

St George's Central CE Primary School and Nursery

Long Term Plan for Religious Education Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	Harvest I am special Christmas		Lunar New Year (linked to Special Times) Stories Jesus Heard Stories Jesus Told Easter		Special Places Special Times Prayer	
Aims	<ul style="list-style-type: none"> Give pupils an understanding of why we say thank you to God at harvest time and talk about Him being creator. Give pupils an understanding that they are unique and special and to know they are loved, valued and made by God. Explore the nativity story in a variety of ways and ensure pupils know that Christmas is the celebration of Jesus's birth. 		<ul style="list-style-type: none"> Introduce pupils to stories of the Old Testament and understand that Jesus would have heard these stories as he was growing up. Explore the stories that Jesus told and know that He told them to teach us about God. Explore the events of Easter through a variety of multi-sensory experiences ensuring that pupils know it is a celebration of Jesus's resurrection. 		<ul style="list-style-type: none"> Begin to develop pupils understanding of a place being considered as a special/holy place, where believers go to worship. Develop pupils understanding of special/holy times, increasing their knowledge of the ways special times are celebrated, remembered and the reasons why. 	
Key Learning	<p style="text-align: center;"><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> Know they are loved. Say thank you appropriately. Introduce the word special. Know that Christmas is Jesus's birthday. <p style="text-align: center;"><u>3 – 4 year olds</u></p> <ul style="list-style-type: none"> Know that they are unique, special and loved. Know that Christians believe that God created the world. Say thank you appropriately. Know that Jesus was special. Know that people do important jobs that make them special. Know that Christmas is Jesus's birthday. 		<p style="text-align: center;"><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> Know they have friends. <p style="text-align: center;"><u>3 – 4 year olds</u></p> <ul style="list-style-type: none"> Know some stories in the Bible were from before Jesus was born. Know that Easter is a very important time of year for the Church. 		<p style="text-align: center;"><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> Know the word church. Know we have a lunch time prayer. Know they have a birthday and celebrate it. <p style="text-align: center;"><u>3 – 4 year olds</u></p> <ul style="list-style-type: none"> Know that we go to church to worship. Know that they have friends and Jesus had friends. Know our lunch time prayer. Know that prayer is talking to God. Know that people celebrate and value cultural, religious and community events and experiences. 	

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Big Ideas Key Concepts	Creation God Incarnation	People of God Gospel Salvation	God Kingdom of God
Questful RE Statements	<ul style="list-style-type: none"> • Know that we (Christians) believe God created the world. • Know that we (Christians) believe that we should say thank you to God at Harvest time. • Know that we (Christians) celebrate the Harvest Festival with a special service in church. • Talk about the food they enjoy. • Talk about why we celebrate harvest. • Know they are fearfully and wonderfully made by God. • Know they are unique special and loved. • Talk about themselves, their likes, dislikes, and what makes them special. • Talk about feelings they have experienced. • Know that Christmas is the celebration of Jesus's birthday. • Know that Jesus was a very special baby, the Son of God. • Recall/retell the nativity story. • Identify the characters in the nativity story. • Talk about why Christmas is important. • Talk about their own experiences of Christmas. • Talk about feelings related to celebrating Christmas and birthdays. 	<ul style="list-style-type: none"> • Jesus listened to and learned Old Testament stories. • Recall/retell some of the Old Testament stories Jesus heard. • Talk about their favourite stories. • Talk about their feelings and experiences. • Know that Jesus told stories. • Know that Jesus told the stories to teach people about God. • Recall/retell some of Jesus's stories. • Talk about their own experiences and feelings. • Give a simple explanation of the things we can learn from Jesus's stories. • Know that Jesus rode into Jerusalem on a donkey on Palm Sunday. • Know that Jesus died on the cross on Good Friday. • Know that we (Christians) believe that Jesus rose on Easter Sunday and is alive today. • Briefly retell the story of Easter. • Identify symbols associated with Easter. • Ask questions about the Easter story. 	<ul style="list-style-type: none"> • Know that Christians worship in a church. • Know that people consider places to be special for different reasons. • Talk about their special places. • Talk about the church as a special/holy place. • Know that special times create memories. • Know that celebrating special times is important, including Lunar New Year (learnt about during the spring term). • Talk about feelings associated with special times. • Ask questions about special/holy times.

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Long Term Plan for Religious Education Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	Why is the word God so important to Christians?	Why is Christmas special for Christians?	Where do we belong?	Why is Easter special to Christians?	What places are special and why?	What times and stories are special and why?
Aims	<ul style="list-style-type: none"> Give pupils an understanding of why we say thank you to God at harvest time and talk about Him being creator. Give pupils an understanding that they are unique and special and to know they are loved, valued and made by God. Explore the nativity story in a variety of ways and ensure pupils know that Christmas is the celebration of Jesus's birth. 	<ul style="list-style-type: none"> Introduce pupils to stories of the Old Testament and understand that Jesus would have heard these stories as he was growing up. Explore the stories that Jesus told and know that he told them to teach us about God. Explore the events of Easter through a variety of multi-sensory experiences ensuring that pupils know it is a celebration of Jesus's death and resurrection. 	<ul style="list-style-type: none"> Begin to develop pupils' understanding of a place being considered as a special/holy place where believers go to worship. Develop pupils' understanding of special/holy times, increasing their knowledge of the ways special times are celebrated, remembered and the reasons why. Introduce pupils to the story of Pentecost and God as Holy Spirit. 			
Key Learning	<ul style="list-style-type: none"> Know that they are fearfully and wonderfully made by God. Know that Christians believe that God is our heavenly father, we are his children and we are members of the wider world family. Know that Christians believe that God created the world. Know that Christians say thank you to God at Harvest time. Know that Christians celebrate the Harvest Festival with a special service in church. Know that Jesus was special and performed miracles. Know that people do a variety of jobs that particularly show Christian values in action. Know that Jesus was a very special baby, the Son of God. 	<ul style="list-style-type: none"> Know that Jesus listened to and learned Old Testament stories. Know that Old Testament stories teach us about God. Know that Jesus told stories and that they are found in the Bible. Know that Jesus told stories to teach people about God. Know that Jesus died on the cross on Good Friday. Know that Christians believe Jesus rose on Easter Sunday. Know that Christians consider themselves to be friends of Jesus. Know that Jesus had 12 special friends called disciples. 	<ul style="list-style-type: none"> Understand that some places are special to members of their community. Know that people consider places to be special for different reasons. Know that Muslims take off their shoes in a mosque. Understand some of the ways Jews celebrate Rosh Hashanah (Jewish New Year). Understand how Hindus might use a Puja Tray during special times. Know that Jesus taught his disciples the Lord's Prayer. Know that prayer is expressed in a variety of ways. Know that people pray for a variety of reasons. Recognise that people have different beliefs and celebrate special times in different ways. 			

