

Religious Education Curriculum Map

Theology

Philosophy

Human and Social Science

		Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Year R/1 A		<u>Why is the word God so important to Christians?</u>	<u>When are the important times for our community? (To include Christmas)</u>	<u>Why do Christians have a cross? Links to Easter Garden</u>	<u>What do Jewish people remember on Shabbat?</u>	What questions do we need to ask about the stories we hear?
Year R/1 B		Why do we say thank you to God at Harvest time?	Why do Christians perform Nativity plays at Christmas?	What is Easter?	What do Sikhs wear?	What festivals do different religions celebrate?
Year 1/2 A		<u>What do my senses tell me about the world of religion and belief?</u>	<u>How does a celebration bring a community together?</u>	<u>What do Christians believe God is like?</u>	<u>Why did Jesus tell stories?</u>	<u>How did the universe come to be?</u>
Year 1/2 B		Who made the world? (understanding Christianity)	How do Christians worship? (ECRE Unit)	What does the cross mean to Christians?	Why is Pesach important to Jews?	How do Religions celebrate the birth of a baby?
Year 2/3 A		<u>Who made the world?</u>	<u>What does the nativity story teach Christians about Jesus?</u>	<u>How does a celebration bring a community together?</u>	<u>How do Jewish people celebrate Passover (Pesach)?</u>	What does it mean to live a "good" life?
Year 2/3 B		Why is light an important symbol for Christians, Jews and Hindus?	Who is a Christian and what do they believe?	How do Christians belong to their faith family?	Who influences our lives?	Why do different people have different views about the idea of God?
Year 3/4 A		<u>What is it like to follow a God?</u>	<u>What is the Trinity?</u>	<u>Why do Christians call the day Jesus dies Good Friday?</u>	<u>What difference does being a Muslim make to daily life?</u>	What does it mean to live a "good" life?
Year 3/4 B		How do people express commitment to a religion/worldview in different ways?	How do religions explain the creation of our world?	What is philosophy? How do people make moral decisions?	What is a promise?	What do Muslims believe about God?
Year 4/5 A		<u>Where do religious beliefs come from?</u>	What does it mean to be saved?	How do/have religious groups contribute to society and culture?	How do Christians show forgiveness?	<u>What does sacrifice mean?</u>
Year 4/5 B		Who is God?	What do we mean by truth? Is seeing believing?	How do beliefs shape identity for Muslims?	Why is there so much diversity of belief within Christianity?	Creation and science: do they agree?
Year 5/6 A		<u>What does it mean to be Human? Is being happy the greatest purpose in life?</u>	How and why does religion bring peace and conflict?	What difference does the resurrection make to Christians?	How has belief in Christianity/Islam impacted on music and art through history?	<u>Creation or science: conflicting or complementary?</u>
Year 5/6 B		Is believing in God reasonable?	How do Buddhists explain the suffering in the world?	What can we learn about the world/knowledge/ meantime of life from the great philosophers?	How do beliefs shape identity for Muslims?	How do Hindus make sense of the world?
Year 5 22-23		<u>Where do religious beliefs come from?</u>	<u>What does it mean to be saved?</u>	<u>How do/have religious groups contribute to society and culture?</u>	<u>How do people show forgiveness?</u>	<u>What does sacrifice mean?</u>
Year 6 22-23		<u>What does it mean to be Human? Is being happy the greatest purpose in life?</u>	<u>How and why does religion bring peace and conflict?</u>	<u>How do Buddhists explain the suffering in the world?</u>	How has belief in Christianity/Islam impacted on music and art through history?	<u>Creation or science: conflicting or complementary?</u>

Outline Scheme of Learning					
Year R/1 Cycle A		Big Question 1A- Why is the word God so important to Christians?		Focus- Christianity	
Knowledge Progression:					
Pre-requisite/prior knowledge		Learning Intentions			Next stage
<p>Children may arrive at school with knowledge of;</p> <ul style="list-style-type: none">- God- who he is and what he knows.- Creation.- Rules		<p>Creating with materials ELG Children at the expected level of development will: -make use of props and materials when role playing characters in narratives and stories.</p> <p>Listening, attention and understanding ELG Children at the expected level of development will: -Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>KS1 – Year 1 – Give a clear simple account of at least one narrative, story or important text used by at least one religion or world view.</p> <p>KS1 Core Knowledge- introduce</p> <ul style="list-style-type: none">- the concept of creation and God- the life and teachings of Jesus		<p>Year 2</p> <ul style="list-style-type: none">- Retell a narrative story or important text from at least one religion or worldview and recognise a link with belief.- Recognise that some beliefs connect together and begin to talk about those connections. <p>KS1 core knowledge: introduce The bible as a sacred text for Christians and its different genres.</p>
Lesson sequence:					
Lesson/Week		Learning Objective		Possible Activities	
1 and 2- Engage		To understand that the Bible says about God.		Look at pictures of things God has created and sort them into good/bad. Read the creation story and role-play this. Draw a creation they would want in the world. Make collages of animals from the creation story and learn the creation song. https://www.youtube.com/watch?v=nWqC62KGsKM	
3, 4, 5- enquire and explore		To identify how Christians, show that God is important to them.		Look at a church being a place of worship. Explore the different reasons to go to church- baptisms, festivals, weddings etc... focus on Harvest and what this means when it happens. https://www.youtube.com/watch?v=5d2Mft72CXg . Learn a harvest song. Read A wet and Windy Harvest for Puddles. Make mini harvest loaves, construct a church, make a harvest display using boxes of food and or tins. Investigate the autumn fruits and vegetables, do some printing or make a healthy fruit salad or snack?	
6, 7- evaluate		To understand how Christians respect God’s name and do as the Bible says and honour it.		Introduce the idea of rules and why we have them and link this to the bibles 10 commandments and one being that Christians should honour God’s name. Explore what things the children take special care of. Listen to the story of the precious pearl and get the children to role play this. Can the children decorate boxes to keep their special pearl safe? Hunt for pearls in sand picking them out with tweezers.	
8- Express		To express what they have learnt over the unit		Think about everything the children have encountered in the topic. How help is a key theme of learning- God helped the world by creating everything in it. We say thank you to God for helping grow our food at harvest. We honour God by following his rules and looking after his creation. How can they help look after things in school or in their life? Make a class book on helping in school and jobs that can be done. Walk around school identify jobs to help the school out.	
Links to other curriculum areas:					
Expressive arts and design- creating with materials <ul style="list-style-type: none">• Design and technology- food			Speaking <ul style="list-style-type: none">• Listening attention and understanding		
Notes:					

Outline Scheme of Learning			
Year R/1A		Biq Question- 2A When are the important times for our community?	Focus- Christianity- Other religion light touch.
Knowledge Progression:			
Pre-requisite/prior knowledge	Learning Intentions		Next stage
<ul style="list-style-type: none">- God- who he is and what he knows.- Creation.- Rules	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none">- Describe their immediate environment using knowledge from observation,- discussion, stories, non-fiction texts, and maps;- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts.	<p>KS1 – Year 1 –</p> <ul style="list-style-type: none">- Recognise that beliefs can have an impact on a believer’s daily life, their family or local community. <p>KS1 Core Knowledge- introduce</p> <ul style="list-style-type: none">- The importance of rites of passage, worship gathering and celebrations.	<ul style="list-style-type: none">- Identify evidence of religion and belief especially in the local area.- Identify ways in which beliefs can have an impact on a believer’s daily life, their family or local community.- Recognise the names of different religions, religious beliefs and worldviews and use them correctly.
Lesson sequence:			
Lesson	Learning Objective	Possible Activities	
1	Recognise that people have different beliefs and that some people follow religions and other non-religious worldviews.	Discuss the big questions. When are the important times for them? Share and discuss reasons why? What make it important? Link this to people having different beliefs or follow different religions and worldviews. Explore some books on different religions (or images). Can the children recognise any of the events?	
2	To understand when Remembrance Day is and why it is important.	Look through the PPT which discusses What Remembrance day is and discuss if the children remember anything from previous years. Look at what other religions do to help remember. What is the same what is different. Chn to create Remembrance Artwork.	
3	To explore when and how Christians celebrate the Harvest Festival and thank God for their food and all the things they have.	Look at what harvest is? When? How do Christians show thankfulness? Think about what we have to be thankful for. Make 4 drawings of things we can be thankful for in small circles (nature, food, animals and people). Label the pictures. Colour in the pictures. Cut out the circles and stick it on a paper plate. Decorate the plate with tissue paper in autumn colours.	
4	To explain why Sukkot is an important time for Jews.	Watch the video. https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-sukkot/z2827yc Discuss. Chn to deisng a Sukkah using what they have learnt in the video.	
5	To understand when Ramadan is and ways in which we can give back.	Read Rameena’s Ramadan Story https://www.twinkl.co.uk/resource/rameenas-ramadan-story-powerpoint-t-or-1370 Ask comprehension along the way. Children to write ways in which they can give to others.	
6	To understand when advent is and how long it lasts	Look at when Advent begins this year. Discuss how it lasts for 4 Sundays (not weeks). Look at the meaning of the advent wreath including candles. Create class advent wreath.	
Links to other curriculum areas:			
Notes:			
As you look at each event add to a timeline- Maybe use different colours for different religions or world views- to make it easier to identify which is which.			

Outline Scheme of Learning			
Year R/1A		Big Question 3A- Why do Christians have a cross?	Focus Christianity
Knowledge Progression:			
Pre-requisite/prior knowledge		Learning Intentions	
- God- who he is and what he knows. - Creation. - Rules		Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, - discussion, stories, non-fiction texts, and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts.	KS1 – Year 1 – - Ask questions about the world around them and talk about these questions. KS1 Core Knowledge- introduce - Introduce ways of reasoning - Making links between belief and behaviour.
Next stage			
- Identify evidence of religion and belief especially in the local area. - Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community. - Recognise the names of different religions, religious beliefs and worldviews and use them correctly.			
Lesson sequence:			
Lesson/Week	Learning Objective	Possible Activities	
1	To introduce Christianity.	Introduce the ideas using Tom and Tessa, Two imaginary Christian children. Read through the text on Lesson 1 ideas on TEAMS. Resources needed- on plan under blue sections. Shout Hosanna (Jumping up and down)- https://www.youtube.com/watch?v=O2u_w5rcFqY	
2	To explore the Easter Story.	Introduce the Easter Story- Look at lesson 2 idea on Teams.	
3	To explore the Easter Story.	Continue to explore the Easter story- Sequencing cards, songs, film clips etc...	
4	To explore some of the important symbols to Christians.	Lesson 4 ideas on Teams- Explore symbols of light,	
5	To explore some of the important symbols to Christians.	Lesson 5 ideas on Teams- Explore symbol of cross.	
6	To begin to understand the importance of Lent.	Lesson 6 ideas on Teams- Shrove Tuesday.	
7	Recap big question-	Can the chn tell you about the Cross.	
Links to other curriculum areas:			
Notes: Other ideas of follow up activities and continuous provision ideas on each lesson document.			
Extra activities- making hot cross buns, Easter cards with pictures of Easter on them, Make an Easter Garden.			

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Outline Scheme of Learning		
Year R/1A	Big Question 4A- What do Jewish people remember on Shabbat?	Focus- Judaism.
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	
KS1 – Year 1 – - Ask questions about the world around them and talk about these questions. KS1 Core Knowledge- introduce - Introduce ways of reasoning Making links between belief and behaviour.	Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, - discussion, stories, non-fiction texts, and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts.	Year 1 - Ask questions about the world around them and talk about these questions. - Begin to make connections between using their sense and what they know about the world around them. Introduce: Key philosophical vocabulary Ways of reasoning Make links between belief and behaviour
Next stage		
Develop: - Key philosophical vocabulary - Ways of reasoning - Make links between belief and behaviour - Begin to look at the different views about the nature of knowledge, meaning and existence. - Using religious and belief stories, make connections between people's beliefs about right and wrong and their actions. - Give a reason to say why someone might hold a particular belief using the word 'because'		
Lesson sequence:		
Wk	Learning Objective	Possible Activities
1	Learn and retell the Jewish creation story.	Explore Jewish story of creation- Video drama artwork music. Retell the story of creation either to an adult, through drama, draw a picture, draw and write sentences to go with it.
2	To recognise how an artefact can show a link between Jewish people and God.	Look through PPT exploring artefacts and what they symbolise. Choose media and one of the artefacts to create- salt dough, plasticine, play dough, junk modelling.
3	To give an example of how Jews use beliefs to guide their daily lives.	Explain what Shabbat is. Why do you think each item is included in the box? What do you notice about the decoration on the box. Draw and label a Shabbat kit. Think of a question about Shabbat to ask guest- Will see if I can get Marsha or Todd to come in and talk to the children next lesson.
4	To give an example of how Jews use beliefs to guide their daily lives.	Invite member of the Jewish community in to talk about Shabbat. Listen to the guest talking about Shabbat and answer questions from previous lessons.
5	To understand the relationship between rest for the Jewish people and the creation story.	Discuss why rest is important, how do we rest and how this relates to Jews and the Creation Story. Explain why Jews rest during Shabbat and how does this link to the creation story. Write a sentence explaining how rest is linked to the creation story.
6	To give examples of how Jewish people use beliefs to guide their daily lives.	Recap everything, they have learnt about rest during Shabbat. Why is rest is important? Write/draw how you rest and compare with the Jewish traditions you have learnt about.
Links to other curriculum areas:		
Notes:		

