



**Through our Christian Values -
Friendship, Compassion, Trust
and Respect:**

**We Encourage, Build & Hope
together...no one left behind.**

Based on 1 Thessalonians 5-11



RELIGIOUS EDUCATION

Curriculum Map

1. INTENT



Six underlying attributes at the heart of Sproatley's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is coherently **sequenced** and planned so that pupils know more, do more and remember more.

Our curriculum is **ambitious** and inspiring. It gives all our children the opportunity to achieve academically whilst encouraging interests and talents.

Our curriculum serves to **connect**; it addresses the physical, mental, spiritual, cultural and intellectual needs of our children in a meaningful way.

We teach a **diverse** curriculum by committing to diversity; our teachers and teaching ensure that all pupils feel positively represented and included.

Our curriculum is an **inclusive** one which addresses the needs of all pupils so that they can achieve.



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Based on 1 Thessalonians 5-11



2. EYFS LINKS & KS1 UNITS



Previous links to EYFS framework:

People, Culture and Communities

KS1 RE is formed of 12 units and this is the recommended sequence:

Unit Title	Target Year Group
UC Creation (core learning)	Year 1
UC Incarnation (core learning)	Year 1
Belonging (thematic unit 1.1 – Christianity, Judaism, Islam)	Year 1
UC Salvation (core learning)	Year 1
UC God (core learning)	Year 1
Worship (thematic unit 1.2 – Christianity, Judaism & Islam)	Year 1

2. KS1 UNITS cont.



UC Creation (digging deeper learning)

Year 2

UC Incarnation (digging deeper learning)

Year 2

Thematic unit – 2.1 Choices – Christianity, Judaism & **Islam**

Year 2

UC Salvation (digging deeper learning)

Year 2

UC God (digging deeper learning) with focus on Judaism & Islam

Year 2

Thematic unit – 2.2 believing with a focus on Judaism

Year 2

3. LKS2 UNITS



LKS2 RE is formed of 12 units and this is the recommended sequence:

Unit Title	Target Year Group
UC Creation 2a.1 (core learning)	Year 3
UC Incarnation 2a.3 (core learning)	Year 3
Islam and the Five Pillars (discrete unit)	Year 3
UC Salvation 2a.5 (core learning)	Year 3
Thematic unit – ER 3.1 Remembering – Christianity, Hinduism & Judaism	Year 3
Thematic unit – ER 3.2 Founders of Faith – Christianity, Islam, Judaism	Year 3

3. LKS2 UNITS cont.



UC Creation 2a.1 (digging deeper learning)

Year 4

UC Incarnation 2a.3 (digging deeper learning)

Year 4

Hinduism (discrete unit)

Year 4

UC Salvation 2a.5 (digging deeper learning)

Year 4

Thematic unit – journey of life/milestones inc marriage based on 3.3
(Hinduism, Christianity, Islam)

Year 4

Thematic unit – rules for living based on ER 4.1 communities (Judaism,
Hinduism, Islam)

Year 4

3. UKS2 UNITS



UKS2 RE is formed of 12 units and this is the recommended sequence:

Unit Title	Target Year Group
UC God 2b.1 (core learning)	Year 5
UC Incarnation 2 (core learning)	Year 5
Islam (discrete unit)	Year 5
UC Salvation 2b.6 (core learning)	Year 5
UC Creation 2b.2 (core learning)	Year 5
Does everyone believe? (thematic unit including humanism)	Year 5

3. UKS2 UNITS cont.



UC God 2b.1 (digging deeper learning)

Year 6

UC Incarnation 2b.4 (digging deeper learning)

Year 6

Judaism (discrete unit)

Year 6

UC Salvation 2b.7 (core learning)

Year 6

Thematic unit – ER 6.1 Justice and freedom with focus on forgiveness
(Islam, Judaism, humanism)

Year 6

Thematic unit – 6.2 Rites of passage (Islam, Judaism, Hinduism)

Year 6

4. MTP for all units

RE Curriculum

RE Curriculum units and MTP overview

<https://docs.google.com/document/d/1Mm1B4TnfyN8-NmnWKDwCJM38rzTxkJWzMBHxjzEL8vw/edit>

Knowledge progression

https://docs.google.com/document/d/1GYZROVP-Ns0Apj-5DjIQAS9z8DvUOdwaq_6pfSAnZmM/edit

4. MTP for all units



End of KS1 statements and coverage:

**With reference to the Key Content Questions and Vocabulary, through Christianity and one other principal religion, plus one other religion or non-religious worldview (Islam and Judaism)
At the end of Key Stage 1, pupils should be able to:**

KS1 unit:

retell and suggest meanings for some religious and moral stories and say how they influence people today

All units

recall different beliefs and practices, naming key words, key figures and core belief

All units

tell of the ways people express identity in belonging to a faith group, and show how they are similar to another faith group

1.1 Belonging

talk about what happens in places of worship and describe how symbols and artefacts are used in each, appreciating some similarities and differences

Thematic – why worship?

consider and make responses to big questions from different worldviews

UC Creation
2.3 Questions?

express ideas and opinions about moral questions of right and wrong

2.1

share ideas and examples of co-operation between people who are different

2.1

describe what happens at festivals, ceremonies and rituals and talk about the beliefs behind them

1.1 Belonging

4. MTP for all units



End of KS2 statements and coverage:

With reference to the Key Content Questions and Vocabulary, through Christianity and two other principal religions in some depth, plus other religions or non-religious worldviews At the end of Key Stage 2, pupils should be able to:	LKS2 unit:	UKS2 unit:
describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today	Islam unit Hinduism discrete unit Easter/Christmas	Islam unit Judaism unit Easter/Christmas
express understanding of the key concepts underpinning different faiths, linking sources of authority to belief	Creation founders	5.2 faith in action 6.1 justice
demonstrate understanding of how people express their identity and their spirituality through symbols and actions		5.1 expressions 6.1 justice
show understanding of the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable		5.3 pilgrimage
offer some answers to challenging questions from different religious and non-religious perspectives	Creation	Y5 Does everyone believe?
articulate the responses of different religious and non-religious worldviews to ethical questions, including ideas about what is right and wrong and what is just and fair		Y6 justice & freedom
consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect	4.1 communities	
make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals	Easter/Christmas sacred	Easter/Christmas 5.3 pilgrimage

5. KS1 UNIT BREAKDOWNS



Unit 1 – UC Creation

<u>Key Vocabulary</u>	<u>Knowledge Building Blocks</u>	<u>Outcomes</u>
God, Creator, create, creation, world, universe, important, care, belongs, thank you	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	• 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

Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
Making sense of the text <u>What does the Creation story tell Christians?</u> Hook – nature study outside Recap – learning in EYFS on creation Discuss idea of creating and creators using familiar objects. Tell story of Genesis 1 and respond. What does it tell Christians God is like? Who made the world? Add to timeline on big frieze.	Making sense of the text <u>Who made the world?</u> Recap – retell creation story Respond to and explore the story: Music Draw and role play Poetry Keywords to sequence story Written response – who made the world?	Understanding the impact <u>How do Christians thank God?</u> Retell the creation story and what it tells Christians about God Discuss how Christians believe God created everything we need. Christians praise and thank God. Sentences giving thanks and praising God.	Understanding the impact <u>How do Christians thank God at Harvest?</u> Link Harvest festival to thanking God through prayers, songs and hymns. Discuss impact of harvest offerings and food banks. Look at grace prayers as ways to be thankful every day.	Making connections <u>What questions do we have for the Creator?</u> Recap – thankful and praise for God What might Christians want to say to the Creator? Chn to generate and write own questions.	Making connections <u>How thankful are we?</u> Recap – why Christians are thankful to God and how they show this Discuss food we eat – are we always thankful? Assess – written response to key question who made the world linking to God and Christians being thankful

5. KS1 UNIT BREAKDOWNS



Unit 2 – UC Incarnation: Why does Christmas matter to Christians?

Key Vocabulary

Christians, Christianity, baby Jesus, special, arrival, prepare, waiting, celebrate, gospel, Mary, Joseph, angels, thankful, gratitude

Knowledge Building Blocks

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; Advent for Christians is a time of getting ready for Jesus' coming

Outcomes

- 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.
- https://docs.google.com/document/d/1OeuOdvvLZHxXMfZHLLeOr_6ZxdaEAQ9NI2PI5xmu9Gkl/edit

Lesson One

Making sense of the text
Why do Christians think baby Jesus was so special?

Recap – prior learning on Christmas story.
Hook – signs of Christmas– local area walk.

Discuss idea of Jesus being a very special baby and link to knowledge of preparing for new babies.

In books– draw and label preparations for baby Jesus and add speech bubbles .

Lesson Two

Making sense of the text
What does Luke's gospel tell us about the Christmas story?