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	<ul style="list-style-type: none"> Know that the Church celebrates Christmas in special ways. 		<ul style="list-style-type: none"> Know that special times create memories. Know that celebrating special times is important.
Big Ideas Key Concepts	<p>Creation</p> <p>God</p> <p>Incarnation</p>	<p>People of God</p> <p>Gospel</p> <p>Salvation</p>	<p>God</p> <p>People of God</p>
Questful RE Statements	<ul style="list-style-type: none"> Know that we (Christians) believe God created the world. Know that we (Christians) believe that we should say thank you to God at Harvest time. Know that we (Christians) celebrate the Harvest Festival with a special service in church. Talk about the food they enjoy. Talk about harvest around the world. Talk about why we celebrate harvest. Talk about why it is important to help others, particularly at harvest time. Know that they are fearfully and wonderfully made by God. Know that they are unique special and loved. Know that we (Christians) believe that God is our heavenly father, we are his children and we are members of a wider world family. Talk about themselves, their likes, dislikes, and what makes them special. Talk about feelings they have experienced. Know that Christmas is the celebration of Jesus's birthday. Know that Jesus was a very special baby, the Son of God. Know that the Church celebrates Christmas in special ways. Recall/retell the nativity story. Identify the characters in the nativity story. Use religious words to talk about Christmas. Talk about why Christmas is important. Talk about how the Church celebrates Christmas. Talk about their own experiences of Christmas. 	<ul style="list-style-type: none"> Know that Jesus listened to and learned Old Testament stories. Know that Old Testament stories teach us about God. Recall/retell some of the Old Testament stories Jesus heard. Talk about their favourite stories. Talk about their feelings and experiences. Know that Jesus told stories and that they are found in the Bible. Know that Jesus told the stories to teach people about God. <p>By the end of this unit pupils are expected to be able to:</p> <ul style="list-style-type: none"> Identify a Bible. Recall/retell some of Jesus's stories. Talk about their own experiences and feelings. Ask and respond to questions about their experiences and feelings. Give a simple explanation of the things we can learn from Jesus's stories. Know that Jesus rode into Jerusalem on a donkey on Palm Sunday. Know that Jesus died on the cross on Good Friday. Know that we (Christians) believe that Jesus rose on Easter Sunday and is alive today. Know that Easter is the most important time of the year for the Church. Be able to tell you that Christians believe Jesus died for us because he loves us. Briefly retell the story of Easter. Identify symbols associated with Easter. 	<ul style="list-style-type: none"> Know that Christians worship in a church. Know that people consider places to be special for different reasons. Know that Muslims take off their shoes in a mosque. Talk about their special places. Talk about places of worship as special/holy places. Talk about taking off your shoes in a special/holy place. Know that the arrival of the holy spirit is remembered at Pentecost. Know that people of faith have special times of prayer. Know that special times create memories. Know that celebrating special times is important. Talk about special times including Lunar New Year (learnt about during the spring term). Recall/retell the story of Pentecost. Talk about feelings associated with special times. Ask questions about special/holy times.

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	<ul style="list-style-type: none">• Talk about feelings related to celebrating Christmas and birthdays.	<ul style="list-style-type: none">• Talk about their own experiences of love and other emotions expressed in the Easter Story.• Ask questions about the Easter story.	
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Long Term Plan for Religious Education Year 1 and Year 2

2024-2025						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	How should we care for others and the world and why does it matter?	Why does Christmas matter to Christians?	Who is Muslim and how do they live? Part 1	Why does Easter matter to Christians?	Who is Muslim and how do they live? Part 2	What makes some places sacred to believers?
Aims	<ul style="list-style-type: none"> 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. 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 world. 	<ul style="list-style-type: none"> Give a clear, simple account of the story of Jesus's birth and why Jesus is important for Christians. Recognise that stories of Jesus's life come from the Gospels. Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. Decide what they personally have to be thankful for at Christmas time. 	<ul style="list-style-type: none"> 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 Muslims use the Shahadah to show what matters to them. Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving good reasons for their ideas. 	<ul style="list-style-type: none"> Recognise that Incarnation and Salvation are part of the 'big story' of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). Recognise that Jesus gives instructions about how to behave. Give at least three examples of how Christians show their beliefs about Jesus's death and resurrection in church worship at Easter. Think, talk and ask questions about whether the story of Easter has anything to say to them about 	<ul style="list-style-type: none"> Give examples of how stories about the Prophet show what Muslims believe about Muhammad. Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fasting during Ramadan). Give examples of how Muslims put their beliefs about prayer into action. Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving good reasons for their ideas. 	<ul style="list-style-type: none"> Recognise that there are special places where people go to worship, and talk about what people do there. Identify at least three objects used in worship in two religions and give a simple account of how they are used and what they mean. Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship. Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues that show what people believe.