Outline Scheme of Learning		
Year R/1A	Big Question 5A- What questions do we need to ask about the stories we hear?	Focus- Christianity, Light touch on one other religion.
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
KS1 – Year 1 – - Ask questions about the world around them and talk about these questions. KS1 Core Knowledge- introduce - Introduce ways of reasoning Making links between belief and behaviour.	Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, - discussion, stories, non-fiction texts, and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts.	Year 1 Recognise that narratives, stories and texts used by at least one religion or worldview contains belief. - Ask questions about the world around them and talk about these questions. - Begin to make connections between using their senses and what they know about the world around them. Introduce: - The life and teachings of Jesus - The Bible as a sacred text for Christians and its different genres. - Make links between belief and behaviour
Lesson sequence:		
Lesson/Week	Learning Objective	Possible Activities
Links to other curriculum areas:		
Notes:		

Outline Scheme of Learning			
Year 1/2 Cycle A		Big Question 1A- What do my senses tell me about the world of religion and belief?	
		Focus – Philosophy Religion- Christianity/Judaism	
Knowledge Progression:			
Pre-requisite/prior knowledge		Learning Intentions	
Creating with materials ELG Children at the expected level of development will: -make use of props and materials when role playing characters in narratives and stories. Listening, attention and understanding ELG Children at the expected level of development will: -Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.		Year 2 - Retell a narrative story or important text from at least one religion or worldview and recognise a link with belief. - Recognise that some beliefs connect together and begin to talk about those connections.	
		KS1 Core Knowledge- introduce - Key philosophical vocabulary - Ways of reasoning	
		Year 3 - Recognise that there are many different religious and non-religious answers to questions people raise about the world around them. - Talk about the difference between knowing and believing. - Decide if a reason or argument based on a religion or belief makes sense to them and is clearly expressed. - Use more than one reason to support their view. KS2 Core Knowledge- Develop understanding of: -The different views about the nature of knowledge, meaning and existence. - The work of one key Christian philosopher	
Lesson sequence:			
Lesson/Week		Learning Objective	
1. Engage		Possible Activities	
1. Engage		- To use out 5 senses to talk about a church.	
2. Enquire and explore		Five senses- Covered item can they guess only using 1 sense. Inside a church- What did they see, hear, smell, taste and feel in the church? What does that tell us about a church. How are the five senses used in worship. Class mind map of what they know already.	
3. Enquire and explore		What is incense and how is it used in worship? Assortment of artefacts, both Christian and Jewish on a tray. Identify the objects by touch. Missing item game. Discuss what each item is used for.	
4. Enquire and explore		To identify various artefacts from different religions.	
5. Evaluate		To explore sacred foods.	
6. Express		Introduce food- honey, bread and olives. What are they? Why might they be sacred to Christians? What other foods do they know that might be sacred? Why? (Wine, fish). Taste the different food.	
		To understand the importance of morals.	
		What could you hear at a church? Bells, organ, singing, prayers etc... Talk about the vicars/priests/ sermons and how these are stories from the bible that have a moral. What is a moral? Share the story of the Lost Sheep. Ask children to think about why Jesus told the parable of the lost sheep. Chn to retell story. What questions do religious stories make us ask?	
		To compare different places of worship.	
		Compare different images that can be found in churches, synagogues and mosques. Create stain glass window designs- What does their image represent and why use those colours etc... Class art gallery.	
		To assess their learning of different senses in the world of religion and worldviews.	
		Look back to mind map from session 1. Can chn add to it. Using a body outline chn label the five senses with something that they would find/use in a church or worship.	
Links to other curriculum areas:			
Art and design and design and technology		Art and design and design and technology	
Notes:			

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Outline Scheme of Learning			
Year 1/2 - Cycle A		Big Question 2A- How does a celebration bring a community together?	Focus- Human/Social Sciences Religion- Christianity
Knowledge Progression:			
Pre-requisite/prior knowledge		Learning Intentions	
<p>Creating with materials ELG Children at the expected level of development will: -make use of props and materials when role playing characters in narratives and stories.</p> <p>Listening, attention and understanding ELG Children at the expected level of development will: -Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>Year 1</p> <ul style="list-style-type: none">- Recognise that people have different beliefs and that some people follow religions and other non-religious worldviews.- Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area.- Recognise that beliefs can have an impact on a believer’s daily life, their family or local community.	<p>Year 2</p> <ul style="list-style-type: none">- Recognise the name of different religions, religious beliefs and worldviews and use them correctly.- Identify ways in which beliefs can have an impact on a believer’s daily life, their family or local community.	
	<p>Core knowledge:</p> <ul style="list-style-type: none">- Introduce key vocabulary associated with the study of Christianity.- The importance of rites of passage, worship, gathering and celebrations.		<p>Develop understanding further:</p> <ul style="list-style-type: none">- Key vocabulary and global diversity with the study of Judaism- Importance of festivals- Symbolism and artefacts used by some Jewish people at festivals and in rituals.- Diversity of expression, customs and practices within Islam and their impact on daily life.- The importance of Ramadan, the two Eid festivals and Jummah prayers.- Key vocabulary linked to all religions.
Lesson sequence:			
Lesson/Week	Learning Objective		Possible Activities
Engage	To identify and begin to understand celebrations within own family and the wider community.		Show objects from celebrations. Can children match up the object with the possible celebration? Come up with a list of yearly celebrations e.g. Christmas, New year, birthday, Diwali etc and one-off events eg. Baptisms, weddings etc. Compare what is the same and different.
Enquire and explore	To recognise symbols and artefacts related to a Christening.		Learn about baptism at https://request.org.uk/resource/life/rites-of-passage/baptism/ and watch video of a Christening. Share and photos/objects children may have brought in related to baptism. In groups, act out a Christening. Draw a label the key features eg. Font, Vicar, God parents, Candle.
Enquire and explore	To recognise that different beliefs celebrate birth in different ways.		Recap baptism from previous week and look at other celebrations from different religions that celebrate the birth of a baby. Give each group facts about how birth is celebrated in a particular religion. Each group to create 3 freezeframes to demonstrate and perform to rest of the class. Take photos.
Enquire and explore	To understand what a Rite of Passage is and that beliefs can have an impact on a believer’s daily life, their family or local community.		Look at Rites of Passage PowerPoint. Explain that different religions can have different Rites of Passage. Discuss any Rites of passage/milestones the children may have already encountered. E.g. starting school, learning to ride a bike. Watch a Bat Mitzvah https://www.bbc.co.uk/programmes/p02n2kqx Chn draw a timeline in their books of Rites of Passage they have already had and ones they hope to have in the future.
Enquire and explore	To recognise that people have different beliefs and celebrate weddings differently.		Share and photos/objects children may have brought in related to weddings. Compare weddings from different regions. Choose one to compare with Christianity. Draw a Venn diagram and place items correctly e.g. Music, hymns, veils, flowers, white dress, brightly - coloured clothes, dancing, vows. Explain that although these may be typical features, not all are necessary and some couples choose less traditional styles.
Evaluate and Express	To assess learning of how a celebration can bring a community together.		Plan a celebration. What would you need for food, gifts, guests, music, decorations etc.?
Links to other curriculum areas:			
Notes:			

Outline Scheme of Learning		
Year 1/2 cycle A	Big Question 3A- What do Christians believe God is like?	Focus- Theology Religion- Christianity
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	
Children at the expected level of development will (ELG) - Describe their immediate environment using knowledge from observation, - discussion, stories, non-fiction texts, and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts.	Year 1	Year 2
	Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs. Core Knowledge Introduce: Concepts- Creation, God, incarnation, and salvation. The life and teachings of Jesus	Recognise that some beliefs connect together and begin to talk about these connections Core Knowledge Introduce: Concepts- Creation, God, incarnation, and salvation. The life and teachings of Jesus
• Identify some links between beliefs being studied within a religion or worldview. • Show awareness of some of the similarities and differences between and within religions and worldviews. • Recognise that beliefs are influence by events in the past and present. Develop understanding of: Concepts- Creation, God (Trinity), incarnation, and salvation. The life and teachings of Jesus		
Lesson sequence:		
Week	Learning Objective	Possible Activities
1	To introduce the Parable of the Lost Son.	Tell the story of the Lost Son (Luke 15:1-2. 11-32). Allow chn to ask questions and record them for display to refer back to throughout the unit. Use drama (hot seat, retelling) to explore the differing perspectives and feelings of the father and both sons. Ask pupils to talk about their responses to the story: favourite character, most important moment, surprises, anything that made them laugh/smile or cry/sad. Explore and draw out the forgiveness and love shown by the father. What might this teach Christians about God? Is God like a father? Ask the children to make 'hidden meaning boxes'. Children should show the literal story of the Lost Son on the outside of a box, but put the hidden meaning inside the box ready to be found by anyone who opens it
2	To give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example; saying sorry; by seeing God as welcoming them back; by forgiving others	Read the parable again and discuss meanings. Explore with the children that for Christians this parable teaches that God is loving and forgiving , like a parent. Provide the children with the outline of a parent/person- Inside the outline write/draw what parents or role models do or say to show that they love their children (<i>be sensitive and aware of children's positions when exploring this</i>). On the outside of the outline write/draw what pupils do or say to show that they love their parents. Explore the meaning that love goes both ways- What might this mean in terms of God's relationship with people? Is it all one way? - explore and record ideas. Explore that he parable of the Lost Son teaches that God is loving like a parent so Christians want to show that they love God. In what ways might Christians show that they love God? As a class, think of some of the ways that Christians might do this. Using resource sheet 2, give the children 9 ways in which Christians might show that they love God. Ask the children to create a Diamond 9 to show most and least important ways- explore reasons for answers as a class.
3	To give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example; saying sorry; by seeing God as welcoming them back; by forgiving others	Explore: What happens in school if they do something wrong? Discuss and emphasise the importance of forgiving in school. What happens at home? How do parents forgive? Discuss. Is it good to forgive people? Why/why not? How does it feel if you don't forgive? Why is it sometimes hard to forgive? What reasons might make it hard to forgive? -Record ideas to refer back to later. Refer back to the core question: What do Christians believe God is like? The story shows the idea that God is loving and forgiving- discuss this with the children. When Christians pray, what do they pray for.Explain there are 4 types of prayer. These are praise, saying sorry, saying thank you and asking for something. Introduce the pupils to four jelly-baby characters (see Resource Sheet 3). The story of the Lost Son might lead Christians to think it is very important to say 'Peter Praise' prayers and 'Suzy Sorry' prayers. Chn look through the Lost Son story and ask if they can see which parts of the story suggest are something that the characters might say- highlight the sections of the story which relate to the different jelly baby characters (keep for assessment evidence of thinking). Ask the pupils to focus on two of the types of prayer: sorry and praise. Christians believe God is loving and forgiving, so what prayers might a 6-year-old Christian say in a time of prayer at church? Write these prayers.
4	Tell the key points of the story of Jonah from the Bible, and recognise a link with the concept of God.	Ask: Is forgiving people only important for Christians, or for other people too? Using a child-friendly version, tell the story of Jonah. Ask the children to help you devise relevant sounds or actions for them to perform whenever a key word is read in the story (such as 'Jonah', 'Nineveh' (the wicked city), 'God', 'fish', 'storm' and so on). At appropriate points in the story ask pupils what they think Jonah must have been feeling. What were the best bits? Most puzzling? Why? What were your feelings during the story? What do you think the story is about? Explain that the text is not a parable, but if there is a 'hidden meaning' in it, what might that be? What happened when Jonah tried to run away from God? How did God find Jonah? Was it important for Jonah to go to Nineveh — why? Split pupils into groups and give each group one key event from the story and decide a) which emotions Jonah is feeling at each stage; use the emoticons on Resource Sheet 6. Ask the children to present in their groups: What might your part of the story teach a Christian about God? Support as necessary: eg have a selection of cards with a range of ideas about God — pupils choose one that is shown by their part of the story and justify their choice.
5	Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example	Recap: what did we find out about God in the story of Jonah? Chn to recall a time they may have heard Christian hymns and songs.Why do you think Christians sing in church? Explain that they will be listening to two songs used by Christians in worship - choose two from the Resources page/section. Explain that they help Christians to think about what God is like. Why do Christians think it is important to sing songs about what God is like? Talk together about the rhythm, rhyme and repetition within each song. Clap, dance or play along: Which words stand out as being important? Provide the children with one example of the songs (eg-lighthouse). Split the class into groups and ask each group to analyse a section of the song. They should then feedback the meaning to the whole class. After feedback, pupils should draw/write sentences to explain what they think is the most important thing a Christian might learn about God from the song.
6	Assessment Task	Ask: If God is invisible, how do Christians describe God? What questions do you have about these ideas of God? Get pupils to record some of these questions in thought bubbles or post-its to add to display. Create small pieces of art to represent one of the ways of understanding God discussed in earlier sessions, or another idea that pupils have; for example, images of forgiveness, love, power, care, friendship, creating or creation. Add all pieces together to create a class collage.
Links to other curriculum areas:		
Notes:		

