

RE Long Term Plan

Covering the units from Understanding Christianity and the Leicestershire Agreed Syllabus

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Year 1 Cycle A	F4 Being special: where do we belong?	F2 Why do Christians perform nativity plays at Christmas?	F1 Why is the word 'God' so important to Christians?	1.5 Why does Easter matter to Christians	1.2 Who do Christians say made the world?	1.9 How should we care for others and the world, and why does it matter?
	F6 Which stories are special and why? 1.7 Who is Jewish and how do they live? (Double Unit - Part 1) 1.9 How should we care for others and the world, and why does it matter? Through use of our outdoor nature space at St Egelwin's Church.					
EYFS/ Year 1 Cycle B	F4 Being special: where do we belong?	1.3 Why does Christmas matter to Christians?	1.1 What do Christians believe God is like?	F3 Why do Christians put a cross in an Easter garden?	F5 Which places are special and why?	1.8 What makes some places sacred to believers?
	F6 Which stories are special and why? 1.7 Who is Jewish and how do they live? (Double Unit - Part 1) 1.9 How should we care for others and the world, and why does it matter? Through use of our outdoor nature space at St Egelwin's Church.					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2/3 Cycle A	2a.4 What kind of world did Jesus want?	1.7 Who is Jewish and how do they live? (Double Unit - Part 2)	2a.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.9 How do festivals and worship show what matters to a Muslim?	2a.2 What is it like to follow God?	1.10 What does it mean to belong to a faith community?
Year 2/3 Cycle B	2a.1 What do Christians learn from the creation story?	1.6 Who is a Muslim and how do they live? (Double Unit - Part 1)	1.4 What is the 'good news' Christians believe Jesus brings?	1.6 Who is a Muslim and how do they live? (Double Unit - Part 2)	L2.10 How do festivals and family life show what matters to Jewish people?	L2.12 How and why do people try to make the world a better place?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4/5/6 Cycle A	L2.7 What do Hindus believe God is like?	2a.3 What is the Trinity?	2b.8 What does it mean to be a Muslim in Britain today?	2a.6 When Jesus left, what was the impact of Pentecost?	2b.3 How can following God bring freedom and justice?	2b.11 Why do some people believe in God and some people not?
Year 4/5/6 Cycle B	2a.8 What does it mean to be Hindu in Britain today?	2b.2 Creation and science: conflicting or complementary?	2b.1 What does it mean if God is holy and loving?	2b.9 Why is the Torah so important to Jewish people?	2b.10 What matters most to Humanists and Christians?	2b.4 Was Jesus the Messiah?
Year 4/5/6 Cycle C	2a.11 How and why do people mark the significant events of life?	2b.8 What kind of king is Jesus?	U2.7 Why do Hindus want to be good?	2b.6 What did Jesus do to save - human beings? [Y5]	2b.12 How does faith help when life gets hard?	2b.5 What would Jesus do?

Understanding Christianity						
God	Creation/Fall	People of God	Incarnation	Gospel	Salvation	Kingdom of God

Understanding Christianity	
God	
End of Base	See Creation
End of Base 2	Pupils will know that: • Christians believe in God, and that they find out about God in the Bible. • Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this. • Christians worship God and try to live in ways that please him.
End of Base 3	Pupils will know that: • Christians believe God is Trinity: Father, Son and Holy Spirit (see Incarnation). • Jesus the Son is seen by Christians as revealing what God the Father is like. They believe he promises to stay with them and Bible stories show how God keeps his promises. • Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. • 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. Pupils will know that: • Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. • 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 being loving, forgiving, and full of grace. • Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love. • 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. • Christians believe getting to know God is like getting to know a person rather than learning information.
Future Learning	Students will know that: • Christians believe in God as Trinity, and that the different roles of the three persons in one God can be seen as exemplifying the relational nature of God and the importance of selfgiving love in Christian practice. • Ideas of God have varied (and still do) within the Christian Church, and that different emphases lead to different ways of living (for example, some Christians explain how and why God allows suffering; others cannot, but still trust God). • Christians can use the Bible to describe God in different ways. • It is not simple to talk about God, and language about God might use analogy, symbol, or metaphor and still not get close to what God is 'really' like. Christians believe that trying to express the inexpressible mystery of God is still worthwhile. Not all Christians agonise over such theological problems — some might say it is more important to get on with loving God and their neighbour.

