing miracles, choose from; The Ten Lepers (Lk 17: 11-19)	

Blind Bartimaeus (Mk 10: 46-52) (Lk 18: 35-43) The man being lowered through the roof by his friends (Lk 5: 17-26) The healing of the Centurion's servant (Luke 7: 1-10) Healing the deaf mute (Mark 7:31) Exploring the ways in which these stories illustrate Christian belief.
The aim of this unit is to: enjoy these stories of Jesus' Miracles and to increase the children's awareness that Jesus was an extraordinary person who welcomed everyone as a friend.

Unit 2.4 Easter: How do symbols help us to understand the story?	
	No. of Hours 5
Christian Value Faith, Hope	
Key Questions How do symbols help us to understand the meaning of the story? What do you think this means? Why has this symbol been chosen to represent that? Why is Easter the most important festival in the Christian calendar?	
Key Vocabulary Cross, crucifix, Paschal candle, resurrection, Last Supper, Eucharist, symbol, Light of the World, sacrifice and celebration	
Key Experiences The symbolism of the Paschal candle Looking at a variety of crosses and making one	
Programme of Study to Include - Exploration of Easter symbols - The Paschal candle, the cross and the bread and wine - The difference between secular popular Easter images and Christian symbols that have a deeper meaning - Looking at how the Church celebrates Easter	
The aim of this unit is to: give children an understanding that symbols are pictures or objects with a deeper meaning and a story to tell.	

Unit 2.5 Why is the church a special place for Christians?	
	No. of Hours 5
Christian Values Faith, Respect and Reverence	
Key Questions What makes a place special? Where is your special place? What do you think makes a Church a special place? Why is the church a special place for Christians? Why/when do people go to Church? What happens in the Church?	
Key Vocabulary	

Church, Vicar, Minister, pews, font, altar, stained glass, worship and holy

Key Experiences

To visit the Church and meet the Clergy.

An opportunity to sense the atmosphere of a special holy place.

Programme of Study to Include

- Visiting the local Parish Church giving the children an opportunity to learn that the Church is a special place and that the Church is the 'people'.
- Sense the atmosphere of a Holy place.
- Meet the Clergy and members of the congregation; explore Church furniture; Clergy vestments and the artefacts found in Churches.

The aim of this unit is to: give the children an understanding of 'Church' as a place and as a body of people.

Year 3 Units of work Christianity

Unit 3.5 Which rules should we follow?

No. of Hours 6

Christian Value Justice, Responsibility

Key Questions

What are rules?

Why do we have rules?

Who makes the rules?

Is there a difference between rules and laws?

What would happen if there were no rules?

Key Vocabulary

Rules, Laws, Moses, Commandment, Mount Sinai, Covenant, Old and New Testament

Key Experiences

To listen to the story of Moses receiving the 10 Commandments.

Discussion about the rules given by God and following those rules.

To interview a Christian and ask questions about following the 'rules'.

Programme of Study to Include

To listen to the story of Moses receiving the 10 Commandments.

Discussion about the rules given by God and following those rules.

To interview a Christian and ask questions about following the 'rules'

- An exploration of the concept of rules. What? Why? How? When?
- Discussion about creating rules/laws and what would happen if we didn't.
- What happens when rules are broken? Who makes the rules? Who gives the rules?
- The story of Moses receiving the 10 Commandments on Mount Sinai. Exodus Chapters 19 & 20.
- The Story of Jesus giving the New Commandment (John 13:34)
- Jesus using the Parable of the Good Samaritan to illustrate the most important commandment. Luke 10:25-37.
- Looking at the behaviour of Christians. Whose rules do they follow? Why? In what ways do Christians keep the rules?
- Making the links between the events/stories recorded in the Bible and Christian belief and behaviour.
- To consider rules as a code for living not a barrier to it.

The aim of this unit is to: give pupils an opportunity to consider the concept and purpose of rules. To examine Christian rules for living and reflect upon their own lifestyle and the influences upon it.

Unit: 3.6 Harvest		No. of Hours 3
Christian Value: Thankfulness		
Key Questions Why do we celebrate Harvest? How do we celebrate Harvest? What do we celebrate at Harvest? What are we actually giving thanks for? When do we celebrate Harvest? Who celebrates the Harvest?		
Key Vocabulary Harvest Festival, thankfulness, sukkot		
Key Experiences Reflecting upon their own experiences of Harvest Festivals Learning about Harvest celebrations around the world		
Programme of Study to Include • The content of Harvest Festival Church services • Reflecting upon their own experiences of Harvest Festivals. • Learning about a few harvest celebrations around the world.		
The aim of this unit is to: unpack the meaning and purpose of the Harvest Festival celebrations.		

