

Love
Aspiration
Forgiveness

Sir John Offley CE VC Primary School

'With God all things are possible'

RE - Progression of subject specific knowledge and skills.



National Curriculum Objectives	RE	
EYFS:	Reception	Vocabulary
<p>(Taken from the building blocks of core knowledge from the spiral curriculum 'Understanding Christianity' and the Staffordshire Agreed Syllabus).</p> <p>Text - Knowing the relevant parts of the bible. Impact - knowing some ways how it affects Christians. Connections - Recognising how this knowledge relates to my life.</p> <p>Develop an awareness and enjoyment of church activities and the Christian Harvest festival.</p> <p>Become familiar with the nativity story and the way in which some churches celebrate the birth of Jesus.</p> <p>Key Concept - Incarnation Christians believe God came to Earth in human form as Jesus. Christians believe Jesus came to show that all people are precious and special to God.</p>	<p>Continuous provision: Classroom Reflection Area. This will include our 3 candles to represent our three values which link to the trinity. Access to bibles and bible stories, prayer table with items to reflect on and encourage spirituality. It will have our school prayers displayed.</p> <p>Foundational questions. These have simple links to: Connections with a child's life as they start school; Text - relevant stories from the bible such as the story of The ten lepers with only one coming back to say "Thank you"; Impact - links between our school and our church All Saints. Why are we called Sir John Offley? What is special about our uniform? What do I do if I feel worried or sad? When can we say thank you? Who is in my family? Why do we go to Collective Worship? What is special about a name?</p> <p>Special Places and Festivals. What is a harvest festival? What is a church? What features will we find in a church? What activities happen in a church? What is a harvest festival?</p> <p>The birth of Jesus. Why do Christians perform nativity plays at Christmas? To understand what a superhero is. (connections) To introduce the Key concept word 'Saviour' meaning rescuer or helper. (Text) To introduce the key concept word of 'Incarnation' as 'God in a human body'. (Text)</p>	<p>Christian Jesus Church Values Candles Reflection Prayer Worship Wedding Bible Harvest Festival <u>Incarnation:</u> Jesus Hero Nativity Celebrate Celebrations Christmas Relationship Promise <u>Salvation:</u></p>

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<p>Become familiar with different relationships and the promises people make in church.</p> <p>Remembering Jesus the teacher; sad times and happy times.</p> <p>Key Concept – Salvation</p> <p>Christians remember Jesus' last week at Easter (before he died and rose again).</p> <p>Jesus name means He saves. and Saviour means rescuer.</p> <p>Christians believe Jesus came to show God's love.</p> <p>Christians to show love to others.</p> <p>To appreciate that creatures of all shapes and sizes are equally important and are worthy of care.</p> <p>Become familiar with the message of a traditional Muslim story about the natural world.</p>	<p>To know that Jesus was a story teller and to enjoy the story of the Prodigal Son and remember a part of it. (Text)</p> <p>To know that Christians believe that Jesus did miracles and healed people. (Text and Impact)</p> <p>To understand that Christians believe that Jesus is God's Son. (Impact)</p> <p>To enjoy the 'Christmas story', the story of Jesus' birth and to recall part of it.(Text)</p> <p>To talk about how I celebrate birthdays and other celebrations. (Connections) To know some ways that Christians celebrate Christmas. (Impact)</p> <p>To reflect simply and give a response to the question 'Who is Jesus?'</p> <p>Relationships, promises and church wedding celebrations.</p> <p>What is a wedding?</p> <p>What is friendship? What different types of friendship are there?</p> <p>What is a family? What different types of family are there?</p> <p>To understand what a relationship is.</p> <p>To explore the different relationships we have.</p> <p>What is a promise?</p> <p>What are people promising to do in a wedding?</p> <p>Why do Christians put a cross in an Easter garden?</p> <p>To suggest some meanings for a cross symbol (e.g. love, treasure) (Connections)</p> <p>To know about another Christian celebration - Shrove Tuesday (pancakes). (Impact)</p> <p>To know that there is a time in the Christian calendar called Lent. (Impact)</p> <p>To tell ways that I can help others. (connections)</p> <p>To realise that a Christian cross symbol is important to Christians by noticing how many there are in our church and around our school. (Impact)</p> <p>To listen to the Easter story and recall part of it. (Text)</p> <p>To tell simply where the cross fits into the Easter story. (Text)</p> <p>To know the key concept word - Saviour. To give a simple answer to the question 'What does a cross remind Christians of?'</p> <p>Caring for creation. What is the Bible story about creation?</p> <p>How can we care for our wonderful world?</p> <p>To understand what 'being a creator' means. (connections)</p> <p>To have a go at creating. (connections)</p>	<p>Bible</p> <p>Jesus</p> <p>Gospel</p> <p>Hosanna</p> <p>Easter</p> <p>Crucified</p> <p>Saviour</p> <p><u>Creation/God:</u></p> <p>Creation</p> <p>God</p> <p>Pray</p> <p>Worship</p> <p>Christian</p> <p>Baptism</p> <p>Charity</p>
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<p><u>Key concept - God</u></p> <p>The word God is a name. He is important to Christians. They respect his name.</p> <p><u>Key concept – Creation</u></p> <p>Christians believe God is the creator of the universe. Christians believe God made our wonderful world so we should look after it.</p> <p>Develop an awareness of a variety of ways in which people might help in a church and of the Christian teaching to help others.</p> <p><u>Alongside this:</u> All children’s experiences and cultures are valued and opportunity is given for children to share what is important to them.</p>	<p>To enjoy the creation bible story and remember part of it. (text) To notice pattern and designs in nature. (connections) To know that Christians praise God for his amazing creation and design. (impact) To know the Bible Story - Pearl of greatest price. (text) To know that I am special (connections) To know that Christians believe that God created people to be friends with him. (impact) To know that God's name is special. (impact)</p> <p>Why is the word ‘God’ so important to Christians? To revise and deepen understanding of key concepts - God, Creation Saviour, incarnation. To understand what a VIP is. (Connections) To know that for Christians God’s name is holy and special (Text and impact) To find out some things that Christians do because they know that God is important. To have an answer to the question ‘Why do Christians think that God is special?’ (Impact) To know who and what is special to you. (Connections)</p> <p>How can I help others? To notice how the creatures help each other in the story of the snail and the whale. (Connections) To know the key concept word - Saviour as the rescuer or the Helper. (impact) To know that Jesus (God’s Son) helped people by the things he did. (Text) To learn from a story that Jesus told. (Text) To understand that Christians help people by praying (talking to God) for them. (Impact) To discuss ways that I can help others and they can help me: individually or together, at home, at school and even our planet. (Connections).</p>