Outline Scheme of Learning				
Year 1/2 Cycle A		Big Question 4A- Why did Jesus tell stories?		Focus- Theology Religion- Christianity
Knowledge Progression:				
Pre-requisite/prior knowledge		Learning Intentions		Next stage
Year 1 Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs. Year 2 Recognise that some beliefs connect together and begin to talk about these connections		Year 1 - Give a clear simple account of at least one narrative, story or important text used by at least one religion or world view.	- Year 2 Retell a narrative story or important text from at least one religion or worldview and recognise a link with belief. Recognise that some beliefs connect together and begin to talk about those connections.	• Identify some links between beliefs being studied within a religion or worldview. • Show awareness of some of the similarities and differences between and within religions and worldviews. • Recognise that beliefs are influence by events in the past and present. Develop understanding of : Concepts- Creation, God (Trinity), incarnation, and salvation. The life and teachings of Jesus
		Core knowledge Introduce: Concepts Creation, God, incarnation, and salvation. The life and teachings of Jesus.	Core knowledge Continue to introduce: Concepts Creation, God, incarnation, and salvation. The life and teachings of Jesus.	
Lesson sequence:				
Wk	L.O:	Possible Activities		
1	To understand what a parable is.	Introduce big question. What is your favourite story book? What do you like about the story? Does it have an important message do you think? Include explanation of the importance of the message in the book/story. Have a general discussion about: What a story is? True or imaginary? Why do we enjoy stories? When do you like to listen to stories? Who is the best storyteller you know? Partner share activity- Children to have an illustration of some parables chn to record their thoughts around the image and pass it onto the next pair on their table. Key Q’s: What can you see? What do you think is happening in the picture? Is there anything you particularly notice? Do you have a question you wish to ask about this picture? Give the chn the title of the parables as seen in the bible and they match them to the illustration. Share definition of parable and why Jesus told them.		
2	To be able to retell a parable about caring for someone who is lost and know the meaning behind it.	Recap on last lesson. Knowledge check- What does the word parable mean? Who told Parables? This week’s questions: Who helps when you are lost? Can God help someone when they are lost? What do you think? Look at the parable of the lost sheep: hide 10 cut out sheep (only hide 9) around the classroom, challenge chn to go and look for them. When the pupils have found 9, ask them the following questions Does it matter that one is missing? What should we do about this lost sheep? Explain that Jesus told a story in the bible about a lost sheep, but this shepherd had a hundred sheep. Open the Bible and discover the missing sheep in place as a book mark. Read the story from the Bible. Luke Ch15 v1-8. Discuss what the shepherd did. Key q’s: Do you think this was the right thing for the shepherd to do? Explain. If you were lost, would you want to be found? Encourage reasons for their answers? Who would you want to find and why? Introduce the activity by discussing things that the chn have lost- How did thy feel when they found it? If they didn’t find it, how did they feel? Chn to recreate part of the story they liked best and explain why. Why do you think Jesus told this parable? (The importance of forgiveness and welcoming everyone).		
3	To be able to retell the parable of the sower and know the meaning behind it.	Recap on last lesson. Knowledge check- What is the meaning of the parable of the lost sheep? Show an image, or actual plant that is growing healthily. Ask what is helping it grow so well? Do all plants need these things? What happens if they don’t have all of them? This week’s questions: Why is it important to listen? Why is it important to believers to listen to God? Tell chn you are going to read the parable of the sower, explain meaning of word ‘sower’. Explain that in the story some seeds are lucky and grow big and strong but some seeds find it impossible to grow. Challenge chn to listen out for what happened to the seeds that didn’t grow. Read the parable of the sower (Matthew 12:1-24). Hot seat the sower: What happened to the seeds that fell on the path? What happened to the seeds that fell in rocky places? What happened to the seeds that fell among the thorns? What happened to the seeds that feel in the good soil? What did you mean when you said, “He who has ears, let him hear.”? Key Q- Can you tell me about the seeds that didn’t grow big and strong- What happened to them? Explain that the seeds that grew well are like people that hear about God, want to learn more about him and follow a path that leads to truth. Split chn into groups of 4. Each child will take responsibility for creating one section of a 4 part collage, telling the story of the Sower. Once all 4 parts are complete stick it together it form the collage. Seeds that tell on the path, rocky ground, among the thorns, good soil. Revisit the questions and discuss. Why do you think Jesus told this parable? (Listen to God’s word and follow it).		
4	To be able to retell the parable of the wise and foolish builders and know the meaning behind it.	Recap on previous learning. Knowledge check- What is the meaning of the Parable of the Sower? This week’s questions: Why do you think it is important to listen? Why is it important to believers to listen to God? Discuss; what makes a good listener? Do you think you are a good listener? How good are you at following instructions? Watch and discuss the animation ‘ The foolish builder ’. Key q’s: Why do you think one of the builders followed the instruction and one decided not to? What do you think you would have done? Can you say why? What is the difference between the two men? Explain that both builders looked at the instructions on the sign- one decided to follow the instructions on the plan but the other saw it and ignored it. Refer to the story in the Bible (Luke 6:46-49). Read it. Jesus told a crowd of people this story in the Bible. Does this story have meaning? If so, it is called a....? Explain to the chn what Jesus was trying to teach by telling the parable. Why do you think it is important to a Christian to listen to God? Modelling answer. Return to the questions for the lesson and gather chn’s views. Why do you think Jesus told this parable? (Build your life on firm foundations. Follow God’s instructions).		
5	To be able to retell the parable of the good Samaritan and know the meaning behind it.	Recap on previous learning. Knowledge check- What is the meaning of the parable of the wise and foolish builders? This week’s question: Who is my neighbour? Discuss: Who do you think your neighbour is? Do you think you need to know your neighbour? What do you think makes someone a good friend? Can anyone be your friend? How you think you should treat a neighbour? Do you think friend and neighbour mean the same thing? Read the story of the Good Samaritan (Luke 10: 25-37) or watch the video (Up to 3mins 10 secs). Explain the meaning behind the parable. (In this parable, the neighbour is the person who showed kindness and friendship to the one in need. The travellers did not expect it to be the person who he thought didn’t like him because they were from different groups. Key Q: What do you think is Jesus’ message for everyone? Pair discussion: Can you think of a time when someone has stopped to help you? How did it make you feel? Can you think of a time when you have helped someone? How did it make you feel? When someone helps you, what is it important to do? (say thank you). Chn to record a time when they have been a good Samaritan. Reflect on how it made them feel and why they did what they did. Chn given time to make a thank you card for someone who has helped them in some way. Recap the meaning behind the parable. Challenge chn to spot someone who needs help and then to go and help them. Consider if we know the person to help them. Remind chn of the events they do to raise money for charity. Refer to the school values- how do they help us to be a good neighbour? Return to key qs. Gather chn’s views.		
6	To be able to recall the parables explored in previous learning and answer the key question.	Match meaning to religious vocabulary. Repeat task from lesson 1- Partner share activity- Children to have an illustration of some parables chn to record their thoughts around the image and pass it onto the next pair on their table. Key Q’s: What can you see? What do you think is happening in the picture? Is there anything you particularly notice? Do you have a question you wish to ask about this picture? Give the chn the title of the parables as seen in the bible and they match them to the illustration. Assessment opportunity: What do you notice about the chns responses in lesson 6 compared to lesson 1 – can you see progress in terms of knowledge development? Chn to record their answers and any observations they have made, around the picture. Keep these recordings as they provide an evidence base that can be used when assessing pupil progress. Chn to work I n small groups to retell their favourite parable and explain it’s meaning.		
Links to other curriculum areas:				
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Outline Scheme of Learning				
Year 1/2 cycle A		Big question 5A- How did the universe come to be?		Focus- Philosophy/Theology Religion: Christianity
Knowledge Progression:				
Pre-requisite/prior knowledge		Learning Intentions		Next stage
Creating with materials ELG Children at the expected level of development will: -make use of props and materials when role playing characters in narratives and stories. Listening, attention and understanding ELG Children at the expected level of development will: -Make comments about what they have heard and ask questions to clarify their understanding; • - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.		KS1 – Year 1 – Give a clear simple account of at least one narrative, story or important text used by at least one religion or world view.	Year 2 - Retell a narrative story or important text from at least one religion or worldview and recognise a link with belief. - Recognise that some beliefs connect together and begin to talk about those connections.	KS2 Core Knowledge- Develop understanding of: Philosophy -The different views about the nature of knowledge, meaning and existence. - The work of one key Christian philosopher Theology- -Concepts: Creation and Fall, God (Trinity), Incarnation and Salvation - The life and teaching of Jesus, Sources of authority such as the Bible, creeds, tradition and different genres and interpretations.
		KS1 Core Knowledge- Philosophy- introduce - Key philosophical vocabulary - Ways of reasoning KS1 Core Knowledge- Theology- introduce - Concepts: Creation, God, incarnation and salvation. - The life and teaching of Jesus.		
Lesson sequence:				
Lesson/Week	Learning Objective	Possible Activities		
Engage	To Recognise that ‘creation; is the beginning of the ‘Big Story’ of the Bible.	Give images or objects of created things (teddy bear, mobile phone, crusty bread etc...) Who made them? What might the creator of these things be like? Repeat for natural world objects. Introduce story of Genesis 1. Gather thoughts, feelings, idea and questions (as class or individual)		
Enquire/Explore	To retell the story of creation from Genesis 1:1-2.3 simply.	Look at some poems (Steve Turner for example) and learn to recite and perform one. How would Christian’s answer the key question?		
Enquire/Explore	To say wat the story tells Christians about God, Creation and the World.	Chn to come up with key words for the story (two or three per day), draw them and order them. Retell the story. Use images alongside to support.		
Enquire/Explore	To recognise Muslim and Hindu beliefs about Creation.	Look at what Muslims and Hindus believe about who made the world. (Allahs 99 names, Brahma)		
Evaluate	To understand what people do to thank God for the Creation.	If someone believes God made the world, what might they say about it? What might they say to this creator? Their comments might start with ‘I like... Thank you for.... I wonder why... Please can you.... Record. What do people do to show thank you to God?		
Express	To answer the Big Question- Who made the world?	Present them the Big Question- Create an image of what/who they think made the world. Write a description of why they think this.		
Links to other curriculum areas:				
Notes:				

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Outline Scheme of Learning			
Year 2/3 cycle A		Big Question 1A- Who made the world?	Focus- Theology Religion- Christianity/Buddhism/Islam
Knowledge Progression:			
Pre-requisite/prior knowledge	Learning Intentions		Next stage
KS1 Core Knowledge- Theology- introduce - Concepts: Creation, God, incarnation and salvation. - The life and teaching of Jesus.	Year 2 -Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief. -Recognise that some beliefs connect together and begin to talk about these connections.	Year 3 - Show awareness of different sources of authority and how they link with beliefs. - Show awareness of some similarities and differences between and within religions and worldviews.	Year 4 - To identify different so different sources of authority and how they link with beliefs? - Give examples of different writings and different ways in believers interpret sources of authority. - Identify ways in which beliefs might make different religions think about how they live their life how they see the world in which they live and how they view others. KS2 Core Knowledge- Develop understanding of: - Concepts: Creation and Fall, God (Trinity), Incarnation and Salvation. - The life and teachings of Jesus. - How events in society have influenced Christian beliefs.
	KS2 Core Knowledge- Develop understanding of: - Concepts: Creation and Fall, God (Trinity), Incarnation and Salvation. - The life and teachings of Jesus. - Key teachings from important Christian thinkers.		
Lesson sequence:			
Lesson/Week	Learning Objective	Possible Activities	
1. Engage	To Recognise that ‘creation; is the beginning of the ‘Big Story’ of the Bible.	Give images or objects of created things (teddy bear, mobile phone, crusty bread etc...) Who made them? What might the creator of these things be like? Repeat for natural world objects. Introduce story of Genesis 1. Gather thoughts, feelings, idea and questions (as class or individual)	
2. Enquire/Explore	To retell the story of creation from Genesis 1:1-2.3 simply.	Look at some poems (Steve Turner for example) and learn to recite and perform one. How would Christian’s answer the key question?	
3. Enquire/Explore	To say wat the story tells Christians about God, Creation and the World.	Chn to come up with key words for the story (two or three per day), draw them and order them. Retell the story. Use images alongside to support.	
4. Enquire/Explore	To recognise Muslim and Hindu beliefs about Creation.	Look at what Muslims and Hindus believe about who made the world. (Allahs 99 names, Brahma)	
5. Evaluate	To understand what people do to thank God for the Creation.	If someone believes God made the world, what might they say about it? What might they say to this creator? Their comments might start with 'I like... Thank you for.... I wonder why... Please can you.... Record. What do people do to show thank you to God?	
6. Express	To answer the Big Question- Who made the world?	Present them the Big Question- Create an image of what/who they think made the world. Write a description of why they think this.	
Links to other curriculum areas:			
Notes:			

Outline Scheme of Learning			
Year 2/3 Cycle A		Big Question 2A- What does the nativity story teach Christians about Jesus?	Focus- Theology Religion- Christianity
Knowledge Progression:			
Pre-requisite/prior knowledge	Learning Intentions		Next stage
KS1 Core Knowledge- Theology- introduce <ul style="list-style-type: none">Concepts: Creation, God, incarnation and salvation.The life and teaching of Jesus.	Year 2 <ul style="list-style-type: none">-Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief.-Recognise that some beliefs connect together and begin to talk about these connections.	Year 3 <ul style="list-style-type: none">- Show awareness of different sources of authority and how they link with beliefs.- Show awareness of some similarities and differences between and within religions and worldviews.	KS2 Core Knowledge- Develop understanding of: <ul style="list-style-type: none">Concepts: Creation and Fall, God (Trinity), Incarnation and Salvation.<ul style="list-style-type: none">The life and teachings of Jesus.How events in society have influenced Christian beliefs.
	KS2 Core Knowledge- Develop understanding of: <ul style="list-style-type: none">Concepts: Creation and Fall, God (Trinity), Incarnation and Salvation.<ul style="list-style-type: none">The life and teachings of Jesus.Key teachings from important Christian thinkers.		
Lesson sequence:			
Lesson/ Week	Learning Objective	Possible Activities	
1	Retell a narrative story or important text from at least one religion or worldview and recognise a link with belief. (STS to differ)	Read the Nativity stories from Luke and Matthew. How are the stories similar/ different. Record any questions from the children.	
2	Retell a narrative story or important text from at least one religion or worldview and recognise a link with belief. (STS to differ)	Show chn the nativity set. Can they remember the characters and what happens in the Christmas Story? Which parts did they remember and why? Re-enact the nativity in small groups. Share. Discuss why Christmas is important to Christians? What other time of year is important and why?	
3	Recognise that some beliefs connect together and begin to talk about these connections. (STS to differ)	What is a belief? Explain incarnation. Look at the meaning behind the gifts from the three wise men. Why were these unusual? What gift might you have given to Jesus to show he is important? Draw and write about your gift.	
4	Recognise that some beliefs connect together and begin to talk about these connections. (STS to differ)	What signs have you seen that Christmas is coming? Have they heard of advent- what is it and how is it recognised? When does advent begin? Make an advent wreath. Explain what each part of their wreath represents and how it is important to Christians.	
5	Recognise that some beliefs connect together and begin to talk about these connections. (STS to differ)	Advent prayer. Why do Christian’s pray? What are the characteristics of a prayer? Write an example of a prayer that a Christian might say at Christmas. Share.	
6	Give different examples of how Christian beliefs influence daily life.	Why might people tell the nativity story at Christmas? How does the nativity story influence Christian’s actions at Christmas? Write examples of how Christians might show thankfulness and giving.	
Links to other curriculum areas:			
English- Writing different genres, speaking- re-enacting the Christmas story.		Art- Drawing and explaining	
Notes:			