Unit 3.2 Christmas - God with Us		No. of Hours 4
Christian Value Faith		
Key Questions In what ways is God with us? How does it feel to be in the presence of God? How did/does the presence of Jesus have an impact on people's lives?		
Key Vocabulary Emmanuel, Incarnation		
Key Experiences A guided meditation to the hills of Bethlehem Discussing preparations for Christmas and the presence of Jesus The story of Papa Panov		
Programme of Study to Include • Discuss what it means to be present and how we celebrate the presence of a special person		

- The Nativity Story
- Visit of the clergy to describe how the Church is preparing for Christmas
- Reflecting upon the impact of the birth of Jesus on the lives of people today

The aim of this unit is to: give children the opportunity to reflect upon Christmas as a celebration of God's presence with us 2000 years ago and now.

Unit: 3.1 What does it mean to be called by God Suggested number of hours 7

Christian Concepts

GOD – Creation – Fall – PEOPLE OF GOD – Incarnation – Gospel – Salvation – Kingdom of God

The aim of this unit is to:

- give children an opportunity to consider what it means to be called by God and the responses people have made to that call.

Christian Values

Faith
Service
Courage

Key Skills

Reflect
Interpret

Key Questions

- What does it mean to be called by God?
- In what ways does God call people? How does God speak to people?
- What sort of tasks does God call people to do?
- Who has been/or could be called by God?

Key Vocabulary

Prophet, God, Old Testament and the names of the Prophets, ministry and ordination.

Key Experiences

Exploring the stories of Old Testament Prophets.
Interviewing Clergy and/or those in Ministry.
Considering what Prophets of today would speak in favour of or speak out against.

Link to Understanding Christianity

Understanding Christianity unit 2A:2 What is it like to follow God?

Unit 3.4 Exploring the sadness and joy of Easter	
	No. of Hours 5
Christian Value: Faith, Love, Hope.	
Key Questions Is it possible to describe the events of Holy Week and Easter simply as events of joy or sadness? Why? Why not? Is the cross a symbol of sadness or joy? Is Good Friday the beginning or the end? Is Easter Sunday the end or the beginning? How do the services held in churches during Holy Week and Easter reflect the sadness and joy?	
Key Vocabulary: Palm Sunday, Temple, Last Supper, Gethsemane, Good Friday, Crucified, Easter Sunday and Resurrection.	
Key Experiences: Listening to and retelling the Easter Story, emphasising the emotions expressed by the people. To consider how the emotions of the events of Holy Week and Easter are reflected in church services.	
Programme of Study to Include: - The events of Palm Sunday, Holy Week and Easter; - Discussion about the variety of emotions experienced by the disciples, traders, soldiers, Pharisees, Pilate, crowd etc. - To explore how the emotions of the events of Holy Week and Easter are reflected in the church services.	
The aim of this unit is to: explore the Easter Story by focusing upon the feelings evoked by the different events throughout Holy Week.	

Unit 3.3 Jesus the man who changed lives	
	No. of Hours 6
Christian Value: Forgiveness, Humility, Service	
Key Questions What does 'change' mean? How can our lives be changed? Is it easy to change? How did Jesus change lives? When did/does Jesus change lives? What happens when Jesus changes a person's life?	
Key Vocabulary Jesus, Mother Teresa or the relevant Bible characters	
Key Experiences Discuss the concept of change, finding answers to the key questions.	
Programme of Study to Include - Exploring how Jesus changes people's lives then and now. - Stories:- Zacchaeus (Lk 19: 1-10) Reflect back on the stories of healing miracles covered in Unit 2.3	

The Calling of Levi (Mt 9:9) (Mk 2: 14-17) (Lk 5: 27-32) and the lives of the disciples

The Rich Man (Luke 18: 18-30)

- Explore the idea of giving up objects and changing your way of life in order to follow Jesus.
- The life story of Mother Teresa
- Local Clergy may have a story to share
- Stories of people working for Christian Charities for example, The Bible Society and CMS.

The aim of this unit is to: is to enable children to gain insight into the impact Jesus had/has on people's lives.

Year 4 Units of work Christianity

Unit 4.2 Christmas- Exploring the symbolism of light

No. of Hours 6

Christian Value: Hope

Key Questions

Why is Jesus described as the Light of the World?

What did the light do to the dark?

Why is light such a powerful symbol?

Is light a good metaphor for Jesus?

The sun already lights the world so how can Jesus be the light?

How did Jesus bring light?

How does Jesus bring light?

Key Vocabulary:

Jesus, light, candles, Christingle, Light of the World, Saviour and incarnation.

Key Experiences:

Sitting in a darkened room in candlelight;

Considering how Jesus and the actions of his followers brings light into people's lives.

Programme of Study to Include:

- Sitting in a darkened room in candlelight followed by discussion
- Exploring the belief that Jesus is the light of the world, reading together chapter one of John's Gospel.
- Talking about Christingle services and symbolism (<http://www.childrenssociety.org.uk>)
- How Christians reflect the light of Jesus in their lives.
- Considering how the behaviour of the pupils can bring light into the lives of those around them.
- Exploration of the meaning of light in Hanukkah.