<p><u>Books</u></p> <p><u>Stories / parables from the Bible.</u></p>	<ul style="list-style-type: none">• A wet and windy day for Puddles by Gill Vaisey• Puddles and the Christmas play by Gill Vaisey• A wedding day wish for Puddles by Gill Vaisey• Puddles and the Happy Easter Day by Gill Vaisey• The Tiny Ants by Gill Vaisey (Muslim story)• Puddles lends a paw by Gill Vaisey• The snail and the Whale by Julia Donaldson

	<ul style="list-style-type: none"> • The Ten Lepers • Feeding the 5000 • Jesus heals the blind man • Prodigal Son • Pearl of greatest price • Easter story • Christmas story • Story of Creation 	
Key Stage 1	Year 1	Vocabulary
<p>(Taken from the building blocks of core knowledge from the spiral curriculum 'Understanding Christianity' and the Staffordshire Agreed Syllabus).</p> <p>Text - Knowing the relevant parts of the bible.</p> <p>Impact - knowing some ways how it affects Christians.</p> <p>Connections - Recognising how this knowledge relates to my life.</p> <p>To identify ways in which faith communities respond to need and link this with their beliefs.</p> <p>To be able to identify the teachings of faith communities about caring for others and suggest how this might impact on behaviour.</p> <p>To identify who cares for them and who they care for and explain how and why people show they care in different ways.</p> <p>Key concept – Creation</p> <p>God created the universe.</p> <p>The earth and everything in it are important to God.</p> <p>God has a unique relationship with human beings as their creator and sustainer.</p> <p>Humans should care for the world because it belongs to God.</p> <p>To be able to identify and describe ceremonies which are special to faith communities and suggest</p>	<p>Continuous provision: Classroom Reflection Area.</p> <p>This will include our 3 candles to represent our three values which link to the trinity.</p> <p>Access to bibles and bible stories, prayer table with items to reflect on and encourage spirituality. It will have our school prayers displayed.</p> <p>Who cares for me?</p> <p>How do people show they care?</p> <p>How do faith communities show they care?</p> <p>Why do believers care for others?</p> <p>Who do you care for?</p> <p>Who made the world?</p> <p>To know that Christians believe that God created the world and everything in it.</p> <p>To retell the creation story that is found in Genesis. (Text)</p> <p>To know ways in which the Creation story impact how Christians live. (Impact)</p> <p>To know ways in which they can look after the world and to say thank you for it. (Connections)</p> <p>What ceremonies celebrate special moments?</p> <p>Why do people celebrate special moments in life?</p>	<p>Forgiveness</p> <p>Creator</p> <p>Universe</p> <p>Gospel</p> <p>Charity</p> <p>Faith</p> <p>Community</p> <p>Parables</p> <p>Holy week</p> <p>Easter Sunday</p> <p>Crucifixion</p> <p>Resurrection</p> <p>Baptism</p> <p>Old Testament</p> <p>New Testament</p> <p>Advent</p>

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<p>why they are important to believers. To be able to link faith stories with beliefs, ceremonies and actions. To be able to identify special ceremonies from their own experience and explore their own related feelings as well as those of others.</p> <p>To be able to identify religious celebrations, talk about the way members of faith communities might prepare for them and suggest what and why believers celebrate. To be able to talk about some key beliefs of faith communities and say how these are expressed through celebrations. To be able to talk about celebrations they have taken part in, explain how they prepared for these celebrations and say why the celebration might be important to them.</p> <p>Key Concept – Incarnation Christian believe that Jesus is God and that he was born as a baby in Bethlehem. The Bible points out that his birth was extraordinary (e.g. he is worshipped as a king, in Matthew) and that he came to bring good news (e.g. to the poor, in Luke). Christians celebrate Jesus birth, and Advent is a time for getting ready for Jesus’ coming.</p> <p>To be able to identify faith stories about believers and their relationship with God, making the link between faith and action.</p>	<p>How do faith communities celebrate special moments in life? What do these ceremonies mean to believers? E.g. Baptism (water) and Islam (Shaving hair). To share experiences of birthdays. (connections) To explore practically the story of Pentecost in the bible. (Text) To talk about what I find interesting or puzzling in this story. (connections) To know that Pentecost is known as the birthday of the Church. (Impact) To practically make things spread and get bigger and bigger to understand that the good news of Jesus spread fast after Pentecost. (connections and text) To understand why Christians meet together in church buildings. (impact) To give a response to the question ‘What is special about the church?’</p> <p>Why does Christmas matter to Christians? How do people celebrate? How do faith communities celebrate? How do people express their beliefs through their celebrations? What is the real story behind the Christian celebration of Christmas? To enjoy the Christmas story including the angel visiting Mary, the journey to Bethlehem, the shepherds and the wise men’s visits. (Text) To retell a part of the story. (Text) To make simple links between the story and the celebration of Christmas for Christians. (impact) Talk about what they do to celebrate Christmas (or another celebration that is relevant to the child) and listen to others. (connections)</p> <p>What is a relationship? Who can you turn to? Who turned to God?</p>	
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<p>To be able to make connections between the behaviour and action of believers. To be able to explore examples from their own experience and to consider the consequences of action.</p> <p>To be able to identify stories from faith communities that have meanings for believers and link these to possible action. To be able to share ideas about the meaning of stories from faith communities and to suggest why these might be important to believers. To identify and share stories which convey a meaning for them and to suggest what they might learn from the story or stories.</p> <p>To be able to identify when and where members of faith communities might meet together for worship and suggest reasons why it might be important to them. To be able to identify aspects of worship which have meaning for believers and say why these help to give believers a sense of belonging to a community. To be able to draw on their own experience to identify opportunities to meet with others that are important to them, to say why and to suggest how the experience of others might be different.