Understanding Christianity	
Creation/Fall	
End of Base 1	Pupils will know that: • The word God is a name. • Christians believe God is Creator of the universe. • Christians believe God made our wonderful world and so we should look after it.
End of Base 2	Pupils will know that Christians believe: • God created the universe. • The Earth and everything in it are important to God. • God has a unique relationship with human beings as their Creator and Sustainer. • Humans should care for the world because it belongs to God.
End of Base 3	Pupils will know that Christians believe: • God the Creator cares for the creation, including human beings. • As human beings are part of God's good creation, they do best when they listen to God. • The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called the Fall'). • This means that humans cannot get close to God without God's help. • 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), and offers forgiveness even when they keep on falling short. • Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short. Pupils will know that: • 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? • There are many scientists throughout history and now who are Christians. • The discoveries of science make Christians wonder even more about the power and majesty of the Creator..
Future Learning	Students will know that Christians believe: • Creation reveals something about the nature of God (for example, powerful, involved in human life, source of all life on earth), and reminds humans of their place as dependent upon the Creator. • Humans have a responsibility to Creation, as stewards. • Genesis 1 and Genesis 2 present different pictures of God. • There are various ways of resolving the perceived conflict between science and religion, such as by interpreting Genesis in different ways. • Being made 'in the image of God' can be interpreted widely, but implies a significance for human beings, and an intimate connection between them and the Creator. • The story of 'the Fall' (Genesis 3) is interpreted differently by Christians (for example, Augustine and Irenaeus). • The idea that sin spoils creation is fundamental to Christian belief, but it is tied with the idea that God brings salvation through Jesus — sin does not have the last word. Evil and suffering need not destroy faith in God. • The idea that human beings are flawed and in need of God's salvation has influenced Christian thought over centuries. Reactions against it include ideas of Freud, Marx and positive psychology. • Christians celebrate being created by God, and also respond to sin through confession, believing that God forgives, by his grace, through Jesus.

Understanding Christianity	
People of God	
End of Base 1	N/A
End of Base 2	N/A
End of Base 3	Pupils will 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. • 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. • The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God and to attract all other nations to worshipping God. • Christians believe that, through Jesus, all people can become the People of God. Pupils will know that: • The Old Testament pieces together the story of the people of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God. • The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin. • Christians apply this idea to living today by trying to serve God and to bring freedom to others: for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. • Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God: for example, as salt and light in the world.
Future Learning	Students will know that Christians believe: • The People of God did not always live according to the Law. Prophets spoke out through words and symbolic actions, declaring 'the word of the Lord'. • Prophets called people back to God's Law — they reminded the People of God that their relationship with God was a covenant, or agreement; if they keep breaking the terms of the agreement, there would be difficulties. • The People of God often ignored the voice of the prophet, but sometimes would repent and come back to God. Then the cycle would start all over again. • The idea that sin spoils creation is fundamental to Christian belief, but it is tied with the idea that God brings salvation through Jesus — sin does not have the last word. Evil and suffering need not destroy faith in God. • Christians today often focus on the call for social justice as an indicator of how far they are living as the People of God. • The Bible has a rich 'wisdom' strand which gives a way of seeing the world, and guidance on responding to the challenges of life.

Understanding Christianity	
Incarnation	
End of Base 1	Pupils will know that: • 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.
End of Base 2	Pupils will know that: • Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). • Christians celebrate Jesus' birth, and Advent for Christians is a time for getting ready for Jesus' coming.
End of Base 3	Pupils will know that: • Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit. • Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Christians worship God as Trinity. It is a huge idea to grasp, and Christians have created art to help to express this belief. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus. Pupils will know that: • Jesus was Jewish. • 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 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).
Future Learning	Students will know that: • Christians believe the incarnate Jesus embodies the nature of God and shows them what God is like. • Christians believe Jesus' life offers a pattern for humans and models the way humans should be. • Christians have used artwork of Jesus to show rich and diverse ways of understanding the incarnation and to reflect on the nature of God. • Christians believe the incarnation validates the physical creation and the human body (for example, in the Orthodox tradition). • For Christians, Jesus' life and teaching exemplify God's interest in, care for and love of the poor and vulnerable.