It is important that this unit does not become a cross-curricular topic on light.

The aim of this unit is to: explore the Christian concept of Jesus the 'Light of the World' and the multi-faceted metaphor of bringing light into people's lives.

Unit: 4.6 What is prayer?

Suggested number of hours 5 (4+1)

Christian Concepts

GOD – Creation – Fall – People of God – Incarnation – Gospel – Salvation – Kingdom of God

The aim of this unit is to: • ensure that the children know that prayer is a way of communicating with God. • know that we/Christians believe that God listens and responds.
Christian Values Hope Faith
Key Skills Reflect Interpret
Key Questions • What is prayer? • How do people pray? • When do people pray? • Why do people pray? • Where do people pray?
Key Vocabulary Pray, prayer, collect
Key Experiences Reflecting upon the different styles of prayer. Creating prayers in different ways. Explaining how prayer is an expression of belief and commitment. Explore key texts to show when Jesus prayed. Looking at how people from other faiths pray.
Link to Understanding Christianity There is no direct link to an Understanding Christianity unit

Unit 4.4 Exploring Easter as a story of Betrayal and Trust	
	No. of Hours 5
Christian Value: Trust, Responsibility, Hope	
Key Questions: What is trust? How do we show trust?	

Who do we trust? Why? Why is trust important? Why did Judas betray Jesus? What does it mean to betray someone? How does it feel to be betrayed? What is forgiveness? Have you ever forgiven someone? Have you experienced being forgiven?
Key Vocabulary Trust, betrayal, forgiveness, Judas, loyalty, Peter, Gethsemane, Jerusalem.
Key Experiences Critical analysis of Easter story highlighting times of trust and betrayal. Role play of Peter's denial and Jesus' forgiveness
Programme of Study to Include • Exploring the Easter story from the angle of betrayal and trust. • Last Supper (Matthew 26: 17-35) • Gethsemane (Mark 14: 32-52, Matthew 26: 36-46) • The betrayal of Judas. (Mark 14: 42-51, Matthew 26: 47-56) • The denial of Peter (Mark 14: 66-72), Jesus forgives Peter. (John 21: 15-25) • The loyalty of the women. • Discussion about the concepts of trust, betrayal and forgiveness.
The aim of this unit is to: give children the opportunity to reflect upon the importance of power and effect of betrayal, trust and forgiveness.

Unit 4.3 Jesus the Son of God	
	No. of Hours 7
Christian Value Justice, Responsibility, Respect and Reverence	
Key Questions What is authority? Who has authority? Why do they have authority? Who gave them their authority? How do they show their authority? How do we know Jesus had authority? Where did Jesus' authority come from? How do the actions of Jesus reveal his authority? How do the actions of Jesus show that he is the Son of God?	
Key Vocabulary Son of God, authority, miracle, Sabbath/Shabbat and Pharisees	
Key Experiences Exploring Jesus' authority revealed through his teaching and miracles. Exploring the Jewish celebration of the Sabbath.	

Programme of Study to Include

- A discussion using the key questions about the meaning of authority.
- Stories from the Gospels revealing Jesus' authority
Jesus' baptism (Mt 3:13-17, Mk 1:9-10)
The boy in the temple (Luke 2:41-52)
The raising of Jairus' daughter (Mt 9:18, 19, 23-25, Mk 5:22-24, 35-42)
Jesus Walks on Water (Mt 14: 22-27, Mk 6: 45-51)
The Transfiguration (Mt 17:1-8, Mk 9:2-8, Lk 9:28-36)
The raising of Lazarus (Jn 11:1-44)
- Jesus teaching on the Sabbath (Mark 2:23 – Mark 3:6 and Luke 6:1-11) therefore indicating he had authority
- A study of the Jewish Shabbat
- Considering how these stories contribute to Christian beliefs about Jesus

The aim of this unit is to: deepen the children's understanding of Jesus, who he was, his teaching and behaviour. Explore the stories of Jesus meeting and healing people and use these stories to emphasise that we believe Jesus was a man but he was also God.

Unit 4.5: Are all churches the same?**No. of Hours 6****Christian Values:** Faith, Respect and Reverence**Key Questions:**

What does 'Church' mean? Are all Churches the same?
What does it mean to belong to a Church?
What have you learned about the Church?

Key Vocabulary:

Church, Chapel, Cathedral, sacrament, Vicar, Curate, Priest and Minister

Key Experiences:

Visiting the Parish Church and at least one Church of a different denomination followed by a discussion of the similarities and differences.

Programme of Study to Include:

- Discussing Jesus' words to Peter, 'You are the rock on which I will build my Church;'
- Looking at pictures of Churches from around the world;
- Visiting and exploring the Parish Church and at least one other from a different denomination e.g. Methodist, Baptist or Roman Catholic;
- Finding out what happens in a Church and Church community life;
- Exploring in more depth the symbolism in the Church (colours, artefacts, etc).