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	<ul style="list-style-type: none"> • Say why Christians and Jews might look after the natural world. • 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. 			sadness, hope or heaven, exploring different ideas.		<ul style="list-style-type: none"> • Give simple examples of how people worship at a church, mosque or synagogue. • Talk about why some people like to belong to a sacred building or a community. • 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 their ideas. • Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.
Key Learning	<ul style="list-style-type: none"> • Consider how we can care for other people in our world. • Look at how we can care for our world in different ways. • Understand why caring for others and our world is important. • Understand the approaches of world religions when caring for our world. 	<ul style="list-style-type: none"> • Consider why Christmas is an important time in the Christian calendar. • Understand why advent represents a time of 'preparation' for Christians. 	<ul style="list-style-type: none"> • Understand who is Muslim and how they practise. • Understand how Muslims follow Islam and respect their religion. • Consider how other world religions live their lives abiding to their beliefs. 	<ul style="list-style-type: none"> • Consider why Christians see Easter as a new beginning. • Consider the ways in which Easter is prevalent to the story of Jesus and his followers. • Understand the relationship between Christmas, Easter and Christians. 	<ul style="list-style-type: none"> • Understand who is Muslim and how they practise. • Understand the importance of the Prophet Muhammad in the lives of Muslims. • Consider how other world religions live their lives abiding to their beliefs. 	<ul style="list-style-type: none"> • Understand the importance of having a sacred worship place in world religions. • Consider what makes a place of worship 'sacred'. • Identify each religion's sacred places.
Big Ideas Key Concepts	Creation	Incarnation	God Tawhid ibadah iman	Salvation	God Tawhid ibadah iman	People of God

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Long Term Plan for Religious Education Year 1 and Year 2

2025-2026						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	Who do Christians say made the world?	Who is Jewish and how do they live?		What is the Good News Christians say Jesus brings?	What do Christians believe God is like?	What does it mean to belong to a faith community?
		Why do we give and receive gifts at Christmas?		In what way is the Easter story a new beginning?		
Aims	<ul style="list-style-type: none"> 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. Give at least one example of what Christians do to say thank you to God for the Creation. Think, talk and ask questions about living in an amazing world. 	<p>Who is Jewish and how do they live?</p> <ul style="list-style-type: none"> 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. <p>Why do we give and receive gifts at Christmas?</p> <ul style="list-style-type: none"> Deepen understanding of the true meaning of Christmas through emphasising that Jesus was a gift from God. 	<p>Who is Jewish and how do they live?</p> <ul style="list-style-type: none"> 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. Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving good reasons for their ideas. 	<p>What is the Good News Christians say Jesus brings?</p> <ul style="list-style-type: none"> Tell stories from the Bible and recognise a link with the concept of '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. Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, 	<ul style="list-style-type: none"> Identify what a parable is. Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. Give clear, simple accounts of what the story means to Christians. Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. Give an example of how Christians put their beliefs into 	<ul style="list-style-type: none"> Recognise that loving others is important in lots of communities. Say simply what Jesus and one other religious leader taught about loving other people. Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean. 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).

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		<ul style="list-style-type: none"> Discuss the thoughts and feelings associated with giving and receiving gifts. 	<ul style="list-style-type: none"> Give good reasons for their ideas about whether reflecting, thanking, praising and remembering means something to them too. 	<p>and bringing good news to the friendless.</p> <ul style="list-style-type: none"> 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). Think, talk and ask questions about whether Jesus's 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas. <p>In what way is the Easter story a new beginning?</p> <ul style="list-style-type: none"> Reflect upon the miracles of nature and new life during springtime. Hear and be able to retell the Easter Story. Make links between the transformation of plants and animals and the Easter story in order to develop an understanding of the resurrection. 	<p>practice in worship; by saying sorry to God, for example.</p> <ul style="list-style-type: none"> Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. 	<ul style="list-style-type: none"> Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences. Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving good reasons for their ideas.
Key Learning	<ul style="list-style-type: none"> Explore what the Bible says and what Christians believe about Creation. Consider our amazing world and how we can 	<p>Who is Jewish and how do they live?</p> <ul style="list-style-type: none"> Develop an awareness of the Shema. Look at Jewish stories such as those linked to 	<p>Who is Jewish and how do they live?</p> <ul style="list-style-type: none"> Develop an awareness of how Jewish people celebrate special times. 	<p>What is the Good News Christians say Jesus brings?</p> <ul style="list-style-type: none"> Explore stories from the Bible and what 	<ul style="list-style-type: none"> Know that Christians believe in God and that they find out about God in the Bible. Explore what Christians believe 	<ul style="list-style-type: none"> Understand that love is important in lots of communities and consider what Jesus and the Bible teach us about this.

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	show our gratitude to God.	<p>Chanukah and how these remind Jews what God is like.</p> <p>Why do we give and receive gifts at Christmas?</p> <ul style="list-style-type: none"> • Explore the Christmas Story and how this shows that Jesus was a gift from God. • Consider why we give and receive gifts at Christmas. 	<ul style="list-style-type: none"> • Make links between stories in the Torah and what this tells Jewish people about God and how to live. • Develop an awareness of how Jewish people might remember God in different ways such as through Shabbat. • Begin to understand why reflecting, thanking, praising and remembering are important to Jewish people. 	<p>these mean for Christians.</p> <ul style="list-style-type: none"> • Know that Christians believe Jesus brings good news for all people. • Understand how Christians might put these beliefs into practice. <p>In what way is the Easter story a new beginning?</p> <ul style="list-style-type: none"> • Understand the Easter story and how this links to new life. • Consider how new life can be seen in other ways i.e. plants and animals. 	<p>about God such as that he is loving, kind, fair and forgiving and also Lord and King and that some stories show these beliefs.</p> <ul style="list-style-type: none"> • Explore how Christians worship God and try to live their lives in ways that please Him. 	<ul style="list-style-type: none"> • Learn about ways of belonging and expressing love in different faith and non faith communities, such as through welcome and marriage ceremonies. • Consider how people can express their identity and belonging in both faith and non faith communities.
Big Ideas Key Concepts	Creation The Fall	God/Torah/People Incarnation	God/Torah/People	Gospel Salvation	God	People of God

