

Reception

Religion & Worldviews – Incarnation

Previous learning to support this unit Can you remember learning to?	How this unit will support future learning. Y1 End Points:
<p>PSED - Develop their sense of responsibility and membership of a community.</p> <p>PSED - Understand gradually how others might be feeling.</p> <p>Understanding the World - Make connections between the features of their family and other families.</p> <p>Understanding the World - Begin to make sense of their own life-story and family's history.</p>	<ul style="list-style-type: none"> • 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. • Know that Christians wait and prepare for celebrating the birth of Jesus during Advent. • Give examples of how Christians prepare for Christmas and the coming of Jesus. • Decide what they personally have to be thankful for at Christmas time.

Important Images



Nativity



Manger



Mary, Joseph and Jesus



Star



Angel

Key Vocabulary We want you to remember these words	End of Unit End Points
<ul style="list-style-type: none"> • Jesus • God • Nativity • Carols • Manger • Mary • Joseph • Shepherds • Angels • Wise men • Star • Celebrate 	<ul style="list-style-type: none"> • Act out different parts of the Nativity story and know that Nativity plays are a way of telling the 'good news' of God coming to earth. • Sing songs that tell different parts of the Nativity story. • Talk about what we might do if a special baby was born. • Know that Christmas is celebrated each year to remind Christians how much God loves them. • Talk about Christmas as a special time to share God's love with families and friends.

Key knowledge and skills




The 'stuff' we want you to remember

- To know that the Bible is a very special book for Christians.
- To explore what the Bible says about Jesus.
- To know the key events in the Nativity story.
- Retell the Nativity story in a variety of ways.
- To understand that Jesus was a baby when he was born then grew into an adult.
- To begin to understand that Christians believe God came to earth in Jesus.
- To know that Christians celebrate Jesus' birthday at Christmas.
- To explore their own experiences of birthdays and Christmas and compare to others.

Focus question: Why do Christians perform Nativity plays at Christmas?

Year 1

Religion & Worldviews – Creation

Previous learning to support this unit Can you remember learning to?	How this unit will support future learning. LKS2 End Points:
<p>Reception – Creation End Points:</p> <ul style="list-style-type: none"> • God is a name and Christians believe it should be respected. • Christians believe that God is the creator of the universe <p>Christians believe God made our wonderful world and so we should look after it.</p>	<ul style="list-style-type: none"> • 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 Christian.
Important Images	
 <p>Creation</p>	 <p>World</p>  <p>Bible</p>
Key Vocabulary We want you to remember these words	End of Unit End Points
<ul style="list-style-type: none"> • God • Christian • Creation • World • Bible • Question • 	<ul style="list-style-type: none"> • 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.
Key knowledge and skills The 'stuff' we want you to remember	
<ul style="list-style-type: none"> • To know the key events in the Creation story. • To know the Bible is a book telling the 'Big Story' of Christianity. • To know the Creation story is in the beginning of the 'Big Story' of the Bible. • To give examples of what the Creation Story tells Christians about God, Creation and the World. • To explore what Christians, do to say thank you to God for the creation. • To engage in discussions based on their own and others' worldviews about living in an amazing world. • To ask questions based on what they have learned. 	
Focus question: Who made the world?	

Year 2

Religion & Worldviews – Community

Previous learning to support this unit Can you remember learning to?	How this unit will support future learning. LKS2 End Points:
Year 1 – Creation: <ul style="list-style-type: none"> 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. Year 1 – Islam: <ul style="list-style-type: none"> Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) 	<ul style="list-style-type: none"> 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. Make clear links between Genesis 1 and what Christians believe about God and Creation. Ask questions and suggest answers about what might be important in the Creation story for Christians living today and for people who are not Christian.

Important Images



Christian



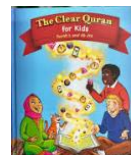
Jew



Muslim



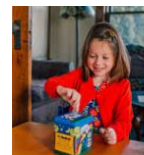
Torah



Qur'an



Zakat



Tzedekah

Key Vocabulary

We want you to remember these words

- Psalm
- Creation
- Genesis
- Christian
- Old Testament
- Bible
- Torah
- Qur'an
- Zakat
- Tzedekah
- Value
- Care
- Environment

End of Unit End Points

- 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.
- Talk about what they have learned and how their ideas have changed.