The aim of this unit is to: give the children an understanding of the Church in its widest sense. To see the similarities and differences between denominations and to develop further their concept of symbolism.

Year 5 Units of work Christianity

Unit 5.1 How and why do Christians read the Bible?	
No. of Hours 6	
Christian Value Wisdom, Faith	
Key Questions How and why is the Bible used? Do you need a Bible to be a Christian? Why is the Bible holy? Why is the Bible a best seller? Why are there so many versions of the Bible?	
Key Vocabulary Old Testament, New Testament Gospel, Word of God and Translation	
Key Experiences To see and handle a wide variety of Bibles. To talk to an adult about how and why they use/read the Bible. Compare the teaching of the Bible and Christian behaviour	
Programme of Study to Include To see and handle a wide variety of Bibles. To talk to an adult about how and why they use/read the Bible. Compare the teaching of the Bible and Christian behaviour. Making connections between Bible passages and Christian values, attitudes or beliefs.	
The aim of this unit is to: deepen children's understanding of the importance and impact of the contents of the Bible.	

Unit 5.2 Christmas – Matthew and Luke	
No. of Hours 4	
Christian Value Hope, Humility, Faith	
Key Questions Where in the Bible is the Christmas story? How are the stories in Matthew and Luke similar/different? How do our celebrations reflect the true meaning of Christmas? Where do the ideas of including a donkey and a stable in the story come from?	
Key Vocabulary Saviour, Messiah, Gospel, Matthew, Luke, Nativity, Herod, incarnation and salvation.	
Key Experiences Identifying the two stories and considering the purpose of the Gospel writers.	

Programme of Study to Include

- Comparison of the two Gospel accounts of the birth of Jesus
- The intended audience of the Gospel writers and how that effected the content of their writing
- The impact of these stories on our world today
- Matthew 1:1-2:23, Luke 1:5-2:40
- The Magnificat. (Luke 1:46-55)
- The flight to Egypt (Matthew 2:13-18)

The aim of this unit is to: identifying the two nativity stories and considering the purpose of the Gospel writers.

Unit 5.4 Why do Christians believe that Easter is a celebration of Victory?**No. of Hours 5**

Christian Value: Faith, Hope

Key Questions

What does having the victory mean?

How does it feel to be victorious?

What does it mean to be victorious?

In what way is Christ's death and resurrection a victory?

Key Vocabulary

Victory, triumph, resurrection, sacrifice, salvation and redeemer

Key Experiences

Looking at the imagery and words of hymns and songs

The story of *The Lion, the Witch and the Wardrobe*.

Programme of Study to Include

- Discussing the meaning of victory and being victorious.
- Jesus as the victorious redeemer of human kind.
- The words and imagery of Easter hymns and songs.
- Artwork depicting the crucifixion and resurrection.
- Connecting the themes and imagery found in *The Lion, the Witch and the Wardrobe* by CS Lewis, with the Easter Story.
- A clergy visit to talk about Easter celebrations in church.

The aim of this unit is to: explore the Easter Story as the story of Christ's triumph and victory over death.

Unit 5.3 Jesus the Teacher**No. of Hours 6**

Christian Value Wisdom,

Key Questions

Why did Jesus tell this story?

What can we learn from this story?
How does this story help us to understand Christian beliefs?
How does this story impact on the lives of believers?

Key Vocabulary

Parable, Kingdom of God and Imagery

Key Experiences

Discussion about Jesus' teaching content and method
Reading parables new to them and unpacking the imagery that Jesus give us of the Kingdom of God

The aim of this unit is to: emphasise Jesus' skills as a great teacher, to consider carefully the messages of the parables and how they impact on the lives of practising Christians.

Programme of Study to Include (look at the more detailed scheme of work for suggested and required texts.)

- Exploring further the character of Jesus looking at him as a great teacher
Jesus taught by example and through stories.
He taught us about behaviour, attitudes and values.
Briefly recap the Parables they already know e.g. The Good Samaritan, The Lost Sheep, The Parable of The Sower and The Wise and the Foolish Builders and introduce **The Unforgiving Servant** Mt 18: 23-34 and **The Widow's Gift** Mk 12: 41-44.
- Jesus taught about the relationship between God and people through
The Prodigal Son Lk 15: 11-32,
The Workers in the Vineyard, Mt 21: 1-16
The Parable of the Talents Mt 25: 14-30

The Parable of the Great Feast Mt 22: 1-3
- And he gave us **imagery of the Kingdom** in The Pearl of Great Price, Mt 13: 45-56, The Treasure Field, Mt 13: 44, The Mustard Seed, Lk 13: 18-19, Mk 4: 30-32, Mt 13: 31-32 and The Leaven or Yeast Mt 13: 32-34 Lk 13: 19-21,
The Beatitudes Mt 5: 1-11

Unit: 5.5 Exploring the lives of significant women in the Old Testament. Suggested number of hours 7 (5+2)

Christian Concepts

God – Creation – Fall – PEOPLE OF GOD – Incarnation – Gospel – Salvation – Kingdom of God

The aim of this unit is to:

- widen the children's knowledge and understanding of the role and significance of women in the Bible and God's big story.
- to reflect upon the actions of these women and consider what we can learn from their stories.