Recap = why is baby Jesus special to Christians?

Retell and explore Luke's gospel with a focus on 5 key parts. Explore through discussion and role play as Mary and Joseph and link back to idea of preparing for a new baby.

Lesson Three

Understanding the impact
Can we see signs of Jesus' story in Christmas cards?

Recap – retell Luke's gospel.

Revisit signs of Christmas local area walk through photos.

Identify aspects of gospel from a selection of Christmas cards. Discuss difference between secular cards and those which show the Christmas story of Jesus' birth.

Annotate cards with key aspects from Luke's gospel.

Lesson Four

Understanding the impact
How and why do Christians prepare for Christmas?

****St Swithins trip****
Look at advent preparations in church and annotate photos.

Advent – arrival. Discuss preparations and waiting to celebrate Jesus' birth. Introduce advent traditions and look at advent wreaths and symbolism of the candles.

Key Q – why does Christmas matter to Christians?

Lesson Five

Making connections
What are Christians thankful for at Christmas?

Recap – advent traditions

Discuss Christmas as Jesus' birthday and how this is a time for celebration for Christians.

Think about thankfulness in relation to the Christmas story – what might key people in the story have said and been thankful for at different points? Make a chain of thank yous.

Lesson Six

Making connections
What are you thankful for?

Recap – retell gospel, advent traditions and thankfulness

How do people show gratitude? Personal reflection time on what we are thankful for. Draw and label what we are thankful for.

5. KS1 UNIT BREAKDOWNS



Unit 3 – Belonging (thematic unit based on ER 1.1 – Christianity, Judaism, Islam)

Key Vocabulary	Knowledge Building Blocks	Outcomes			
Faith, belief, believer, belong, faith, commitment, promise, community, belonging	https://docs.google.com/document/d/1ClzVoj4qG69KYFcc3R3APE5QE6AwBu8N/edit	- reflect on what is special to themselves and others - identify connections to religion and belief in the community - identify precious things for people of faith - explain how a person shows religion in their life - talk about the lives of children from two different faith communities - say why religious people celebrate an important life event - think about what matters most in a religious ceremony, including symbols and artefacts - say why people of faith make promises			
Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
<u>What does it mean to belong?</u> Hook – recognise logos of groups Discuss ways we belong – clubs, teams class etc plus uniforms and badges Reflect on own families – what makes us belong? How is it similar or different and what rules or promises are followed? Written responses to sentence stems	<u>What does it mean to belong to a faith family?</u> Judaism Learn what it means to be part of a faith family – church, clothing, rituals, symbols and artefacts Meet a Jewish family	<u>What does it mean to belong to a faith family?</u> Islam Learn what it means to be part of a faith family – church, clothing, rituals, symbols and artefacts My identity – being a Muslim Wudu or washing in preparation for prayer Friday prayers at the mosque Muslim prayer	<u>What do faith families celebrate?</u> Religious festivals Ramadan What is Ramadan? Charlie and Blue Celebrate Passover What is the story of Passover? Diwali: What is it? The Jewish Story of Hanukkah	<u>What are the rules for living for different faiths?</u> Rules for living Ten Commandments Five Pillars of Islam The Christian Story of the Good Samaritan and the Lost Sheep The Torah and Abraham's search for a wife for his son The Five Pillars of Islam	<u>What promises do believers make?</u> Promises made – weddings or baptisms in different faiths What are the most important aspects? Symbols and artefacts Explain why promises are made Compare two different faiths

5. KS1 UNIT BREAKDOWNS



Unit 4 – UC Salvation (core) Why does Easter matter to Christians?

Key Vocabulary	Knowledge Building Blocks	Outcomes
Easter, new life, rose, resurrected, sadness, hope, heaven, light, dark	- Easter is very important in the 'big story' of the Bible. - Christians believe Jesus rose again, giving people hope of a new life.	- 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.

Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
Making sense of the text <u>What is the Easter story?</u> Hook – spring time walk Signs of spring. Why is Easter important to Christians? Explore Easter story with focus on 5 key parts	Making sense of the text <u>Where do we see new life in the Easter story?</u> Recap – retell key parts Pass the parcel and retell Discuss link between eggs and Easter story – new life. Identify story links to new life. Place on big frieze. Discuss – why does Easter matter to Christians?	Making connections <u>Where does the Easter story give us sadness and hope?</u> Recap – retell easter story What is happy or sad in this story? Use emotions mapping to show these linked to the story. Create cross with happy and sad colours.	Understanding the impact <u>How do Easter traditions link to the Easter story?</u> Hook – hot cross buns Local Rev in Introduce traditions – Palm SUn day (palm cross, processions) Good Friday (church service, hot cross buns stations of the cross) and Easter Sunday (church service, eggs, decorating cross). Link to parts of the story. Decorate egg design with images of Easter story Holy week story	Understanding the impact <u>What does the Easter story tell Christians about heaven?</u> Hook – read Heaven and Waterbugs and Dragonflies. Discuss heaven and link to Easter story.	Making connections <u>What does the Easter story tell us about heaven and hope?</u> Ask pupils why people find it helpful to believe that there is a heaven. Make a link with the idea for Christians that Jesus brings good news. Give pupils time to reflect on the way the story changes from sadness to happiness, or from darkness to light. Give them a chance to paint some dark marks on a page, perhaps listening to some quiet music, then to paint some bright colours, with joyous music accompanying. Ask them to talk about what it might feel like when something good happens after something sad.

5. KS1 UNIT BREAKDOWNS



Unit 5 – Thematic unit: Why Worship? (based on ER 1.2 Why Worship?)

Key Vocabulary

Worship, belief, believe, sacred, holy, special, prayer

Christianity, Christians, church, God, Bible, vicar

Judaism, Jewish, synagogue, Torah, Rabbi

Islam, Muslim, Allah, mosque, masjid (Arabic name for mosques), Imam

Outcomes

- Recall the important features of a place of worship and say how they are used
- Say why a local place of worship is important for many people
- Recognise which holy books are special to different religions

End of KS1:

Talk about what happens in places of worship and describe how symbols and artefacts are used in each, appreciating some similarities and differences

Lesson One

Where do people worship?

Assess – what do we know about Christianity, Judaism & Islam already?

Hook – symbols to identify Places of worship – focus on Christianity – recap prior learning

Artefacts? Symbols?

What happens in churches? church: altar, cross, crucifix, font, lectern, candles and the symbol of light; plus specific features as appropriate: vestments and colour; icons; baptismal pool; pulpit;

Record – label and annotate what happens

Introduce mosque/masjids as place of worship for Islam and synagogues for Judaism (briefly – next lessons build on this). Map place of worship in local area – churches, mosques/masjids and synagogues

Lesson Two

How and where do Muslims worship?

Recap – how and where do Christians worship?

Places of worship – introduce mosques/masjids with photos and virtual tours

Features

Artefacts

Symbols

What happens?

How do Muslims prepare?

When?

Prayer?

mosque/masjid: wudu; calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin.

[Knowledge organiser](#)

Record – label and annotate what happens

Lesson Three

How and where do Jewish people worship?

Recap – Christian & Muslim worship

Places of worship – Judaism

[Day in the life of a rabbi](#)

Features

Artefacts

Symbols

What happens?

How do Jewish people prepare?

When?

Prayer?

synagogue: ark, Ner Tamid, Torah scroll, tzitzit (tassels), tefillin, tallit (prayer shawl) and kippah (skullcap), hanukkah, bimah;

Record – label and annotate what happens

Lesson Four

What are the sacred texts for Muslims?

Holy book – Islam = Qur'an
How is it treated as sacred?
Word of God

Learn about the Shahadah – it says Muhammad is God's messenger. Now find out about the message given to Muhammad by exploring the story of the revelation of the Holy Qur'an, the 'Night of Power'. Find out about how, where, when and why Muslims read the Qur'an, and work out why Muslims treat it as they do (wrapped up, put on a stand etc).

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the%20Islamic-story-of%20the-prophets-and-the-ants-and-the-crying-camel/z4vpri6>

Retell the story of the Night of Power. See drive for story.

Lesson Five

What are the sacred texts for Jewish people?

Holy books – Judaism
What makes holy book special?

Look at some stories from the Jewish Bible (Tenakh) which teach about God looking after his people (e.g. the call of Samuel (1 Samuel 3); David and Goliath (1 Samuel 17)).

Retell story above.

Lesson Six

Visit at some point in this unit.

Draw comparisons across religions.

Explore the meanings of signs, symbols, artefacts and actions and how they help in worship – see examples on lessons 1–3.

Philosophy – why does worship help people? What are your thoughts?

