

<b>Year 3</b>	
<p>Autumn 1 – <b>Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</b> (Discovery RE (DR) – Hinduism Divali)</p>	<p><b>WORKING TOWARDS</b></p> <ul style="list-style-type: none"> <li>• I can think of an action I could take to help a special group I belong to. I can design a symbol to show what my special group stands for.</li> <li>• I can describe some of the things Hindus do at home or at the temple during Divali.</li> <li>• I can start to empathise with what Hindus feel about Divali.</li> </ul> <p><b>WORKING AT</b></p> <ul style="list-style-type: none"> <li>• I can tell you three important actions I could take to support a group I belong to. I can discuss my understanding of my group’s symbol.</li> <li>• I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali.</li> <li>• I can start to say why Divali might bring a sense of belonging to Hindus.</li> </ul> <p><b>WORKING BEYOND</b></p> <ul style="list-style-type: none"> <li>• I can describe ways in which I could demonstrate that I belong to special group, and explain how doing these things brings me a sense of belonging.</li> <li>• I can describe some of the ways Hindus celebrate Divali and start to understand which of these may bring the greatest sense of belonging.</li> <li>• I can start to explain how I might feel if I celebrated Divali with a Hindu family.</li> </ul>
<p>Autumn 2 – <b>What is Trinity?</b> (Understanding Christianity (UC) – Incarnation)</p>	<p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</p> <ul style="list-style-type: none"> <li>• Identify the difference between a ‘Gospel’, which tells the story of the life and teaching of Jesus, and a letter.</li> <li>• Offer suggestions about what texts about baptism and Trinity might mean.</li> <li>• Give examples of what these texts mean to some Christians today.</li> <li>• Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</li> <li>• Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.</li> </ul> <p>CORE LEARNING PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> <li>• Christians believe God is Trinity: Father, Son and Holy Spirit.</li> <li>• Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</li> <li>• Christians find that understanding God is challenging; people spend their whole lives learning more and more about God.</li> <li>• Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.</li> <li>• Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief.</li> <li>• Christians believe the Holy Spirit is God’s power at work in the world and in their lives today, enabling them to follow Jesus.</li> </ul>

<p>Spring 1 – <b>What do Christians learn from the creation story?</b> (UC – Creation/Fall)</p>	<p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</p> <ul style="list-style-type: none"> <li>• Place the concepts of God and Creation on a timeline of the Bible’s ‘Big Story’.</li> <li>• Make clear links between Genesis 1 and what Christians believe about God and Creation.</li> <li>• Describe what Christians do because they believe God is Creator. (For example, follow</li> <li>• God, wonder at how amazing God’s creation is; care for the earth in some specific ways.)</li> <li>• Ask questions and suggest answers about what might be important in the creation story</li> <li>• for Christians living today, and for people who are not Christians.</li> </ul> <p>CORE LEARNING PUPILS WILL KNOW THAT CHRISTIANS BELIEVE:</p> <ul style="list-style-type: none"> <li>• God the Creator cares for the creation, including human beings.</li> <li>• As human beings are part of God’s good creation, they do best when they listen to God.</li> <li>• The Bible shows that God <i>wants</i> to help people to be close to him - he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments).</li> <li>• [Building block from EYFS: Christians believe God made our wonderful world and so we should look after it.]</li> </ul>
<p>Spring 2 – <b>Why do Christians call the day Jesus died “Good Friday”?</b> (UC – Salvation)</p>	<p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</p> <ul style="list-style-type: none"> <li>• Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible’s ‘big story’.</li> <li>• Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.</li> <li>• Give examples of what the texts studied mean to some Christians.</li> <li>• Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</li> <li>• Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</li> <li>• Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their</li> <li>• own clearly.</li> </ul> <p>CORE LEARNING PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> <li>• Christians see Holy Week as the culmination of Jesus’ earthly life, leading to his death and</li> <li>• resurrection.</li> <li>• The various events of Holy Week, such as the Last Supper, were important in showing the</li> <li>• disciples what Jesus came to earth to do.</li> <li>• 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.</li> </ul>