Key knowledge and skills




The 'stuff' we want you to remember

- To know the key events in the Creation story.
- To know the Bible is a book telling the 'Big Story' of Christianity.
- To know the Creation story is in the beginning of the 'Big Story' of the Bible.
- To give examples of what the Creation Story tells Christians about God, Creation and the World.
- To explore what Christians, do to say thank you to God for the creation.
- To engage in discussions based on their own and others' worldviews about living in an amazing world.
- To ask questions based on what they have learned.

Focus question: How should we care for the world and for others, and why does it matter?

Year 3

Religion & Worldviews – Festivals

Previous learning to support this unit Can you remember learning to?		How this unit will support future learning. KS2 End Points:	
<ul style="list-style-type: none">• Year 1 – Islam• Recognise the words of Shahadah and give examples of how Muslims use the Shahadah to show what matters to them.• Give examples of how Muslims put their beliefs about prayer into action.• Year 2 – Judaism• Give examples of how Jewish people celebrate Sukkot• Ask some questions about what Jewish people celebrate and why.• Recognise the words of the Shema as a Jewish celebration and know how Jewish people use a mezuzah to remember God.		<ul style="list-style-type: none">• Know about the festivals of Vaisakhi and why it is important in the life of Sikhs today.• Give evidence and examples to show how Muslims put their beliefs into practice in different ways.	
Important Images			
			
Ramadan		Diwali	
		Yom Kippur	
Key Vocabulary We want you to remember these words		End of Unit End Points	
<ul style="list-style-type: none">• Muslim• Hindu• Jewish• Ramadan• Eid al-Fitr• Diwali• Yom Kippur• Celebrate• Festival• Fasting• Commitment		<ul style="list-style-type: none">• Identify the main beliefs at the heart of Eid al-fitr e.g. celebrating the end of fasting; self-control and submission to Allah.• Identify the main beliefs at the heart of Diwali e.g. Rama and Sita, good overcomes bad, ideas of blessings and good fortune.• Identify the main beliefs at the heart of Yom Kippur e.g. fasting, repentance, praying for forgiveness.• Compare ways in which believers celebrate the shared values, stories, beliefs, hopes and commitments of these festivals.• Ask big questions about the deep meaning of the festivals; does light conquer darkness? Does fasting make you a better person? How?	
Key knowledge and skills The 'stuff' we want you to remember			
<ul style="list-style-type: none">• To explore the meanings of stories linked to festivals; Diwali, Christmas, Rosh Hashanah, Ramadan and Eid al-Fitr.• To give at least 2 examples of the main beliefs at the heart of Eid al-Fitr, Diwali and Yom Kippur.• Make comparisons between the key beliefs and elements of Eid al-Fitr, Diwali and Yom Kippur.• To give examples of concepts of Eid al-Fitr, Diwali and Yom Kippur e.g. community; identity and belonging; tradition; bringing peace; good overcoming bad; celebrating freedom; saying sorry; forgiveness; self-control.• To give examples of benefits of celebration to religious communities e.g. community, sense of belonging and identity.• Talk about the role of festivals in the life of Britain today: Is Comic Relief day a bigger festival than Easter? Should everyone be allowed a day off work for their festivals? Is Christmas for the Christians or for everyone? Can the real meaning of a festival be preserved, or do the shops and shopping always take over?			
Focus question: What are the deeper meaning of festivals?			

Year 4

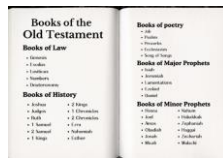
Religion & Worldviews – People of God

Previous learning to support this unit Can you remember learning to?	How this unit will support future learning. Year 5 End Points:
<ul style="list-style-type: none"> EYFS – Creation Christians believe God made our wonderful world and so we should look after it. Year 1 – Creation 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. Retell the story of Creation from Genesis 1:1 - 2.3 simply Year 2 – God 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. 	<ul style="list-style-type: none"> 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. 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.

Important Images



Genesis



Old Testament



Rainbow



Vow

Key Vocabulary We want you to remember these words	End of Unit End Points
<ul style="list-style-type: none"> Genesis Covenant Promise Wedding Vow Ceremony Rainbow 	<ul style="list-style-type: none"> Retell the story of Noah Genesis 1:-2.3 & Genesis 6. Make clear 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. Make links between the story of Noah and how we live in the wider world.