5. KS1 UNIT BREAKDOWNS



Unit 6 – UC Creation 1.2 Who Made the World? (core learning)

Key Vocabulary	Knowledge Building Blocks	Outcomes
Genesis, God, Christians Creator, creation, Earth, world, care	- 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.	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

Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
Making sense of the text <u>What is the creation story?</u> Hook – nature walk outside; what can we see and how do we feel? Recap prior learning: EYFS unit Creation – who made the world? Show objects – what might their creator be like? Introduce the story of Genesis 1. Set the scene: Here’s a story told by Jewish and Christian people about God. What is their response to the story – feelings, ideas, questions? What does the story tell us about what God is like? Recap KS1 God – what is God like? Read & respond to story, retell orally. Place Creation at the start of the ‘big story’ of the Bible – link in prior learning on Incarnation & Salvation. Listen to the Islamic creation story and compare.	Making sense of the text <u>What is the Christian creation story?</u> Recap – retell the creation story together Explore the story in 2–3 different ways: music & dance, draw & role play, poetry to recite (resources) Creation song Get pupils to come up with key words for the story (2/3 per day), draw them, and order them, to practise retelling the story using images. Simple sequencing using words generated above or:: light/waters/land and sea/sun and moon/birds and fish/animals and humans; rest. Assess – discuss key question: Who made the world? The answer that Christians (and others) give is, ‘God did’. Not everyone thinks this, of course	Understanding the impact <u>What does the creation story tell Christians about the world?</u> Recap – retell/sequence creation story together If God made the world, how should people live? One way is by being thankful to God, the Creator – discuss. Create thank-you and praising sentences that Christians might say. E.g. ‘Creator God, thank you for... O God you are amazing because...’ Record on sticky notes. One time of year when Christians think about God as Creator and say thank you is Harvest. Your school will probably have a Harvest Festival. Recap prior knowledge of harvest. How is this a way of saying thank you? Look at some harvest prayers and hymns. Ask pupils to choose the line in a song which they think is most important for Christians, and say why.	Understanding the impact <u>How do Christians say thank you to God for Creation?</u> Recap – sequence creation story, recap thankfulness Recall the idea that Christians believe God created the world, so they should be thankful. Look at idea of generosity and Matthew 10, discuss how Christians might share the resources offered at harvest. Find out what some churches do with their harvest offerings: for example, taking it into the community, or giving it to food banks. What does the school do, and why? How do Christians remember to be thankful to the Creator every day? One way is by saying ‘grace’ before meals. Find out some grace prayers, and see if pupils can create one for Christians. What difference does it make if you say something every day? Pupils are often told to say please and thank you. Why is that?	Making connections <u>What questions do we have about the world?</u> Recap – how do Christians show they are thankful? If someone believes God made the world, what might they say about it? What might they say to this Creator? ‘I like... Thank you for... I wonder why... Please can you... It’s amazing that...’ Record these ideas on sticky notes and include them in a display. If pupils could ask the world-maker any questions, what questions would they ask? Generate big questions and record in books.	Making connections <u>Why should we take care of the world?</u> Connect God as Creator to everyone being grateful – uses experiential activity with grapes/fruit (see UC). Compare with how we usually tend to eat without noticing. It might make us be a bit more grateful for our food. • How does this idea apply to all the food pupils eat? Remind pupils of the link between the Christian’s answer to the key question, who made the world? (i.e. God), and the importance of being thankful. Assess – respond to key Q Who made the world? Why should we take care of the world? Explain for Christians and give personal response.

5. KS1 UNIT BREAKDOWNS



Unit 7 – UC Creation (digging deeper): Who Made the World?

Key Vocabulary	Knowledge Building Blocks	Outcomes
God, Creator, create, creation, universe, Earth, humans, people, care, look after, precious, belongs, responsibility, rules Belief, believe	- God created the universe. - The Earth and everything in it are important to God. - God has a unique relationship with human beings. - Humans should care for the world because it belongs to God.	- Retell the story of creation from Genesis 1:1–2:3 simply. - Say what the story tells Christians about God, creation and the world. - Give at least two examples of what Christians do to look after the world for God. - Think, talk and ask questions about living in an amazing world. *Have a plant you water and a plant you don't from the start of the unit – use in lesson 3*

Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
<u>Making sense of the text</u> <u>Who do Christians believe made the world?</u> Hook – use music or time outside Recap – what do we know about the creation story from previous units? Recall the creation story. Who can remember what happened on which days? Who can remember what this tells us about Christian (and Jewish) beliefs about God? Look at artwork showing creation (see resources for list) – which best depicts it? Create own artwork and discuss/explain to others.	<u>Making sense of the text</u> <u>What does the creation story tell Christians?</u> Recap – retell creation story simply Who do Christians believe made the world? God. Why did God tell people to rest one day a week? It's a way of looking after them so they don't get worn out. It's a way God cares for Creation. Look at the words God uses in Genesis 1:28: he tells humans to fill the earth, subdue it, and rule over the creatures. We humans have a special responsibility to look after God's world! In books – what does God tell Christians to do? Why?	<u>Understanding the impact</u> <u>Why do Christians believe they should look after the world?</u> Recap – what does God tell Christians through the creation story? Look at plant you have nurtured and plant you haven't watered and link to looking after the world. Spend time making something then destroy it – Why does a creator want their creation looked after? Make the link with Christian ideas about the world as God's creation. How would God feel to look at a world covered in litter and vandalised, with many trees cut down? What might make God happy about the world, and what might make God sad?	<u>Understanding the impact</u> <u>How do Christians look after the world?</u> What kind of things can Christians and others do to look after the world? Give some examples from A Rocha and Eco Churches (see notes on the Resources page). Ask pupils to think about how important these actions are. Do you have to do big things to make a difference, or can small things help? Who made the world? Christians say God did, and they show this in the way they thank God and try to look after the Earth. Make the link with the day of rest as one way that God looks after humans; so humans should look after the world. Record how some Christians look after the world	<u>Making connections</u> <u>How might God want people to look after the world?</u> Discussion: - If God is the Creator, what rules might he give for how to look after the world? Ask pupils to make a list of rules, or pick top 3 from a list. - How good would these rules be, even if there is no Creator? - If everyone followed these rules, what difference would it make to the world? Which ideas are the best ideas; why? Class display – could include artistic responses to Day 6 of Creation, plus lots of 'thank-yous' from Christians to God, and from pupils to people who help them get food, plus some examples of caring for the planet	<u>Making connections</u> <u>What is the best thing about our amazing world?</u> Finish the unit by creating a display called: 'The best thing about the world is...' with colourful pictures (photos or drawings) and a few words, showing a variety of responses from pupils and teachers. The best thing about the world is... holding a snowflake in my hand; laughing with my friends; finding pictures in the clouds; listening to music; being warm inside on a cold day; swimming; jelly; the sea... Easier option: 'My favourite... food, animal, place, view, weather is...', but try to link to the natural world. Personal response – photo in books

5. KS1 UNIT BREAKDOWNS



Unit 8 – UC Incarnation (digging deeper) Why does Christmas matter to Christians?

Key Vocabulary	Knowledge Building Blocks	Outcomes			
Christian, believe, belief, Jesus, God, incarnation, celebrate, advent, Christmas, prepare, preparation, birth, good news, king, nativity, kind, generous	- 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 (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; Advent for Christians is a time of getting ready for Jesus' coming	- Recognise that Incarnation is part of the 'Big Story' of the Bible. - Tell the story of the birth of Jesus and recognise the link with Incarnation – Jesus is 'God on Earth'. - 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. - Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous.			
Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
<u>Making sense of the tet</u> <u>What does the Bible say about the birth of Jesus?</u> Recap core learning. Hook – starter from UC unit. Recap core learning story of Jesus bringing good news to poor people. Tell two more stories – Matthew 1:18–25 and Matthew 2:1–12. Look at the Big Story – teach word 'incarnation'. Explore using drama and hotseating to role play.	<u>Making sense of the tet</u> <u>What does the Bible say about the birth of Jesus?</u> Hook – what is a king? Intro Botticelli's Mystic Nativity (only show characters) and discuss characters. Recap Matthew 2 – what signs are there that Jesus is a king? Discuss gifts and significance. Expand the view of Mystic Nativity. Why does Christmas matter to Christians? Gather and record your pupils' answers. Do they remember the word incarnation?	<u>Understanding the impact</u> <u>How do nativity scenes show Christian beliefs?</u> Images of crib scenes – discuss characters. Global Christianity – scenes from diff countries . Children to design their own. Odd one out – look at diff combos and discuss to check understanding. What would characters think and say at each point? Draw out key links and meanings: Jesus being God, Jesus being a king, Jesus coming to share good news, Jesus coming for both rich and poor. Discuss which characters are essential to keep the Christian meaning of Christmas and incarnation.	<u>Understanding the impact</u> <u>How do Christmas carols show Christian beliefs?</u> Christmas carols and lyrics. Identify key words linked to Jesus. Write another verse.	<u>Making connections</u> <u>What lessons does the Christmas story give us?</u> Discuss gifts for Jesus as King and look at lyrics to In the Bleak Midwinter. Discuss gift of loving and giving your heart. List together the sort of qualities that pupils in the class might possess that it would be excellent to give to and share with others, whether or not they are a king. Sit in a circle – go around, and each pupil suggests what they might have to share. Or as you get to each pupil, ask others to tell them what great qualities they possess, drawing out the good gifts and qualities of all. You could draw around pupils' hands and get them to write in each other's outlines their special gifts.	<u>Making connections</u> <u>What does the Christmas story teach us?</u> Discuss Christmas as a time for giving. As Christmas is a time for both giving and thinking of the poor, lots of Christians like to give presents and help to those in need at Christmas time. Learn about two charitable projects for Christmas, one local if possible. What can the pupils themselves do to be kind to others this Christmas? Make a class list and see how many things your pupils can actually do. • Link to why Christians try to help others, and how it is not only Christians who want to care for others, and it is not only Christians who celebrate Christmas, but it is only Christians who believe Jesus is God in the flesh, God incarnate.