</p>	<p>What did they learn from God? What can you learn? What could Christians learn from the stories Jesus told? What can I learn from them? To know that some stories can have meanings. (connections) To retell stories that Jesus told: The lost sheep, The lost coin, The lost son, The good Samaritan (Text) To know simple meanings for the stories for Christians. (Impact) To give simple suggestions of what I can learn from the stories. (connections) What can we learn from stories? To talk about a favourite book and why. (connections) To understand how to treat all books with respect. (connections) To retell the story of Mary Jones and to know that the bible is important to Christians. (Impact) To know that the Bible has the big picture overview in it. (Text) To be able to retell an Old Testament story (David and Goliath, Daniel in the Lion's den and part of the life of Moses). (Text) To know that God speaks to Christians, about their life journey, through the bible (a bit like a road map). (Impact) To give a suggestion as to why the Bible is the most popular book in the world. To explore, enjoy and retell stories from other faiths. Jewish Story – Hanukkah, Muslim Story - The tiny ants</p> <p>What is worship? How and when do people meet together? How and when do faith communities meet together for worship? Why is it important to members of faith communities to meet together for worship? How important is it for you to meet together with others?</p> <p>Why does Easter matter to Christians? To understand that feelings, actions and facial expressions are linked. (Connections) To retell part of the Easter story. (Text) To notice for each part of the story, the emotions in it and to empathise with characters in the story. (Text) To explore the emotions in the story practically (Connections)</p>	
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<p>Key Concept – Salvation</p> <p>Easter is very important in the big story of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. Christians believe Jesus builds a bridge between God and Humans. Christians believe Jesus rose from the dead giving hope of a new life.</p> <p>Alongside this the children start to learn about other faiths: To engage with, enjoy and learn from stories from other faiths. (Year 1) A first look at Judaism.</p>	<p>To reflect on why it is important to Christians that Jesus rose again. (Impact)</p> <p>To share (after Easter) our own experiences of Easter and/or the holiday and listen to others. Link our experiences to emotions. (Connections)</p>	
<p>Books</p> <p><u>Stories / parables from the Bible.</u></p>	<ul style="list-style-type: none"> • Creation Story • The Nativity story • The Good Samaritan • The lost sheep • The lost coin • The lost son • The good Samaritan • David and Goliath • Daniel in the Lion's den • Life of Moses • Jewish Story – Hanukkah • Muslim Story - The tiny ants • Easter Story 	
Key Stage 1	Year 2	Vocabulary
<p>(Taken from the building blocks of core knowledge from the spiral curriculum 'Understanding Christianity' and the Staffordshire Agreed Syllabus).</p> <p>Text - Knowing the relevant parts of the bible.</p> <p>Impact - knowing some ways how it affects Christians.</p> <p>Connections - Recognising how this knowledge relates to my life.</p>	<p>Continuous provision: Classroom Reflection Area.</p> <p>This will include our 3 candles to represent our three values which link to the trinity. Access to bibles and bible stories, prayer table with items to reflect on and encourage spirituality. It will have our school prayers displayed.</p> <p>Who made the world?</p>	<p>Forgiveness</p> <p>Creator</p> <p>Universe</p> <p>Gospel</p> <p>Charity</p> <p>Faith</p> <p>Community</p> <p>Parables</p> <p>Holy week</p>

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<p>To be able to identify actions, gestures or rituals from their own experience and suggest how this might express what is important to them.</p> <p>To be able to identify faith groups that people might belong to and to suggest what difference that might make to the lives of believers.</p> <p>To be able to recall activities around belonging to faith communities and explore what this might say to a believer.</p> <p>To be able to identify groups that they themselves belong to, to say how they show they belong, and what difference this makes to their lives.</p> <p><u>Key concept – God</u></p> <p>Christians believe in God and they find out about him in the Bible. Christians believe God is loving, kind, fair and also Lord and King. There are stories that show this. Christians worship God and try to live in ways that please him.</p> <p>To be able to recall faith stories with meaning and explain how they might be used within faith</p>	<p>What do Muslims believe?</p> <p>What do these actions, gestures and rituals mean and why are they important to believers?</p> <p>How can you show what or who is important to you through actions, gestures and rituals?</p> <p>Which Easter Symbol is the most important and why?</p> <p>To tell parts of the Easter story through symbols. (Text)</p> <p>To identify the key parts of the events at Easter by identifying key symbols. (Text)</p> <p>To know that the cross is a key Christian symbol found in churches and that it is at the heart of the Easter story. (Impact)</p> <p>To know that the cross links to the Christian concept of salvation and that Christians believe it was God’s rescue mission offering forgiveness and friendship with God to all. (Impact)</p> <p>To give reasons for own choices of symbols and to value other people’s choices. (connections)</p> <p>To link learning about Easter to their own and others’ holiday celebrations and to value everyone’s contributions. (connections)</p> <p>What do Christians believe God is like?</p> <p>What difference does it make to belong?</p> <p>What difference does it make to belong to a faith community?</p> <p>Why do Christians praise and worship God?</p> <p>To know who praises me and why, who I praise and what praise is. (connections)</p> <p>To understand what praise is for a Christian. (Impact)</p> <p>To know that the Psalms are like poems and songs and many are praise to God (Text)</p> <p>To reflect on the creation as something that we can thank God for. (text, connections)</p> <p>To be able to retell the story of Shadrach, Meshach and Abednego.(Text)</p> <p>To explore what worship means and who I might worship or look up to. To know that it is a personal choice. (connections)</p> <p>To have simple understanding of some names and aspects of the character of God. (Text)</p> <p>To understand how this impacts on a Christian. (Impact)</p> <p>To explain some reasons why you think that Christians praise and worship God.</p> <p>What do sacred writings tell us?</p> <p>Why do people tell stories that have a meaning?</p>	
