



RE: Whole School Overview

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
R	<p>Which people are special and why?</p> <ul style="list-style-type: none"> To talk about people who are special to me. To say what makes my family and friends special to me. To identify some of the qualities of a good friend. To recall and talk about stories of Jesus as a friend to others. 	<p>Understanding Christianity – Incarnation</p> <p>Why do Christians perform nativity plays at Christmas?</p> <ul style="list-style-type: none"> To know that Christians believe God came to Earth in human form as Jesus. To know that Christians believe Jesus came to show that all people are precious and special to God. 	<p>Which stories are special and why?</p> <ul style="list-style-type: none"> To talk about some religious stories. To recognise some religious words. To identify some of their own feelings in the stories they hear. To identify a sacred text, eg Bible. To talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do. 	<p>Understanding Christianity – Salvation</p> <p>Why do Christians put a cross in an Easter garden?</p> <ul style="list-style-type: none"> To know that Christians remember Jesus’ last week at Easter. To know that Jesus’ name means ‘He saves’. To know that Christians believe Jesus came to show God’s love. To know that Christians try to show love to others. 	<p>Which times are special and why?</p> <ul style="list-style-type: none"> Give examples of special occasions that they and others have experienced and suggest features of a good celebration. Say why Sukkot is a special time for Jewish people. Say why Diwali is a special time for Hindus. Recall a simple story connected with Diwali. Say why Christmas is a special time for Christians. Recall a simple story connected with Christmas. Give examples of special occasions and suggest aspects of celebration that are found in more than one religious festival. Recall simple stories connected with festivals. Say why festivals are special times for members of faith communities 	<p>What is special about our world?</p> <ul style="list-style-type: none"> To talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world. To retell stories, talking about what they say about the world, God, human beings. To think about the wonders of the natural world, expressing ideas and feelings. To express ideas about how to look after animals and plants. To talk about what people do to mess up the world and what they do to look after it.
1	<p>Who is a Christian and what do they believe?</p> <ul style="list-style-type: none"> Talk about some simple ideas about Christian beliefs about God and Jesus (A1). 	<p>Understanding Christianity – Incarnation</p> <p>Why does Christmas matter to Christians?</p> <ul style="list-style-type: none"> To know that Christians believe that Jesus is God and that he was born as a baby in 	<p>What does it mean to be a Muslim and what do they believe? (Islam)</p> <p>Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of</p>	<p>How and why do we celebrate special and sacred times? (Christianity, Islam)</p> <ul style="list-style-type: none"> Identify some ways Christians celebrate Christmas/Easter/Harvest/Pent ecost and some ways a festival is celebrated in another religion (Ramadan/ Eid)(A1). 	<p>Understanding Christianity- Creation</p> <p>Who made the World?</p> <ul style="list-style-type: none"> To know that Christians believe God created the universe. To know that Christians believe that the Earth and everything in it are important to God. To know that Christians believe God has a unique relationship 	<p>What does it mean to belong to a faith community? (Christianity, Islam)</p> <ul style="list-style-type: none"> Recognise and name some symbols of belonging from their own experience, for Christians and at least