Christian Values Wisdom Justice Perseverance
Key Skills Investigate Empathise Reflect
Key Questions • What can I learn from this story? • Why is this a significant moment? Why is this woman important? • In which values and beliefs are the actions of the women rooted? • Did she do the right thing? • Where does this story fit into God's big story?
Key Vocabulary Ruth, Esther, Purim and the names of the other women you choose to study.
Key Experiences To explore the story and festival of Purim. To discuss choices, values and behaviour. Include : see scheme document. Jochebed (Moses mother) Deborah- Book of Judges Abigail- book of Samuel. Rahab – Book of Joshua Ruth (and Naomi)
Link to Understanding Christianity There is no direct link to an Understanding Christianity Unit.

Year 6 Units of work Christianity

Unit: 6.7 People of faith

How does having faith affect a believer's lifestyle? Suggested number of hours 7 (6+1)

Christian Concepts

God – Creation – Fall – People of God – Incarnation – Gospel – Salvation – KINGDOM OF GOD

The aim of this unit is to:

- explore what it means for a person to have faith and how having faith affects people's lives, values and decisions.
- discuss that Christian people are called to build God's kingdom here on earth.

Christian Values

Faith
Courage
Compassion
Perseverance
Service

Key Skills

Interpret
Evaluate
Apply
Enquire

Key Questions

- What is faith?
- What does it mean for a person to have faith?
- What does it mean to be a person of faith?
- What motivates people of faith?
- How does having faith affect people's lives?
- In what ways have people of Christian faith built God's kingdom on earth?
- In what ways do people of Christian faith build God's kingdom on earth today?

Key Vocabulary

Faith, ministry, mission, kingdom of God and vocation.

Key Experiences

Jesus' teaching on faith.
Learning about the life of at least one extraordinary person of faith.
Considering the opinion of a person of faith on a specific issue.
Discussing the ways in which Christian people build God's kingdom on earth today.

Suggested people of faith in scheme of work document.
Link with Hinduism. Ghandhi.

Link to Understanding Christianity

There is no direct link to an Understanding Christianity unit.

Unit 6.1 Life as a Journey

No. of Hours 6

Christian Value: Perseverance, Trust, Hope

Key Questions

Life is a journey. Do you agree? Why?
In what ways can life be compared to a journey?
In what ways does having faith give meaning and purpose to the journey of life?
Is choosing to journey through life as a Christian an easy option? Why? Why not?
Is every person's journey the same? Why not?
Why do people go on a pilgrimage?
Does a pilgrimage have to be to a place of worship?

Key Vocabulary

Journey, pilgrimage, rites of passage and Holy Land

Key Experiences

Creating a map of the children's journey so far.
'Mapping' the journey of a Christian highlighting rites of passage.
Researching places of pilgrimage.

Programme of Study to Include

- Discussion about journeys and the introduction of the idea of life being a journey
- Mapping out their own journey so far, highlighting special events, people and rites of passage.
- The journey of life as a Christian
- Looking at the impact of faith on a believer's life journey in comparison to a person of no faith.
- Researching Christian places of pilgrimage and why people visit these places.
- See suggested and required texts in the scheme of work.

The aim of this unit is to: give children an opportunity to ponder on the thought that life is a journey and what it means to make that journey as a Christian.
To begin to understand the concept of undertaking a religious pilgrimage.

Unit 6.4 Easter-Who was Jesus? Who is Jesus?		No. of Hours 4
Christian Value: Faith Hope		
Key Questions Who was Jesus? Who is Jesus? Who did Jesus say he was? Who do people say he is?		
Key Vocabulary Messiah, Prince of Peace, Saviour, resurrection, redeemer and Servant		
Key Experiences Using the Bible to find answers to the key questions. Answering the question from the point of view of the suggested people in the activities below.		
Programme of Study to Include • Reading Isaiah 9:6-7 and Philippians 2:6-11 • Answering the questions; who was Jesus? And, who is Jesus? - from the point of view of people then and now. • Exploring the meaning of and reason for the titles of Jesus • Using the Bible stories as evidence to illustrate Jesus' titles and characteristics. • Opportunity to express their own thoughts and opinions. • Looking at how the lives of Christians reflect the nature of Jesus • John's Gospel- Jesus tells the disciples who he is. I am the gate... I am the way.. etc. see scheme for detail.		
The aim of this unit is to: allow children the opportunity to stand back and consider 'Who was Jesus?' 'Who is Jesus?' from their own point of view and view of others in the past and today.		