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<p>communities to teach believers how to live. To be able to identify the important ideas from these stories and suggest what impact they might have on the life of a believer. To be able to identify important ideas from stories with meaning and explain how different people might respond.</p> <p>To be able to identify individuals who are respected by faith communities and link their attitudes and behaviour to their role as an example for the faith community. To be able to identify important examples from faith stories and link these to the way believers might behave. To be able to identify people they believe to be good examples and suggest how these people might influence their own attitudes and behaviour. Key concept – gospel Christians believe that Jesus brings good news includes being loved by God and being forgiven for bad things. Christians believe Jesus is a friend to the poor and friendless. Christians believe Jesus’ teachings make people think hard about how to live and show them the right way.</p>	<p>Why do faith communities value stories that have meaning for them? What can stories tell you about important things in life? Exploring another world faith. Invite a Christian to talk about the Bible / Muslim about the Qur’an and a Jew about the Torah. Can you find some similarities and differences between Christianity and Judaism? To explore, notice details and ask questions about a range of Jewish items linked to Judaism. (connections) To be able to retell a Jewish story from the Torah. (Text) To notice that the same story is in the Christian bible. To understand what is special about the Torah to Jews. To make simple comparisons with the Bible. (Impact) To discuss, notice and create the Jewish symbol of the Star of David and discuss its origins relating to King David.(impact) Make simple comparisons to the Christian cross symbol. To make simple observations and comparisons about the life of Jewish children in Britain. (impact and connections) To explore a key Jewish festival - Hanukkah. (Impact) What is the good news that Jesus brings? What makes a person good? Who do believers think is good? How can you be good? Why do Christians trust and follow Jesus? How does being a Christian have an effect on the way that a person lives his or her life? To begin to understand the key concept of ‘gospel’ - Jesus bringing good news and the key concept of ‘Kingdom of God’ - Jesus asking his followers to spread the good news and extend his kingdom. To notice the dramatic change that takes place when a caterpillar turns into a butterfly. (connections) To explore the story of Saul changing to Paul. (Text) To understand that beliefs affect your choices and decisions. Christians believe that God has given people the job of caring for the world. How can we all do that? (impact and connections) To notice the difference that being a Christian made to the way that some Christians (Mother Teresa, William Wilberforce, Lord Shaftesbury) from history lived their lives and the influence that it had on the society around them. (Impact) To explore the impact of some Christian organisations e.g. Mission Aviation</p>	
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<p>Alongside this the children start to learn about other faiths: To engage with, enjoy and learn from stories from other faiths. (Year 2) Simple comparisons with Christianity.</p>	<p>Fellowship, Tear Fund, Iris Global (or similar. (Impact) To reflect on the choices that I make and how I use my time. (connections)</p>	
<p>Books <u>Stories / parables from the Bible.</u></p>	<ul style="list-style-type: none"> • Creation • Jesus stopping the storm • The paralysed man • Zacchaeus • Jesus heals a man with leprosy • Easter Story • Shadrach, Meshach and Abednego • Jewish story from the Torah • Saul changing to Paul 	
Key Stage 2	Year 3	Vocabulary
<p>(Taken from the building blocks of core knowledge from the spiral curriculum 'Understanding Christianity' and the Staffordshire Agreed Syllabus).</p> <p>Text - Knowing the relevant parts of the bible. Impact - knowing some ways how it affects Christians. Connections - Recognising how this knowledge relates to my life.</p> <p>To be able to identify rules found in sacred writings and show how these influence the behaviour of believers. To show how these rules influence the behaviour of believers – individuals and communities. To be able to identify rules that are important to them and make the link between personal values, rules and behaviour.</p> <p>To be able to identify characteristics of believers' homes and link this with belief and practice.</p>	<p>Continuous provision: Classroom Reflection Area. This will include our 3 candles to represent our three values which link to the trinity. Access to bibles and bible stories, prayer table with items to reflect on and encourage spirituality. It will have our school prayers displayed.</p> <p>What impact do rules have? What do we need rules for? What rules can be found in sacred writings? What impact do these rules have on the lives of believers? What impact do rules have on your life? Random acts of kindness.</p> <p>How is religion practised in the home of different religious communities? What makes people's home different? What makes a home distinctive of a particular faith community?</p>	<p><u>Creation/God:</u> God Pray Christian Baptism Charity Creation Universe Commandments Sin <u>Incarnation:</u> Nativity Celebrate Christmas Jesus Bethlehem Worship Advent Trinity Holy</p>

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<p>To be able to identify important beliefs evident in a believers' home and explain why it might be important to carry on these traditions.</p> <p>To be able to identify attitudes and values that might influence their homes and suggest how they might demonstrate their own values at home.</p> <p>To be able to identify the use of symbols, actions and gestures in worship and explain how these might give believers a sense of identity and belonging.</p> <p>To be able to explain what beliefs are expressed through symbols, action and gestures, comparing and contrasting the ways in which they are used by different communities.</p> <p>To be able to identify examples from their own experience and suggest how using symbols, actions and gestures might be used by themselves and others to express what is of value.</p> <p>Key Concept - Incarnation</p> <p>Christians believe God is Trinity: Father, Son and Holy Spirit. Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</p> <p>Christians find that understanding God is challenging; people spend their whole lives learning more and more about God.</p> <p>Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.</p> <p>Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief.</p> <p>Christians believe the Holy Spirit is God's power at</p>	<p>How important is it for believers to practise their faith at home?</p> <p>What makes a home distinctive for you?</p> <p>Symbols of worship.</p> <p>What is a symbol?</p> <p>What is a religious artefact?</p> <p>Introduce some artefacts associated with worship in particular faiths (bible, rosary beads, prayer mat, headscarf etc)</p> <p>How they are used and why they are important to believers?</p> <p>As an alternative to the Christian wedding a wedding from a different faith could be explored and the symbolism behind it could be explained. For example, the seven steps in a Hindu wedding.</p> <p>What is the trinity?</p> <p>What are the three parts to the trinity?</p> <p>To identify the difference between a gospel and a letter. (Text)</p> <p>To offer suggestions about what texts about baptism and the trinity might mean.(Text)</p> <p>To give examples of what these texts mean to Christians today.(Text)</p> <p>To describe how Christians show their beliefs about God the trinity in worship and in the way they live.(Impact)</p> <p>To express and make links between the idea of God in Christianity and what they think God is like.(Connections)</p>	<p>Spirit</p> <p><u>Salvation:</u></p> <p>Bible</p> <p>Gospel</p> <p>Hosanna</p> <p>Holy week</p> <p>Last Supper</p> <p>Good Friday</p> <p>Easter Sunday</p> <p>Maundy Thursday</p> <p>Crucifixion</p> <p>Resurrection</p> <p><u>Incarnation:</u></p> <p>Lent</p> <p><u>Gospel:</u></p> <p>Forgiveness</p> <p>Disciple</p> <p><u>Kingdom of God:</u></p> <p>Pentecost</p>