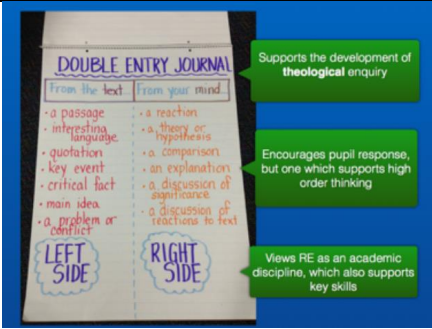
Outline Scheme of Learning			
Year 2/3 Cycle A		Big Question 3A- How does a celebration bring a community together?	Focus- Human/Social Science Religion- Christianity
Knowledge Progression:			
Pre-requisite/prior knowledge		Learning Intentions	
<ul style="list-style-type: none">- Shabbat and the importance of home and family life.- The role of festivals which connect with Jewish history.- The importance of Ramadan, the two Eid festivals and Jummah prayers.- Symbols and artefacts as expressions of Christianity.	Year 2 <ul style="list-style-type: none">- Recognise the names of different religions, religious beliefs and worldviews and use them correctly.- Identify evidence of religion and belief.	Year 3 <ul style="list-style-type: none">- Identify some of the ways people use the terms 'religion; and 'belief' when exploring religions, beliefs and worldviews.- Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.	Develop understanding further: <ul style="list-style-type: none">- Key vocabulary and global diversity with the study of Judaism- Importance of festivals- Symbolism and artefacts used by some Jewish people at festivals and in rituals.- Diversity of expression, customs and practices within Islam and their impact on daily life.- The importance of Ramadan, the two Eid festivals and Jummah prayers.- Key vocabulary linked to all religions.
	KS2 Core Knowledge: Develop understanding of: <ul style="list-style-type: none">- Key vocabulary and global diversity associated with the study of Christianity, Buddhism. Islam and Judaism.- The impact of Christian teaching on daily life, the varying expressions of prayer, cultural expressions of the Christian faith and the role of Christian community charity work.- Diversity of expression, customs and practices within Islam and their impact on daily life.		
Lesson sequence:			
Lesson/Week	Learning Objective		Possible Activities
Engage	To identify and begin to understand celebrations within own family and the wider community.		Show objects from celebrations. Can children match up the object with the possible celebration? Come up with a list of yearly celebrations e.g. Christmas, New year, birthday, Diwali etc and one-off events eg. Baptisms, weddings etc. Compare what is the same and different.
Enquire and explore	To recognise symbols and artefacts related to a Christening.		Learn about baptism at https://request.org.uk/resource/life/rites-of-passage/baptism/ and watch video of a Christening. Share and photos/objects children may have brought in related to baptism. In groups, act out a Christening. Draw a label the key features eg. Font, Vicar, God parents, Candle.
Enquire and explore	To recognise that different beliefs celebrate birth in different ways.		Recap baptism from previous week and look at other celebrations from different religions that celebrate the birth of a baby. Give each group facts about how birth is celebrated in a particular religion. Each group to create 3 freezeframes to demonstrate and perform to rest of the class. Take photos.
Enquire and explore	To understand what a Rite of Passage is and that beliefs can have an impact on a believer's daily life, their family or local community.		Look at Rites of Passage PowerPoint. Explain that different religions can have different Rites of Passage. Discuss any Rites of passage/milestones the children may have already encountered. E.g. starting school, learning to ride a bike. Watch a Bat Mitzvah https://www.bbc.co.uk/programmes/p02n2kgx Chn draw a timeline in their books of Rites of Passage they have already had and ones they hope to have in the future.
Enquire and explore	To recognise that people have different beliefs and celebrate weddings differently.		Share and photos/objects children may have brought in related to weddings. Compare weddings from different regions. Choose one to compare with Christianity. Draw a Venn diagram and place items correctly e.g. Music, hymns, veils, flowers, white dress, brightly - coloured clothes, dancing, vows. Explain that although these may be typical features, not all are necessary and some couples choose less traditional styles.
Evaluate and Express	To assess learning of how a celebration can bring a community together.		Plan a celebration. What would you need for food, gifts, guests, music, decorations etc.?
Links to other curriculum areas:			
Notes:			
Spring 2- To develop the opportunity for children to plan their own celebration, provide reasons why they have made their choices.			

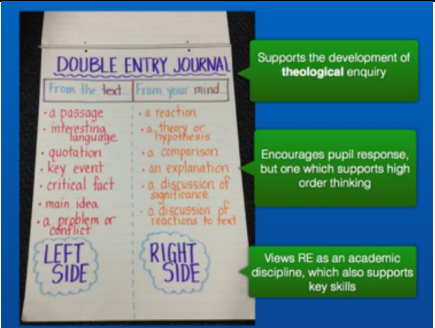
Outline Scheme of Learning			
Year 2/3 Cycle A		Big Question 4A- How do Jewish people celebrate Passover (Pesach)?	Focus- Human/Social Science Religion- Judaism
Knowledge Progression:			
Pre-requisite/prior knowledge	Learning Intentions		Next stage
<ul style="list-style-type: none">- Shabbat and the importance of home and family life.- The role of festivals which connect with Jewish history.	<p>Year 2</p> <ul style="list-style-type: none">- Recognise the names of different religions, religious beliefs and worldviews and use them correctly.- Identify evidence of religion and belief.	<p>Year 3</p> <ul style="list-style-type: none">- Identify some of the ways people use the terms ‘religion; and ‘belief’ when exploring religions, beliefs and worldviews. <p>Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.</p>	<p>Develop understanding of:</p> <ul style="list-style-type: none">- Key vocabulary and global diversity with the study of Judaism- Importance of festivals- Symbolism and artefacts used by some Jewish people at festivals and in rituals.
	<p>Introduce/develop understanding of:</p> <ul style="list-style-type: none">- Key vocabulary and global diversity associated with the study of Judaism.- Importance of festivals for the Jewish community such as Yum Kippur.- Symbolism and artefacts used by some Jewish people at festivals and in rituals.		
Lesson sequence:			
Wk	Learning Objective	Possible Activities	
1	Recognise the names of different religions, religious beliefs and worldviews and use them correctly.	Introduce the big question. How do children celebrate special times or festivals? What festivals do they know that are celebrated by other religions? How might Jews celebrate Passover (Pesach)? What do children want to find out about Passover? Tell the story of the Passover in the context of Exodus. Discuss what happens in the story. Act out or retell the story of the Passover. Which part of the story explained how Passover got its name? Why is Moses important within Judaism?	
2	Identify ways in which beliefs can have an impact on a believer’s daily life, their family, or local community.	Watch the true tube clip and use the Bitesize page to explore what happens at the Passover meal and find out about the Seder plate. How often does the Passover meal take place? Who takes part? What happens? What items will you find on the Seder plate? Children make and label their own Seder plate.	
3	Identify ways in which beliefs can have an impact on a believer’s daily life, their family, or local community.	Show Seder plate from last session. Find out why each item is on the plate and how it links to the Passover story. Match and write explanations next to the labelled items on their Seder plates to show understanding of what they each symbolise. Think of questions to ask our guest next week.	
4	Identify evidence of religion and belief especially in the local area.	Invite Marsha Parker in/teams to discuss her own stories of Passover. Children can share what they have already learnt. Children ask their questions about Passover.	
5	Identify ways in which beliefs can have an impact on a believer’s daily life, their family, or local community.	Have a show and tell session with the children The Haggadah, seder plate, actual Matzo. Discuss the Seder handbook. Give children time to look at the items in small groups. What can they remember about each of the items and why they are important?	
6	Identify evidence of religion and belief especially in the local area.	What have they found out about Passover from Marsha and from the previous lessons? Write a sentence in their books explaining what they know about Passover. Something they have found out from the visit. Share children’s sentences.	
Links to other curriculum areas:			
Notes:			
https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-celebrating-passover/z4kvrj6			

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Outline Scheme of Learning			
Year 2/3 Cycle A		Big Question 5A- What does it mean to live a ‘good’ life?	
		Focus- Philosophy Religion- Christianity/ Islam/ Buddhism/ Judaism	
Knowledge Progression:			
Pre-requisite/prior knowledge	Learning Intentions		Next stage
<div>KS1 – Year 1 –</div> <div>Give a clear simple account of at least one narrative, story or important text used by at least one religion or world view.</div>	<div>Year 2</div> <div><ul style="list-style-type: none">- Retell a narrative story or important text from at least one religion or worldview and recognise a link with belief.- Recognise that some beliefs connect together and begin to talk about those connections.</div>	<div>Year 3</div> <div><ul style="list-style-type: none">- Recognise that there are many different religious and non-religious answers to questions people raise about the world around them.- Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly.- Use more than one reason to support their view.</div>	<div>Year 4</div> <div><ul style="list-style-type: none">- Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge.- Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief.- Describe a range of answers to ethical and moral questions, showing awareness of diversity of opinion and why there are differences.</div>
	<div>Core Knowledge: Introduce:</div> <div><ul style="list-style-type: none">- Ways of reasoning- Making links between belief and behaviour</div> <div>Develop understanding of:</div> <div><ul style="list-style-type: none">- The different views about the nature of knowledge, meaning and existence.- Christian perspectives on moral issues.- Buddhists perspectives on moral issues and consideration of the consequences of action in relation to karma.- Muslim perspectives on moral issues, including the idea of ‘intention’- Jewish perspectives on moral issues including the impact of 613 mitzvot- 10 commandments.</div>		
Lesson sequence:			
Lesson/Week	Learning Objective	Possible Activities	
Links to other curriculum areas:			
Notes:			

Outline Scheme of Learning			
Year 3//4 Cycle A		Big Question 1A- What is it like to follow God?	Focus- Human/Social Science Religion- Christianity/Islam/Judaism
Knowledge Progression:			
Pre-requisite/prior knowledge		Learning Intentions	
<ul style="list-style-type: none">- Shabbat and the importance of home and family life.- The role of festivals which connect with Jewish history.- The importance of Ramadan, the two Eid festivals and Jummah prayers. Symbols and artefacts as expressions of Christianity. <ul style="list-style-type: none">- Recognise the names of different religions, religious beliefs and worldviews and use them correctly.- Identify evidence of religion and belief.	Year 3 <ul style="list-style-type: none">- Identify some of the ways people use the terms 'religion; and 'belief' when exploring religions, beliefs and worldviews.- Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.	Year 4 <ul style="list-style-type: none">- Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.- Describe ways in which belies can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.	
	Develop understanding of: <ul style="list-style-type: none">- Key vocabulary and global diversity associated with the study of Judaism.- Importance of festivals for the Jewish community such as Yum Kippur. Symbolism and artefacts used by some Jewish people at festivals and in rituals		
Next stage <ul style="list-style-type: none">• Explain the different ways in which the terms 'religion' and 'belief' are used by followers from within a religion or worldview and those from outside it.• Show awareness that talking about religion and belief can be complex.• Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions and worldviews) with reference to at least two different religions/worldviews. Core Knowledge: Continue to develop understanding of: <ul style="list-style-type: none">- The importance of festivals- The symbolism and artefacts used by some Jewish people at festivals and in rituals.- The role of the synagogue and Cheder in the Jewish community.			
Lesson sequence:			
Lesson/Week	Learning Objective		Possible Activities
1. Engage	To understand how the Bible is organised.		Look through some Bible and Bible Story books to find the Old and New Testaments. Introduce idea of different books in the Bible- Collection of Books. Chapters verses etc... In pairs give them different chapters/verses to find, who can find them the quickest- whilst taking care of the Bibles. Choose some well-known stories do chn recognise?
2. Enquire and explore	To use drama skills to show/retell a story from the Bible.		Present chn with situation- They are sent away to help build a yacht. They must leave school immediately as they will sail away on it as soon as its finished and will never return to normal lives. Collect thoughts. Share the story of Noah from Gensis 6:5-9:17. Retell as class- Large scale dramatic fashion- everyone with a part. Recap story of Noah. Discuss their thoughts of the story using tell me square (split page into four- likes, dislikes, questions, feelings). Why is the story still read now? Initial thoughts to develop at the end of unit. .
3. Enquire and explore	To understand responsibilities and promises made can affect daily lives.		Outline of a man underneath a rainbow. (resource from Understanding Christianity) Chn to write words to describe Noah inside the man. Discuss how Adam and Eve were given jobs by God in the Creation Story. Look at how God gives human rules after the flood subsides. Link- to responsibilities
4. Enquire and Explore	To understand how responsibility feels and the importance of keeping a promise.		Remind chn God's aim of doing away with evil in the world in the story of Noah. List things we could do without from today's world in order to make it a better world. Split the list into things we can stop and things we cannot stop. Make a 'pact' as a class to work hard to discontinue 1 or 2 things from their lists.
5. Evaluate	To understand the importance of working together to achieve.		Ask chn to think about the covenant between God and the creatures in the story of Noah. Both humans and God had conditions they agreed to. Chn think about one thing that they could do to make their table/group in class a great place to work. Write table contracts: each chnl writes down their promise of one thing they will do to help their table/group. The paper should then be signed by all group members. Discuss God's sign of the rainbow as a reminder of his promise. Chn to decide how to remind themselves of their promise in the contracts.
6. Express	Assessment		Recap the big question- what have we learnt? How may you answer this question? Mind map response.
Links to other curriculum areas:			
Notes:			
Home			