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Long Term Plan for Religious Education Year 3 and Year 4

2024-2025						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	How and why do people try and make the world a better place?	What is the Trinity and why is it important to Christians?	What do Hindus believe that God is like?	Why do Christians call the day Jesus died Good Friday?	For Christians what was the impact of Pentecost?	What does it mean to be a Hindu in Britain today?
Aims	<ul style="list-style-type: none"> Identify some beliefs about why the world is not always a good place (links to Christian belief of sin). Be able to raise questions about this ideology. Make clear links between religious beliefs and teachings about making the world a better place. Describe examples of how people live to try and make the world a better place. Identify differences in people's ways of putting their beliefs into actions. Make links between commands for living from religious traditions, non religious world views and pupils' own ideas. 	<ul style="list-style-type: none"> Recognise what a 'Gospel' is and give examples of the kind of stories it contains. Offer suggestions about what texts about baptism and Trinity mean. Give examples of what these texts mean to Christians today. Describe how Christians show their belief about God and the Trinity in different ways. Make reference to baptism and prayer. Make links between some Bible texts studied in Christianity and how this can influence what 	<ul style="list-style-type: none"> To understand the life of a Hindu in Britain today. Identify Hindu deities and explain how they help Hindus describe God. Make clear links between stories involving Svetaketu, Ganesh and Diwali and how they inform Hindus' beliefs about God. Make simple links between beliefs about God and how Hindus live. This could include choosing a deity, home shrines and Diwali. Identify different ways in which Hindus celebrate. Raise questions surrounding the cycle of create/preserve/destroy. Make links between the Hindu belief of everyone having a 'spark' of God in 	<ul style="list-style-type: none"> Recognise the word Salvation and that Christians believe Jesus came to 'save' or 'rescue' people. An example could be showing people how to live. Offer informed suggestions about what the events of Holy Week mean to Christians and why they are important. 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 and different ways. Raise thoughtful questions and suggest 	<ul style="list-style-type: none"> Make clear links between the story of Pentecost and Christian beliefs about the Kingdom of God on earth. Offer suggestions about what the events of Pentecost in Acts 2 might mean. Give examples of what Pentecost mean to some Christians now. Make links between the description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God and how Christians live now. Make links between ideas about the Kingdom of God in the Bible and what people believe about following God today. 	<ul style="list-style-type: none"> Describe how Hindus show their faith within their families and faith communities in Britain today. Identify the different ways in which Hindus show their faith in different communities in Britain and world wide, particularly in reference to parts of India). 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). Raise questions and suggest answers about what is good about

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		Christians believe God is like.	them and the value of everyone in our world.	some answers about why Christians call the day Jesus died 'Good Friday'.		being a Hindu in Britain today. <ul style="list-style-type: none"> Raise questions about whether taking part in family and community rituals is a good thing for individuals and society, giving good reason for their ideas.
Key Learning	<ul style="list-style-type: none"> Identify what different religions and world views say about what is wrong with the world. Express own ideas about wrongdoings in our world making links between studied religious ideas. Connect ideas about the 'Golden Rule' from different religious beliefs and identify how the 'Golden Rule' can make a difference in different communities. Explain why someone may want to 'repair the world'. Describe Jewish beliefs and actions and connect Jewish texts to wanting to repair the world. Identify the meaning of 'tikkun olam'. Identify an inspirational Christian and connect their 	<ul style="list-style-type: none"> Explain why water is a key symbol used in Christianity. Be able to link its symbolic importance to baptism. Understand the meanings of stories told in the Gospels and understand their links to our world today. Look at and evaluate paintings of The Baptism and discuss similarities between how God is depicted by different artists. Explain how The Holy Trinity is represented in different pieces of art. Explore the differences of being baptised at birth and as an adult and how Christians choose when to be baptised based on how they celebrate their Christianity. 	<ul style="list-style-type: none"> Explain what a Hindu might understand about Brahman from the story of Svetaketu. Talk about aspects of Brahman represented by at least four deities and explain why there are images of many deities. Talk about the cycle of life/death/rebirth and connect this with Hinduism ideologies about gods. Suggest the importance of life/death/rebirth in our world. Link images of Brahma, Vishnu and Shiva with ideas of creation, perseverance and destruction. Explain the objects on a Puja Tray. Show understanding of home shrines and home worship. Explain why murtis are used as a part of Hindu worship. 	<ul style="list-style-type: none"> Explain that Christians are separated from God by sin. Talk about Holy Week in detail and be able to explain why this week is pivotal in the Christian calendar. Discuss why we call Good Friday 'Good' Friday and offer insight into whether Mary would have described it as 'Good'. Be able to give ideas, both for and against, with reference to the Bible story. Give detail into how Holy Week is celebrated in Christian communities and Christians' homes. Give ideas as to why these may differ between Christians. Be able to explain the word 'salvation' and give a definition. Be able to explain why this word fits with 	<ul style="list-style-type: none"> Describe why Jesus is believed to have been born to bring new life into God's Kingdom. Children to explain why Jesus's death and resurrection still has importance to the Christian faith today making links to sin, salvation and repentance. Be able to explain why some depictions of the Pentecost story use fire and wind to describe the Holy Spirit. Explain how new followers of Jesus felt after being told what to do in the name of Jesus and the Kingdom of God. Describe how Christians live their lives now and how this is influenced by Acts 2 and Pentecost. Give good reasons for their answers and explain the links between 	<ul style="list-style-type: none"> Say simply what objects and rituals in Hindu worship mean (e.g. say what it means for Hindus to put their hands over the flame and then over their heads). Identify and name the Hindu place of worship and name at least two objects Hindus use in their home. Talk about how bhajans help some Hindus in worship. Recognise some places where Hindus live in the UK and the world. Say what Sanatan Dharma and dharma mean. Give at least three examples of the things Hindus do as part of dharma at their home/in the mandir. Make a connection between the word