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<p>work in the world and in their lives today, enabling them to follow Jesus.</p> <p>To be able to describe features of religious traditions, identify similarities and differences and explain why believers might commit to carrying on these practices.</p> <p>To be able to identify important beliefs expressed through traditions and explain how these might strengthen the faith of individuals and communities.</p> <p>To be able to identify traditions that are important to them and explain what this says about their identity and values.</p> <p><u>Key Concept – Salvation</u></p> <p>Christians see Holy Week as the culmination of Jesus’ earthly life, leading to his death and resurrection.</p> <p>The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.</p> <p>Christian’s today trust that Jesus really did rise from the dead, and so is still alive today.</p> <p>Christians remember and celebrate Jesus’ last week, death and resurrection.</p> <p>To be able to identify stories from faith traditions about the beginning of the world and explain why they are still important to faith communities today.</p> <p>To be able to identify beliefs contained in stories from faith traditions and show how believers might use these to explore other difficult questions or ethical decision.</p> <p>To be able to link ideas about the beginning of the world with attitudes and values and show the</p>	<p>Sharing special food.</p> <p>Find out about occasions when special foods are eaten by members of a faith community. For example: Easter and Pesach (Judaism).</p> <p>Look at each in detail. Listen to the story of the Passover festival in any appropriate version. Look at a Seder plate. Find out what goes on the different sections and what each one stands for.</p> <p>Explore the story of Easter. Jesus also celebrated Passover with his disciples. Talk about the symbolic foods eaten and shared – lamb, hot cross buns, giving of eggs at Easter and why they help to celebrate new life.</p> <p>Why does Easter matter to Christians?</p> <p>Why do Christians call the day Jesus died ‘Good Friday’?</p> <p>Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible’s ‘big story’.(Text)</p> <p>Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.(Text)</p> <p>Give examples of what the texts studied mean to some Christians.(Text)</p> <p>Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.(Impact)</p> <p>Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.(Impact)</p> <p>Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.(Connections)</p> <p>What do Christians learn from the creation story?</p> <p>What do we mean by Creation?</p> <p>Place the concepts of God and Creation on a timeline of the Bible’s ‘Big Story’.(Text)</p> <p>Make clear links between Genesis 1 and what Christians believe about God and Creation.(Text)</p> <p>Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God’s creation is; care for the earth in some specific ways.)(Impact)</p> <p>Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.(Connections)</p>	
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<p>impact that this might have on individuals and communities.</p> <p>Key Concept – Creation / Fall</p> <p>God the Creator cares for the creation, including human beings.</p> <p>As human beings are part of God’s good creation, they do best when they listen to God.</p> <p>The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments).</p> <p>[Building block from EYFS: Christians believe God made our wonderful world and so we should look after it.]</p> <p>To be able to identify what sets a religious leader apart and explain the importance of leaders for individuals and communities today.</p> <p>To be able to make the link between the teachings and practices of religious leaders and their relevance for individuals and communities today.</p> <p>To be able to identify possible personal role models, explain the criteria for their choice and say what impact this might have on their own life.</p>	<p>What turns someone into a religious leader?</p> <p>What sets some people apart from the crowd and makes them leaders?</p> <p>What turns someone into a religious leader?</p>	
Key Stage 2	Year 4	Vocabulary
<p>(Taken from the building blocks of core knowledge from the spiral curriculum ‘Understanding Christianity’ and the Staffordshire Agreed Syllabus).</p> <p>Text - Knowing the relevant parts of the bible.</p> <p>Impact - knowing some ways how it affects Christians.</p> <p>Connections - Recognising how this knowledge relates to my life.</p> <p>To be able to link stories, beliefs and practices and explain their impact on believers and communities.</p> <p>To be able to explain how stories and beliefs influence behaviour and help believers to make</p>	<p>Continuous provision: Classroom Reflection Area.</p> <p>This will include our 3 candles to represent our three values which link to the trinity. Access to bibles and bible stories, prayer table with items to reflect on and encourage spirituality. It will have our school prayers displayed.</p> <p>What is harvest?</p> <p>How is the word Harvest used?</p> <p>What does ‘harvesting’ mean to a farmer and to ourselves?</p> <p>What do human beings need to survive?</p> <p>Why do different religions and different countries celebrate harvest?</p> <p>What might inspire them to celebrate in the UK and overseas?</p>	<p>Trinity</p> <p>Good Friday</p> <p>The Fall</p> <p>Sin</p> <p>Reconciliation</p> <p>Symbols</p> <p>Eucharist/communion</p> <p>courageous advocate</p> <p>Laws</p> <p>Holy Spirit</p> <p>Pentecost</p>

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<p>moral choices in relation to the environment/natural world.</p> <p>To be able to link their own values and actions and consider the consequences of their actions for the environment/natural world.</p> <p>To be able to identify important features of religious ceremonies and explain why these might be seen as important aspects of a believer's life.</p> <p>To be able to link symbolic aspects of ceremonies to beliefs and teachings and explain why the ceremony might be important to those taking part.</p> <p>To be able to share ideas and experiences of ceremonies important to them and suggest what these might say about their personal beliefs and values.</p> <p>To be able to identify important beliefs and values of faith communities and explain the impact of these on the behaviour of believers.</p> <p>To be able to ask questions about the importance of beliefs and values for believers and make suggestions about the impact of commitment on their lives.</p> <p>To be able to share ideas about right and wrong and talk about the challenge of their own commitments.</p> <p>Key Concept – People of God</p> <p>The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God. The People of God try to live in the way God wants, following his commands and worshipping him. They believe he promises to stay with them and Bible stories show how God keeps his promises.