Outline Scheme of Learning		
Year 3//4 Cycle A	Big Question 2A- What is the Trinity?	Focus- Theology Religion- Christianity
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	
Year 2 -Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief. -Recognise that some beliefs connect together and begin to talk about these connections.	Year 3 - Show awareness of different sources of authority and how they link with beliefs. - Show awareness of some similarities and differences between and within religions and worldviews.	Year 4 - Identify different sources of authority and how they link with beliefs. - Give examples of different writings and different ways in believers interpret different sources of authority.
	Core Knowledge: Develop understanding of: -Concepts: God (Trinity) - The life and teachings of Jesus - How events in society have influenced Christian beliefs.	
Next stage		
- Key teachings from important Christian thinkers. - Sources of authority such as the Bible, creeds, tradition and different genres and interpretations -Describe the connections between different beliefs being studied and link them to sources of authority. - Describe ways in which beliefs shape the way Christians view the world in which they live and how they view others.		
Key teachings from important Christian thinkers.		
Lesson/Week	Learning Objective	Possible Activities
1 and 2.	To identify Christians believe in one God, who is described as Trinity.	Look at ‘The Baptism of the Christ with Dove’ by Daniel Bonnell and ‘The Baptism of Christ’ by Andrea Del Verrocchio and Leonardo Da Vinci. Use silent discussion technique to allow the children to comment on them. (see notes). Discuss similarities and differences between how the painters show God. Ask pupils to list the evidence of ‘God is three in one’ in the picture. Explain that the Christian religion is Monotheistic (a belief in one God). It is important to realise that this does not mean that Christians believe in three gods; they do not.
3	To understand the Holy Trinity and God was also known as the Father.	Nature of God- The father. Watch the video Use double-entry journal to explore the parable of the Prodigal son in greater depth. (See notes). Children to explore how this parable might make a difference to the way a Christian thinks about their life and how they see the world.
4	To understand the Holy Trinity and God was also known as the Son.	Nature of God – the son. Watch the video . Show images to the children that symbolise <i>Incarnation</i> and <i>salvation</i> . (Understanding Christianity resources). Ask the chn to explain in their own word the symbolism in these images. Chn explore how this belief might make a difference to the way a Christian thinks about their life and how they see the world.
5	To understand the Holy Trinity and God was also known as the Holy Spirit.	Nature of God – The holy Spirit. Use the video . Look at Galations 5:22-23/ Chn explore the Bible verse might make a difference to the way a Christian thinks about their life and how they see the world.
6	To complete a piece of artwork to represent the Holy Trinity.	Chn to create a piece of artwork to represent the Holy Trinity. (the idea of 3 parts to it.)
Links to other curriculum areas:		
Art and design	Writing	
Notes:		
<div><div><p>Silent discussion technique- Provide the images in the middle of a sheet of paper. They record comments and questions on these sheets. Swap these with another group (Could be done one group with one picture at a time, then revisit where they started). There is to be no talking during this exercise if they want to contribute it should be written down.</p></div><div></div></div>		



Home	Outline Scheme of Learning	
Year 3/4 Cycle A	Big Question 3A- Why do Christians call the day Jesus dies Good Friday?	Focus- Philosophy

		Religion- Christianity			
Knowledge Progression:					
Pre-requisite/prior knowledge		Learning Intentions		Next stage	
<u>KS1 Core Knowledge</u> -Introduce key philosophical vocabulary - Introduce ways of thinking - Introduce how to make links between belief and behaviour.		Year 3 -Recognise that there are many different religious and non-religious answers to questions people raise about the world around them. -Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly.		Year 4 - Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence. - Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge. - Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief.	
		Core knowledge: - Develop the different views about the nature of knowledge, meaning and existence. - Ethical theory, including the importance of love and forgiveness within Christian tradition.			
Core knowledge Develop understanding further of: The different views about the nature of knowledge, meaning and existence. The work of Christian philosophers. Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence. Explain, using a range of reasons, whether a position or argument is coherent and logical.					
Lesson sequence:					
Week	Learning Objective		Possible Activities		
1	To understand what Christians believe salvation is.		Remind children that Christians believe humans are separated from God because they all sin-that means they choose to go their own way rather than God’s way. Most Christians say that Jesus came to show people how to live a life of love and obedience-saving or rescuing them by helping them to live God’s way. Some Christians say Jesus did more-that he died to pay the penalty for all people’s sin. The Garden, The Curtain, The Cross by Carl Laferton and Catalina Echeverri is a good story to explain the God’s Big Story. ‘The thread’ provides a quick overview of the Big Story https://www.youtube.com/watch?v=o5qdXWnvynE		
2	To write a diary entry from another person’s perspective.		Recap Holy Week story. Chn to write diary as Mary (Joseph’s mother) for the entry into Jerusalem, Good Friday and Easter Sunday. Each piece must include a picture of the appropriate cross. In her diary Mary needs to explain why she has included that cross, what has happened on that day, how she feels, and what she thinks the day might mean. Give pupils appropriate sentence starters.		
3	To understand and explain how Christians feel during Holy Week.		Discuss the different diary accounts and how the children respond to these. How did it make them feel? How do they think Christians would feel as they read these accounts? What would Christians learn from Jesus’ examples and teaching in these accounts?		
4	To compare how different Christian groups celebrate during Holy Week.		Use visits, visitors, church websites and church programme cards to find photos and other information about what different churches do on Palm Sunday, Good Friday and Easter Sunday (eg types of service, music, readings, actions and rituals, colours, decorations) and also Christians across the world-e.g. Holy Week in Spain Use the BBC clip: https://www.bbc.co.uk/programmes/p02mww94 Record how Christians (Nathan & Lara in the clip) might feel on Good Friday and Easter Sunday-compare their feelings with Mary’s emotion graph. Talk about what Christians think about Jesus and the idea of ‘salvation’: one idea is that Christians think that Jesus shows them how to live a life that pleases God, a life of love for all ‘saving’ them from going down the wrong path in life. Design a class display which shows the importance of each day-linking the texts, photos, different Christian practices and the meanings for Christians		
5	To understand how this story provokes different feelings.		For people living at the time, the three parts of the story provoke hope, sadness and joy. There was hope on Palm Sunday when Jesus arrived as King-the people were expecting God to rescue them and restore their land. There was sadness on Good Friday when their King was killed and everything seemed lost There was joy on Easter Sunday when Jesus was alive. These three emotions could be depicted in some artwork showing the three parts of the stories thinking about the colours the children would use to emphasise the emotions. Discuss why these stories still provoke these emotions in Christians today and discuss what brings hope, sadness and joy to the children-make a class list.		
6	Assessment		Reflect on the unit question: Why do Christians call the day Jesus died ‘Good Friday’? Chn to create a short video answering the question.		
Links to other curriculum areas:					
Notes:					

		Religion- Islam			
Knowledge Progression:					
Pre-requisite/prior knowledge		Learning Intentions		Next stage	
<ul style="list-style-type: none">- Introduce to key vocabulary associated with the study of Islam.- The five pillars of Islam- Introduced to the role of festivals, ceremonies and Madrassah in the Muslim tradition.- Recognise the names of different religions, religious beliefs and worldviews and use them correctly.- Identify evidence of religion and belief.		Year 3 <ul style="list-style-type: none">- Identify some of the ways people use the terms ‘religion; and ‘belief’ when exploring religions, beliefs and worldviews. Identify a range of ways in which beliefs can have an impact on a believer’s daily life, their family, community and society.	Year 4 <ul style="list-style-type: none">- Describe the difference between the terms ‘religion’ and ‘belief’ when exploring religions, beliefs and worldviews. Describe ways in which belies can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.	<ul style="list-style-type: none">- Explain the different ways in which the terms ‘religion’ and ‘belief’ are used by followers from within a religion or worldview and those from outside it.- Show awareness that talking about religion and belief can be complex.- Explain how beliefs impact on and influence individual lives, communities and society and how individuals, communities and society can also shape beliefs. Continue to develop understanding of: <ul style="list-style-type: none">- Key vocabulary and global diversity associated with the study of Islam.- Diversity of expression, customs and practices within Islam and their impact on daily life The importance of Ramadan, the two Eid festivals and Jummah prayers.	
		Develop understanding of: <ul style="list-style-type: none">- Key vocabulary and global diversity associated with the study of Islam.- Diversity of expression, customs and practices within Islam and their impact on daily life- The importance of Ramadan, the two Eid festivals and Jummah prayers.			
Lesson sequence:					
Wk	Learning Objective	Possible Activities			
1	To share what I already know about Muslims.	Use a hospital picture (birth) and a gravestone (death), ask chn to think about the different things that a person might encounter through life, some joyous and some hard. Ask chn to choose the five most important things they will need to support them through life. A rule to stick to? A belief to live by? A value to demonstrate? Actions to perform? Chn to record ideas on ‘pillar’ sheet: Through the journey of life I will need.... Because Ask chn to reflect on the idea of life as a journey and think of questions that this idea raises such as where will they get the things they need, what happens afterwards, how they know which way to go etc... Introduce big question. Collect questions (Class version for display).			
2	To understand what the 5 pillars are and what they represent.	Look at definitions of ‘belief’ and ‘religion’ and make sure the chn understand that they are large terms that are difficult to define in one way. Explain to chn that talking about religion and belief can be complex and we will be coming back to it each week. Introduce the idea of pillars holding up a building, and that Muslims talk about ‘5 Pillars’ holding up their faith. Teach the 5 pillars using various activities.			
3	To understand what Muslims place of worship is called and the features of.	Introduce the Mosque as the Muslim place of worship. Use pictures or a model to point out some of the features e.g. minaret, mihrab. Using research/videos chn to split their page into two columns- ‘things people do in the mosque’ and ‘features of the building’. Also look at local examples. Discuss similarities and differences with any other places of worship they have been to/learnt about.			
4	To use knowledge of 5 pillars and places of worship to identify how these are used in daily life.	Through the keyhole- Use photos and video clips from inside Muslim homes to spot examples/evidence of how their faith influences their daily life (E.g. prayer mats, verses displayed, sadagah boxes etc). Use ‘good news’ stories about Muslims from Newspapers/internet to share some of the things which Muslims do to help their communities. Chn assess the content of these videos and articles, looking for examples of ‘what...’ and ‘why...’.			
5	To answer the big question.	Chn to write their evaluations about the big question, in light of what they have learnt this unit, use a version of the 5 Pillars of Islam. How does each pillar help us answer the question? Can they give examples?			
6	Assessment	In the style of an ‘All About Me’ jigsaw, children to express what they have learnt that answers the Big questions. Their ‘pieces’ should answer the question and give examples from the 5 pillars being shown in Muslim’s daily life.			
Links to other curriculum areas:					
Notes:					
Key words: Five Pillars, Shahadah (declaration of faith), Mosque, Salah (praying five times a day), Zakat (giving to charity), Sawm (fasting during the month of Ramadan), Hajj (pilgrimage to Mecca), Islam, Muslim, Shi’a, Sunni					

Outline Scheme of Learning		
Year 3/4 Cycle A	Big Question 5A- What does it mean to live a ‘good life’?	Focus- Philosophy Religion- Christianity/ Islam/ Buddhism/ Judaism
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	
<div>KS1 – Year 1 –</div> <div><ul style="list-style-type: none">- Give a clear simple account of at least one narrative, story or important text used by at least one religion or world view.- Retell a narrative story or important text from at least one religion or worldview and recognise a link with belief.- Recognise that some beliefs connect together and begin to talk about those connections.</div>	<div>Year 3</div> <div><ul style="list-style-type: none">- Recognise that there are many different religious and non-religious answers to questions people raise about the world around them.- Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly.- Use more than one reason to support their view.</div>	<div>Year 4</div> <div><ul style="list-style-type: none">- Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence.- Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge.- Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief.</div>
	<div>Core Knowledge: Introduce:</div> <div><ul style="list-style-type: none">- Ways of reasoning- Making links between belief and behaviour</div> <div>Develop understanding of:</div> <div><ul style="list-style-type: none">-The different views about the nature of knowledge, meaning and existence.-Christian perspectives on moral issues.-Buddhists perspectives on moral issues and consideration of the consequences of action in relation to karma.-Muslim perspectives on moral issues, including the idea of ‘intention’ Jewish perspectives on moral issues including the impact of 613 mitzvot- 10 commandments.</div>	
<div>Core knowledge</div> <div>Develop understanding further of:</div> <div><ul style="list-style-type: none">- The different views about the nature of knowledge, meaning and existence.- The work of Christian philosophers.- Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence.- Explain, using a range of reasons, whether a position or argument is coherent and logical</div>		
Lesson sequence:		
Lesson/Week	Learning Objective	Possible Activities
Links to other curriculum areas:		
Notes:		