Understanding Christianity	
Gospel	
End of Base 1	N/A
End of Base 2	Pupils will know that: • Christians believe Jesus brings good news for all people. • For Christians, this 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.
End of Base 3	Pupils will know that: • Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. • Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people. • Christians believe Jesus' life shows what it means to love God (his Father) and love your neighbour. • Christians try to be like Jesus — they want to know him better and better. • Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice. Pupils will know that: • Christians believe 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. • 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. • Christians believe that Jesus' good news not only transforms lives now, but also points toward a restored, transformed life in the future. (See Salvation and Kingdom of God). • 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.
Future Learning	Students will know that: • Jesus' teachings challenged social structures as well as individuals, disappointing some of his contemporaries, who wanted the Romans out and the People of God to rule. • The Bible teaches that the good news is for all people, and should bring liberation in individuals' lives and transform communities. • Jesus' teaching challenges Christians to embody this transformation in their individual lives, church communities, and in the wider world. • Christians believe the good news points toward a future rule of God when wisdom will prevail, and evil and suffering will end. (See also Kingdom of God.) • Jesus' teachings have influenced Christians and others beyond the Christian tradition.

Understanding Christianity	
Salvation	
End of Base 1	Pupils will know that: • Christians remember Jesus' last week at Easter. • Jesus' name means 'He saves'. • Christians believe Jesus came to show God's love. • Christians try to show love to others.
End of Base 2	Pupils will 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. • Christians believe Jesus builds a bridge between God and humans. • Christians believe Jesus rose from the dead, giving people hope of a new life.
End of Base 3	Pupils will know that: • Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. • The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. • Christians today trust that Jesus really did rise from the dead, and so is still alive today. • Christians remember and celebrate Jesus' last week, death and resurrection. Pupils will 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. • The Gospels give accounts of Jesus' death and resurrection. • The New Testament says that Jesus' death was somehow 'for us'. • 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, from slavery to freedom. • Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). • Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. • This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven). • 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.
Future Learning	Students will know that: • For Christians, salvation is a deep concept that incorporates all the others in this scheme. It includes healing of the whole person, of society and of the natural world. • For Christians, different ways of understanding how Jesus brings salvation depends upon which aspect of Jesus' significance they emphasise: for example, his teaching, his example, his death, his resurrection and so on. • For Christians, the Holy Spirit carries on the work of sanctification in their lives, helping them to be more like Jesus, restoring the image of God.

Understanding Christianity	
Kingdom of God	
End of Base 1	N/A
End of Base 2	N/A
End of Base 3	Pupils will 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'.) • Christians believe Jesus is still alive, rules in their hearts and lives through the Holy Spirit, if they let him. • Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God. • Christians celebrate Pentecost, as the beginning of the Church. • Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians. Pupils will know that: • 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. • The parables suggest that there will be a future Kingdom, where God's reign will be complete. • 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.
Future Learning	Students will know that: • For Christians, the future element of the Kingdom of God suggests a renewed heaven and earth, transforming the current creation, but taking account of human achievement (as humans are made 'in the image of God'), rather than wiping it away. • There are different Christian understandings about life after death (soul; resurrection or recreation; timeless beatific vision or everlasting life), but God's rule is seen as fundamental. • Different readings of apocalyptic texts (for example, Revelation) are a feature of contemporary Christian beliefs, and these have an impact on how some Christians live now.

Base Outcomes - Covering the units from Understanding Christianity and the Leicestershire Agreed Syllabus

Base 1

F1: Why is the word 'God' special to Christians?

- Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world
- Retell stories, talking about what they say about the world, God, human beings
- Think about the wonders of the natural world, expressing ideas and feelings
- Say how and when Christians like to thank their Creator
- Talk about what people do to mess up the world and what they do to look after it.

F2: Why is Christmas special for Christians?

- Talk about people who are special to them
- Say what makes their family and friends special to them
- Recall simply what happens at a traditional Christian festival (Christmas)
- Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus
- Retell religious stories, making connections with personal experiences.

F3: Why is Easter special for Christians?

- Recognise and retell stories connected with celebration of Easter
- Say why Easter is a special time for Christians
- Talk about ideas of new life in nature
- Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature
- Talk about some ways Christians remember these stories at Easter.

F4: Being special: where do we belong?

- Retell religious stories making connections with personal experiences
- Share and record occasions when things have happened in their lives that made them feel special
- Recall simply what happens at a traditional Christian infant baptism and dedication
- Recall simply what happens when a baby is welcomed into a religion other than Christianity.

F5: Which places are special and why?