</p>	<p>In what situations might people have more than they need, or not enough? How might this affect their belief in God as provider? Explore the Jewish festival of Sukkoth. What might Harvest mean to someone living in a country where there are environmental problems, such as drought or flooding, e.g. Mozambique? What might influence their attitude? In what ways could faith in God help in this?</p> <p>Why are ceremonies important? Why is it important to people to celebrate special times in life? Why is it important to believers to celebrate special times in life? How is joining a faith celebrated by Hindu's and Christians? What can we learn from a Mandir? Why is the symbolism important? What actions are important? Are there any special vows or promises made? Are special prayers or words spoken? What people wear? What they eat? How the person might feel before and during this key point in their lives?</p> <p>What does what you celebrate say about you?</p> <p>What is it like for Christians to follow God? What sort of times and events do people prepare for in special ways? What beliefs and values affect the way believers live? How does commitment affect the lives of believers? How do beliefs and values affect the way you live?</p>	<p>Good Friday Last Supper</p>
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<p>they would want for themselves and to show how they might live up to this reputation.</p> <p>Key Concept – Kingdom of God</p> <p>Christians believe that Jesus inaugurated the ‘Kingdom of God’ — i.e. Jesus’ whole life was a demonstration of his belief that God is King, not just in heaven but here and now (‘Your kingdom come, your will be done on earth as it is in heaven’). Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him.</p> <p>Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus’ invisible Kingdom visible by living lives that reflect the love of God.</p> <p>Christians celebrate Pentecost as the beginning of the Church.</p> <p>To be able to identify the main features and patterns of an act of worship and suggest reasons for similarities and differences within and between faiths.</p> <p>To be able to identify symbolic actions that are part of worship and show how these might strengthen the faith of a believer.</p> <p>To be able to talk about their own experience of gatherings make the link between values, interests and commitments to groups.</p>	<p>means to Christians now.</p> <p>To make links between the description of the day of Pentecost, the holy Spirit and the Kingdom of God and how Christians live their whole lives in their church communities.</p> <p>What happens when people meet together to worship?</p> <p>What happens when people meet together with a common cause or interest?</p> <p>What happens when people meet together to worship?</p> <p>Select a focus for study for example Christianity and Islam.</p> <p>What can we learn from a mosque?</p> <p>How do Muslims worship?</p>	
Key Stage 2	Year 5	Vocabulary
<p>(Taken from the building blocks of core knowledge from the spiral curriculum ‘Understanding Christianity’ and the Staffordshire Agreed Syllabus).</p> <p>Text - Knowing the relevant parts of the bible.</p>	<p>Continuous provision: Classroom Reflection Area.</p> <p>This will include our 3 candles to represent our three values which link to the trinity.</p> <p>Access to bibles and bible stories, prayer table with items to reflect on and encourage spirituality. It will have our school prayers displayed.</p>	<p><u>Creation/God/Fall</u></p> <p>God</p> <p>Pray</p> <p>Christian</p>

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<p>Impact - knowing some ways how it affects Christians.</p> <p>Connections - Recognising how this knowledge relates to my life.</p> <p>To be able to distinguish different types of religious literature and say why different sacred writings are important to faith communities.</p> <p>To be able to identify teachings and source material from a range of sacred writings and explain how these might be used within faith communities.</p> <p>To be able to identify literature relevant to them and to explain the impact this might have on their lives.</p> <p>To be able to identify, compare and contrast a range of symbolism used in faith communities.</p> <p>To be able to identify beliefs expressed through the use of symbolism and explain why it might be important to believers.</p> <p>To be able to identify ways in which they might express their own values symbolically and consider the consequences of showing commitment in this way.</p> <p>Key Concept – Creation</p> <p>There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts?</p> <p>There are many scientists throughout history and now who are Christians.</p> <p>The discoveries of science make Christians wonder even more about the power and majesty of the Creator</p>	<p>What is a sacred writing? - Hinduism</p> <p>What does it mean to live as a Hindu today?</p> <p>Who is Krishna?</p> <p>What different gods do Hindu's worship?</p> <p>What different aspects does each god represent?</p> <p>Where did Hinduism originate?</p> <p>Where do Hindu's worship?</p> <p>What are their key beliefs?</p> <p>Show images of Krishna, why might it be helpful to look at Krishna?</p> <p>What does the story tell them about Krishna? Why are stories about Krishna the favourite of many Hindu children?</p> <p>In the story Rama and Sita what does the story teach about overcoming temptation?</p> <p>How could the main characters inspire Hindu's to overcome temptation?</p> <p>Creation and Science: Conflicting or Complimentary?</p> <p>What is peace?</p> <p>To suggest the importance of Creation on the timeline of the 'big story' of the Bible.</p> <p>To explore what type of text with what purpose do some Christians say Genesis 1 is.</p> <p>Looking at Genesis 1: To investigate what the context is. To make suggestions what Genesis 1 might mean. To compare my ideas with ways in which different Christians interpret it. (T)</p> <p>To know what the connections between Genesis 1 and Christian belief about God as Creator? (I)</p> <p>To explore ways of expressing my understanding of why many Christians find science and faith go together? (I)</p> <p>To investigate the key ideas arising from my study of Genesis 1 and how would I comment on how far these are helpful or inspiring, justifying my responses? (C)</p> <p>To weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account? (C)</p> <p>To identify features of Gospel texts (for example, teachings, parable, narrative). (T)</p> <p>To take into account of the context, suggest meanings of Gospel texts studied, and compare my ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. (T)</p> <p>To make clear connections between Gospel texts, Jesus' 'good news', and how</p>	<p>Baptism</p> <p>Charity</p> <p>Creation</p> <p>Universe</p> <p>Commandments</p> <p>Sin</p> <p>Omnipotent</p> <p>Eternal</p> <p>Proverb</p> <p><u>Incarnation:</u></p> <p>Nativity</p> <p>Celebrate</p> <p>Christmas</p> <p>Jesus</p> <p>Bethlehem</p> <p>Worship</p> <p>Advent</p> <p>Trinity</p> <p>Holy Spirit</p> <p>Messiah</p> <p>Prophecy</p> <p><u>Salvation:</u></p> <p>Bible</p> <p>Gospel</p> <p>Hosanna</p> <p>Holy week</p> <p>Last Supper</p> <p>Good Friday</p> <p>Easter Sunday</p> <p>Maundy Thursday</p> <p>Crucifixion</p> <p>Resurrection</p> <p>Sacrifice</p> <p><u>Incarnation:</u></p> <p>Lent</p>