<p>Summer 1 – <b>How can Brahman be everywhere and in everything?</b> (DR – Hinduism beliefs)</p>	<p><b>WORKING TOWARDS</b></p> <ul style="list-style-type: none"> <li>• I can explain how I may be special in different ways to different people.</li> <li>• I can tell you about some Hindu gods and start to explain their significance to Hindus.</li> <li>• I can ask questions about what Hindus believe.</li> </ul> <p><b>WORKING AT</b></p> <ul style="list-style-type: none"> <li>• I can explain some of the different roles I play whilst still being me.</li> <li>• I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.</li> <li>• I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.</li> </ul> <p><b>WORKING BEYOND</b></p> <ul style="list-style-type: none"> <li>• I can describe some of the characteristics that make me me even when I am playing different roles.</li> <li>• I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives.</li> <li>• I can reflect on Hindu beliefs and express thoughts on these.</li> </ul>
<p>Summer 2 – <b>Would visiting the River Ganges feel special to a non-Hindu?</b> (DR – Hinduism pilgrimage)</p>	<p><b>WORKING TOWARDS</b></p> <ul style="list-style-type: none"> <li>• I can explain the effects of water on me.</li> <li>• I can tell you about some of the things Hindus do at/in the River Ganges and start to explain why this river is important to them.</li> <li>• I can tell you how I think it might feel for a Hindu to visit the River Ganges.</li> </ul> <p><b>WORKING AT</b></p> <ul style="list-style-type: none"> <li>• I can explain why water is important.</li> <li>• I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it.</li> <li>• I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.</li> </ul> <p><b>WORKING BEYOND</b></p> <ul style="list-style-type: none"> <li>• I can describe some ways that people use water in groups and start to explain how that gives a sense of community.</li> <li>• I can show an understanding of why the River Ganges is important to Hindus and also start to suggest why non- Hindus might also want to visit this river.</li> <li>• I can start to express my understanding of the religious significance of visiting the River Ganges for a Hindu and can reflect on how it might feel for a non-Hindu to go there (this might be me if I am not Hindu).</li> </ul>

<h2 style="text-align: center;">Year 4</h2>	
<p>Autumn 1 – <b>How special is the relationship Jews have with God?</b> (DR – Judaism beliefs and practices)</p>	<p><b>WORKING TOWARDS</b></p> <ul style="list-style-type: none"> <li>• I can explain why agreements are important and why they should be kept.</li> <li>• I can tell a Jewish story and say something Jewish people believe.</li> <li>• I can start to explain the significance of an aspect of Jews’ relationship with God.</li> </ul> <p><b>WORKING AT</b></p>

