



West Tyne Church Schools Federation

RE Long Term Plan NEW



Reception

God/ Creation (core)

Why is the word "God" so important to Christians?

Explore who God is and why he is important to Christians. To understand that God is the Creator of the universe and all that is in it, including people and animals. Create artwork to represent what God created.

Incarnation (core)

Why do Christians perform nativity plays at Christmas?

Act out stories about Jesus as an adult. And understand that Jesus is God come to be with us on earth as the friend and rescuer of human beings, for example: nativity stories. Explore different characters from the nativity.

God/ Creation (Digging Deeper)

How can we care for our wonderful world?

Explore Christians believe they are called by God to care for the world. For Anglicans, the fifth of the 'Five Marks of Mission' states the importance of treasuring God's world. Explore and observe how we can help look after the world God created.

Salvation (core)

Why do Christians put a cross in an Easter garden?

Talk about the four Gospels which cover the period from Jesus' triumphal entry into Jerusalem to the encounters the disciples had with the risen Jesus.

Thematic:

Which stories are special and why?

Talk about their special stories, stories from other cultures and explore why they are special for other people. Act out different stories.

Thematic

Which places are special and why?

Talk about their special places and places that are special to Christians (Church) and other faiths. Mosque and Synagogue)

Look at similarities and differences between the special places.

Year 1 / 2 Cycle B

God (Core)

What do Christians believe God is like?

Use the parables (The Lost Son) of Jesus in various ways, to explore the relationship between God the Creator, and creation.

Incarnation (core)

Why does Christmas matter to Christians?

To understand that Jesus' birth 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). Retell the story of the birth of Jesus.

Gospel (core)

What is the good news that Jesus brings?

To understand the good news includes being loved by God, and being forgiven for bad things and Christians believe Jesus is a friend to the poor and friendless.

Islam

Who is Muslim and what do they believe?

Identify Muslims beliefs and give a simple description.

Give some examples of how Muslims use stories about Prophet to guide their beliefs and actions.

Thematic

Who am I? What does it mean to belong in a faith community?

Talk about stories of people who belong to groups. Find out about groups which children belong to. Help children to express their feelings of belonging and depending on others. Explore a range of religions for example, Christians, Judaism and Muslims.

Year 1 / 2 Cycle A

Creation (core)

Who do Christians say made the world?

To explore the unique relationship with human beings as their Creator and Sustainer. Humans should care for the world because it belongs to God.

Judaism

Who is Jewish and how do they live?

Identify Jewish beliefs and give some examples how they put their beliefs in action.

Give examples of how stories show what Jewish believe

Thematic

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

To understand how different religions show care to each other and the natural world. Look at how to illustrate a non-religious view of the value of all people.

Salvation (Digging Deeper)

Why does Easter matter to Christians?

To understand that Jesus showed that he was willing to forgive all people, even for putting him on the cross. To understand Christians believe Jesus builds a bridge between God and humans

Gospel (Digging Deeper)

What is the good news that Jesus brings?

To explore Jesus' teachings make people think hard about how to live and show them the right way. Understand Jesus is a friend to the poor and friendless.

Thematic:

What makes some places sacred to believers?

How do places of worship connect with Christian and Muslim/ Jewish beliefs and practises studied? Explore the meanings of symbols.



West Tyne Church Schools Federation

RE Long Term Plan



Year 3/4 Cycle B

People of God (Core)

What is it like for someone to follow God?

The People of God units in this resource focus on stories from the Old Testament, looking at characters from Noah to the prophets. This unit looks at stories from the book of Genesis, concentrating on Noah and Abraham.

Incarnation (core)

What is Trinity?

To make links that Christians believe God is Trinity: Father, Son and Holy Spirit. Explore the Baptism of Jesus by John the Baptist.

Sikhism

What does it mean to be Sikh in Britain today?

Identify and describe Sikhism beliefs such as one God, the message of Guru Nanak, equality and service Use an investigation into Guru Nanak and the rest if the Ten Gurus to find out why service (sewa), human equality and dignity are important to Sikhs.

Kingdom Of God (core)

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.

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

Thematic

What are the deeper meanings of festivals?