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	<p>story to the teachings of Jesus.</p> <ul style="list-style-type: none"> Express ideas about 'wise proverbs' and describe an inspiring life story. 	<ul style="list-style-type: none"> Explain why the Trinity is important to Christians in their places of worship and at home. Explain how it influences their life as a Christian. 		Holy Week and Good Friday.	Christian followers today and Christian followers during Jesus's first teachings.	<p>dharma and Hindus living in my local area.</p> <ul style="list-style-type: none"> Talk about some good things Hindus get from their rituals in their family and community lives. Identify some ways in which my community life is the same or different from Hindu people. Ask some questions about what Hindus believe and how they live.
Big Ideas Key Concepts	<p>Creation</p> <p>God</p> <p>People of God</p>	Incarnation	<p>God</p> <p>Brahman</p> <p>Atman</p>	Salvation	Kingdom of God	dharma

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St George's Central CE Primary School and Nursery

Long Term Plan for Religious Education Year 3 and Year 4

2025-2026						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	What do Christians learn from the Creation story?	How do festivals and worship show what matters to Muslims? Why is light an important symbol of Christmas?	What is it like for someone to follow God?	How do festivals and family life show what matters to Jews? Why might Christians describe Easter as a story of betrayal and trust?	What kind of world did Jesus want?	How and why do people mark significant events in life?
Aims	<ul style="list-style-type: none"> Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. Make clear links between Genesis 1 and what Christians believe about God and Creation. Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) Ask questions and suggest answers about what might be important in the creation story for Christians living today, 	<p>How do festivals and worship show what matters to Muslims?</p> <ul style="list-style-type: none"> 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). 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 	<ul style="list-style-type: none"> Make clear links between the story of Noah and the idea of covenant and the story of Abraham and the concept of faith. Make simple links between People of God and how some Christians choose to live in terms of their own life and within their church communities. Suggest answers about how far ideas of covenant, promises and following God might make a difference in the world today. 	<p>How do festivals and family life show what matters to Jews?</p> <ul style="list-style-type: none"> 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 and offer informed suggestions about the meaning of the Exodus story for Jews today. Make simple links between Jewish beliefs about God and 	<ul style="list-style-type: none"> Understand that a 'Gospel', tells the story of the life and teaching of Jesus. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. Offer suggestions about what Jesus's actions towards others i.e. lepers might mean for Christians today. Make simple links between Bible texts and the concept of 'Gospel' (good news) i.e. The Good Samaritan. 	<ul style="list-style-type: none"> 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 and describe what happens in such ceremonies (e.g. baptism, sacred thread, marriage), say what rituals mean and how they may differ.

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	<p>and for people who are not Christians.</p>	<p>and fasting, as a family and as a community, at home and in the mosque).</p> <ul style="list-style-type: none"> • 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. <p>Why is light an important symbol of Christmas?</p> <ul style="list-style-type: none"> • Deepen understanding of the true meaning of Christmas through emphasising that Jesus was a gift from God. • Discuss the thoughts and feelings associated with giving and receiving gifts. • Gain an understanding of the Christian belief that Jesus is the, 'Light of the World'. • Explore the multi-faceted metaphor of bringing light into 		<p>his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals).</p> <ul style="list-style-type: none"> • Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities. • Consider if it is good for Jews and everyone else to remember the past and look forward to the future. • Make links with and be able to give good reasons for their ideas about the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including in pupils' own lives. <p>Why might Christians describe Easter as a story of betrayal and trust?</p> <ul style="list-style-type: none"> • Reflect upon the importance of power and the effect of betrayal, trust and forgiveness. 	<ul style="list-style-type: none"> • Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus's teaching. • 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. 	<ul style="list-style-type: none"> • 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). • Raise questions and suggest answers about whether it is good for everyone to 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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		people's lives and explore how the symbol is used in other faiths.		<ul style="list-style-type: none"> • Deepen understanding of the concept of Salvation. • Focus on the significance of the incidents of betrayal and trust in the Easter story. 		
Key Learning	<ul style="list-style-type: none"> • Understand that God the Creator cares for the creation, including human beings and that as human beings are part of God's good creation, they do best when they listen to God. • Know that the Bible shows that God wants to help people to be close to Him — for example by giving them guidelines on good ways to live (such as the Ten Commandments) and by offering forgiveness even when they keep on falling short. • Understand that Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short. 	<p>How do festivals and worship show what matters to Muslims?</p> <ul style="list-style-type: none"> • Understand the importance of prayer, fasting in Ramadan and the festival of Id-ul-Fitr to Muslims within the context of the Five Pillars. • Consider what Surah 1 (chapter 1) of the Qur'an tells Muslims about what God is like and explore how this chapter shows the nature of God in Islam (Tawhid – the oneness of God). • Understand that willing submission to God is central to Islam and that ideally Muslims demonstrate this through ibadah, worship. • Consider the benefits of living a self-disciplined life and consider how people who are not Muslims can achieve this. 	<ul style="list-style-type: none"> • Know that 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. • Know that the People of God try to live in the way God wants, following his commands and worshipping Him. • Understand that Christians believe God promises to stay with them and Bible stories show how God keeps his promises. • Understand that 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. • Understand that Christians believe that, 	<p>How do festivals and family life show what matters to Jews?</p> <ul style="list-style-type: none"> • Explore festivals such as Rosh Hashanah, Yom Kippur and Pesach/Passover, how they are celebrated, what occurs as part of them and their significance for Jews. • Understand the background to the Ten Commandments and why they are still important for Jews today. • Explore the prayers and blessings that Jewish people say throughout the day and consider the benefits of expressing gratitude regularly. • Compare and consider the value of family rituals in pupils' own lives and make connections with the way Jewish family life and festivals encourage a reflective 	<ul style="list-style-type: none"> • Know that Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. • Understand that Jesus shows love and forgiveness to unlikely people and that Christians try to be like Jesus — they want to know Him better and better. • Know that Christians try to put Jesus's teaching and example into practice in lots of ways, from church worship to social justice. 	<ul style="list-style-type: none"> • Explore and use the religious metaphor of life as a journey, identify significant milestones on this journey and consider other metaphors that can be used for life. • Consider the value and meaning of ceremonies that mark milestones in life, explore symbols and rituals used and promises made. • Explore what meaning these ceremonies have to the individual, their family and their communities and reflect on the ongoing impact of these commitments.