	<ul style="list-style-type: none"> <li>• I can give examples of agreements and contracts and explain how I would feel if one was broken. I can tell you an affirmation/promise I would like to make.</li> <li>• I can start to explain what makes Jewish people believe they have a special relationship with God.</li> <li>• I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel.</li> </ul> <p><b>WORKING BEYOND</b></p> <ul style="list-style-type: none"> <li>• I can explain that a promise can be an agreement or an affirmation and can give examples of these. I can tell you an affirmation I would like to make and explain why.</li> <li>• I can make links between the Abraham and Moses stories and the Jewish belief that they are in a special relationship with God.</li> <li>• I can start to relate to how Jews feel about their special relationship with God.</li> </ul>
<p>Autumn 2 – <b>What is it like for Christians to follow God?</b> (UC – People of God)</p>	<p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</p> <ul style="list-style-type: none"> <li>• Make clear links between the story of Noah and the idea of covenant.</li> <li>• Make simple links between promises in the story of Noah and promises that Christians</li> <li>• make at a wedding ceremony.</li> <li>• Make links between the story of Noah and how we live in school and the wider world.</li> </ul> <p>CORE LEARNING PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> <li>• The Old Testament tells the story of a particular group of people, the children of Israel known as</li> <li>• the People of God — and their relationship with God.</li> <li>• The People of God try to live in the way God wants, following his commands and worshipping him.</li> <li>• They believe he promises to stay with them and Bible stories show how God keeps his promises.</li> </ul>
<p>Spring 1 – <b>How important is it for Jewish people to do what God asks them to do?</b> (DR – Judaism Passover)</p>	<p><b>WORKING TOWARDS</b></p> <ul style="list-style-type: none"> <li>• I can discuss why I would choose to follow an instruction not to eat certain foods.</li> <li>• I can tell you about some of the things Jews can and can't eat if they keep Kosher.</li> <li>• I can ask questions about aspects of the Seder meal or Kashrut laws to find out why they are important.</li> </ul> <p><b>WORKING AT</b></p> <ul style="list-style-type: none"> <li>• I can discuss why I would choose to follow an instruction not to eat certain foods, who I would listen to and why.</li> <li>• I can describe some of the things Jews do to show respect to God.</li> <li>• I can start to identify how it would feel to keep Kashrut.</li> </ul> <p><b>WORKING BEYOND</b></p> <ul style="list-style-type: none"> <li>• I can explain how I might feel if I were not allowed to eat certain foods. I can also explain why I may choose to eat or not eat certain foods.</li> <li>• I can identify and describe some of the ways Jews try to do as God asks and start to explain why they feel it is important to do so.</li> <li>• I can give you my opinion as to whether these ways are important to</li> </ul>

	Jews.
Spring 2 – <b>What kind of World did Jesus want?</b> (UC – Easter)	<p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</p> <ul style="list-style-type: none"> <li>• Identify this as part of a ‘Gospel’, which tells the story of the life and teaching of Jesus.</li> <li>• Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’.</li> <li>• Offer suggestions about what Jesus’ actions towards the leper might mean for a Christian.</li> <li>• Make simple links between Bible texts and the concept of ‘Gospel’ (good news).</li> <li>• Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus’ teaching.</li> <li>• Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.</li> </ul> <p>CORE LEARNING PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> <li>• Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first.</li> <li>• Jesus shows love and forgiveness to unlikely people.</li> <li>• Christians try to be like Jesus — they want to know him better and better.</li> <li>• Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.</li> </ul>
Summer 1 – <b>What is the best way for a Jew to show commitment to God?</b> (DR – Judaism Rites of passage and good works)	<p><b>WORKING TOWARDS</b></p> <ul style="list-style-type: none"> <li>• I can explain why I could do certain things at certain ages. I can tell you what I am most committed to in my life.</li> <li>• I can describe one of the ways Jews show commitment to God.</li> <li>• I can talk about something that is important to Jews and can express understanding as to how it might feel to do this if I were Jewish.</li> </ul> <p><b>WORKING AT</b></p> <ul style="list-style-type: none"> <li>• I can explain why I think some things need to wait until you are a certain age. I can give you examples of things I am committed to and explain which ones are more or less important to me.</li> <li>• I can describe some of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways.</li> <li>• I can express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons.</li> </ul> <p><b>WORKING BEYOND</b></p> <ul style="list-style-type: none"> <li>• I can discuss a range of things I am committed to and rank them in priority order. I can explain how I show commitment to these things.</li> <li>• I can describe how different practices enable Jews to show their commitment to God and understand that some of these will be more significant to some Jews than others.</li> <li>• I can start to explain which ways might be the best ways for Jews to show their commitment to God and offer a reason.</li> </ul>
Summer 2 – <b>When Jesus left,</b>	<p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</p> <ul style="list-style-type: none"> <li>• Make clear links between the story of the Day of Pentecost and</li> </ul>