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	<ul style="list-style-type: none"> • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). • Talk about issues of good and bad, right and wrong arising from the stories (C3). • Ask some questions about believing in God and offer some ideas of their own (C1). • 	<p>Bethlehem.</p> <ul style="list-style-type: none"> • To know that the Bible points out that his birth showed he 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). • To know that Christians celebrate Jesus' birth. 	<p>Allah (A1).</p> <ul style="list-style-type: none"> • Re-tell a story about the life of the Prophet Muhammad (A2). • Recognise some objects used by Muslims and suggest why they are important (A2). • Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). • Find out about and respond with ideas to examples of cooperation between people who are different (C2). 	<ul style="list-style-type: none"> • Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a Muslim festival and say why these are important to, believers (A2). • Ask questions and suggest answers about stories to do with Christian festivals and a story from a Muslim festival (B1). • Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers. • 	<p>with human beings as their Creator and Sustainer. •</p> <ul style="list-style-type: none"> • To know that Christians believe Humans should care for the world because it belongs to God. 	<p>one other religion, suggesting what these might mean and why they matter to believers (A3).</p> <ul style="list-style-type: none"> • Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). • Identify two ways people show they belong to each other when they get married (A1). • Respond to examples of co-operation between different people (C2)
2	<p>Understanding Christianity – God What do Christians believe God is like?</p> <ul style="list-style-type: none"> • To know that Christians believe in God, and that they find out about God in the Bible. To know that Christians believe God is loving, kind, fair, and also Lord and King; and there 	<p>Understanding Christianity – Gospel What is the good news that Jesus brings?</p> <ul style="list-style-type: none"> • To know that Christians believe Jesus brings good news for all people. • To know that For Christians, this good news includes being loved by God, and being forgiven for bad things. 	<p>Who is Jewish and what do they believe? (Christianity, Judaism)</p> <ul style="list-style-type: none"> • To talk about the fact that Jewish people believe in God (A1). • To recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3). 	<p>Understanding Christianity – Salvation Why does Easter matter to Christians?</p> <ul style="list-style-type: none"> • To know that Christians believe Jesus builds a bridge between God and humans. • To know that 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. • To know that Christians believe 	<p>How and why do we celebrate special and sacred times? Christianity, Judaism)</p> <ul style="list-style-type: none"> • To identify a special time they celebrate and explain simply what celebration means (A1). • Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2). • To identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival 	<p>How should we care for others and the world, and why does it matter? (Christianity, Judaism)</p> <ul style="list-style-type: none"> • To talk about how religions teach that people are valuable, giving simple examples (B1). • To recognise that some people believe God created the world and so we should look after it (A2).



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<p>are some stories that show this.</p> <ul style="list-style-type: none"> • To know that Christians worship God and try to live in ways that please him. • To understand what Christians learn from the story of Jonah. 	<ul style="list-style-type: none"> • To know that 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 	<ul style="list-style-type: none"> • To talk about how the mezuzah in the home reminds Jewish people about God (A3). • To talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1). • To re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means (A2). • To make links between some Jewish teachings and how Jewish people live (A2). • To express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people 	<p style="text-align: center;">Jesus rose from the dead, giving people hope of a new life.</p> <ul style="list-style-type: none"> • is celebrated in another religion (A1). • To re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). • To ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). • To collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). • To suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul- Fitr (A3). • To identify some similarities and differences between the celebrations studied (B3). 	<ul style="list-style-type: none"> • To re-tell Bible stories and stories from another faith about caring for others and the world (A2). • To identify ways that some people make a response to God by caring for others and the world (B1). • To talk about issues of good and bad, right and wrong arising from the stories (C3). • To talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2). • To use creative ways to express their own ideas about the creation story and what it says about what God is like (C1). • To give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1). • To answer the title
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			choose to celebrate in these ways (C1).			question thoughtfully, in the light of their learning in this unit (C1).
3	<p>What do different people believe about God? (Christianity, Hinduism)</p> <ul style="list-style-type: none"> Describe some of the ways in which Christians and Hindus describe God (A1). Ask questions and suggest some of their own responses to ideas about God (C1). Suggest why having a faith or belief in something can be hard (B2). Identify how and say why it makes a difference in people's lives to believe in God (B1). 	<p>Understanding Christianity- People of God</p> <p>What is it like to follow God?</p> <ul style="list-style-type: none"> To know that the Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God. To understand that the People of God try to live in the way God wants, following his commands and worshipping him. To know that they believe he promises to stay with them and Bible stories show how God keeps his promises. 	<p>L2.5 What does it mean to be a Hindu in Britain today? (Hinduism)</p> <ul style="list-style-type: none"> Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1). Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). Discuss links between the actions of Hindus in helping others 	<p>Understanding Christianity – Salvation</p> <p>Why do Christians call the day Jesus died 'Good Friday'?</p> <ul style="list-style-type: none"> To know the various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. <ul style="list-style-type: none"> To know Christians today trust that Jesus really did rise from the dead, and so is still alive today. To know Christians remember and celebrate Jesus' last week, death and resurrection. 	<p>Understanding Christianity- Creation</p> <p>What do Christians learn from the creation story?</p> <p>To know that Christians believe God the Creator cares for the creation, including human beings.</p> <ul style="list-style-type: none"> To know that Christians believe As human beings are part of God's good creation, they do best when they listen to God. To know that 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>What do different people do to care for the World and why do they do it? (Christianity, Hinduism)</p> <ul style="list-style-type: none"> Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1). Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help care for the World(C2). Give examples of ways in which some inspirational people have been guided by their religion (B1). Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions, focusing on climate change and the