5. KS1 UNIT BREAKDOWNS



Unit 9 – Thematic unit – Choices: right or wrong? (Based on ER 2.1)

Key Vocabulary	Resources	Outcomes
Christian, Christianity, Islam, Muslim Judaism	The old woman who threw garbage: https://www.youtube.com/watch?v=b5hupQVKgS8 The old woman and the Prophet Muhammad: https://www.youtube.com/watch?v=oiUN7ynK_Oc Saul https://www.youtube.com/watch?v=9eRXq-cKmrQ	- Respond sensitively to what's right and what's wrong - Respond respectfully to people of different faiths and cultures - Recognise differences and similarities between school rules and religious rules This contributes to the following End of Key Stage statements: - Express ideas and opinions about moral questions of right and wrong - Share ideas and examples of co-operation between people who are different

Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
<u>How was Jesus tempted in the desert?</u> Hook – resist temptation – can you ___? Discuss – what is temptation? Recap – recap creation story and temptation in the Bible Read quotes from Jesus in the Bible about temptation. Read/watch temptation of Jesus in the desert. Which temptations did Jesus ignore? How did he do this? What helped him through this difficult time? What does this mean to Christians? How can this help them in their life? Storyboard the story with key captions and sentences.	<u>What do stories of forgiveness tell us?</u> Recap – retell Jesus in desert Read the story of the old woman who threw rubbish. Why do you think the prophet chose to forgive her? How do you think she felt at this sign of forgiveness? Have you ever been forgiven even if you felt like you maybe shouldn't have done? When people do wrong, they are encouraged to reflect on their choices – particularly those people who follow particular religions. People might pray or go to church and ask for forgiveness.	<u>How do Jewish people respond to temptation?</u> Saul Torah and Ten Commandments for Jewish people Allow children to role play situations when they or a Jewish child of their age might find it hard to live by one of these rules. The endings of the role plays should show how pupils predict a Jewish child might act in the situation. Discuss why a Jewish child might try to keep these commandments even though they might be difficult to follow.	<u>How do Muslims respond to temptation?</u> What is faith in action? What are faiths doing within our local community? Islam – visit or visitor to talk about temptation and choices	<u>How do we deal with temptations?</u> Personal responses How do we feel when we make the right choices? How do we feel when we realise we have made the wrong choices? What can we do if we make the wrong choices? Can we always put things right? Speech bubbles – times when we are tempted and what we can do. Changes they have made	<u>What is temptation?</u> Create a display from group and class discussions to demonstrate how the choices we make and how they may affect other people and help make the world a better place

5. KS1 UNIT BREAKDOWNS



Unit 10 – UC Salvation (digging deeper)

Key Vocabulary	Knowledge Building Blocks	Outcomes			
Christian, Christianity, belief, believer, Easter, cross, forgive, new life, forgiveness, salvation, rescue, saviour	- 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 again, giving people hope of a new life.	- Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible. - 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			
Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
<u>Making sense of the text</u> <u>What is the story of Holy Week?</u> Hook – Easter lunchbox and symbolism of foods Recap – key Easter story from last year Retell story using drama and godly play – include cleansing of temple, the Last Supper and Jesus' trial. Respond using Tell Me prompts and which are the most important parts. Why is it still remembered today? Record in books	<u>Making sense of the text</u> <u>Why does Easter matter to Christians?</u> Recap – retell new parts of Easter story and recap EYFS learning about Jesus building bridge between humans and God Use drama to explore this idea Set up tableaux/freeze frames of key parts – photograph and record captions. Discus: Why does Easter matter to Christians?	<u>Understanding the impact</u> <u>How do Christians follow Jesus' example?</u> **Visit to St Swithins** Look at signs of Easter and the Easter story at church – cross, crucifix, chalice and paten, colours used. Recap learning from core learning uit – washing feet and Maundy Thursday. Discuss example set by Jesus to help those who are suffering – look at local churches helping others.	<u>Making connections</u> <u>Why is it important to forgive?</u> Read Let's be Friends Again! And discuss key points. 'Forgive and forget' – discuss and apply to the story Respond to music and reflect Record times you have forgiven someone	<u>Understanding the impact</u> <u>Why is forgiveness important to Christians?</u> Discuss Jesus' words on the cross and who he forgives for what. Link to personal examples of forgiving someone. Discuss – why is forgiveness important to Christians? Find examples of Christians discussing what it means to forgive and be forgiven.	<u>Making connections</u> <u>Why is forgiveness important?</u> Discuss standing in someone else's shoes. Use role play to explore times we have needed to forgive. Link back to idea of Jesus building a bridge back to God and teachings on forgiveness. Assess – why does Easter matter to Christians?

5. KS1 UNIT BREAKDOWNS



Unit 11 – UC God (digging deeper) with focus on Judaism and Islam linked to Jonah

Key Vocabulary

Jonah story– Islam, Judaism and Christianity

https://crossacresprimary.co.uk/wp-content/uploads/1_4_What_can_we_learn_from_sacred_books.pdf

Islam – Yunus, Qur'an, forgiving, merciful

Judaism – Jonah, Torah, forgiveness, Yom Kippur

Outcomes

- Tell the story of Jonah from Christianity, Judaism and Islam
- Explain the meaning for Christians, Muslims and Jewish people
- Give examples of how believers are guided by the story
- Explain what the story means to us
- Make personal responses to explain big questions about God

Lesson One

Making sense of the text
What does the story of Jonah tell Christians about God?

Hook – Jonah image from stained glass at Canterbury Cathedral

Recap – prior learning on what Christians believe about God

Child-friendly version of Jonah from Bible
Response
Key events

Story jewish links

Lesson Two

Making sense of the text
What does the story of Jonah tell Jewish people and Muslims about God?

How does Jonah feel?
What does it tell Christians about God?

What does it tell Muslims about God?

What does it tell Jewish people about G-d?

Lesson Three

Understanding the impact
How does music help Christians think about God?

Christian hymns
Lyrics

My God is so Big
My Lighthouse
Our God is an awesome God
Who's the King of the Jungle?

Lesson Four

Understanding the impact
What does the story of Jonah mean to Jewish people?

Jewish people – impact of beliefs about God

[Jonah story from Torah](#)

Link to forgiveness and Yom Kippur

Lesson Five

Understanding the impact
What does the story of Yunus mean to Muslims?

Muslims – impact

[Yunus story](#)

The story in the Qur'an is slightly different to the Jewish and Christian versions. Muslims believe God is forgiving and merciful

Lesson Six

Making connections
What do we think God is like?

Recap story of Jonah and why 3 religions might share this.

Recap what the different faiths think about God.