<p><b>what was the impact of Pentecost?</b> (UC – Kingdom of God)</p>	<p>Christian belief about the Kingdom of God on Earth.</p> <ul style="list-style-type: none"> <li>• Offer suggestions about what the description of Pentecost in Acts 2 might mean.</li> <li>• Give examples of what Pentecost means to some Christians now.</li> <li>• Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.</li> <li>• Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.</li> </ul> <p>CORE LEARNING PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> <li>• Christians believe that Jesus inaugurated the ‘Kingdom of God’ — i.e. 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’).</li> <li>• Christians believe Jesus is still alive, and rules in their hearts and lives by 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 lives that reflect the love of God.</li> <li>• Christians celebrate Pentecost as the beginning of the Church.</li> </ul>
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<h1>Year 5</h1>	
<p>Autumn 1 – <b>What is the best way for a Hindu to show commitment to God?</b> (DR – Hinduism Prayer and Worship)</p>	<p><b>WORKING TOWARDS</b></p> <ul style="list-style-type: none"> <li>• I can express why showing commitment to something may be a good thing.</li> <li>• I can describe some of the ways that Hindus choose to show commitment to God and am starting to understand that they may do this in different ways.</li> <li>• I can express an opinion on which way I think might be the best way for Hindus to show their commitment to God and start to give my reasons.</li> </ul> <p><b>WORKING AT</b></p> <ul style="list-style-type: none"> <li>• I can show an understanding of why people show commitment in different ways.</li> <li>• I can describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others.</li> <li>• I can express why I think Hindus might choose different ways to show commitment to God.</li> </ul> <p><b>WORKING BEYOND</b></p> <ul style="list-style-type: none"> <li>• I can explain why one way of showing commitment may not be better than another.</li> <li>• I can explain why it is important to Hindus to show their commitment to God and can describe different ways they choose to do this.</li> <li>• I can offer my own opinion on how it might be best for a Hindu to show commitment to God with supported reasoning.</li> </ul>

<p>Autumn 2 – <b>Was Jesus the Messiah?</b> (UC – Incarnation)</p>	<p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</p> <ul style="list-style-type: none"> <li>• Explain the place of Incarnation and Messiah within the ‘big story’ of the Bible.</li> <li>• Identify Gospel and prophecy texts, using technical terms.</li> <li>• Explain connections between biblical texts, Incarnation and Messiah, using theological terms.</li> <li>• Show how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas.</li> <li>• Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</li> <li>• Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people’s lives.</li> </ul> <p>CORE LEARNING PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> <li>• Jesus was Jewish.</li> <li>• Christians believe Jesus is God in the flesh.</li> <li>• 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.</li> <li>• The Old Testament talks about a ‘rescuer’ or ‘anointed one’ — a messiah. Some texts talk about what this ‘messiah’ would be like.</li> <li>• Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)</li> <li>• Christians see Jesus as their Saviour (See Salvation).</li> </ul>
<p>Spring 1 – <b>How can Brahman be everywhere and in everything?</b> (DR – Hinduism beliefs)</p>	<p><b>WORKING TOWARDS</b></p> <ul style="list-style-type: none"> <li>• I can explain some of the different roles I play whilst still being me.</li> <li>• I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.</li> <li>• I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.</li> </ul> <p><b>WORKING AT</b></p> <ul style="list-style-type: none"> <li>• I can describe some of the characteristics that make me me even when I am playing different roles.</li> <li>• I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives, (assessed through Activity Sheet 2).</li> <li>• I can express my understanding of how Brahman can/ cannot be in everything.</li> </ul> <p><b>WORKING BEYOND</b></p> <ul style="list-style-type: none"> <li>• I can explain how values and qualities such as kindness or friendship can be shown in different aspects of my life which ever role I am playing.</li> <li>• I can start to explain how the Hindu belief that Brahman is everywhere and in everything influences Hindus in their daily lives. (assessed through Activity Sheet 2).</li> <li>• I can give my own views on the Hindu belief in Brahman.</li> </ul>
<p>Spring 2 – <b>What do Christians believe Jesus did</b></p>	<p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</p> <ul style="list-style-type: none"> <li>• Outline the timeline of the ‘big story’ of the Bible, explaining how Incarnation and Salvation fit within it.</li> </ul>