Outline Scheme of Learning		
Year 5 2022-2023	Big Question 1A- Where do religious beliefs come from?	Focus- Theology Religion- Christianity/ Islam/ Judaism/ Buddhism
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
<div><div><div><div><div></div><div>Show awareness of different sources of authority and how they link with beliefs.</div></div><div><div></div><div>Show awareness of some similarities and differences between and within religions and worldviews.</div></div></div></div><div><div>Core Knowledge:</div><div>Develop understanding of:<div><div>-Concepts: God (Trinity)</div><div>- The life and teachings of Jesus</div><div>- How events in society have influenced Christian beliefs.</div></div></div></div></div>	<div><div>Year 5</div><div>Describe different sources of authority and how they link with beliefs.</div><div>Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.</div><div>Describe how events in history and society have influenced some religious and non-religious worldviews.</div><div>Describe the connections between different beliefs being studied and link them to sources of authority.</div></div> <div><div>Core knowledge- Develop understanding of:</div><div><div>- The life and teachings of the prophet Muhammed and the Six Articles of Sunni Belief.</div><div>- The Qur'an and Hadith as sources of authority, different genres and the value of recitation.<div><div>- The Torah and Talmud as sources of authority</div><div>- Narratives associated with the development of the Jewish tradition.</div></div></div><div>- Sources of authority such as the Bible, creeds, tradition and different genres and interpretations.</div><div>- How Buddha's experience impacted on beliefs.</div></div></div>	<div><div>Continue to develop understanding of:</div><div><div>- The life and teachings of the prophet Muhammed and the Six Articles of Sunni Belief.</div><div>- The Qur'an and Hadith as sources of authority, different genres and the value of recitation.<div><div>- The Torah and Talmud as sources of authority</div><div>- Narratives associated with the development of the Jewish tradition.</div></div></div><div>- Sources of authority such as the Bible, creeds, tradition and different genres and interpretations.</div><div>- How Buddha's experience impacted on beliefs.</div></div><div><div>KS3</div><div>Writings of Buddhist theologians e.g. Dalai Lama</div><div>The Dhammapada, role of the Sangha and authority given to teachings of Buddha.</div></div></div>
Lesson sequence:		
Lesson/Week	Learning Objective	Possible Activities
1	To understand how the Bible works and how it is organised.	Give the chn a selection of genres of reading e.g. a map, instructions, poetry, stories, songs etc.... Ask them to sort them into piles. Can they label their genre? Can they explain how they would be used? Introduce Big Question and explain that all of the above can be found in the Bible. Is it a source of authority for Christians. Use https://request.org.uk/resource/bible/introduction-to-the-bible/the-bible/ to introduce the Bible. Make notes of initial thoughts and answers to the big question.
2 and 3	To understand and describe different sources of authority and how they link to belief.	Use the diagram 'sources of authority' to explain that religious belief is influenced by more than one source. How do Christians use the Bible? https://request.org.uk/resource/bible/introduction-to-the-bible/how-do-christians-use-the-bible/ Look in detail at one of the Parables of Jesus e.g. The Prodigal Son by using the Double Entry Journal technique. What does the parable teach Christians?
4	To understand the genres and texts in the Bible.	The Law- Use this video to show that the laws from the Old Testament were fulfilled by Jesus, the Messiah. Chn to complete a mindmap to show links between Old Testament and New Testament and the parable chosen in the previous lesson. https://www.youtube.com/watch?v=3BGO9Mmd_cU
5	To understand the genre and texts in the Bible	Sacrifice and Atonement: Video . Hey Tract in resources- use this as a springboard for a drama activity. Chn to create freeze frames to show how Jesus' sacrifice is linked to Christian belief in atonement.
6	To show their understanding of the Bible and its reliability and authority.	Children to design a poster to answer the Big question (see examples in resources). Chn to express what can be found in the Bible, connections between Old and New Testaments and connections to how a Christian chooses to live.
Links to other curriculum areas:		
Art- Poster	Drama	
Notes:		
<div><div><div><div><div><div>DOUBLE ENTRY JOURNAL</div><div><div>From the text</div><div>From your mind</div></div><div><div><div><div>- a passage</div><div>- interesting language</div><div>- quotation</div><div>- key event</div><div>- critical fact</div><div>- main idea</div><div>- a problem or conflict</div></div><div><div><div>- a reaction</div><div>- a theory or hypothesis</div><div>- a comparison</div><div>- an explanation</div><div>- a discussion of significance</div><div>- a discussion of reactions to text</div></div></div></div><div><div>LEFT SIDE</div><div>RIGHT SIDE</div></div></div></div><div><div>Supports the development of theological enquiry</div><div>Encourages pupil response, but one which supports high order thinking</div><div>Views RE as an academic discipline, which also supports key skills</div></div></div></div></div></div>		

Year 5 2022-2023		Big Question 2A- What does it mean to be saved?	Focus- Philosophy Religion- Christianity/ Islam/ Judaism/ Buddhism
Knowledge Progression:			
Pre-requisite/prior knowledge		Learning Intentions	Next stage
<div>- Recognise that there are many different religious and non-religious answers to questions people raise about the world around them.</div> <div>- Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly.</div> <div>- Use more than one reason to support their view.</div> <div>Core Knowledge: Introduce:</div> <div>- Ways of reasoning</div> <div>- Making links between belief and behaviour</div> <div>Develop understanding of:</div> <div>- The different views about the nature of knowledge, meaning and existence.</div> <div>- Christian perspectives on moral issues.</div> <div>- Buddhists perspectives on moral issues and consideration of the consequences of action in relation to karma.</div> <div>- Muslim perspectives on moral issues, including the idea of ‘intention’ Jewish perspectives on moral issues including the impact of 613 mitzvot- 10 commandments.</div>		<div>Explain a range of answers to ethical and moral questions and issues drawing conclusion and showing awareness of diversity of opinion and why there are differences.</div> <div>Link a range of different pieces of evidence together to form a coherent argument.</div> <div>Core knowledge:</div> <div>- The different views about the nature of knowledge, meaning and existence.</div> <div>- Links between suffering and the Four Noble Truths</div> <div>- Ethical theory, including the importance of love and forgiveness within Christian tradition.</div> <div>- Introducing Islamic ethical theory</div> <div>- The importance of loving one’s neighbour.</div>	<div>Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence.</div> <div>Begin to analyse and evaluate in different ways in which philosophers understand abstract concepts.</div>
Lesson sequence:			
Lesson	Learning Objective	Possible Activities	
1.	Outline the timeline of the ‘big story’ of the Bible, explaining how incarnation and salvation fit within it.	A quick revision of the ‘Big story’- give pupils some key concepts and key events and order them. Class feedback. Give pupils some artworks depicting the last days of Jesus’ life, starting from the Last Supper (see resources). Ask them to identify the events, matching them up with biblical texts, putting them in the correct order. Mark’s Gospel has the most succinct account (chapters 14-15). Introduce the terms ‘incarnation,’ and ‘salvation’. What do they mean to the chn? Discuss. What Bible stories can they relate to these terms?	
2.	Explain what Christians mean when they say that Jesus’ death was a sacrifice, using theological terms.	Ask pupils to come up with some reasons for who was responsible for Jesus’ death. You might use the ‘responsibility pies’ Resource Sheet 2 — take the pupils’ suggestions and combine/amend them with the ones suggested, and ask pupils to say how much responsibility for Jesus’ death lies with each group/individual (Pilate, Judas, the Romans, the Sanhedrin, the crowds, the soldier with the hammer, God, Jesus himself) and explain why. Ask the follow-up question: why did Jesus die? Collect pupils’ ideas. Ask if they can connect their answers to the ‘big story’ of the Bible. One reason is Jesus died to save people- to rescue them from their sins and bring them back to God. They explain this in terms of Jesus’ death being a sacrifice, giving his life for others. Explore this idea, share the four scenarios on Resource Sheet 3 with the chn. Put the scenarios on large paper and children to add their comments on sticky notes. Class feedback. Relate to their lives.	
3.	Make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christian’s celebrate Holy Communion/Lord’s supper.	Christians remember Jesus’ death and resurrection throughout the year, particularly through the celebration of Communion/Mass/Eucharist/Lord’s Supper. Watch two or three short videos talking about some different ways of celebrating this symbolic meal. (See Resources). Ask pupils to listen out for any reasons why Christians celebrate Communion, what the bread and wine represent, how Christians share bread and wine, and what this ceremony means for them today. What similarities and differences are there between the ways of celebrating? Explore further the symbolism of the bread and wine. These were part of the Passover meal, but for Christians they have additional symbolism as Jesus’ body and blood. Ask pupils what this might mean. Look at relevant excerpts from eucharistic prayers with pupils to see whether these can add to their ideas (see Resources). Ensure that pupils are helped to make links with the learning in the previous section and the idea of Jesus as a sacrifice. Watch this clip of Holy Communion https://www.bbc.co.uk/programmes/p02mwwm9 . What might the congregation be thinking? What do the bread and wine represent? Why is the Holy Communion a celebration AND a serious moment?	
4.	Make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christian’s celebrate Holy Communion/Lord’s supper.	Christians believe that Jesus’ death was not the end, and that he was resurrected on the Sunday, so Eucharist/Holy Communion is also a celebration. Discuss the meaning of the word ‘symbol’ and ask pupils to identify which symbols are used in Communion to help Christians remember Jesus, his death and resurrection, and the Last Supper. Ask pupils to devise a brand-new way for Christians to remember the Salvation brought by Jesus — this may well take the form of a religious ceremony. Pupils should explain the actions, words, music, activities and symbolism they have chosen to include in relation to what they have studied about Salvation so far.	
5.	Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.	Ask the class to think about something they love or believe in a huge amount. Ask them to all stand up. Ask them to sit down if ... They would give up 10p for this thing? £10? All their Christmas presents? Be laughed at? Lose friends over? Suffer physical pain for? Die for? Talk to them as they sit or remain standing: What is the tipping point for them and why? Display this quote by Martin Luther King: If a man has not discovered something that he will die for, he isn’t fit to live. How far do pupils agree? Ask pupils to reflect on what sacrifices they would be prepared to make, and in what cause. To help someone in need, would they be prepared to give up their lunch, a favourite toy or gadget, their pocket money, a ticket to see their favourite pop group or sports team, six or more hours of hard work (gardening?), their blood for transfusion, or a kidney for transplant? How far would they go, and why? In the context of the key question (‘What did Jesus do to save human beings?’), talk about what a martyr is and show pupils an image of the commemoration of twentieth-century Christian martyrs at Westminster Abbey: https://commons.wikimedia.org/wiki/File:Westminster_Abbey_-_20th_Century_Martyrs.jpg This shows that sacrifice for others is still a big part of Christianity. Some Christians have died horribly for their faith, but not all sacrifice has to be awful.	
6.	Show how Christians put their beliefs into practise.	The command to ‘Love your neighbour as you love yourself’ will involve some sacrifice. Ask pupils to draft a short charter for the school, local community or the world (if they can get that far) to explain how far the idea of sacrifice is good and necessary for making the world a better place. They should make links with Christian ideas and Jesus’ teachings. It is perfectly fine for them to say that sacrifice is not good, but they must offer good reasons and alternatives that will make the world a better place!	
Links to other curriculum areas:			
PSHE			

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Outline Scheme of Learning

Year 5 2022-2023	Big Question 3A- How do/have religious groups contribute(d) to society and culture?	Focus- Human and Social Science Religion- Christianity/ Hinduism
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
<p>Year 4</p> <p>- Describe the difference between the terms ‘religion’ and ‘belief’ when exploring religions, beliefs and worldviews.</p> <p>Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.</p> <p>Develop understanding of:</p> <p>- Key vocabulary and global diversity associated with the study of Islam.</p> <p>- Diversity of expression, customs and practices within Islam and their impact on daily life</p> <p>The importance of Ramadan, the two Eid festivals and Jummah prayers.</p>	<p>Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different worldviews/religions.</p> <p>Explain how beliefs impact on and influence individual lives, communities and society, and how individuals’ communities and society can help shape beliefs.</p> <p>Core knowledge:</p> <p>Develop understanding:</p> <p>The church, worship and festivals</p> <p>The impact of Christian teachings on daily life, the varying expressions of prayer, cultural expressions of the Christian faith and the role of Christian community in charity work.</p>	<p>Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.</p> <p>Continue to develop understanding of:</p> <p>The church, worship and festivals</p> <p>The impact of Christian teachings on daily life, the varying expressions of prayer, cultural expressions of the Christian faith and the role of Christian community in charity work.</p>
Lesson sequence:		
Week	Learning Objective	Possible Activities
1	To share initial thoughts on different religious groups.	Watch: If the World were a Village https://www.youtube.com/watch?v=r-1Euo2uJqI Then look at the statistics on The Miniature Earth Project http://www.miniature-earth.com/ Ask the children to write their responses to these pieces of information on speech/thought bubbles and start a ‘Wonder Wall’. Introduce the concept of Compassion. Introduce the ‘Big Question’
2	To understand how the Bible influences Christians actions.	Christianity - What teachings from the Bible cause Christians to want to have a positive impact on their communities and society? Copy several Bible verses about helping others in need to the middle of pieces of paper. Children use these as the basis of a silent conversation.
3	To understand how the Bible influences Christians actions.	Christianity - Practical examples of the work of Christians to help the poor in local, national and global contexts. See examples in Supplementary ideas. You may have a local church that gives to the local community e.g. Foodbank, Salvation Army. Give examples from the local area and nationally. You may be able to visit one and see their work in context.
4	To research ‘famous’ Christians and how the Bible influenced their actions.	Christianity - The life and work of a Christian individual whose faith impacted on their actions e.g. Martin Luther King, Mother Teresa, Edith Cavell, William and Catherine Booth. Whilst researching the impact on the life of this individual, can the children comment on the difference between the terms ‘religion’ and ‘belief’. Add research and comments to ‘Wonder Wall’.
5	To understand how a Hindu acts and why.	Hinduism - What teachings in Hinduism cause Hindus to want to have a positive impact on their communities and society? Dharma (duties, virtues and the right way of living), seva (The Spirit of Service). Look at the scripture <i>Charity given out of duty, without expectation of return, at the proper time and place, and to a worthy person is considered to be in the quality of goodness. Bhagavad-Gita 17.20</i> Use the picture examples from The Heart of Hinduism link. Children to discuss how they see this belief being put into practise. Choose one example to explore in greater detail.
6	To understand how a Hindu acts and why.	Hinduism – The life and work of Mahatma Gandhi. Can the children comment of the difference between the terms ‘religion’ and ‘belief’. Add research and comments to ‘Wonder Wall’
7	To compare Hindu and Christian actions.	Using the ‘Wonder Wall’ help the children to arrange their learning and thoughts into a plan for Session 9. What beliefs from the Christian and Hindu religions have they explored? Did they find similarities/differences? Can they give examples of the impacts of these beliefs in the local area or the UK? When thinking about one individual, what example can they give of how a belief impacted their life and then the community around them.
	Assessment	Write an explanation text with clear sections: Belief, Impact, The Life and Work of _____. Present the work so the two religions can be seen side by side.
Links to other curriculum areas:		
Notes:		