Identify significant events people in their own lives. Find out the meanings of stories behind two or three festivals and look at the similarities and differences between them.

Explore festivals from different religions (Hindu, Christianity, Judaism, Islam and Sikhism)

Describe how believers celebrate festivals in different ways (e.g. between celebrations at home and in community).

Year 3/4 Cycle A

Creation/ Fall (core)

What do Christians learn from the Creation 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.)

Thematic

How and why do people try to make a better world?

Make links between teachings about how to live and ways in which people try to make the world a better place.

Give examples of how people try to live in ways that make the world a better place.

Compare the work of Christian Aid and Islamic Relief.

Gospel (core)

What kind of world did Jesus want?

Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.

Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.

Salvation (Digging Deeper)

Why do Christians call the day Jesus died 'Good Friday'?

Make suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean.

Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus.

Hinduism

What does it mean to be a Hindu in Britain today?

Identify common or distinctive features for different deities. Talk about the idea for some Hindus that all living beings are sacred and special. Find out how Hindus show their faith within their families.

Thematic

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

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 World Jewish Relief or/ and how Muslims give to charity; to make the world better.



West Tyne Church Schools Federation

RE Long Term Plan



Year 5/6 Cycle B

God (core)

What does it mean if Christians believe God is holy and loving?

Consider and weigh up how Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace.

Use evidence and examples to show how Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love.

Incarnation (core)

Was Jesus the Messiah?

Make clear connections with the Old Testament about a 'rescuer' or 'anointed one' — a messiah.

Using different texts talk about what this 'messiah' would be like

Gospel (core)

What would Jesus do?

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 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.

Islam

What does it mean for Muslims to follow God?

Think about and discuss the value and challenge for Muslims of following the Five Pillars, and how they might make a difference to individual Muslims and to the Muslim community. Find out about the difference between the authority of the Qur'an and other forms of guidance for Muslims.

Thematic

Why is pilgrimage important to some religious believers?

Find out about special places that hold significance for pupils and why they are important. Make connections with beliefs and spiritual significance of places of pilgrimage.

Talk about what difference the journey makes to people's lives.

Thematic

Why do some people believe in God and some people not?

Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from.

Give evidence and examples to show how Christians sometimes disagree about what God is like.

Year 5/6 Cycle A

Creation / Fall

Creation and Science: conflicting or complementary?

Reflect on what the texts say about God and human nature, and begin to think about the purpose of the Genesis Creation text (and Psalm 8). Discuss whether or not the Genesis account is 'true', reflecting a common view that religious accounts of the universe's origins are in conflict with scientific accounts.

Judaism

What does it mean for Jewish people to follow God?

Make clear connections between Jewish commandments and how Jews live.

Give evidence and examples to show how Jewish people put their beliefs into practice in different ways.

Explore the difference between Orthodox and Progressive Jewish practice.

People of God (core)

How can following God bring freedom and justice?

Identify and explain how the story of Moses and the Exodus shows how God rescued his people from slavery in Egypt.

Give examples on Christians apply this idea to living today by trying to serve God and to bring freedom to others.

Kingdom Of God (core)

What kind of King is Jesus?

Give examples of how 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.

Reflect on how Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.

Hinduism

Why do Hindus try to be good?

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. Make connections between Hindu beliefs and explain how and why they are important to Hindus.

Thematic

How does faith help when life gets hard?

Explore how different religions use the symbolism of light and dark to mark the good times and hard times in life. Explore how some people might thank God in good times..



God/ Creation (Why is the word "God" so important to Christians? and How can we care for our wonderful world?)

Children will know:

- The word *God* is a name.
- Christians believe *God* is the creator of the universe.
- Christians believe *God* made our wonderful world and so we should look after it.

Incarnation: Why do Christians perform nativity plays at Christmas?

Children will know:

- 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*.

Salvation: Why do Christians put a cross in an Easter garden?

Children will know:

- 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.

Thematic and Other Faiths: Which stories are special and why? And Which places are special and why?

- To understand that they can expect others to treat their needs, views, cultures and beliefs with respect.
- Begin to know about their own cultures and beliefs and those of other people.
- To use their imagination in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings.
- Talk about similarities and differences between themselves and others, among families, communities and traditions.
- Explore, observe and find out about places and objects that matter in different cultures and beliefs.
- Listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions.