Big questions about God

Personal responses

5. KS1 UNIT BREAKDOWNS



Unit 12 – Thematic unit: Believing (based on ER 2.2 believing) with focus on Judaism

Key Vocabulary	Outcomes
Jewish, Judaism, Shabbat, Shema, Hannukah, Sukkot, Ten Commandment, Covenant, charity Judaism focus	- Recall and name key beliefs from different religions - Recognise similarities and differences between the key beliefs for different faiths - Suggest two examples of religious beliefs that lead into action This contributes to the following End of Key Stage statements: - Recall different beliefs and practices, naming key words, key figures and core beliefs

Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
<u>What do Jewish people believe?</u> Hook – images and symbols. Recap – prior knowledge about Judaism. Introduce Jewish beliefs about God as expressed in the Shema (Deuteronomy 6:4–9) i.e. God is one, that it is important to love God. Stories from Jewish celebrations – Sukkot and Hanukkah – tell Jewish people about God. Covenant Ten Commandments	<u>What do Jewish stories tell them?</u> Stories from the Jewish Bible (Tenakh) which teach about God looking after his people (e.g. the call of Samuel (1 Samuel 3); David and Goliath (1 Samuel 17)). Covenant Ten Commandments	<u>What do Jewish people believe?</u> Visit or visitor Introduce Shabbat and what happens in Jewish homes and synagogues. Find out what many Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, challah bread, family meal, rest. Explore how some Jewish people call it the ‘day of delight’, and celebrate God’s creation (God rested on the seventh day)	<u>What do Jewish people celebrate?</u> How are festivals celebrated? Sukkot Introduce festival of Sukkot and look at how Jewish people celebrate. Faith and charity? Jewish Blind and Disabled Sukkot: read the story, linking the Favoured People’s time in the wilderness and the gathering of harvest; find out why this is a joyous festival; build a sukkah and spend some time in it; think about connections pupils can make with people who have to live in temporary shelter today;	<u>What do Jewish people celebrate?</u> Hanukkah Introduce festival and tell story. Look at how Jewish people celebrate Hanukkah. Look at some art (e.g. www.artlevin.com); read the story and identify keywords; find out about the menorah (7-branched candlestick) and how the 9- branched Chanukiah links to the story of Chanukah. Explore how these experiences encourage times of reflection, thanksgiving, praise and remembrance for Jewish people.	<u>What is important for us to celebrate and remember?</u> Consider the importance and value of celebration and remembrance in pupils’ own lives. Experience celebrating in the classroom, with music, food or fun, and talk about how special times can make people happy and thoughtful. Make connections with the ways in which Jews celebrate, talk and remember, and talk about why this is so important to Jewish people, and to others.

6. LKS2 UNIT BREAKDOWNS



Unit 1 – UC Creation (core) What do Christians learn from the creation story?

Key Vocabulary	Knowledge Building Blocks	Outcomes			
God, Creator, creation, Genesis, good, care for, stewards, caretakers, responsible, fall	• 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 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). • [Building block from EYFS: Christians believe God made our wonderful world and so we should look after it.	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			
Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
<u>Making sense of the text</u> <u>What does the creation story tell Christians about God?</u> Hook – nature walk to appreciate wonders Listen to What a Wonderful World and use guided visualisation to tell the Jewish and Christian creation story from Genesis 1:1–25. Discuss what God must be like. Read Genesis 1:26–31, focusing on what it says about humans being made in God's image and being given control over the earth. Look at photos and focus on what is good/very good. Create list of what Christians think God must be like.	<u>Making sense of the text</u> <u>What do Christians learn from the creations story?</u> Recap – retell Genesis 1. Chn share something they have created that was good – how did they care for it and want others to treat it? Many Christians believe that God cares for his own creation, including humans. Ask pupils to write instructions God might give to humans to make sure the world stays 'very good'; for example, how to look after animals. Discuss key question: what do they think Christians learn from this story?	<u>Understanding the impact</u> <u>Where do Christians find guidance?</u> Hook – use model kit without instructions or maze with a blindfold – link to guidance from God for Christians. What instructions does God give to humans for treating the Earth as God's good creation? Read Genesis 1:28–30 and sort the meanings – see resources.	<u>Understanding the impact</u> <u>How do Christians care for God's creation?</u> Recap – meaning of Genesis Christians believe that God ultimately owns everything that is just put into human hands to be looked after. Humans are 'stewards' or perhaps 'caretakers' of the world for God. Look at examples: monks and nuns, forest churches, Ruth Valerio, A Rocha and Living Lightly. Discuss many ways that people can be God's stewards.	<u>Making connections</u> <u>Why should we all look after the world and each other?</u> Recap – impact of beliefs What can be learned from the Christian creation story about: • Humans • God • Animals • Nature • God designed the world • The world is 'very good' • God created the world from nothing • Humans are responsible for the earth • The world is amazing. Which are most important for Christians?	<u>Making connections</u> <u>Why should we all look after the world and each other?</u> Recap learning from this unit. Not everyone is Christian – why else should everyone look after the world? Decide on class challenge to look after the world next week. Assess – written response to key question: What do Christians learn from the creation story? Read the story of Adam and Eve from Genesis 2:15–17 and Genesis 3 should be shared with them here, perhaps using The Lion Storyteller Bible. The Fall should be placed on the 'Big Story' timeline.

6. LKS2 UNIT BREAKDOWNS



Unit 2 – UC Incarnation (core)

Key Vocabulary	Knowledge Building Blocks	Outcomes			
God, Trinity, Father, Son, Holy Spirit, create, save, guide, worship, power, follow, baptism, prayer, gospel, blessing, grace	• Christians believe God is Trinity: Father, Son and Holy Spirit. • Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • 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. • 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.	• https://docs.google.com/document/d/1S-aEWRTpf8hOXMknWtpFtU6Alcx7mOGUZMS6zhjCK_0/edit 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.			
Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
Making sense of the text <u>What is the Holy Trinity?</u> Recap prior learning on Holy Trinity and God from KS1 Teach about and explore the Baptism of Jesus and symbolism through art	Making sense of the text <u>What does The Grace tell us about the Holy Trinity?</u> Recap – prayer from KS1 The Grace Trinity chant Big story and timeline	Understanding the impact <u>How do Christians show their belief in the Trinity through baptism?</u> Recap learning on baptism and promised from KS1 Explore baptism ceremonies and link to Jesus' baptism Write prayers for baptism	Understanding the impact <u>How do Christians show their belief in the Trinity through prayer and song?</u> Explore lyrics from hymns and prayers – link to Holy Trinity	Making connections <u>how can we understand the Holy Trinity?</u> Recap learning so far Discussion using dialogic teaching to deepen understanding of the Holy Trinity using models and visuals to help	Making connections <u>how can we represent the Holy Trinity?</u> Recap learning in this unit. Children to produce creative response to represent the Holy Trinity and write an explanation of their understanding (assess).

6. LKS2 UNIT BREAKDOWNS



Unit 3 – Islam (discrete unit)

Key Vocabulary

Islam, Muslim, Allah, shariah, Qur'an, path, guidance, harmony, shahadah, salat, zakat, sawm, Ramadan, hajj, pilgrimage, Makkah

Knowledge Building Blocks

- I know that Muslims believe that God has provided humans with a straight path (shariah) to follow so that everything can stay muslim (harmonious).
- I know the Five Pillars of Sunni Islam (Shahadah, Salah/Salat, Zakah/Zakat, Sawm, Hajj) and be able to explain how they connect with the idea of harmony.

Outcomes

- https://docs.google.com/document/d/1jt4V1ZKsuNNRVXdGHKdcSK-iiUvLLxSVftt_iAXOyyE/edit
- Understand the meaning of each pillar and explain the link to harmony
- Explain the impact this has on Muslims' lives
- Make connections between beliefs and actions

Lesson One

Making sense of the text
Who is a Muslim and what do they believe?

Recap prior learning from KS1

Allah has set out a straight path (shariah) to help maintain this harmony and offered guidance (the natural world, the Qur'an and the prophets) to help humans follow this path

Lesson Two

Understanding the impact
What are the five pillars of Islam?

1. Shahadah (statement of belief): "There is no God but God, and Muhammad is his prophet"
2. Salat (prayer five times a day): incorporates the Shahadah, involves all Muslims praying together in harmony, speaking the same words and carrying out the same movements)

Lesson Three

Understanding the impact
What are the five pillars of Islam?

3. Zakat (charitable giving): 2.5% of disposable income annually; often given to the mosque, which then distributes it to identified charities; purpose is to bring about harmony in a world in which some people have more than they need and some people don't have enough

Lesson Four

Understanding the impact
What are the five pillars of Islam?

4. Sawm (fasting during the month of Ramadan):

Festival of Ramadan

Lesson Five

Understanding the impact
What are the five pillars of Islam?

- Hajj (pilgrimage to Makkah)

Explore fifth pillar and beliefs and impact on Muslims lives.

Lesson Six

Making connections
What impact do the five pillars have on the lives of Muslims?

How do these beliefs affect daily lives?
How do Muslims believe they should treat others? How does this link to their beliefs?

6. LKS2 UNIT BREAKDOWNS



Unit 4 – UC Salvation (core) Why do Christians call the day Jesus died ‘Good Friday’?

Key Vocabulary

Holy Week, death, resurrection, Last Supper, Palm Sunday, Good Friday, Easter Sunday, palm cross

Knowledge Building Blocks

- 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

Outcomes

- 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.

Lesson One

Making sense of the text
What do the gospels tell Christians about Holy Week?