Unit: 6.3A Why is the Exodus such a significant event in Jewish and Christian history?		Suggested number of Hours 6
Christian Concepts God – Creation – Fall – PEOPLE OF GOD – Incarnation – Gospel – Salvation – Kingdom of God		
The aim of this unit is to: • give pupils a greater understanding of the significance of the Exodus and Passover. • introduce pupils to the links between Christianity and Judaism.		

Christian Values

Justice
Faith
Hope
Peace

Key Skills

Enquire
Investigate
Apply
Express

Key Questions

- Why did God choose Moses?
- Why is the Exodus such a significant event in Jewish and Christian history?
- What is freedom?
- Why is freedom important?
- What does it mean to be free?
- Why is it important to remember?

Key Vocabulary

Moses, Exodus, Israel, freedom, slavery, Seder, Passover.

Key Experiences

Revisiting knowledge of the Exodus story.

Re-enacting a Passover meal.

Discussing the meaning of freedom.

Include :

- Abolition of slavery Act passed in 1833
- The end of World War One 1918
- Women being given the right to vote in Britain 1928
- The release of Nelson Mandela from prison 1990
- Obama being sworn in as USA President 2009

Explore the text- Exodus, passages noted in the scheme documents.

Links with Judaism.

Link to Understanding Christianity

There is no direct link to an understanding Christianity Unit.

Unit: 6.6 Ideas about God	
	Suggested number of hours 8 (6+2)
Christian Concepts GOD – Creation – Fall – People of God – Incarnation – Gospel – Salvation – Kingdom of God	
The aim of this unit is to: further the children’s understanding of the nature of God, His characteristics and His relationship with people.	
Christian Values Faith Wisdom Respect Reverence	
Key Skills Analyse Investigate Apply Reflect	
Key Questions - What words would you use to describe God? - What is the nature and character of God? What images do you have of God? - How is it possible for God to be visible and yet invisible? - Where is God? How old is God? - What is God’s name? What makes God happy? What makes God sad? - What does God do all day? - Does God really know everything? How do you know?	
Key Vocabulary God, Father, Son and Holy Spirit, Trinity and Celtic	
Key Experiences Reading and discussing at least two of the Old Testament stories. The Celtic Trinity knot and prayers. Creating a graffiti wall. Exploring how Christian beliefs are reflected in worship.	

Include :

Names of God in the Bible

How great is our God as modern worship song.

What do other faiths other than Christianity give to God?

		Attainment targets				
		End of KS1	Lower KS2		Upper KS2	
End of phase knowledge		- Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible - Identify at least two different types of texts from the Bible; for example, a story a parable, a Gospel account of Jesus' life and instructions about how to behave - Tell stories from the Bible and recognise a link with a concept for example incarnation creation Gospel and Salvation - Give clear simple accounts of what the text means to Christians	- Order a least five key concepts within a timeline of the bibles 'big story' - List 2 distinguishing features of at least three different types of biblical texts for example Gospel, letter, Parable - Make clear links between biblical texts and the key concepts studied - Offer suggestions about what texts might mean and give examples of what the text studied means to some Christians.		- Outline the timeline of the 'big story' of the Bible explaining the place within it of the core concepts studied - Identify at least five different types of Biblical texts using technical terms accurately - Explain connections between biblical texts and the key concepts studied using theological terms - Taking account of the context(s) suggest meanings for biblical texts studied and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations	
	God	- Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible - Identify at least two different types of texts from the Bible; for example, a story a parable, a Gospel account of Jesus' life and instructions about how to behave - Tell stories from the Bible and recognise a link with a concept for example incarnation creation Gospel and Salvation - Give clear simple accounts of what the text means to Christians	- Order a least five key concepts within a timeline of the bibles 'big story' - List 2 distinguishing features of at least three different types of biblical texts for example Gospel, letter, Parable - Make clear links between biblical texts and the key concepts studied - Offer suggestions about what texts might mean and give examples of what the text studied means to some Christians.		- Outline the timeline of the 'big story' of the Bible explaining the place within it of the core concepts studied - Identify at least five different types of Biblical texts using technical terms accurately - Explain connections between biblical texts and the key concepts studied using theological terms - Taking account of the context(s) suggest meanings for biblical texts studied and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations	
		Y1	Y2	Y3	Y4	Y5
		✚ God and Creation ✚ Harvest ✚ Why is Baptism special? ✚ Joesph	✚ The Bible: why is it such a special book? ✚ Harvest ✚ Why is the Church a special place for Christians?	✚ Which Rules should we follow? ✚ What does it mean to be called by God?	✚ Jesus: Son of God ✚ Are all churches the same? ✚ What is prayer?	✚ How and why do Christians read the Bible? ✚ Easter - Why do Christians believe that Eater is a celebration of victory?
						Y6
						✚ Easter: who was Jesus? Who is Jesus?