KS1 National Curriculum:

- Explore a range of religious stories and sacred writing and talk about their meanings.
- Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.
- Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.
- Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses.
- Identify and suggest meanings for religious symbols and begin to use a range of religious words.
- Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness.
- Ask and respond imaginatively to puzzling questions, communicating their ideas.
- Identify what matters to them and others, including those with religious commitments, and communicate their responses.
- Reflect on how spiritual and moral values relate to their own behaviour.
- Recognise that religious teachings and ideas make a difference to individuals, families and the local community.

God: What do Christians believe God is like?

Children will know:

- 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.

Incarnation: Why does Christmas matter to Christians?

Children will know:

- Christians believe that Jesus is God and that he was born as a baby in Bethlehem.
- 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).
- Christians celebrate Jesus' birth; Advent for Christians is a time for getting ready for Jesus' coming.
- Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.



Gospel: What is the good news Jesus brings?

Children will know:

- 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.
- 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

Salvation: Why does Easter matter to Christians?

Children will know:

- 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.

Islam: Who is Muslim and what do they believe?

Children will know:

- 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, 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 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 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.



West Tyne Church Schools Federation RE Long Term Plan



Thematic: Who am I? what does it mean to belong?

Children will know:

- 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.



Children will know:

- 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.

Incarnation: Why does Christmas matter to Christians?

Children will know:

- Tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'
- 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).
- Christians celebrate Jesus' birth; Advent for Christians is a time for getting ready for Jesus' coming.
- Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth.

Judaism: Who is Jewish and how do they live?

Children will know:

- Recognise the words of the Shema as a Jewish prayer.
- Re-tell simply some stories used in Jewish celebrations (e.g. Hanukkah or Sukkot)
- Give examples of how the stories used in celebrations (e.g. Shabbat) 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 stories and how people live.
- Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat).
- Ask some questions about what Jewish people celebrate and why.
- Talk about what they think is good about reflecting, thanking, praising.



Children will know:

- 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 rose from the dead, giving people hope of a new life.
- Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people).
- Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship.
- Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas.

Gospel: What is the good news Jesus brings?

Children will know:

- Christians believe Jesus brings good news (includes: being loved by God and being forgiven for bad things) for all people.
- 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.
- Give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts.
- Describe how Christians show their beliefs: for example, thanking God in prayer.
- Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives.

Thematic: What makes some places sacred to believers?

Children will know:

- 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 which 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.



KS2 National Curriculum:

- Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.
- Describe the variety of practices and ways of life in religions and understand how these stem from and are closely connected with beliefs and teachings.
- Identify and begin to describe the similarities and differences within and between religions.
- Investigate the significance of religion in the local, national and global communities.
- Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them.
- Describe and begin to understand religious and other responses to ultimate and ethical questions.
- Use specialist vocabulary in communicating their knowledge and understanding.
- Use and interpret information about religions from a range of sources.
- Reflect on what it means to belong to a faith community, communicating their own and others' responses.
- Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways.
- Discuss their own and others' views of religious truth and belief, expressing their own ideas.
- Reflect on ideas of right and wrong and their own and others' responses to them.
- Reflect on sources of inspiration in their own and others' lives.

People of God What is it like to follow God?

Children will know:

- The Old Testament tells the story of a particular group of people, the children of Israel – 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.



Incarnation: What is Trinity?

Children will know:

- 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 artists 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.

Sikhism: What does it mean to be Sikh in Britain today?

Children will know:

- Identify some of the core beliefs of Sikhism, e.g. one God, the message of Guru Nanak, equality and service.
- Make clear links between the Mool Mantar and Sikh beliefs and actions.
- Offer informed suggestions about what some of the teachings of the Gurus mean to Sikhs today.
- Make simple links between the life of at least one of the Gurus and some actions Sikhs take today (e.g. Guru Nanak and the langar; Guru Gobind Singh and the Khalsa).
- Give some examples that demonstrate that remembering God, working hard and serving others are important to Sikhs today.