Hook – big frieze
Recap prior learning from KS1 on Holy Week – different crosses

Retell story of Holy Week using gospels:
Matthew 21:7–11
• Luke 23:13–25, 32–48
• Luke 24:1–12

Discuss Mary’s thoughts and feelings using dialogic teaching.
Create emotion graph for Mary (resources)

Lesson Two

Making sense of the text
How would Mary feel about Holy Week?

Recap – retell gospels

Write simple diary in role as Mary for the entry into Jerusalem, Good Friday and Easter Sunday including each cross. Mary needs to explain why she has included that cross, what has happened on that day, how she feels, and what she thinks the day might mean.

Ask pupils whether or not Mary would call the day Jesus died Good Friday? Why? Why not? Discuss responses and reactions to the story: how did it make them feel? Consider whether there is a difference between how Christians and people with other religious or non-religious worldviews respond to this story.

Lesson Three

Understanding the impact
How do Christians celebrate Holy Week?

Learn about two Christian children Nathan and Lara and how they celebrate: what do the children do, what do the clergy do, what do people remember, what do people feel, what do people make, or what do people say?
www.bbc.co.uk/programmes/p02mww94 show what Christians are celebrating/ remembering on Palm Sunday, Good Friday and Easter Sunday. Create freeze-frames to show how Nathan or Lara might be feeling on each of these days. Photograph the freeze-frames and ask pupils to add speech to show why he or she feels this way: for example, Nathan/Lara feels... on Palm Sunday because...

Lesson Four

Understanding the impact
How do churches celebrate Holy Week?

Visit to St Swithins?
How do churches celebrate?
• decoration/lack of decoration of the church
• colours of robes • music
• actions and rituals during services • use of candles.

create a display either to go in a window that can be seen from outside the church, or another form of presentation that can go on the church website, showing the importance of either Palm Sunday, Good Friday or Easter Sunday. The ‘display’ needs to include a suitable cross with an explanation about what this reminds Christians of: a synopsis from the Bible of what happened; a visual element showing what will happen in the church; how this is celebrated in school; some quotes from children – for example Nathan and Lara, about what the day might mean

Lesson Five

Making connections
What emotions do Christians feel during Holy Week?

Hook – Inside Out film

Discuss times when we feel joy sadness and hope. What happened and how long did they last? Link to Palm Sunday, Good Friday and Easter Sunday for Christians.

Create emotion graph for how Christians feel during Holy Week and why (resources).

Discuss and compare how Jesus might feel compared to his disciples if he understood his death as a choice and part of the big story and salvation.

Lesson Six

Making connections
How can we represent salvation creatively?

Recap learning from the unit about the three days. Link to how Christians live their lives according to these beliefs. create a triptych with the central frame showing hope, the left frame showing sadness and the right frame showing joy. Produce ‘salvation artwork’ for each frame showing joy, hope or sadness/ despair in Holy Week and in the world today. Ask chn to write an explanation of their ‘salvation art’. Use a poetry frame
: • On Friday there was... • Sunday brings... • Believe... • On Friday there was... • Sunday brings... • Live... • On Friday there was... • Sunday brings... • Hope... • Ask chn to choose a cross that would be good to display in a church on Good Friday. Write an explanation of their choice, including why they think Christians call the day Jesus died ‘Good Friday’.

6. LKS2 UNIT BREAKDOWNS



Unit 5 – UC Creation 2a.1 What do Christians learn from the Creation story? (core)

Key Vocabulary	Knowledge Building Blocks	Outcomes			
Genesis, God, Christians Creator, creation, relationship, the Fall, choice, temptation, guidance, responsibility, steward, stewardship	• 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 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). • [Building block from EYFS: Christians believe God made our wonderful world and so we should look after it.]	• 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.			
Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
Making sense of the text <u>What do Christians believe about creation?</u> Hook – nature walk around school grounds to identify wow factors in nature. Listen to 'nature's symphony'. What do chn find wonderful about the world? Could take photos for class collage. Listen to Louis Armstrong What a Wonderful World. Retell the Christian (and Jewish) creation story Genesis 1:1–25 and using guided visualisation (resources). Can children retell to a partner? Secure their understanding of the creation story. Recap prior learning: . If God is Creator, what kind of God must God be? Revisit KS1 unit 1.1 if needed. Record these as a class to refer back to on working wall.	Making sense of the text <u>What do Christians learn from the creation story?</u> Recap – can chn retell the creation story from Genesis 1:1–25? Read Genesis 1:26–31. , focusing on what it says about humans being made in God's image and being given control over the earth. How many times is 'good/very good' used to describe how God sees creation? Which parts? (point out humans if not noted by children) Add to list of what Christians think God must be like. Pupils share a time when they have created something they thought was good or really liked.. How did they care for their own 'very good' creation and how did they want others to treat it? Talk about how people look after the 'wow' objects humans created. Explain how many Christians believe that God cares for his own creation, including humans. Ask pupils to write instructions God might give to humans to make sure the world stays 'very good'; for example, how to look after animals. Record in books. AFL – discuss key question: what do they think Christians learn from this story?	Understanding the impact <u>How does the creation story help Christians through life?</u> Recap – retell creation story, how God sees creation and one instruction God might have given. Model kit without instructions – link to how Christians find guidance in the Bible. Set up a maze in the classroom – complete blindfolded, then with a guide and discuss how it feels. Draw comparison between this and how Christians let their Creator be their guide through life; they do best when they listen to God. Ask pupils to recall how the Bible helps Christians. (It guides them through life, helping them to understand life and how to live it.) What instructions does God give to humans for treating the Earth as God's good creation? Read Genesis 1:28–30. Ask pupils what they think it means. Use Resource Sheet 2 which offers some possibilities. Ask them to decide which are the most likely and the least likely meanings. Record in books.	Understanding the impact <u>How does the creation story help Christians take care of the world?</u> Recap. Show an overgrown garden. What would someone need to do to look after it? Christians believe that God ultimately owns everything that is just put into human hands to be looked after. Humans are 'stewards' or perhaps 'caretakers' of the world for God. Case studies of how some Christians try to look after God's world (see Resource 3): • The monks and nuns at Mucknall Abbey in Worcestershire try to set an example of caring for Creation • A new movement of Forest Churches tries to reconnect with Creation • Ruth Valerio is a Christian who tries to love God and his Creation • See KS1 Unit 1.2 Creation for an introduction to the Christian conservation movement A Rocha and their 'Living Lightly' campaign. There are many ways in which people can be God's stewards, and that this extends beyond looking after nature. People can give their time, money and talents to look after everyone and everything. Recall times when pupils in the class have done this — e.g. given time, money and talents for a school-run charity event. Record ways self & others look after the world.	Making connections <u>What is important in the creation story for Christians today?</u> Recap – what do Christians believe about creation? How does this impact their lives? How do Christians look after the world? Present pupils with three, six or nine (depending on ability) areas that people could learn about from the Christian creation story. For example: • Humans • God • Animals • Nature • God designed the world • The world is 'very good' • God created the world from nothing • Humans are responsible for the earth • The world is amazing. In groups, discuss what pupils think can be learned about each area from the creation story. Ask them to decide which are the most important two for Christians, and why — prompt explanations and allow a range of views. Record in books.	Making connections <u>How can everyone take care of the world?</u> Recap key learning from each lesson/ Assessment: written response to key question drawing on all learning from the unit: What do Christians learn from the Creation story? Remind pupils that not everyone is Christian or believes the world was created by God. Ask pupils to think of other reasons why nature and humans are important, and why we should look after the world and each other. Pupils to decide upon one thing that everyone in the class can try to do over the next week to make the world 'very good' (whether or not they believe in God). Making sense of the text: The story of Adam and Eve from Genesis 2:15–17 and Genesis 3 should be shared with them here, perhaps using The Lion Storyteller Bible. The Fall should be placed on the 'Big Story' timeline. (This is covered in more depth in digging deeper next year) Landing – recap and retell the 'Big Story' of the Bible.

6. LKS2 UNIT BREAKDOWNS



Unit 6 – Remembering (thematic unit on festivals – Islam, Judaism & Hinduism)

Key Vocabulary

Festival, celebrate, celebration, belief, story, value, belonging, forgiveness, symbols service, ceremony, ritual

Knowledge Building Blocks

- Prior learning – festivals and key events studied, Big RE Day on festivals of light
- identify main beliefs at the heart of different religious festivals from different religions, linking to beliefs
- make connections between stories and beliefs and how believers celebrate
- make personal response to the values and concepts raised

Outcomes

- compare the experience of participating in a religious festival or celebration around the world; reflect and share how religious celebrations and rituals have an impact on the community
- identify the stories celebrated at festivals; explain the meaning behind the celebration of festivals and rituals of different faiths
- **Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals**
- **Describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today**

Lesson One

Making sense of the belief
Which ceremonies are used to celebrate life in different religions?