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		<p>Consider how pupils can live more harmoniously within their class, school, community and the wider world.</p> <p>Why is light an important symbol of Christmas?</p> <ul style="list-style-type: none"> • Know that light is used as a metaphor to describe Jesus and his impact on the world. • Talk with understanding about the ways in which Jesus's followers bring his light into the world. • Know that Chanukah is an important Jewish festival of light. 	<p>through Jesus, all people can become the People of God.</p>	<p>approach to life and living.</p> <p>Why might Christians describe Easter as a story of betrayal and trust?</p> <ul style="list-style-type: none"> • Consider key incidents of betrayal and trust within the Easter story i.e. Judas's betrayal, Peter's denial and Jesus's forgiveness. • Explore what can be learnt from the behaviour of Judas, Peter and the women in the Easter story. 		
Big Ideas Key Concepts	<p>Creation</p> <p>Fall</p>	<p>Tawhid</p> <p>ibadah</p> <p>Incarnation</p>	<p>People of God</p>	<p>God/Torah/People</p> <p>Salvation</p>	<p>Gospel</p> <p>Kingdom of God</p>	<p>People of God</p>

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Long Term Plan for Religious Education Year 5 and Year 6

2024-2025						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	Why do Hindus want to be good? Do all Christians celebrate Christmas in the same way?		How do Christians decide how to live? What would Jesus do?	What do Christians believe Jesus did to save people?	How does faith help people when life gets hard?	What does it mean for Christians to believe that God is holy and loving?
Aims	<p><u>Why do Hindus want to be good?</u></p> <ul style="list-style-type: none"> Identify and explain Hindu beliefs such as dharma, karma, samsara and moksha. Give meanings for the story of the man in the well relating to samsara and moksha. Link dharma, karma, moksha and samsara to Hindu beliefs and the four Hindu aims of life. Give evidence about how Hindus put their beliefs into practice in different ways. Reflect and articulate what impact belief in karma and dharma have on individuals and the world. <p><u>Do all Christians celebrate Christmas in the same way?</u></p> <ul style="list-style-type: none"> Develop children's perceptions of Christmas beyond their experiences in Britain. Increase their understanding of Christianity as a world faith. Understand Christmas is celebrated differently worldwide. Know some celebrations are connected to beliefs but that others are secular. Understand Christmas celebrations provide answers to questions about Christian beliefs about Jesus. 		<ul style="list-style-type: none"> Identify features of Gospel texts (for example the teachings of parables). Take account of context, suggest meanings of texts studied and compare their own ideas with ways in which Christians interpret biblical texts. Make clear connections between Gospel texts, Jesus's good news and how Christians live in the Christian community and their individual lives. Make connections between Christian teachings (peace, forgiveness, healing) and the issues in the 	<ul style="list-style-type: none"> Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. Explain what Christians mean when they say that Jesus's death was a sacrifice. Make clear connections between the Christian belief in Jesus's death as a sacrifice and how Christians celebrate Holy Communion and the Last Supper. Show how Christians put their belief into practice in different ways. Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. 	<ul style="list-style-type: none"> Describe at least three examples of ways in which religions guide people in how to respond in life to good and bad. Identify beliefs and traditions about death in at least two different religions. Make clear connections between what people believe about God and how they respond to challenges in life. Use evidence to show how beliefs about resurrection, judgement, heaven, karma and reincarnation make a difference to how someone lives. 	<ul style="list-style-type: none"> Identify some different types of Biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms. Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed. Show how Christians put their beliefs into practice in worship. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today.