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<p>To consider a fundamental question of life learning from other people's thoughts as well as their own experience.</p> <p>To learn about the difference between material and spiritual values and recognise that people with different religious or non-religious perspectives may come to similar conclusions, considering specific ideas from Buddhism and Humanism.</p> <p>To explore the link between what we think or believe, how we act or behave and how happy we make ourselves and other people.</p> <p>To be able to identify responses to suffering, hardship and death from sacred writings and identify key religious beliefs.</p> <p>To be able to identify beliefs about suffering, hardship and death and suggest how these might support believers and faith communities.</p> <p>To be able to share examples of unfairness from their own experience and to suggest what might help them to cope with suffering, hardship and death.</p> <p>Key Concept – People of God.</p> <p>The Old Testament pieces together the story of the People of God.</p> <p>The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin.</p> <p>Christians apply this idea to living today by trying to</p>	<p>Christians live in the Christian community and in their individual lives. (I)</p> <p>To relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of my own life and the life of my own community in the world today, offering insights of my own. (C)</p> <p>What different religious traditions are there?</p> <p>Is happiness the purpose of life?</p> <p>What might a recipe for happiness look like? What would the ingredients be? In what proportions?</p> <p>Can people be happier than they are? Can you teach people to be happy?</p> <p>Happiness in Buddhism/Humanism</p> <p>What different views of happiness are there?</p> <p>What similarities and differences are there between Humanist and Buddhist beliefs about God, the world, life and happiness?</p> <p>Explore what Humanists believe.</p> <p>What do they believe about God, human life and the world?</p> <p>Can following God bring freedom and justice?</p> <p>Why isn't life fair?</p> <p>What do faith communities say about suffering, hardship and death?</p> <p>To explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. (T)</p> <p>To make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. (T)</p> <p>To explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. (I)</p> <p>To identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses. (C)</p>	<p><u>Gospel:</u></p> <p>Forgiveness</p> <p>Disciple</p> <p>Parable</p> <p><u>Kingdom of God:</u></p> <p>Pentecost</p> <p>Freedom</p>
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<p>serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.</p> <p>To be able to explain the origin and transmission of sacred writings and explain their importance for faith communities today.</p> <p>To be able to identify important teachings contained in sacred writings and show the impact they have on the lives of believers today.</p> <p>To be able to identify writings which have had an impact on society in general and link these with their own and others' values, choices and behaviour.</p> <p><u>Key Concept – Salvation</u></p> <p>Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.</p> <p>The Gospels give accounts of Jesus' death and resurrection.</p> <p>The New Testament says that Jesus' death was somehow 'for us'.</p> <p>Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light. Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).</p> <p>Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.</p>	<p>What do Christians believe Jesus did to save human beings?</p> <p>To outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. (T)</p> <p>To explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. (T)</p> <p>To suggest meanings for narratives of Jesus' death/ resurrection, comparing my ideas with ways in which Christians interpret these texts. (T)</p> <p>To make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. (I)</p> <p>To show how Christians put their beliefs into practice. (I)</p> <p>To weigh up the value and impact of ideas of sacrifice in my own life and the world today. (C)</p>	
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<p>To be able to link beliefs, sources and behaviour and identify the consequences of actions in the life of a person inspired by their faith.</p> <p>To be able to explain the significance and impact of the actions of a person who has been inspired by their faith.</p> <p>To be able to talk about the way their own values affect their actions and to explore the consequences.</p> <p>Key Concept – God</p> <p>Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.</p> <p>Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace.</p> <p>Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching.</p> <p>Christians believe getting to know God is like getting to know a person rather than learning information.</p>	<p>What does it mean if God is holy and loving?</p> <p>What do people do when they are inspired by their faith?</p> <p>What can actions say about what people believe?</p> <p>What do your actions say about what you value?</p>	
Key Stage 2	Year 6	Vocabulary
<p>(Taken from the building blocks of core knowledge from the spiral curriculum 'Understanding Christianity' and the Staffordshire Agreed Syllabus).</p> <p>Text - Knowing the relevant parts of the bible.</p> <p>Impact - knowing some ways how it affects Christians.</p> <p>Connections - Recognising how this knowledge relates to my life.</p> <p>To be able to describe what happens at a ceremony associated with joining or belonging to a faith community and explain why people might choose to join.</p>	<p>Continuous provision: Classroom Reflection Area.</p> <p>This will include our 3 candles to represent our three values which link to the trinity. Access to bibles and bible stories, prayer table with items to reflect on and encourage spirituality. It will have our school prayers displayed.</p> <p>What would Jesus do?</p> <p>What does it mean to make a commitment?</p> <p>What about your commitments?</p>	<p>Omnipotent</p> <p>Eternal</p> <p>Proverb</p> <p>Messiah</p> <p>Prophecy</p> <p>Prophet</p> <p>Kingdom of God</p> <p>Holy</p> <p>Creationist</p> <p>Evolution</p> <p>Justice</p>

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<p>To be able to explain the meaning of a joining ceremony for believers and explain the impact of commitment on their future lives.</p> <p>To be able to talk about personal values and commitments and the impact that these have on their own lives and the lives of people around them.</p> <p>Key Concept – Gospel</p> <p>The good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin.</p> <p>Christians see that Jesus’ teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus’ values favour serving the weak and vulnerable, not making people comfortable.</p> <p>Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.</p> <p>To be able to make links between words, phrases and stories of importance to faith communities and say how these reflect the ideas of believers.</p> <p>To be able to link words, phrases and stories with important beliefs and say what impact these might have on the lives of believers.</p> <p>To be able to use words, phrases and stories to explore their personal values and explain what influences them.</p> <p>Key Concept – Incarnation</p> <p>Jesus was Jewish.