Hook – what does it mean to remember? Share special times – reasons we remember, why, feelings,

Assess – which key celebrations/ceremonies can children remember from prior learning?

Recap prior learning on Christian baptism from UC unit.

Hindu and Christian funerals. Sort features into Venn diagram.

Baptism compared to welcoming ceremony from Islam, and Judaism

Lesson Two

Making sense of the belief
How and why do Hindus celebrate Diwali and Holi?

Recap prior learning from big RE Day on Diwali.

Hinduism: Diwali: Rama and Sita, good overcomes bad; ideas of blessings and good fortune, Lakshmi; Diwali lamps and mandalas; celebrations in the home and at mandir
Find out how Hindus celebrate Diwali in Britain today, linking with the story of Rama and Sita. Ask what the festival means for Hindus, and weigh up what matters most at Diwali. Talk about whether Hindus should be given a day off at Diwali in Britain. Find out about and compare other Hindu celebrations, e.g. Holi, or Navaratri/Durga Puja in Britain and overseas.
Holi – seeing everyone as equal
BBC Holi
Raksha Bandhan

Lesson Three

Making sense of the belief
How and why do Jewish people celebrate Pesach and Yom Kippur?

Recap – Diwali and any knowledge on Jewish festivals

Judaism: Pesach: story of Moses and the Exodus; seder meal; freedom, faithfulness of God; Rosh Hashanah: Jewish New Year, looking back and looking forward, remembering Creation; shofar, sweet foods, tashlich; Yom Kippur: Day of Atonement – fasting, repentance, praying for forgiveness.

Christian wedding compared to Jewish ketubah

Lesson Four

Making sense of the belief
How and why do Muslims celebrate Ramadan and Eid?

Recap – Diwali and Judaism, prior learning from Islam unit

Islam: Ramadan and Eid: celebrating the end of fasting; self-control, submission to Allah.
<https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-ramadan-and-eid/z7bt7vc>

Lesson Five

Understanding the impact
How are festivals similar and different?

Recap – key features of each festival studied

Comparison of key elements from festivals – shared values, stories behind the celebration, beliefs, hopes and commitments.

Draw out similarities and differences

Lesson Six

Making connections
What do I think about the deeper meaning of festivals?

Recap – key features of each festival studied – similarities and differences

Discuss and explore ideas and concepts that are at the heart of these festivals: e.g. celebration; community; identity and belonging; tradition; bringing peace; good overcoming bad; celebrating freedom; saying sorry; forgiveness; self-control.

Personal responses to these big ideas.

Assess & Landing – written response after the discussions; this could be followed by a creative response.

6. LKS2 UNIT BREAKDOWNS



Unit 7 – UC Creation (digging deeper)

Key Vocabulary	Knowledge Building Blocks	Outcomes			
God, Christians, Bible, creation, Genesis, the Fall, forgiveness, pray, prayer, behaviour, behave, relationship	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.	- Place the concepts of God, Creation and the Fall on a timeline of the Bible’s ‘Big Story’. - Offer suggestions about what the story of Adam and Eve might show about human nature and how to act. - Describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness. - Make links between what stories in the Bible say about human beings, and pupils’ own ideas about how people should behave.			
Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
<u>What is the hidden meaning of the creation story?</u> Hook – temptation trap and discuss temptation Recap – review learning on creation from prior work. Retell the story with focus on the hidden meaning. Where is there temptation in the story? Where are A & E disobedient and try to hide from God? Link to own experiences. Role play as man, woman and snake with empty chair for God and spokesperson. Ask questions and record to revisit.	<u>What is the Fall?</u> Recap – retell the story with hidden meaning and using vocab Discuss: What do you think about Adam and Eve’s behaviour? Was it wrong? Introduce idea of the fall – Adam and Eve ‘fell’ from being close to God. This also damaged the relationship between people and God, people and each other, and people and the natural world. In books – front cover of Eden Times with quotes from God, Adam, Eve and the snake explaining the idea of the fall.	<u>How does God guide people?</u> Understanding the impact – ten commandments Teach that A&E don’t say sorry in the story and they are punished by God but also cared for – guidelines for living through Ten commandments (see resources). Teach Ten Commandments. Discussion of meaning and ranking of importance. Record in books which chn think is most important and why. Explore idea of it being hard to follow all and what chn might do.	<u>Why is forgiveness important to Christians?</u> Understanding the impact – saying sorry Recap – KS1 units Teach that Christians believe it is important to say sorry when you do something wrong, not pass the blame like A&E. Teach about confession/reconciliation/penance and look at ways Christians do this (see resource). In books – record ways Christians say sorry and reasons they believe that this will help them grow closer to God.	<u>How does the Parable of the Lost Son link to Genesis?</u> Making connections – parable of the Lost Son and links to Genesis Recap – revisit Parable of Lost Son from KS1 unit. Luke 15:11-17. Discuss and explore the story. Record speech bubbles in role as the son part way through, then explore idea of forgiveness at the end of the story. See resources. In books – link the two stories.	<u>What do Christians learn from the Creation story?</u> Making connections – humans are not always good Discuss or silent debate on key statements to agree or disagree with. Written response to show learning to key question: What do Christians learn from the Creation story?

6. LKS2 UNIT BREAKDOWNS



Unit 8 – Incarnation (digging deeper)

Key Vocabulary	Knowledge Building Blocks	Outcomes			
Trinity, Jesus, God, Father, Son, Holy Spirit, gospel, teaching, follow, challenge	• Christians believe God is Trinity: Father, Son and Holy Spirit. • Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Jesus, the Son of God, is seen by Christians as revealing what God the Father is like. • Understanding God is challenging; people spend their whole lives learning more and more about God. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.	• Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels. Offer suggestions for what texts about God might mean. • Give examples of what the texts studied mean to some Christians. • Describe how Christians show their beliefs about God the Trinity in the way they live. • Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly			
Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
<u>Making sense of the text</u> <u>What do the gospels tell us about Jesus?</u> Hook – read Genesis and get children to draw and write key words and images on whiteboards. Read John 1:1-14, then Matthew, then Luke. Identify where birth of Jesus is mentioned. Create links between flesh and incarnation with Jesus' birth. Chn use one of the gospels to design Christmas cards based on that gospel's telling	<u>Making sense of the text</u> <u>What do Christmas carols tell us about Jesus?</u> Explore Christmas carols and songs to explore what John meant. Chn to write collaborative christmas carols using key words: word, light, life, love, glory. Written explanations of John's gospel. Link this back to previous incarnation units. What questions do they still have – add to working wall to revisit.	<u>Understanding the impact</u> <u>How do Christians show their belief in incarnation?</u> Explore link between Christian beliefs and actions using sentences to match up (see resources). Visitor – Rev Interview questions for our vicar re incarnation – part 1: incarnation: What does Christmas celebrate? Do you believe God came to Earth at Christmas? In which ways was Jesus an ordinary person? In which ways is he 'God on Earth'? How do your beliefs make a difference to your life and to life in your church? What do you do because of your beliefs? Which is best and why? • Jesus is like God's 'front man' • Jesus is God's last word • Jesus came to show humanity what God is really like • Jesus is full of love, so he's just like God • Jesus is the invisible God made visible.	<u>Understanding the impact</u> <u>How do Christians show their belief in the Holy Spirit?</u> Interview questions for our vicar re incarnation and the Holy Spirit. Visitor – Rev Part 2 – the Holy Spirit: How does it feel to sense God's Spirit is with you or inside you? Does the Spirit help you to be calm, to be good, to be strong, to be loving – or what? St Paul says: 'There is one body and one Spirit, just as you were called to one hope when you were called; one Lord, one faith, one baptism; one God and Father of all, who is over all and through all and in all' (Ephesians 4:4–6). Find out what difference it makes to the visitor's church to believe this.	<u>Understanding the impact</u> <u>What difference does it make for Christians to believe in the Holy Trinity?</u> 8 page booklets – Trinity: so what? Small groups record answers and ideas and use them to make a short booklet that could be displayed in a church, called 'Trinity: So What?' Each page should contain one illustrated idea responding to this question: What difference does it make to believe in God the Father, Jesus and the Holy Spirit?' These will be welcomed at a local church!	<u>Making connections</u> <u>How do</u> Rank Christian beliefs (see resources) and discuss reasoning. Create own bank of statements showing beliefs of the class. Discussion about meaning of Christmas from gospels and their personal responses to draw learning together on new depth of understanding of Christmas. Imagine Christmas being abolished or made illegal. What would they miss? What extra things would Christians miss, and why?