Outline Scheme of Learning		
Year 5 2022-2023	Big Question 4A- How do people show forgiveness?	Focus- Human/Social Science Religion- Christianity
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
<p>Year 4</p> <ul style="list-style-type: none"> - Describe the difference between the terms ‘religion’ and ‘belief’ when exploring religions, beliefs and worldviews. - Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs. <p>Develop understanding of:</p> <ul style="list-style-type: none"> - Key vocabulary and global diversity associated with the study of Islam. - Diversity of expression, customs and practices within Islam and their impact on daily life <p>The importance of Ramadan, the two Eid festivals and Jummah prayers.</p>	<p>Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different worldviews/religions.</p> <p>Explain how beliefs impact on and influence individual lives, communities and society, and how individuals’ communities and society can help shape beliefs.</p> <p>Core knowledge:</p> <p>Develop understanding:</p> <p>The impact of Christian teachings on daily life, the varying expressions of prayer, cultural expressions of the Christian faith and the role of Christian community in charity work.</p>	<p>Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.</p> <p>Continue to develop understanding of: The impact of Christian teachings on daily life, the varying expressions of prayer, cultural expressions of the Christian faith and the role of Christian community in charity work.</p>
Lesson sequence:		
Wk	Learning Objective	Possible Activities
1	To explore the concept of forgiveness.	What is forgiveness? Introduce the term ‘forgiveness’ and ask partner talk to decide what they think the word means and give examples of forgiveness. Discuss their ideas and address any misconceptions. Chn to find definitions for the terms ‘condoning’, ‘forgetting’ and ‘excusing’. Work in small groups. Discuss how the distinction in meaning between these words is important for us to understand forgiveness. How are these words different to forgiving? Explain that in the next task chn need to read and discuss their quotation first. In small groups, explore through drama, the feelings involved when someone forgives another. Once they have read it, they work together to act it out. Key Q: How do the characters in your drama feel when they are forgiven? How do they feel when they forgive someone? How will the situation end? Watch and discuss a few. Explain that through the work, they have heard some thought-provoking quotations about forgiveness- “When one forgives, 2 souls are set free”- Unknown, “Without forgiveness life is governed by an endless cycle of resentment and retaliation.”- Roberto Assagioli, “Friendship flourishes at the fountain of forgiveness”- William Arthur Ward, “When a deep injury is done to us, we never heal until we forgive! Nelson Mandela, “You do not do evil to those who do evil to you, but deal with them with forgiveness and kindness”- Prophet Muhammad (Peace be Upon Him). Key Q: DO you think that when someone forgives, they are helping the person who has done wrong or helping themselves more? – What do you think about this quotation by Buddha- “Holding on to anger is like drinking poison and expecting the other person to die”. Discuss thoughts,
2	To explore and discuss what Jews believe about forgiveness.	Pair share meanings of; Sin, confess, repent, atonement. Discuss as class. Discuss how Jews and Christians believe that some of the important rules God gave to human beings are the Ten Commandments. Share PPT to show what these religions believe happened when God shared the Ten Commandments with Moses. Explain that Jews have other commandments to follow, which are included in the Torah. Discuss what Jews believe about God and make sure the chn understand the nature of the covenant relationship which Jews believe they have with God, affects how they view forgiveness. In pairs, chn rereads the story of Moses receiving the 10 commandments. Work together to verbally answer questions. Introduce Teshuvah and explain that it is often used to talk about resentment in Judaism. Ask chn to show their knowledge of Jewish beliefs about God and forgiveness by deciding if the statements are true or false (On PPT with answers).
3	To explore the significance of Yom Kippur for Jews.	Ask chn to think back to previous learning and write down as many words they can think of in one minute which relate to the subject of forgiveness in Judaism. Take feedback and explain these keywords will be revisited at the end of the lesson. Watch the video about Yom Kippur Ask chn to recap some of the things mentioned. Ask chn to recall the things Jews do to gain forgiveness. Show these steps on PPT. Share Daniela’s experiences regarding being forgiven and being asked to forgive someone else. Chn to work in pairs within a group of 8 to research a different object associated with Yom Kippur using the activity sheet. (There are 4 different sheets). Each pair then presents their information to the rest of the group. Using the keywords from the beginning of the lesson can they write a sentence that a Jew might say when telling others about Yom Kippur.
4	To explore what Buddhists, believe about forgiveness.	Ask chn What do Buddhists think about forgiveness? Discuss ideas briefly. Explain that the Dhammapada is a widely-read Buddhist scripture, containing teachings of Buddha in verse form. Explain that the extract from the Dhammapada they will be looking at provides some clause about Buddhists beliefs on forgiveness. Ask pairs to read and make notes. Invite chn to share findings and discuss the key points. Discuss any facts that chn already know about Buddhist beliefs. Guide the discussion into focusing on what Buddhists may believe about forgiveness. Explain Buddhist beliefs, including the eightfold path. Do Buddhists ask Buddha for forgiveness, why? Ask chn to imagine that a Buddhist needs to forgive someone or themselves. How would the teaching of the Eightfold Path help them do this? Write ideas of how each aspect of the Eightfold Path could help a Buddhist forgive. Discuss ideas as a class. True or false to finish- PPT.
5	To compare forgiveness in Buddhism and Judaism.	What do Buddhists believe? What do Buddhists believe about forgiveness? Partner talk. Discuss. Recap on Buddhists beliefs about forgiveness from last lesson. What do Jews believe? What are Jewish beliefs about forgiveness? Partner share and discuss. In groups chn to compare similarities and differences between Jewish and Buddhists beliefs about forgiveness in a Venn diagram. Allow time to visit other groups, or swap sheets, feedback on each. Final Q: What do you think about forgiveness?
6	To create and explain a symbol for forgiveness.	In groups, discuss the term, forgiveness. Can you decide on an explanation or example to show what forgiveness is? Discuss ideas as a class. Share slide 2- chn to discuss in pairs how forgiveness and peace are linked and whether there could be peace in the world without forgiveness? Discuss as class. Introduce chn to Desmond Tutu, in pairs discuss his quotation- on PPT. Discuss. Introduce task- Imagine that a charity which works to promote peace and forgiveness around the world has asked you to create a symbol for forgiveness. Can you make sure that the symbol you come up with draws upon core beliefs about forgiveness shared by different religions and by people with no religion? Chn work in groups. Prepare presentation. Share presentation- then chose one, either their own, their groups or another group’s. Draw and write explanation as to what it is showing and how. Revisit big question.
Links to other curriculum areas:		
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Outline Scheme of Learning		
Year 5 2022-2023	Big Question 5A- What does sacrifice mean?	Focus- Philosophy Religion- Christianity/ Islam/ Judaism/ Buddhism
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
<ul style="list-style-type: none"> - Recognise that there are many different religious and non-religious answers to questions people raise about the world around them. - Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly. - Use more than one reason to support their view. <p>Core Knowledge: Introduce:</p> <ul style="list-style-type: none"> - Ways of reasoning - Making links between belief and behaviour <p>Develop understanding of:</p> <ul style="list-style-type: none"> - The different views about the nature of knowledge, meaning and existence. - Christian perspectives on moral issues. - Buddhists perspectives on moral issues and consideration of the consequences of action in relation to karma. - Muslim perspectives on moral issues, including the idea of 'intention' Jewish perspectives on moral issues including the impact of 613 mitzvot- 10 commandments. 	<p>Explain a range of answers to ethical and moral questions and issues drawing conclusion and showing awareness of diversity of opinion and why there are differences.</p> <p>Link a range of different pieces of evidence together to form a coherent argument.</p> <p>Core knowledge:</p> <ul style="list-style-type: none"> - The different views about the nature of knowledge, meaning and existence. - Links between suffering and the Four Noble Truths - Ethical theory, including the importance of love and forgiveness within Christian tradition. - Introducing Islamic ethical theory - The importance of loving one's neighbour. 	<p>Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p> <p>Begin to analyse and evaluate in different ways in which philosophers understand abstract concepts.</p>
Lesson sequence:		
Wk	Learning Objective	Possible Activities
1		Have you ever given something up? What and why? Were there any benefits? Chn to share some examples and experiences. Have you or anyone you know ever given up something for religious reasons? What, why did they do it? What do you think the word 'sacrifice' means? Can you think of examples? In life, in fiction, in religion? Definition of sacrifice . Introduce the big question. Do the chn have any thoughts or questions? Collect and add to KWL grid.
2		Chn to recap big question. Sort a set of cards that give examples of sacrifice. Sort into 2 groups: religious sacrifice and non-religious sacrifice. Lots of religious people give up things as a commitment to their faith. The things they give up might be for a short time or forever. They make a sacrifice as a sign of their commitment to their faith. Look at Islam- The Fourth Pillar- Sawm. What is it? What is sacrificed? Why? What is the importance of Ramadan for Muslims? Also define the sacrifices made during Ramadan and the benefits for of these for the believers.
3		Recap previous learning. Look at Christianity- Jesus' sacrifices. Is Easter a festival of new life or sacrifice? Jesus' sacrifice was God's ultimate expression of love for humankind. Briefly recap the story of Easter (Use video clips). Chn to discuss big question. Look at the Eucharist/Holy Communion. Why is this important to Christians? What does it symbolise?
4		Recap previous learning. Humanism- Humanists are concerned with human welfare and happiness, they believe that they have a duty to support others to live fulfilling lives. Use one of the perspectives from this resource to explore self-sacrifices that may be needed to live out beliefs. Discuss as class to stop any misconceptions.
5		Return to chn questions from l2. Have they all been answered? DO the chn see the connections in the examples of sacrifice? Class discussion around the the big question.
6		Create their own symbols chn could use to represent 'sacrifice/ Whoever we are, we might need to make sacrifices. We might need to be prepared to give things away and care for other people more.
Links to other curriculum areas:		
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Outline Scheme of Learning		
Year 6 2022-2023	Big Question 1A- What does it mean to be Human? Is being happy the greatest purpose in life?	Focus- Philosophy Religion- Christianity
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
<p>Explain a range of answers to ethical and moral questions and issues drawing conclusion and showing awareness of diversity of opinion and why there are differences.</p> <p>Link a range of different pieces of evidence together to form a coherent argument.</p> <p>Core knowledge:</p> <ul style="list-style-type: none"> - The different views about the nature of knowledge, meaning and existence. - Ethical theory, including the importance of love and forgiveness within Christian tradition. 	<p>Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p> <p>Begin to analyse and evaluate in different ways in which philosophers understand abstract concepts.</p> <p>Core knowledge:</p> <ul style="list-style-type: none"> - The different views about the nature of knowledge, meaning and existence. - Links between suffering and the Four Noble Truths - Ethical theory, including the importance of love and forgiveness within Christian tradition. - Introducing Islamic ethical theory - The importance of loving one's neighbour. 	<p>Analyse and evaluate whether a position or argument is coherent and logical, explaining with reasons any divergence of opinion. Use principles, analogies and well researched evidence to support a particular argument and counter this view.</p> <p>Secure understanding of:</p> <p>Theories of knowledge, philosophy of religion and ethical theory. Philosophical responses to theological questions that Christians raise.</p>
Lesson sequence:		
Lesson/Week	Learning Objective	Possible Activities
1	Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence	Do all questions have answers? Show some examples of ultimate questions. Choose one of the 'ultimate questions and write your own answer to the question.
2	Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion.	Diamond nine activity. Write three explanations 1.What matters to me most is..... because... 2.What matters to me least is...because... 3. I ranked them in order of.... (explain how you ranked them) because... Read the Greed is goods article. What has the article made you think about? Do you think he's right? Does owning lots of things make people any happier?
3	Begin to analyse and evaluate different ways in which philosophers understand abstract concepts.	Look at the work of St Augustine. What are his ideas about sin? Discuss Socrates and Plato's ideas that ignorance is cause of sin. How does their ideas differ to St Augustine's? What are the differences between the body and the soul? Label an outline of a body qualities of the soul and that of the body.
4	Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practises and behaviour.	Show picture of homeless person and ask what they might do to help. Discuss with a partner what influences the way you treat people. Share answers with the class. What do you think a conscience is? Spider diagram what religious and non-religious people believe influences the way we treat people. How do they compare to the influences that affect how you treat people?
5	Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion.	Look at Humanist worldviews. What would it be like to live a good life without the need to think about the soul or everlasting punishments? How does this compare to Christian beliefs? Who is Robert Ingersoll? What does agnostic mean? Examine the quote 'Happiness is the only good. The place to be happy is here. The time to be happy is now. The way to be happy is to make others so.' Robert Ingersoll, The Great Agnostic.
6	Assess	Revisit the big question- Do the children feel they can answer the question? Explain the answer or the reasons why they cannot answer.
Links to other curriculum areas:		
English- Explanations		Speaking and li
Notes:		