<p><b>to save Human Beings?</b> (UC – Salvation)</p>	<ul style="list-style-type: none"> <li>• Explain what Christians mean when they say that Jesus’ death was a sacrifice, using theological terms.</li> <li>• Suggest meanings for narratives of Jesus’ death/ resurrection, comparing their ideas with ways in which Christians interpret these texts.</li> <li>• Make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate Holy Communion/Lord’s Supper.</li> <li>• Show how Christians put their beliefs into practice.</li> <li>• Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</li> </ul> <p><b>CORE LEARNING</b>  <b>PUPILS WILL KNOW THAT:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The Gospels give accounts of Jesus’ death and resurrection.</li> <li>• The New Testament says that Jesus’ death was somehow ‘for us’.</li> <li>• Christians interpret this in a variety of ways: for example, 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.</li> <li>• Christians remember Jesus’ sacrifice through the service of Holy Communion (also called the Lord’s Supper, the Eucharist or the Mass).</li> <li>• 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.</li> </ul>
<p>Summer 1 – <b>Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</b> (DR Hinduism beliefs and moral values)</p>	<p><b>WORKING TOWARDS</b></p> <ul style="list-style-type: none"> <li>• I can say how considering the outcomes of an action can affect how you choose to act.</li> <li>• I can describe a Hindu belief relating to life after death and begin to explain the impact of this on a Hindu’s life.</li> <li>• I can start to see how belief in Karma could make a difference to how Hindus choose to live.</li> </ul> <p><b>WORKING AT</b></p> <ul style="list-style-type: none"> <li>• I can start to express my own views about life after death.</li> <li>• I can compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers’ lives.</li> <li>• I can express my own views about Hindu beliefs and whether they make sense to me or not.</li> </ul> <p><b>WORKING BEYOND</b></p> <ul style="list-style-type: none"> <li>• I can express my views on life after death and start to explain how these views may make a difference to how I live my life.</li> <li>• I can start to explain how beliefs about life after death make an impact on the ways Hindus choose to live their lives.</li> <li>• I can express an opinion on the Hindu belief in reincarnation with some reasoning.</li> </ul>
<p>Summer 2 – <b>What does it mean for</b></p>	<p><b>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</b></p> <ul style="list-style-type: none"> <li>• Identify some different types of biblical texts, using technical terms accurately.</li> </ul>

<p><b>Christians if God is holy and loving?</b> (UC – God)</p>	<ul style="list-style-type: none"> <li>• Explain connections between biblical texts and Christian ideas of God, using theological terms.</li> <li>• Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.</li> <li>• Show how Christians put their beliefs into practice in worship.</li> <li>• Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</li> </ul> <p>CORE LEARNING PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> <li>• Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.</li> <li>• Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace.</li> <li>• Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching.</li> <li>• Christians believe getting to know God is like getting to know a person rather than learning information.</li> </ul>
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<p>Year 6</p>	
<p>Autumn 1 – <b>What is the best way for a Muslim to show commitment to God?</b> (DR – Islam beliefs and practices)</p>	<p><b>WORKING TOWARDS</b></p> <ul style="list-style-type: none"> <li>• I can express why showing commitment to something may be a good thing.</li> <li>• I can describe some of the ways that Muslims choose to show commitment to God.</li> <li>• I can explain why there might be different ways of showing commitment.</li> </ul> <p><b>WORKING AT</b></p> <ul style="list-style-type: none"> <li>• I can show an understanding of why people show commitment in different ways.</li> <li>• I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.</li> <li>• I can think of some ways of showing commitment to God that would be better than others for Muslims.</li> </ul> <p><b>WORKING BEYOND</b></p> <ul style="list-style-type: none"> <li>• I can explain why one way of showing commitment may not be better than another.</li> <li>• I can explore why Muslims choose to show commitment to God in the ways that they do and how this might impact on their lives.</li> <li>• I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life, (partly assessed in Lessons 1&amp;6).</li> </ul>
<p>Autumn 2 – <b>What would Jesus do?</b> (UC – Gospel)</p>	<p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</p> <ul style="list-style-type: none"> <li>• Identify features of Gospel texts (for example, teachings, parable, narrative).</li> <li>• Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians</li> </ul>