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			and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2)			<p>World. (B1).</p> <ul style="list-style-type: none"> • Discuss their own and others' ideas about how people decide right and wrong (C3). • Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1). • Ask questions and suggest some of their own responses to ideas about God (C1).
4	<p>Understanding Christianity- Gospel- What kind of World did Jesus want? To know that Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first.</p> <ul style="list-style-type: none"> • To know that Christians believe Jesus shows love and forgiveness to unlikely people. • To know that 	<p>Understanding Christianity – Incarnation What is the trinity?</p> <ul style="list-style-type: none"> • To know that Christians believe God is Trinity: Father, Son and Holy Spirit. • To know that Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • To know that Jesus, the Son of God, is seen by Christians as 	<p>L2.6 Why do some people think that life is like a journey and what significant experiences mark this? (Christianity, Judaism, Hinduism)</p> <ul style="list-style-type: none"> • Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). • Describe what happens in Christian, Jewish, and Hindu ceremonies of 	<p>Understanding Christianity- Kingdom of God When Jesus left, what was the impact of Pentecost?</p> <ul style="list-style-type: none"> • To know that 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'). • To understand that Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him. • To know that Christians believe that after Jesus returned to be 	<p>L2.9 What can we learn from religions about deciding what is right and wrong? (Christianity, Judaism, non-religious)</p> <ul style="list-style-type: none"> • Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). • Make connections between stories of temptation and why people can find it difficult to be good(A2). • Give examples of ways in which some inspirational people have been guided by their religion (B1). • Discuss their own and others' ideas about how people decide 	<p>L2.10 What does it mean to be a Buddhist in Britain today? (Buddhism)</p> <ul style="list-style-type: none"> • Name and reflect on the main 3 division of the Noble Eightfold Path. • Suggest at least 2 reasons why being a Buddhist is a good thing in Britain today and 2 reasons why it might be hard. • Recognise the difference between monks and lay Buddhists. • Explain what the key elements of a Buddhist



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	<p>Christians try to be like Jesus — they want to know him better and better.</p> <ul style="list-style-type: none"> To know that Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice. 	<p>revealing what God the Father is like.</p> <ul style="list-style-type: none"> To understand God is challenging; people spend their whole lives learning more and more about God. To know that Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus. 	<p>commitment and say what these rituals mean (A3).</p> <ul style="list-style-type: none"> Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1). 	<p>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. Christians celebrate Pentecost as the beginning of the Church.</p>	<p>right and wrong (C3).</p>	<p>shrine mean.</p> <ul style="list-style-type: none"> Consider why the Buddha Rupa is important to Buddhists.
5	<p>Understanding Christianity – God</p> <p>What does it mean if God is loving and Holy?</p> <ul style="list-style-type: none"> Know that Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. Know that Christians believe God is both holy and loving, and Christians 	<p>Understanding Christianity – Incarnation</p> <p>Was Jesus the Messiah?</p> <p>To know that Jesus was Jewish.</p> <ul style="list-style-type: none"> Understand that Christians believe Jesus is God in the flesh. They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans 	<p>U2.1 Why do some people believe God exists?</p> <ul style="list-style-type: none"> Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2). 	<p>Understanding Christianity – Salvation</p> <p>What did Jesus do to save human beings?</p> <ul style="list-style-type: none"> To know that 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. Know that the Gospels give accounts of Jesus' death and resurrection. Understand that the New Testament says that Jesus' death was somehow 'for us'. 	<p>U2.9 What does it mean to be a Sikh in Britain today? (Sikhism)</p> <ul style="list-style-type: none"> Make connections between the lives of at least one of the Gurus and some actions Sikhs take today (A1). Describe and reflect on the significance of the Guru Granth Sahib to Sikhs (B1). Describe the forms of guidance a Sikh uses and compare them to forms of guidance experienced by the pupils (A2). Explain why equality, 	<p>U2.4 If God is everywhere, why go to a place of worship? (Christianity, Judaism, Hinduism)</p> <ul style="list-style-type: none"> Make connections between how believers feel about places of worship in different traditions (A3). Select and describe the most important functions of a place of worship for the community (B3). Give examples of how places of worship support believers in