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Outline Scheme of Learning		
Year 6 2022-2023	Big Question 2A- How and why does religion bring peace and conflict?	Focus- Human and social science Religion-
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
<p>Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different worldviews/religions.</p> <p>Explain how beliefs impact on and influence individual lives, communities and society, and how individuals' communities and society can help shape beliefs.</p> <p>Core knowledge: Develop understanding: The church, worship and festivals</p> <p>The impact of Christian teachings on daily life, the varying expressions of prayer, cultural expressions of the Christian faith and the role of Christian community in charity work.</p>	<p>Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.</p> <p>Develop understanding of:</p> <ul style="list-style-type: none"> - The impact of Christian teachings on daily life, the varying expressions of prayer, cultural expressions of the Christian faith and the role of Christian community in charity work. 	<ul style="list-style-type: none"> - Analyse and evaluate how beliefs impact on, shape and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs. <p>Secure understanding of: The complex nature of Christianity and how culture and politics have shaped it over time. The nature of the church and its internal diversity. The impact of the Bible and rites of passage on individuals and communities.</p>
Lesson sequence:		
Lesson	Learning Objective	Possible Activities
1	To recognise some areas of controversy when interpreting and explaining the nature of religion and belief.	What do the chn already know about Christian, Muslim and Hindu beliefs in regard to peace? Explore passages from the Bible. Leviticus 19:18, Proverbs 20:3 and 1 Thessalonians 5:15. What do these passages tell us about peace within Christianity? Explore idea of submission to Allag and Qur'an 49:10 and 2:208. Explore the concept of ahimsa in Hinduism. Share ideas about the ways in which the different beliefs regard peace.
2	To begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally.	Discuss and explore the different between outer and inner peace. How is it shown through different religions? How does it affect how the believers live? Research how inner peace is shown through Hinduism, Islam (Greater and Lesser Jihad) Christianity (Just War Theory). What impacts do beliefs have on peace and conflict?
3	To begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally.	What might you do that would express desire for peace? Explore how members of each religion express their desire for peace. Charity work, meditation, treating people animals in a certain way. Being missionaries. Do the activities promote peace or conflict.
4	Begin to analyse and evaluate the varying use of terms 'religion and 'belief' by followers from within a religion or worldview and these from outside it.	Explore symbols of peace for different religions and within the world. Do they recognise any of the symbols? Peace sign, dove, crescent and star, swastika. What do they make you think and why? Do they promote peace?
5	Assessment	Chn create their own symbol to represent peace. Explain what their symbol represents and why? Chn to use the big question to support their explanation.
6	Christmas celebrations	
Links to other curriculum areas:		
Notes:		

Outline Scheme of Learning		
Year 6 2022-2023	Big Question 3A- How do Buddhists explain the suffering in the world?	Focus- Theology Religion- Buddhism
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
Varying beliefs about God. Concepts: The Buddha and Triple Refuge The Jakata tales and Tipitaka.	<p>Explain different sources of authority and the connections with beliefs. Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.</p> <p>Develop understanding of:</p> <ul style="list-style-type: none"> Concepts: the Buddha, Four Noble truths, the cycle of birth, death and rebirth, and the Five Precepts. The varying beliefs about God. The Jakata tales, Tipitaka and Metta Sutta. Key writings of Buddhist teachers. How Buddha’s experience impacted on beliefs 	<ul style="list-style-type: none"> For Buddhists, questions about God are unanswerable. Concepts: The Buddha, Anicca, Dukkha, Anatta, Four Noble Truths, Karma, Triple refuge and the divergent paths of Buddhism. The Dhammapada, role of the Sangha and authority given to teachings of Buddha. Writings of Buddhist theologians e.g. Dalai Lama.
Lesson sequence		
Lesson/Week	Learning Objective	Possible Activities
1.	To explain and discuss how beliefs shape the way Buddhists view the world in which they live and how they view others.	What can children remember about Buddhist beliefs and concepts? Recap on the story of Buddha, the Four Noble Truths and the Eightfold path. Mind map what they can remember add any shared information in a different colour.
2.	Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.	Look at quotes from the Buddha. What do these quotes tell you about the kind of religion Buddhism is? Compare Buddhism to some other major religions. Share comparisons.
3.	Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.	Remind- Eightfold Path- This is the way The Buddha taught that people can escape suffering and become enlightened like him. Right intention, What does intention mean? What we are today comes from our thoughts of yesterday, and our present thoughts build our life of tomorrow: our life is the creation of our mind. If a man speaks or acts with an impure mind, suffering will follow him as the wheel of the cart follows the beast that draws the cart. If a man speaks with a pure mind, joy follows him as his own shadow.” Gautama Buddha What does this quote mean for how a Buddhist should live? Write your answer explaining your reason for why you think that. How can the right intention stop suffering?
4.	Explain and discuss how beliefs shape the way Buddhists view the world in which they live and how they view others.	Ask the question ‘Why should you be a good person?’ Discuss answers. What is karma? Have they heard the phrases ‘you reap what you sow’ and ‘what goes around comes around’? Discuss Buddhists beliefs about karma. Introduce the five precepts. Discuss as appropriate. How are precepts and rules different? How might following the five precepts affect a Buddhist life? How might they affect how they view others’ lives. Summarise your learning by answering questions. Karma is... People get good karma by... For example,... Buddhists think having good karma is important because... Extensions: Explain the link between karma and being a ‘good’ person. Make sure you discuss the Five Precepts in your answer. ‘Every day is a chance to turn your life around.’ Do you agree? How might a Buddhist respond to this statement?
5.	Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.	Tell the Jakata tale –The Monkey King. Answer questions for discussion about the story. Understanding and reflection of Buddhist issues. How did the Monkey King in his suffering show compassion for others? How does this tale compare to Fables that you have read before? <i>Morals</i> Can we compare these to the parables in the bible?
6.	Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.	Read the Jakata tales and choose one to evaluate. Describe how a Buddhist teaching can be understood from the short story. Find evidence in the text that supports the teachings. How might the story have something to teach to anyone whether they are Buddhist or not?
7.	Assessment	Create their own version of a jakata story. Does their story have a meaning/moral? How would their story help teach Buddhists about living a good life? .
Links to other curriculum areas:		
Notes:		

Outline Scheme of Learning		
Year 6 2022-2023	Big Question 4A- How has belief in Christianity/Islam impacted on music and art through history?	Focus- Human/Social Science Religion- Christianity /Islam
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
<ul style="list-style-type: none"> - Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different worldviews/religions. - Explain how beliefs impact on and influence individual lives, communities and society, and how individuals' communities and society can help shape beliefs. <p>Core knowledge:</p> <p>Develop understanding:</p> <ul style="list-style-type: none"> - The church, worship and festivals - The impact of Christian teachings on daily life, the varying expressions of prayer, cultural expressions of the Christian faith and the role of Christian community in charity work. 	<p>Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.</p> <p>Develop understanding of:</p> <ul style="list-style-type: none"> • The impact of Christian teachings on daily life, the varying expressions of prayer, cultural expressions of the Christian faith and the role of Christian community in charity work. 	<ul style="list-style-type: none"> - Analyse and evaluate how beliefs impact on, shape and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs. <p>Secure understanding of:</p> <p>The complex nature of Christianity and how culture and politics have shaped it over time.</p> <p>The nature of the church and its internal diversity.</p> <p>The impact of the Bible and rites of passage on individuals and communities.</p>
Lesson sequence:		
Wk	Learning Objective	Possible Activities
1	Show awareness that talking about religion and belief can be complex.	Discuss what role music plays in Christianity through Christmas carols etc. Explore the use of music in the church during worship. Look at examples of prayers and hymns. Read the historic facts: https://medium.com/world-of-music/the-story-of-allegris-miserere-b4d21656798
2	To explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape belief.	Use pictures and videos to explore the use of art and sculptures in Christianity. What do they see in the pictures/sculptures? (Icons) Ask children to discuss why these pictures would have been required and what role they think art played. Share images from inside the Sistine chapel. Explain how the stories of Bible were spread through images on church window panes and ceilings etc. Write an explanation as to how and why art has been used in Christianity to reflect key events and facilitate worship. Can a banner make a person think of God? Does an icon make the worshipper a more spiritual person? Can anyone be spiritual? How do other religions, and non-religious people worship, or be spiritual? Accept all the ideas pupils offer in response to these questions.
3	To show awareness that talking about religion and belief can be complex.	Share a story from Bible through paintings. Can the children work out which bible story it is? Children to draw pictures to tell a story from the Bible. Children draw images to retell a story from the bible. Is the story clear from your pictures? Share pictures with a partner can they retell the story from your pictures?
4	To explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.	Islamic architecture. Look at images of mosques around the world. What comparisons can they make? What similarities/differences are there? Draw a 2D image of a mosque. Remember to include the main features of a mosque. No images of people and animals. Check your mosque has the main features that you would find on a mosque.
5	Explain some of the varying ways in which religions and beliefs are practised locally and nationally with reference to at least two different religions/worldviews.	Ask children to recap on the main features of a mosque. Create a 3D model of your mosque you can use any media you like. Salt dough, play dough, junk modelling, card, building bricks etc.
6	Explain the different ways in which the terms 'religion' and 'belief' are used by followers from within a religion or worldview and those from outside it.	Show PowerPoint explaining how important it is for Muslims to make The Qur'an look beautiful through calligraphy and patterns. Why are there no pictures of animals and humans in The Qur'an? Create your own calligraphy design using examples from The Qur'an.
Links to other curriculum areas:		
Notes:		

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Outline Scheme of Learning		
Year 6 2022-2023	Big Question 5A- Creation or science: conflicting or complementary?	Focus- Theology Religion: Christianity
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
<ul style="list-style-type: none"> -Concepts: God (Trinity) - The life and teachings of Jesus - How events in society have influenced Christian beliefs. - Sources of authority such as the Bible, creeds, tradition and different genres and interpretations. 	<ul style="list-style-type: none"> - Explain different sources of authority and the connections with beliefs. - Explain how events in history and society have influenced some religious view the world in which they live and non-religious worldviews. - Explain and discuss how beliefs shape the way Christians view the world and how they view others. <p style="text-align: center;">Develop understanding of:</p> <ul style="list-style-type: none"> - Concepts: Creation and Fall, God (Trinity), Incarnation and Salvation. - Key teachings from important Christian thinkers. 	<ul style="list-style-type: none"> - Begin to analyse and evaluate different sources of authority, considering the writings of key thinkers and how these have shaped and formed beliefs. - Begin to analyse and evaluate how events I history and society have influenced some religious and non-religious worldviews. <p style="text-align: center;">Secure understanding of:</p> <ul style="list-style-type: none"> - Events in history and personal experiences which have impacted on beliefs and vice versa. - Concepts: Creation and Fall, God (Trinity), Jesus, Incarnation, Salvation and Kingdom of god.
Lesson sequence:		
Lesson/Week	Learning Objective	Possible Activities
1	Explain different sources of authority and the connections with belief.	Look at real images of the world. Ask what they think or feel about them. Where do they think these things came from? What questions about the world do they raise? Record answers. Share task discuss 5 senses. Write their own short poem about the world/creation for inspiration- include 5 senses in their poem.
2	Explain different sources of authority and the connections with belief.	Explore Psalm 8, what are the similarities between this and the poem they wrote? Identify which parts of the Psalm are about God and which are about people. How does it describe God e.g. powerful- how/why?
3	Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.	Explore Genesis 1:1-2:3. Read through and summarise what happened on each day. Discuss the genre of this chapter, how could it be a poem, report or story/? Decide which genre they think it is and prove how it could be this.
4	Explain the key theological similarities and differences between and within religions and worldviews.	Read a scientific account of how the world was created- cosmology (beginning of the universe) and evolution (development of living things). Compare these in detail to geneis1. Are there any similarities? What do they both agree about?: What do they both disagree about? Think back to week one and the questions we wanted answered about the world. Using Genesis and cosmology explanations, how could the questions be answered differently?
5	Explain how events in history and society have influenced some religious and non-religious worldviews	Which famous scientists do the children know? What might their opinions be? Can they believe in both science and creation? Explore some of the famous scientists Dawkins, Einstein, Newton, Pasteur, Taylor, Kelvin, Wiseman. What opinions did they have about creation and science? Look at Scopes vs State of Tennessee trial 1925. Can they predict the outcome?
6	Explain and discuss how beliefs shape the way Christians view the world in which they live and how they view others.	Watch the video clips of two scientists talking about their work through the eyes of a scientist and a Christian. Can you be a scientist and also a Christian? Can you learn from both? Are science and faith always in conflict?
Links to other curriculum areas:		
Science		English
Notes;		

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