<p><b>How significant is it that Mary was Jesus' mother?</b> (DR – Christianity)</p>	<p>interpret biblical texts, showing awareness of different interpretations.</p> <ul style="list-style-type: none"> <li>• Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</li> <li>• Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.</li> </ul> <p>CORE LEARNING PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> <li>• The good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin.</li> <li>• 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.</li> <li>• 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 their neighbours, in the local, national and global community.</li> </ul>
<p>Spring 1 – <b>Creation and Science: conflicting or complementary?</b> (UC – Creation)</p>	<p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</p> <ul style="list-style-type: none"> <li>• Outline the importance of Creation on the timeline of the 'big story' of the Bible.</li> <li>• Identify what type of text some Christians say Genesis 1 is, and its purpose.</li> <li>• Taking 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.</li> <li>• Make clear connections between Genesis 1 and Christian belief about God as Creator.</li> <li>• Show understanding of why many Christians find science and faith go together.</li> <li>• Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</li> <li>• Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</li> </ul> <p>CORE LEARNING PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> <li>• There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.</li> <li>• These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts?</li> <li>• 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.</li> </ul>
<p>Spring 2 – <b>What difference does</b></p>	<p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</p> <ul style="list-style-type: none"> <li>• Outline the timeline of the 'big story' of the Bible, explaining the place</li> </ul>

<p><b>the resurrection make for Christians?</b> (UC Salvation)</p>	<p>within it of the ideas of Incarnation and Salvation.</p> <ul style="list-style-type: none"> <li>• Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.</li> <li>• Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.</li> <li>• Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.</li> <li>• Show how Christians put their beliefs into practice in different ways.</li> <li>• Explain why some people find belief in the Resurrection makes sense and inspires them.</li> <li>• Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.</li> </ul> <p><b>CORE LEARNING</b> PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The Gospels give accounts of Jesus’ death and resurrection.</li> <li>• Belief in Jesus’ resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.</li> <li>• This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).</li> </ul>
<p>Summer 1 <b>Does belief in Akhirah (life after death) help Muslims lead good lives?</b> (DR Islam beliefs and moral values)</p>	<p><b>WORKING TOWARDS</b></p> <ul style="list-style-type: none"> <li>• I can explain how knowing that my actions have consequences makes a difference to the choices I make.</li> <li>• I can describe some of the ways that Muslims try to lead lives respectful to God and start to say why this is important to them.</li> <li>• I can identify why leading a good life might be a good idea and why people think this.</li> </ul> <p><b>WORKING AT</b></p> <ul style="list-style-type: none"> <li>• I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow.</li> <li>• I can explain how believing in Akhirah influences Muslims to do their best to lead good lives.</li> <li>• I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.</li> </ul> <p><b>WORKING BEYOND</b></p> <ul style="list-style-type: none"> <li>• I can start to explain how my beliefs about right and wrong, actions and consequences make a difference to the choices I make.</li> <li>• I can explain how the belief in Akhirah influences Muslim decisions and choices as to how to behave towards God and other people.</li> <li>• I can ask questions about life after death and explore how what I believe about this might influence my life.</li> </ul>
<p>Summer 2 <b>How can following God bring</b></p>	<p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:</p> <ul style="list-style-type: none"> <li>• Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.</li> </ul>

**Freedom and Justice?** (UC – Kingdom of God)

- Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.
- Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.
- Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.

**CORE LEARNING**

**PUPILS WILL KNOW THAT:**

- The Old Testament pieces together the story of the People of God.
- The story of Moses and the Exodus shows how God rescued his people 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; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.