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		<p>world today including their own lives.</p> <ul style="list-style-type: none"> Articulate their own responses to the issues studied recognising different points of view. 	<ul style="list-style-type: none"> Articulate their own responses to the idea of sacrifice, recognising different points of view. 	<ul style="list-style-type: none"> Reflect on a range of artistic expressions of afterlife, articulating different ways of understanding them. Offer a reasoned response to the unit question 'How does faith help people when life gets hard?' with evidence and insight to their own examples. 	<p>developing insights of their own.</p>
Key Learning	<p><u>Why do Hindus want to be good?</u></p> <ul style="list-style-type: none"> Use correct vocabulary to express views about Hinduism belief in Brahman. Make clear connections between a Hindu story and what it teaches about life. Suggest ways in which the Moksha Chitram game teaches people about Hindu beliefs, linking the vocabulary dharma, karma, samsara and moksha in explanations. Explain the man in the well and why his actions need to change in order to reach moksha. Explain how a Hindu person might act during different parts of their life because of dharma. Use my understanding of Hindu beliefs to explain why a Hindu might think that ahimsa is important. <p><u>Do all Christians celebrate Christmas in the same way?</u></p> <ul style="list-style-type: none"> Make the links between the Christmas story and beliefs and actions. Describe and give reasons for the similarities and differences between Christmas celebrations around the world. Describe and show understanding of why Christmas is such an important time for Christians. Talk about the distinctive Christian beliefs highlighted by Christmas celebrations. 	<ul style="list-style-type: none"> Examine Jesus's teachings about the two greatest commandments 'to love God' and 'to love your neighbour'. Consider how these teachings might influence how Christians live today. Explore different parables and explain what Jesus did to send a message to his followers. Thinking about contemporary examples, consider how Christians live today with the influence of 'what would Jesus do?' 	<ul style="list-style-type: none"> Explore what happened in Holy week based off the accounts from the four Gospels. Consider works of art which depict events from Holy week such as Judas' betrayal, Garden of Gethsemane or The Last Supper. Explain how events are communicated. Explain why Jesus's death is described as a sacrifice and how this sacrifice saved Christians. Talk about symbolism in Holy Week and how this can 	<ul style="list-style-type: none"> Give at least three different examples of how religions use symbolism to show that life has ups and down. Give at least three different examples of how religious believers find comfort and support from believing in God or being part of believing in a community. Explain why Jewish people and Christians show gratitude and give evidence as to why gratitude is good and valuable for people. Explain what the terms samsara, karma, moksha, dharma and reincarnation mean. 	<ul style="list-style-type: none"> Be able to describe a 'divine being'. Give explanations for their descriptions with reference to Gospels, Jesus's teachings and traditions. Explain what Christians believe God is like with reference to God being holy, divine and loving. Explain why Medieval Christians built cathedrals to the Glory of God. Explain how different areas of churches or Christian worship areas have links to ideas of God. Children to use definitions, art and symbolism to explain what they have learnt about God.

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		<ul style="list-style-type: none"> Explore ways in which Christians' use Jesus's words as foundations for living. Make links between teachings told in the Bible and examples from today. Look at ways in which Christians and non-Christians look after others in our world today and explain how Jesus's teachings could influence this. Link to 'what would Jesus do?' 	<ul style="list-style-type: none"> influence Christians in different ways. Discuss how people 'sacrifice' themselves for different reasons in today's world i.e. firefighters and soldiers and consider if Jesus has influenced this or not. 	<ul style="list-style-type: none"> Give at least three example of how believing in karma and reincarnation can have an impact in the lives of Hindus. Talk about how belief in karma and reincarnation might help Hindus in good times and bad. 	<ul style="list-style-type: none"> Explain why it is important that Christians believe God to be both 'holy' and 'loving', not just one or the other. Compare humanist ideologies and beliefs to Christian ones in terms of following God. Consider why different communities have different ideologies and beliefs when it comes to God.
Big Ideas Key Concepts	karma/dharma/samsara/moksha. Incarnation	Gospel People of God	Salvation	Kingdom of God Salvation	God

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Long Term Plan for Religious Education Year 5 and Year 6

2025-2026						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	Creation and Science: conflicting or complementary?	Why do Christians believe Jesus is the Messiah?	What kind of king is Jesus?	Why is the Torah important to Jewish people? Why do Christians celebrate the Eucharist?	What does it mean to be a Muslim in Britain today?	What matters most to Humanists and Christians?
Aims	<ul style="list-style-type: none"> Outline the importance of Creation on the timeline of the 'big story' of the Bible. Identify what type of text some Christians say Genesis 1 is, and its purpose. Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. Make clear connections between Genesis 1 and Christian belief about God as Creator. Show understanding of why many 	<ul style="list-style-type: none"> Explain the place of Incarnation and Messiah within the 'big story' of the Bible. Identify Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms. Show how Christians put their beliefs about Jesus's Incarnation into practice in different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. Weigh up how far the idea that Jesus is the 	<ul style="list-style-type: none"> 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. Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community. Relate Christian teachings or beliefs about God's Kingdom 	<p>Why is the Torah important to Jewish people?</p> <ul style="list-style-type: none"> 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. Make clear connections between Jewish beliefs about the Torah and how Jews use and treat it. Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws). 	<ul style="list-style-type: none"> 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 the example of the Prophet). Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art). Give evidence and examples to show 	<ul style="list-style-type: none"> 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') 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 it might be