- Talk about somewhere that is special to themselves, saying why
- Recognise that some religious people have places which have special meaning for them
- Talk about the things that are special and valued in a place of worship
- Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God
- Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church
- Express a personal response to the natural world.

F6: Which stories are special and why?

- Talk about some religious stories
- Recognise some religious words, e.g. about God
- Identify some of their own feelings in the stories they hear
- Identify a sacred text e.g. Bible, Torah
- Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc.

1.1 What do Christians believe God is like?

- Identify what a parable is.
- Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.
- Give clear, simple accounts of what the story means to Christians.
- Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.
- Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.
- Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.

1.2 Who do Christians say made the world?

- Retell the story of creation from Genesis 1:1–2.3 simply.
- Recognise that 'Creation' is the beginning of the 'big story' of the Bible.
- Say what the story tells Christians about God, Creation and the world.
- Give at least one example of what Christians do to say thank you to God for the Creation.
- Think, talk and ask questions about living in an amazing world.

1.3 Why does Christmas matter to Christians?

- Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.
- Recognise that stories of Jesus' life come from the Gospels.
- Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.
- Decide what they personally have to be thankful for at Christmas time.

1.5 Why does Easter matter to Christians?

- Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.
- Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).
- Recognise that Jesus gives instructions about how to behave.
- Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.
- Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.

1.7 Who is Jewish and how do they live? (Part 1)

- Recognise the words of the Shema as a Jewish prayer
- Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah)
- Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.
- Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)
- Make links between Jewish ideas of God found in the stories and how people live
- Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)
- Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas
- Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.

1.8 What makes some places sacred to believers?

- Recognise that there are special places where people go to worship, and talk about what people do there
- Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean
- Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship
- Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues that show what people believe
- Give simple examples of how people worship at a church, mosque or synagogue
- Talk about why some people like to belong to a sacred building or a community.
- Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas
- Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.

1.9 How should we care for others and the world, and why does it matter?

- Identify a story or text that says something about each person being unique and valuable
- Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)
- Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world
- Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories
- Give examples of how Christians and Jews can show care for the natural earth
- Say why Christians and Jews might look after the natural world
- Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world
- Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.

Outcomes

Base 2

1.4 What is the 'good news' Christians believe Jesus brings?

- Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.
- Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians
- Recognise that Jesus gives instructions to people about how to behave.
- Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.
- Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).
- Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.

1.6 Who is Muslim and how do they live? (Double Unit)

- Recognise the words of the Shahadah and that it is very important for Muslims
- Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean
- Give examples of how stories about the Prophet show what Muslims believe about Muhammad.
- Give examples of how Muslims use the Shahadah to show what matters to them
- Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)
- Give examples of how Muslims put their beliefs about prayer into action.
- Think, talk about and ask questions about Muslim beliefs and ways of living
- Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas
- Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.

1.7 Who is Jewish and how do they live? (Part 1)

- Recognise the words of the Shema as a Jewish prayer
- Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah)
- Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.
- Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)
- Make links between Jewish ideas of God found in the stories and how people live
- Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)
- Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas
- Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.

1.10 What does it mean to belong to a faith community?

- Recognise that loving others is important in lots of communities
- Say simply what Jesus and one other religious leader taught about loving other people
- Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean
- Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)
- Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences
- Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.

2a.1 What do Christians learn from the creation story?

- Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.
- Make clear links between Genesis 1 and what Christians believe about God and Creation.
- Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.)
- Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.

2a.2 What is it like to follow God?

- Make clear links between the story of Noah and the idea of covenant.
- Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.
- Make links between the story of Noah and how we live in school and the wider world.

2a.4 What kind of world did Jesus want?

- Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.
- Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.
- Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.
- Make simple links between Bible texts and the concept of 'Gospel' (good news).
- Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.
- Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.

2a.5 Why do Christians call the day Jesus died 'Good Friday'?

- Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.
- Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.
- Give examples of what the texts studied mean to some Christians.
- Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.
- Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.
- 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.

L2.9 How do festivals and worship show what matters to a Muslim?

- identify some beliefs about God in Islam, expressed in Surah 1.
- Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God)
- Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.
- Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)
- Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims.
- Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.
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L2.10 How do festivals and family life show what matters to Jews?

- Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean.
- Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people
- Offer informed suggestions about the meaning of the Exodus story for Jews today.
- Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)
- Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities
- Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future.
- Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.

L2.12 How and why do people try to make the world a better place?

- Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin).
- Make links between religious beliefs and teachings and why people try to live and make the world a better place.
- Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek)
- Describe some examples of how people try to live (e.g. individuals and organisations)
- Identify some differences in how people put their beliefs into action
- Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better
- Make links between some commands for living from religious traditions, nonreligious worldviews and pupils' own ideas
- Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.

Outcomes

Base 3

2a.3 What is the Trinity?

- Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.
- Offer suggestions about what texts about baptism and Trinity might mean.
- Give examples of what these texts mean to some Christians today.
- Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.
- Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.

2a.6 When Jesus left, what was the impact of Pentecost?

- Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.
- Offer suggestions about what the description of Pentecost in Acts 2 might mean.
- Give examples of what Pentecost means to some Christians now.
- Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.
- Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.

L2.7 What do Hindus believe God is like?

- Identify some Hindu deities and say how they help Hindus describe God
- Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God
- Offer informed suggestions about what Hindu murtis express about God
- Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a Home Shrine; celebrating Diwali)
- Identify some different ways in which Hindus worship
- Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today
- Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas

L2.8 - What does it mean to be a Hindu?

- Describe how Hindus show their faith within their families in Britain today (e.g. home puja)
- Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)
- Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)
- Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean
- Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)
- Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.

Unit L2.11 - How and why do people mark the significant events of life?

- Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean
- Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today
- Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean
- Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)
- Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)
- Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones
- Make links between ideas of love, commitment and promises in religious and non-religious ceremonies
- Give good reasons why they think ceremonies of commitment are or are not valuable today.

2b.1 - What does it mean if God is holy and loving?

- Identify some different types of biblical texts, using technical terms accurately.
- Explain connections between biblical texts and Christian ideas of God, using theological terms.
- Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.
- Show how Christians put their beliefs into practice in worship.
- Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.

2b.2 Creation and science: conflicting or complementary?

- Outline the importance of Creation on the timeline of the 'big story' of the Bible.
- Identify what type of text some Christians say Genesis 1 is, and its purpose.
- Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.
- Make clear connections between Genesis 1 and Christian belief about God as Creator.
- Show understanding of why many Christians find science and faith go together. Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.
- Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.

2b.3 - How can following God bring freedom and justice?

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

2b.4 - Was Jesus the Messiah?

- Explain the place of Incarnation and Messiah within the 'big story' of the Bible.
- Identify Gospel and prophecy texts, using technical terms.
- Explain connections between biblical texts, Incarnation and Messiah, using theological terms.
- Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.
- Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.
- Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.

2b.5 - What would Jesus do?

- Identify features of Gospel texts (for example, teachings, parable, narrative).
- Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.
- Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.
- Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.

2b.6 - What did Jesus do to save human beings?

- Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.
- Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.
- Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts.
- Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.
- Show how Christians put their beliefs into practice.
- Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.

2b.8 - What kind of king is Jesus?

- Explain connections between biblical texts and the concept of the Kingdom of God.
- Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.
- Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.
- Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.

U2.7 - Why do Hindus try to be good?

- Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately
- Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.
- Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live
- Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.
- Give evidence and examples to show how Hindus put their beliefs into practice in different ways
- Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus
- Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.

U2.8 - What does it mean to be a Muslim in Britain today?

- Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message)
- Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet)
- Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)
- Give evidence and examples to show how Muslims put their beliefs into practice in different ways
- Make connections between Muslim beliefs studied and Muslim ways of living in Britain/your region today
- Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims
- Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.

U2.9 - Why is the Torah important for Jewish people?

- Identify and explain Jewish beliefs about God
- Give examples of some texts that say what God is like and explain how Jewish people interpret them
- Make clear connections between Jewish beliefs about the Torah and how Jews use and treat it
- Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)
- Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)
- Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today
- Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.

U2.10 - What matters most to Humanists and Christians?

- Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)
- • Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')
- Understand the impact:
 - • Make clear connections between Christian and Humanist ideas about being good and how people live
 - • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view
- Make connections:
 - • Raise important questions and suggest answers about how and why people should be good
 - • Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.

U2.11 - Why do some people believe in God?

- Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs
- Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from
- Give examples of reasons why people do or do not believe in God
- Make clear connections between what people believe about God and the impact of this belief on how they live
- Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)
- Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging
- Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not
- Make connections between belief and behaviour in their own lives, in the light of their learning.

U2.12 - How does faith help people when life gets hard?

- Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life
- Identify beliefs about life after death in at least two religious traditions, comparing and explaining for similarities and differences.
- Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)
- Use evidence and examples to show how beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives.
- Reflect on a range of artistic expressions of afterlife, articulating and explaining different ways of understanding these
- Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.