Key knowledge and skills





The 'stuff' we want you to remember

<ul style="list-style-type: none"> To know that Genesis is in the Old Testament in the Bible. To know that Genesis tells the first part of the 'Big Story' of the Bible. To know that the covenant is a partnership between God and his followers. To know that covenants show people correct beliefs, attitudes and behaviours for being in a relationship with God and what to expect from him. To explore how Christians interpret God's actions in the Bible and use these actions to show them how to live and have a good relationship with Him. To explore how Genesis helps Christians have a good relationship with God. To know the key promises of a Christian wedding ceremony. To know the key promises of God in Genesis.

Focus question: What is it like for Christians to follow God?

Year 5

Religion & Worldviews – Faith

Previous learning to support this unit Can you remember learning to?	How this unit will support future learning. Year 6 End Points:
<ul style="list-style-type: none"> Know core beliefs about God from the perspective of Christians, Jews and Muslims. 	<ul style="list-style-type: none"> Show understanding of why many Christians find science and faith go together. Weigh up how for the Genesis 1 Creation narrative is in conflict or is complementary with a scientific account.
Important Images	
 <p>Atheist</p>	 <p>Agnostic</p>  <p>Religion vs Science</p>  <p>Worldview</p>
Key Vocabulary We want you to remember these words	End of Unit End Points
<ul style="list-style-type: none"> Theist Atheist Agnostic Conscience Philosopher Scientist Religion 	<ul style="list-style-type: none"> Define terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs. Know why people believe or do not believe in God and explain what an atheist might say about whether there is a God and why they think this. Explain what impact believing in God might make on the way someone lives his/her everyday life. Know that for scientist's belief in God can be challenging e.g. Jennifer Wiseman. Talk about and explain the possible benefits and challenges of believing or not believing in God in Britain today.
Key knowledge and skills The 'stuff' we want you to remember	
<ul style="list-style-type: none"> To use previous knowledge of core beliefs about God from the perspective of Christians, Jews and Muslims to discuss what God is like. To explain the terms 'theist', 'atheist' and 'agnostic'. To give examples of statements that reflect the beliefs of 'theist', 'atheist' and 'agnostic' people. Use global statistics to find out about how many people in the world believe/do not believe in God. Use global statistics to find out about how many people in our local area believe/do not believe in God. Make comparisons between statistics and discuss reasons for results. To explore the reasons that influence people's worldviews and beliefs. To explore the worldviews of some scientists e.g. Jennifer Wiseman and Albert Einstein To explain the impact of believing in God might have on the way someone lives their lives. To explain possible benefits of believing/not believing in God in Britain today. To explain possible challenges of believing/not believing in God in Britain today. 	
Focus question: Why do some people believe in God and some people not?	

Year 6

Religion & Worldviews – Creation

Previous learning to support this unit Can you remember learning to?	How this unit will support future learning. Year 6 End Points:
<ul style="list-style-type: none"> • Year 3 Creation/Fall • 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. 	<ul style="list-style-type: none"> • Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life • Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement). • Consider and weigh up how religion might help people in good and bad times, giving good reasons for their ideas and insights
Important Images	
 <p>The Big Frieze</p>	  <p>Exile</p> <p>Incarnation</p>
Key Vocabulary We want you to remember these words	End of Unit End Points
<ul style="list-style-type: none"> • Creation • Science • Conflict • Complementary • Universe • Poem • Scientific • Cosmology • Interpret • Contradict • Explain 	<ul style="list-style-type: none"> • 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.
Key knowledge and skills The 'stuff' we want you to remember	
<ul style="list-style-type: none"> • To explain the key message of Genesis 1:1-2:3. • To explain why Genesis 1:1-2:3 is an important part of the Bible for Christians. • To know that Christians interpret Genesis 1 in different ways e.g. some Christians believe that is literally true, whereas others interpret it as poetic, others interpret it as a communicating message about the nature of God the creator. • To compare biblical teachings and the scientific account of cosmology and evolution. • To compose their own questions about the Genesis text. • To explore the views of Christian Scientists e.g. Jennifer Wiseman. • To debate the interpretations of Genesis and scientific theories around creation. 	
Focus question: Creation and Science: conflicting or complementary?	