					 Jesus the teacher	
Creation and Fall	• God created the universe • The earth and everything in it are important to God. • God has a unique relationship with human beings as their Creator and Sustainer (God and Creation from Sep 20) • Humans should care for the world because it belongs to God.	• God the Creator care for the creation, including human beings. • As human beings are part of God's creation, they do best when they listen to God. • The Bible tells a story (Genesis 3) about how humans spoiled their friendship with God (sometimes called the Fall) • This means that humans cannot get close to God without God's Help. • The Bible shows that God wants to help people to be close to him – he keeps his relationship with them, gives them guidelines on good ways to live(Ten Commandments) and offers forgiveness even when they keep falling short. • Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.	• There is much debate and some controversy around the relationship between Genesis and contemporary scientific accounts. • These debates and controversies relate to the purpose and interpretation of the texts. EG does reading Genesis as a poetic account conflict with scientific accounts? • There are many scientists throughout history and now who are Christians. • The discoveries of science make Christians wonder even more about the power and majesty of the Creator.			
	Y1	Y2	Y3	Y4	Y5	Y6
	 God and Creation	 The Bible: why is it such a special book?				
People of God	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.	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.	• 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. • The people of God try to live in the way God wants, following his	• The Old Testament pieces together the story of the People of god. As their circumstance change eg from being nomads (Abraham, Jacob) to being city dwellers (David), they have to learn new ways of following God. • The story of Moses and the Exodus shows how God rescued his people		

	The people of God try to live in the way God wants, following his commands and worshipping him.	The people of God try to live in the way God wants, following his commands and worshipping him.	commands and worshipping him. • They believe he promises to stay with them and Bible stories show how God keeps his promises. • The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God and to attract all other nations to worshipping God • Christians believe that through Jesus all people can become the People of God.		from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin. • Christians apply this idea to living today by trying to serve God and to bring freedom to others: eg loving others, caring for them, bringing health, food, justice and telling the story of Jesus. • Christians see the Christian church as part of the ongoing story of the People of God and try to live in a way that attracts others to God: eg as salt and light of the world.	
	Y1	Y2	Y3	Y4	Y5	Y6
	✚ God and creation ✚ Joseph	✚ The Bible: why is it such a special book? ✚ Why is the Church a special place for Christians?	✚ What does it mean to be called by God?		✚ Exploring the lives of significant women in the Old Testament.	✚ Life as journey ✚ Why is Exodus such a significant event in Jewish and Christian history?
Incarnation	• 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 (eg he is worshipped as a King in Matthew) and that he came to bring Good News (eg to the poor in Luke) • Christians celebrate Jesus' birth and Advent for Christians is a time for getting ready for Jesus' coming.		• Christians believe that Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit. • Christians believe the Father creates; he sends the Son who saves the people; the Son sends the Holy Spirit to his followers. • Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help express this belief. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.		• Jesus was Jewish • Christians believe Jesus is God in the flesh. • They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. • The Old Testament talks about a rescuer or anointed one-a messiah. Some texts talk about what this messiah would be like. • Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think that Jesus is the Messiah.	

Gospel					Christians see Jesus as their Saviour (see Salvation)	
	Y1	Y2	Y3	Y4	Y5	Y6
	- Christmas. Why do we give and receive gifts? - Jesus was special	- Christmas: why was the birth of Jesus such good news? - Jesus friend to everyone	- God is with us – Christmas - Jesus the man who changed lives	- Christmas: exploring the symbolism of light - Jesus son of God	- Christmas and the Gospels - Jesus the teacher	How do Christians prepare for Christmas?
	- Christians believe that Jesus brings Good News for all people - For Christians this Good News includes being lived by God and being forgiven for bad things - Christians believe Jesus is a friend to the poor and friendless - Christians believe Jesus' teachings make people think hard about how to live and show them the right way		- Christians believe Jesus challenges everyone about how to live- he sets the example for loving God and your neighbour putting others first. - Christians believe Jesus challenges people who pretend to be good (hypocrisy) and 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 to social justice.		- Christians believe the Good News is not just about setting an example for good behaviour: it is that Jesus offers a way to heal the damage by human sin - Christians see that Jesus' teachings and example cut across expectations – the Sermon on the Mount is an example of this where Jesus' values favour serving the weak and vulnerable, not making people comfortable. - Christians believe that Jesus' good news not only transforms lives now, but also points toward a restored transformed life in the future (see Salvation and Kingdom of God) Christians believe that they should bring this good news to life in the world in different ways within their church family, in their personal lives, with family, with neighbours, in the local, national and global community.	
	Y1	Y2	Y3	Y4	Y5	Y6
	- Jesus was special - Why is Baptism special?	- Jesus friend to everyone - Why is the church a special place for Christians?	- Jesus the man who changed lives - Harvest	- Are all churches the same? - Harvest	- Jesus the teacher - Christmas & The Gospels	Life as a journey