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	<p>Christians find science and faith go together.</p> <ul style="list-style-type: none"> • Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. • Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account. • Identify the type of text that Psalm 8 is, and its purpose and explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in Creation. • Make clear connections between Psalm 8 and some ways Christians respond to God as Creator. • Respond to the idea that humans have great responsibility for the Earth and weigh up how we are responding to this responsibility, taking religious and non religious viewpoints into account. 	<p>Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people’s lives.</p>	<p>to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.</p>	<ul style="list-style-type: none"> • 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 between Jewish beliefs studied and explain how and why they are important to Jewish people today. • Consider and weigh up the value of 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. <p>Why do Christians celebrate the Eucharist?</p> <ul style="list-style-type: none"> • Identify the links between the Passover meal, Last Supper and Eucharist. • Develop understanding of the Eucharist and the symbolism connected with it. • Develop understanding of the importance of the 	<p>how Muslims put their beliefs into practice in different ways.</p> <ul style="list-style-type: none"> • Make connections between Muslim beliefs studied and Muslim ways of living in Britain and the local community today. • Consider and weigh up the value of 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. 	<p>difficult, offering different points of view.</p> <ul style="list-style-type: none"> • 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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				Eucharist and why it is celebrated.		
Key Learning	<ul style="list-style-type: none"> Understand that there is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts and that these debates and controversies relate to the purpose and interpretation of the texts. For example, consider if reading Genesis as a poetic account conflicts with scientific accounts. Know that there are many scientists throughout history and now who are Christians. Understand that the discoveries of science make Christians wonder even more about the power and majesty of the Creator. 	<ul style="list-style-type: none"> Know that Jesus was Jewish and Christians believe Jesus is God in the flesh. Know that 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. Know that the Old Testament talks about a 'rescuer' or 'anointed one' — a Messiah and that some texts talk about what this 'Messiah' would be like. Understand that Christians believe that Jesus fulfilled these expectations, and that he is the Messiah and that Christians see Jesus as their Saviour (and that Jewish people do not think Jesus is the Messiah). 	<ul style="list-style-type: none"> Know that Jesus told many parables about the Kingdom of God. and that these suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. Know that the Kingdom is compared to a feast where all are invited to join in but that not everyone chooses to do so. Understand that many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world. 	<p>Why is the Torah important to Jewish people?</p> <ul style="list-style-type: none"> Consider the diversity of the Jewish community both locally and more widely. Recap prior learning about Jewish beliefs about God in 'the Shema'. Find out more about the titles used to refer to God in Judaism and how these reveal Jewish ideas about the nature of God. Understand how a Sefer Torah (handwritten scroll) is produced, covered and treated, the reasons for this and how it is used in the synagogue. Explore and be able to talk about the Jewish holy book – the Written Torah or TeNaKh and what this name refers to. Understand that the Torah is at the heart of Jewish belief and practice and is regularly studied by many Jews. 	<ul style="list-style-type: none"> Consider the context of the Muslim population globally, within Britain today and within the local area. Understand Hajj (pilgrimage) as a pillar of Islam and be able to give an overview of this and the other four pillars pupils have already been introduced to as expressions of ibadah (worship and belief in action). Explore how these Pillars affect the lives of Muslims and discuss the value and challenge for Muslims in following them in Britain today. Know about the festival of Eid-ul-Adha, at the end of Hajj, celebrated to recall Ibrahim's faith being tested when he was asked to sacrifice Ismail. Consider and explore the significance of the Holy Qur'an for Muslims as the final revealed word of God. Know how it is believed to be revealed to Prophet 	<ul style="list-style-type: none"> Consider the questions: why do people do good and bad things? Are we all a mixture of good and bad? Link to previous learning on the Christian belief about humans being made in the image of God (Genesis 1:28) and also sinful (the 'Fall' in Genesis 3). Consider that some Christians think this is a good explanation of why humans are good and bad but that not everyone agrees with this idea and that other faith traditions or people who are non-religious have different explanations. Know that Humanists are a small group of non-religious people and understand that they say that humans should work out their own way of being good, without reference to any 'divine being' or ancient authority. Talk about how having a 'code for living' might help people to be good and consider

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				<ul style="list-style-type: none"> • Understand that much of the Torah is devoted to the story of Exodus and Passover, and the laws that were then given – and are still followed by the Jewish community today. • Know that the Torah contains 613 commandments (mitzvot), including the Ten Commandments and that one group of these deals with which foods may or may not be eaten and the implications of this for Jews. • Understand the fact that there is diversity within Judaism. Consider the similarities and differences between for example Orthodox and Progressive Judaism in relation to kosher, and Shabbat observance. • Compare and contrast Orthodox and Progressive synagogues and the objects found in them and consider the place of the synagogue in 	<p>Muhammad by the Angel Jibril and about some of the key stories of the Prophets.</p> <ul style="list-style-type: none"> • Consider how the Holy Qur'an is used and treated and know that some people memorise the Qur'an and be able to say why (hafiz, hafiza). • Understand the difference between the authority of the Qur'an and other forms of guidance for Muslims and reflect on what forms of guidance pupils turn to when they need advice. Examine ways in which these are different from the Qur'an for Muslims. • Explore how Muslims put the words of the Qur'an and the words and actions of the Prophet Muhammad into practice, and what difference they make to the lives of Muslims. • Investigate the design and purpose of a mosque/masjid and explain how and why the architecture, artwork and activities (e.g. preparing for 	<p>a Humanist 'code for living'.</p> <ul style="list-style-type: none"> • Explore the meanings of some big moral concepts, e.g. fairness, freedom, truth, honesty, kindness, peace. • Know that Christian codes for living can be summed up in Jesus's two rules: love God and love your neighbour. Explore how Jesus expects his followers to behave through stories in the Bible. • Consider what is valuable and what we mean by this. Consider why people hold the values that they do, and how these values make a difference to their lives. Consider some direct questions about values and know that values can clash and that doing the right thing can be difficult. • Know that there are similarities and differences between Christian and Humanist values and that whilst they often share similar values the beliefs behind them are different.
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				<p>the life of the Jewish community.</p> <ul style="list-style-type: none"> • Reflect on the value of ritual and tradition in Jewish communities. <p>Why do Christians celebrate the Eucharist?</p> <ul style="list-style-type: none"> • Know that links can be made between Christian beliefs, the Eucharist, the Last Supper and the Passover and that there is important symbolism associated with the Eucharist that explains Christian belief. • Know that the Eucharist is important to Christians and that different denominations celebrate it in different ways. Suggest reasons for the similarities and differences between denominations. 	<p>prayer) reflect Muslim beliefs.</p>	
Big Ideas Key Concepts	<p>Creation</p> <p>Fall</p>	<p>Incarnation</p> <p>Salvation</p>	<p>Kingdom of God</p>	<p>God/Torah</p> <p>Salvation</p>	<p>Tawhid/iman/ibadah</p>	<p>People of God</p>

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