</p> <p>Christians believe Jesus is God in the flesh.</p>	<p>Find out what happens at a Jewish Bar or Bat Mitzvah.</p> <p>Find out what happens at a Christian Confirmation ceremony.</p> <p>Discuss the fact that the young person now has responsibility for their own faith and must do all the things that are required of them. How much of a challenge would this be?</p> <p>What is good behaviour?</p> <p>What is bad behaviour?</p> <p>What is sin?</p> <p>Christians believe Jesus’s’ teachings favour serving the weak and vulnerable rather than making people comfortable.</p> <p>How do Christians try to be like Jesus?</p> <p>Words of wisdom</p> <p>What is a story with a message?</p> <p>What message does ‘The formation of the Khalsa’ tell?</p> <p>What are the 5 k’s of the Sikh khalsa?</p> <p>Was Jesus the Messiah?</p> <p>To suggest what we know about some different types of biblical texts? (T)</p> <p>To make connections between biblical texts and Christian ideas of God. (T)</p> <p>To know what the connections are between the Bible texts we have studied and what Christians believe about God? (I)</p> <p>To explore how Christians put their beliefs into practice in worship. (I)</p> <p>To weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of my own.(C)</p>	<p>Respect</p> <p>Saviour</p> <p>Humanist</p>
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<p>They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. The Old Testament talks about a ‘rescuer’ or ‘anointed one’ — a messiah. Some texts talk about what this ‘messiah’ would be like. Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) Christians see Jesus as their Saviour (See Salvation).</p> <p>To find out about the activities of a local religious community and make links with key religious teachings.</p> <p>To be able to identify ways in which religious teachings are reflected in the activities of a faith community and explain what this might mean for a believer.</p> <p>To be able to identify community activities from their own experience and link these with their own values and attitudes.</p> <p><u>Key Concept – Kingdom of God</u></p> <p>Jesus told many parables about the Kingdom of God. These suggest that God’s rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.</p> <p>The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.</p> <p>To be able to give examples of believers who acted on their faith and explain the impact of those</p>	<p>To explain the place of Incarnation and Messiah within the ‘big story’ of the Bible. (T)</p> <p>To identify gospel and prophecy texts, using technical terms. (T)</p> <p>To explain connections between biblical texts, Incarnation and Messiah, using theological terms. (T)</p> <p>To Show how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas. (I)</p> <p>To comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. (I)</p> <p>What activities do local religious communities take part in?</p> <p>What places of worship and religious groups exist in Madeley?</p> <p>How are these different places of worship used?</p> <p>What is charity?</p> <p>What kind of king would Jesus be?</p> <p>To explain the connections between biblical text and the Kingdom Of God.</p> <p>To consider different possible texts studied showing awareness of different interpretations.</p> <p>To make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and service to the community.</p> <p>Belief in action</p> <p>How can people’s actions be prompted by beliefs?</p>	
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<p>actions.</p> <p>To be able to make the connection between stories, beliefs and actions and explain the wider impact on believers and communities.</p> <p>To be able to share ideas about their own values and commitments and show how their actions might have a wider impact.</p> <p>Key Concept – Salvation</p> <p>Christians read the ‘big story’ of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans’ relationship with God.</p> <p>The Gospels give accounts of Jesus’ death and resurrection.</p> <p>Belief in Jesus’ resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.</p> <p>This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).</p> <p>To be able to identify puzzling questions and suggest what impact seeking answers and making choices might have.</p> <p>To be able to identify questions of particular significance to faith communities and explain the impact on believers of answers found in the sources of faith traditions.</p> <p>To be able to identify their own puzzling questions and share ideas about the choices they make and the impact this might have on their lives.</p> <p>To be able to show their understanding of the</p>	<p>How does what people believe affect what they do?</p> <p>How can your values become actions that have impact?</p> <p>What difference does the resurrection make to Christians?</p> <p>To explain connections between biblical texts used at funerals and the core concepts of Gospel (good news), Salvation and Hope, using theological terms. (T)</p> <p>To suggest meanings for the selected texts, and compare my ideas with ways in which Christians interpret these texts, showing awareness of how they are used in funerals, taking account of the context(s). (T)</p> <p>To make clear connections between the Christian concept of the resurrection and what Christians believe about hope and life after death, and how they show this in their church communities. (I)</p> <p>To show how Christian belief in resurrection and life after death make a difference in their lives. (I)</p> <p>What are ‘big questions’?</p> <p>What are ‘big questions’?</p> <p>Does a circle have a definite beginning or end?</p> <p>Where is the beginning or the end?</p> <p>What is a question?</p> <p>What words do we find at the beginning of questions?</p> <p>When do you ask questions?</p> <p>If you wanted to find an answer to any question how would you try to find out?</p> <p>Do you always get answers to your questions?</p> <p>Does anyone know all the answers to all questions?</p> <p>Does anyone have a question they have not got an answer to, no matter who or where they have asked?</p> <p>How do/should believers respond in the face of evil?</p> <p>What do we know about charities?</p>	
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<p>issues of justice, fairness and poverty that faith based charities address.</p> <p>To be able to link belief about God and the impact of these beliefs on the way believers make sense of life and act.</p> <p>To be able to share experiences of ways people tackle life's challenges and how this might have helped them to make sense of life.</p>	<p>What do we know about charities already?</p> <p>What does the bible teach us?</p> <p>What does the Qur'an teach us?</p> <p>What are the five pillars of Islam? How does it help them lead their lives?</p> <p>Learning about Islamic Relief and Christian Aid.</p> <p>Who supports the charity? Why?</p> <p>What does the charity do to make a difference?</p> <p>Does it work?</p> <p>Does the charity follow religious teachings? In what ways?</p> <p>What do you think is good about the charity?</p> <p>How do charities make a difference in the world today?</p> <p>What are our own thoughts and experiences about wealth and poverty?</p> <p>How do our attitudes make a difference to others?</p>	
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