Salvation	- Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people even for putting him on a cross - Christians believe Jesus builds a bridge between God and humans. (Easter Y2 from Sep 20) - Christians believe Jesus rose from the dead, giving people hope of new life		- Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection - The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do - Christians today trust that Jesus really did rise from the dead and so is still alive today - Christians remember and celebrate Jesus' last week, death and resurrection		- Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. - The Gospel's give accounts of Jesus' death and resurrection - The New testament says That Jesus' death was somehow 'for us' - Christians interpret this in a variety of ways, eg as a sacrifice for sin, as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom. - Christians remember Jesus' sacrifice through the service of Holy Communion (Eucharist) - Belief in Jesus's resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that earth is not the end. - This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven). - Christians believe that Jesus calls them to sacrifice their own needs to the needs of others and some are prepared to die for others and for their faith	
	Y1	Y2	Y3	Y4	Y5	Y6
	✚ Easter-celebrating new life	✚ How do symbols help us to understand the story?	✚ Exploring the sadness and joy of Easter	✚ Exploring Easter as a story of betrayal and trust	✚ Easter - Why do Christians believe that Easter is a celebration of victory	✚ Easter Who was Jesus? Who is Jesus?

Kingdom of God	NA		• Christians believe that Jesus inaugurated the Kingdom of God – ie Jesus' whole life was a demonstration of his belief that God is king, not just in heaven but here and now (your kingdom come, your will be done on earth as it is in heaven) • Christians believe that Jesus is still alive, rules in their hearts and lives through the Holy Spirit, if they let him • 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 their lives that reflect the love of God (from Sep 20) • Christians celebrate Pentecost as the beginning of the Church. (from Sep 20) • Staying connected to Jesus means that the Fruit of the Spirit can grow in the lives of Christians.		• Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the lives of Christians who live in obedience to God. • The parables suggest that there will be a future Kingdom, where God's reign will be complete. • The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. • Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.	
	Y1	Y2	Y3	Y4	Y5	Y6
			 Jesus the man who changed lives	 Jesus: Son of God	 Jesus the teacher	 Life as a journey

Non Christian units World Faiths taken from the Manchester Diocese RE syllabus 2023

Y1- Islam

Y2 – Judaism

Y3 – Hinduism

Y4 - Islam

Y5 – Hinduism

Y6 - Judaism

RE Key objective checklist for World faith units

Islam

Year 1	Key objectives
Islam Manchester Diocese RE Syllabus 2023 1.6 Who is a Muslim and how do they live? (God, Tawhid, ibadah, iman)	Making sense of the belief
	• Recognise the words of the Shahadah and that it is very important for Muslims • Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean • Give examples of how stories about the Prophet show what Muslims believe about Muhammad
	Understanding the impact
	• Give examples of how Muslims use the Shahadah to show what matters to them • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • Give examples of how Muslims put their beliefs about prayer into action
	Make connections
	• Think, talk about and ask questions about Muslim beliefs and ways of living • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.
Year 4	Key objectives
Islam	Making sense of the belief
	• Identify some beliefs about God in Islam, expressed in Surah 1

Manchester Diocese RE Syllabus 2023 L2.9 How do festivals and worship show what matters to Muslims? (Ibadah)	• Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God)
	Understanding the impact
	• Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. • Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)
	Making connections • Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims • Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.

Judaism

Year 2	Key objectives
Judaism Manchester Diocese RE Syllabus 2023 1.7: Who is Jewish and how do they live? (God/Torah/the people)	Making sense of the belief
	Recognise the words of the Shema as a Jewish prayer • Retell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like
	Understanding the impact
	• Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)
	Make connections

	• Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.
Year 6	Key objectives
Judaism	Making sense of the belief
Manchester Diocese RE Syllabus 2023	• Identify and explain Jewish beliefs about God • Give examples of some texts that say what God is like and explain how Jewish people interpret them
U2.9: Why is the Torah so important to Jewish people?	Understanding the impact
(God, Torah)	• Make clear connections between Jewish beliefs about the Torah and how they use and treat it • Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) • Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)
	Making connections
	• Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today • Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.

Hinduism

Year 3	Key objectives
Hinduism	Making sense of the belief
Manchester Diocese RE Syllabus 2023	• Identify some Hindu deities and say how they help Hindus describe God • Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God • Offer informed suggestions about what Hindu murtis express about God.
L2.7: What do Hindus believe God is like?	Understanding the impact
	• Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) • Identify some different ways in which Hindus worship
	Make connections

(Brahman, atman)	• Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today • Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.
Year 5	Key objectives
Hinduism Manchester Diocese RE Syllabus 2023 U2.7 Why do Hindus try to be good? (Karma, dharma, samsara, moksha)	Making sense of the belief
	• Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately • Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.
	Understanding the impact
	• Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live • Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. • Give evidence and examples to show how Hindus put their beliefs into practice in different ways.
	Making connections
	• Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus • Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.