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	<p>have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace.</p> <ul style="list-style-type: none"> Understand that 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. Know that Christians believe getting to know God is like getting to know a person rather than learning information. 	<p>and God.</p> <ul style="list-style-type: none"> To know that The Old Testament talks about a ‘rescuer’ or ‘anointed one’ — a messiah. Some texts talk about what this ‘messiah’ would be like. To know that Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) Know that Christians see Jesus as their Saviour 	<ul style="list-style-type: none"> Express thoughtful ideas about the impact of believing or not believing in God on someone’s life (B1). Present different views on why people believe in God or not, including their own ideas (C1). 	<ul style="list-style-type: none"> Understand that 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. To know that Christians remember Jesus’ sacrifice through the service of Holy Communion (also called the Lord’s Supper, the Eucharist or the Mass). To know that 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>service and honest work are so important to Sikhs and apply these ideas to what matters in the</p>	<p>difficult times, explaining why this matters to believers (B2).</p> <ul style="list-style-type: none"> Present ideas about the importance of people in a place of worship, rather than the place itself (C1).
6	<p>Understanding Christianity- Creation Creation and Science: Conflicting or complimentary?</p> <ul style="list-style-type: none"> To know that there is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific 	<p>Understanding Christianity- Gospel What would Jesus do? To know that 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>U2.3 What do religions say to us when life gets hard? (Christianity, Islam, non-religious)</p> <ul style="list-style-type: none"> Express ideas about how and why religion can help believers when times are hard, giving examples (B2). Outline Christian, Muslim and 	<p>Understanding Christianity – Salvation What difference does the resurrection make to Christians?</p> <ul style="list-style-type: none"> To know that 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. Now that the Gospels give accounts of 	<p>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? (Christianity, Islam)</p> <ul style="list-style-type: none"> Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). Make connections between stories of temptation and why people can find it difficult to be 	<p>U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? (Christianity, Islam, Hinduism)</p> <p>Examples of rules for living from and suggest ways in which it help believers with difficult (B1). Connections between stories of</p>



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<p>accounts.</p> <ul style="list-style-type: none"> • To know that 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? • To know that there are many scientists throughout history and now who are Christians. • To know that the discoveries of science make Christians wonder even more about the power and majesty of the Creator 	<ul style="list-style-type: none"> • To know that 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. • To know that 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>nonreligious beliefs about life after death (A1).</p> <ul style="list-style-type: none"> • Explain some similarities and differences between beliefs about life after death (B2). • Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3). 	<p>Jesus' death and resurrection.</p> <ul style="list-style-type: none"> • Understand that belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. To know that this belief gives Christians hope for life with God, starting now and continuing in a new life (heaven). 	<p>good(A2).</p> <ul style="list-style-type: none"> • Give examples of ways in which some inspirational people have been guided by their religion (B1). • Discuss their own and others' ideas about how people decide right and wrong (C3). 	<p>in and why people can find it to be good(A2). <ul style="list-style-type: none"> • Give examples of ways in which some inspirational people have been guided by their religion (B1). • Discuss their own and others' ideas about how people decide right and wrong (C3). </p>
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