Salvation: Why do Christians call the day Jesus died 'Good Friday'?

Children will know:

- 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.



Kingdom of God: When Jesus left, what was the impact of Pentecost?

Children will know:

- 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 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.

Thematic: What are the deeper meaning of festivals?

Children will know:

- Identify the main beliefs at the heart of religious festivals (i.e. at least one festival in at least two religions).
- Make clear links between these beliefs and the stories recalled at the festivals.
- Make connections between stories, teachings, symbols and beliefs and how believers celebrate these festivals.
- Describe how believers celebrate festivals in different ways (e.g. between celebrations at home and in community; and/or a variety of ways of celebrating within a religious tradition).
- Raise questions and suggest answers about what is worth celebrating and remembering in religious communities and in their own lives.
- Make links between the beliefs and practices studied and the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, giving good reasons for their ideas.
- Talk about what they have learned, how and why their thinking has changed.



Creation/ Fall: What do Christians learn from the Creation story?

Children will know:

- 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.

Incarnation: What is Trinity?

Children will know:

- 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 artists 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.

Gospel: What kind of world did Jesus want?

Children will know:

- 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.



Salvation: Why do Christians call the day Jesus died 'Good Friday'?

Children will know:

- 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.

Hinduism: What does it mean to be a Hindu in Britain today?

Children will know:

- Identify some Hindu deities and describe Hindu beliefs about God (e.g. Brahma, trimurti).
- Offer informed suggestions about what Hindu murtis express about God.
- Make links between Hindu beliefs and the aims of life (e.g. Karma).
- 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, Diwali), indicating some differences in how Hindus show their faith.
- 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.
- Consider and weigh up the value of taking part in family and community rituals in Hindu communities and express insights in whether it is a good thing for everyone, giving good reasons for their ideas and talking about whether their learning has changed their thinking.

Thematic: How and why do believers show their commitments during the journey of life?

Children will know:

- 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 journey, and to mark the milestones.
- Make links between ideas of love, commitment and promises in religious and non-religious ceremonies.



God: What does it mean if God is holy and loving?

Children will know:

- 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 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.

Incarnation: Was Jesus the Messiah?

Children will know:

- 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.

Gospel: What would Jesus do?

Children will know:

- 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 transforms lives now, but also points towards 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.



Salvation (core): What did Jesus do to save human beings? (yr5)

What difference does the resurrection make for Christians? Yr 6)

Children will know:

- 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.

Islam: What does it mean for Muslims to follow God ?

Children will know:

- 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 and explain ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; haji practices follow example of the Prophet).
- Make clear connections between Muslim beliefs and worship (e.g. Five Pillars, 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/ the North East today.



Thematic: Why is pilgrimage important to some religious believers?

Children will know:

- Identify some of the beliefs that lie behind places and times of pilgrimage in at least two religions (e.g. ummah in Islam; Mary in Roman Catholic Christianity).
- Explain ways in which stories that lie behind sites of pilgrimage connect with beliefs (e.g. Shiva and the Ganges in Hinduism; Israel as G-d's Chosen or Favoured people in Judaism).
- Explain the spiritual significance and impact of pilgrimage on pilgrims in at least two religions.
- Compare the similarities and differences between ways in which people undertake pilgrimage and how they affect the way they live.
- Evaluate and explain the importance of pilgrimage in the world today, giving good reasons for their views.
- Reflect on and articulate lessons that people might gain from the idea and practice of pilgrimage, including their own responses.



Creation / Fall : Creation and Science: conflicting or complementary?

Children will know:

- 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 through history and now who are Christians.
- The discoveries of science make Christians wonder even more about the power and majesty of the Creator.

Incarnation: Was Jesus the Messiah?

Children will know:

- 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 .

People of God: How can following God bring freedom and justice?

Children will know:

- 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 by 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.



Kingdom of God: What kind of King is Jesus?

Children will know:

- 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.

Judaism: What does it mean for a Jewish person to follow God?

Children will know:

- 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 they use it.
- Make clear connections between Jewish commandments and how Jews live (e.g. in relation to Jewish 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).

Thematic: How do religions help people live through good times and bad times?

Children will know:

- 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.