6. LKS2 UNIT BREAKDOWNS



Unit 9 – Hinduism (discrete unit)

Key Vocabulary

Hindu, Hinduism, Sanatana Dharma
Brahman, atman, Trimurti, Brahma, Vishnu, Shiva,
samsara (cycle of life) moksha (liberation) dharma (duty),
mandir,
Diwali
Raksha Bandhan

Outcomes

- Recognise the key beliefs in brahman, atman
- Understand Brahman and the trimurti
- Understand the cycle of life and concept of dharma and moksha
- Understand Hindu worship including puja and worship at the mandir
- know about the key practices associated with the festivals of Diwali and Raksha Bandhan and ways in which the stories and practices associated with Diwali and Raksha Bandhan connected with the idea of fulfilling dharma.

Lesson One

Making sense of the text
What do Hindus believe?
Hindu beliefs about God and deities – trimurti, Brahman

Teach Hindu deities, Brahma, Vishnu and Shiva (the Trimurti) and their consorts, Saraswati, Lakshmi and Parvati. These help Hindus relate to the Ultimate Reality, Brahman. What aspect of Brahman do they express? Use the story of Svetaketu to illustrate the Hindu idea of Brahman being invisible but in everything. Discuss cycles of life, death and rebirth that we see in nature; Hindu idea suggests that death is often a necessary part of life. Connect with Trimurti – Brahma (Creator), Vishnu (Preserver) and Shiva (Destroyer).

Lesson Two

Making sense of the text
What do Hindus believe about karma?

Karma and aims of life
Cycles of life, death and rebirth

Explore Hindu ideas of karma – how actions bring good or bad karma. Find out how and why ‘snakes and ladders’ links with Hindu ideas of karma
Teach four aims of life dharma: religious or moral duty; artha: economic development, providing for family and society by honest means; kama: regulated enjoyment of the pleasures and beauty of life; moksha: liberation from the cycle of birth and rebirth; reincarnation. Compare with our goals for living.

Lesson Three

Understanding the impact
How do Hindus show their beliefs?

How Hindus show beliefs = home puja

Family rituals etc
how Hindus show their faith within their families. Show pupils objects you might find in a Hindu’s home and why e.g. murtis, family shrine, statues and pictures of deities, puja tray including incense, fruit, bells, flowers, candles; some sacred texts such as the Bhagavad Gita, AUM symbols. Find out what they mean, how they are used, when and why.

Lesson Four

Understanding the impact
How does worship show Hindu beliefs?

How Hindus show beliefs = the mandir
Focus on diversity in Hinduism

Visit or virtual visit

Discuss things Hindu families would do during the week e.g. daily puja, blessing food, arti ceremony, singing hymns, reading holy texts, visit the temple etc. Make links with stories and beliefs about the deities worshipped. Talk about which objects and actions are most important and why. What similarities and differences are there with the family values, and community and home rituals of pupils in the class?

Lesson Five

Making connections
How does the spark of God affect people’s choices?

Spark of God = treat everyone well
Teach that everyone has spark/atman so all living beings are sacred and special. How people might treat each other and the natural world differently if everyone believed that all living beings contained the ‘spark’ of God. What is good about this idea? Is it helpful for people who are not Hindus, or who do not believe there is a god? Make a set of school rules for a world where everyone has an ‘atman’. Compare with the actual school rules: how far do we try to treat everyone as if they are special?

Lesson Six

Making connections
How do Hindus beliefs affect community?

Family and community – personal reflections and philosophy

Discuss what good things come from sharing in worship and rituals in family and community. Are there similarities and differences with people in other faith communities pupils have studied already, or with people who are not part of a faith community?

Hindu visitor

6. LKS2 UNIT BREAKDOWNS



Unit 10 – UC Salvation (digging deeper) : Why do Christians remember the events of Holy Week every year?

Key Vocabulary	Knowledge Building Blocks	Outcomes			
Holy Week, death, resurrection, Last Supper, Palm Sunday, Good Friday, Easter Sunday, palm cross	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 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	Offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean. Give examples of what the texts studied mean to some Christians. Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion. Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus. Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live			
Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
<u>Making sense of the text</u> <u>What do Christians believe about the Last Supper?</u> Hook – share a symbol of something important to you Tell story of The Last Supper and teach about passover. Read the Last Supper, from Matthew 26:17–25. Stop the story before Judas betrays Jesus. How has the mood changed? What do they think Judas is going to do? Why? Use Conscience Alley. tell the final part of this story: Matthew 26:26–30. bread, wine, picture of Jesus, picture of blood, Bible, music. Which of these they would pair together and why? What might each of these have to do with the story of the Last Supper? What might each of these help the disciples to remember? Why did Jesus want them to remember?	<u>Making sense of the text</u> <u>What does John's gospel tell Christians about Jesus?</u> Retell or read John 13:4–17. Give each pupil an outline of a foot and ask them to write on one side about what Jesus washing the disciples' feet teaches Christians, and on the other side think of how Christians could follow the example of Jesus by being a servant. Discussion and dialogic teaching for key question: Why do Christians still remember the events of Holy Week? (include theological explanation about the importance of Jesus/Salvation + emotional power of the story for Christians. Responses to the text — questions, surprises, reactions to people, and what happened, any feelings	<u>Understanding the impact</u> <u>How does Holy Communion show Christian beliefs?</u> Recap – retell key events from the gospels. Teach about Holy Communion. Watch clip: www.bbc.co.uk/programmes/p02mwwm9 –Look at five key symbols – what do they link to and remind about? *Visitor from church* Discuss the communion service on Maundy Thursday Create a guide for KS1 to understand Holy Communion on Maundy Thursday.	<u>Making sense of the text</u> <u>What does Matthew's gospel tell Christians about Peter?</u> Hook – imaginary story about denying you know someone Artwork – Peter's Denial – can chn work out the link to Holy Week? How are people feeling? Retell Peter's denial of Jesus in Matthew 26:31–75. Look at art again to pick out the clues to the story. Chn to create freeze frames of key events. Photograph each freeze-frame and chn to write description of what is happening and how Peter and others are feeling.	<u>Understanding the impact</u> <u>Why might it be difficult for Christians to share their beliefs?</u> In some parts of the world it is still really difficult to be a Christian. Just as Peter felt he had to deny he knew Jesus, some people cannot openly be Christians. Charities such as Open Doors pray and support Christians in countries where it is illegal to be Christian. Imagine that happens in the UK – how would you know someone is Christian? (resources) Why do Christians want to share the good news of Jesus? Many Christians think Jesus is good news for everybody, and want everyone to be friends with Jesus .Look at how some Christians share their beliefs.	<u>Making connections</u> <u>How do our beliefs affect the way we live?</u> Hook – discuss how chn might stand up for something they feel strongly about – best football team etc – no matter who disagreed. Diamond 9 to explore what they would stand up for (resources) and discuss reasons. What might Christians rank top? Personal responses – what is most important to you and how does it affect your life, linking to Christian beliefs and actions. Creative response to Why do Christians remember Holy Week every year? They could write a poem, create a piece of art, or write an interview between a Christian and a non-Christian.

6. LKS2 UNIT BREAKDOWNS



Unit 11 – Thematic unit: What is sacred?

Key Vocabulary	Knowledge Building Blocks	Outcomes			
sacred, holy, belief, worship religion, identity, values, multicultural, diversity Milestones, ceremony	How and why do people show their commitment through the journey of life? Judaism – Jewish wedding ceremony Islam – aqiqah ceremony at 7 days old Hinduism – samskaras including naming and sacred thread ceremony, Hindu wedding ceremonies Christianity – baptism and confirmation	Thematic unit – journey of life/milestones inc marriage based on 3.3 (Hinduism, Christianity, Islam) AND Leeds/York L2.10 journey of life - Discover the milestones in life for different religions and respond to the ways in which they offer a sense of identity and belonging - Recognise what makes a place sacred and recognise reasons why - This contributes to the following End of Key Stage statements: - Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals			
Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
<u>What rituals do we see in worship?</u> Hook – show images of journeys of life from diff faiths – can chn link? Introduce metaphor of life as a journey Prior learning – KS1 learning about worship and belonging What is sacred? Why? Recap sacred places, books etc and how respect is shown. Rituals – look at worship for Christians, Muslims, Hindus and Jews (draw on prior learning)	<u>How do different religions welcome new babies?</u> Rites of passage – birth Hindu – samskaras inc naming ceremonies Baptism (recap) Muslim aqiqah ceremony at 7 days old	<u>How do different religions welcome children as they grow up?</u> Rites of passage – initiation Bar/bat mitzvah – Jews Sacred thread – Hindus Hindu Samskaras Hindu ceremonies Sacred thread Sacred thread ceremony- Video	<u>How do different religions mark commitments like marriage?</u> Rites of passage – weddings and marriage Recap Christian wedding Hindu wedding ceremony A Hindu wedding video Hindu wedding information Slideshare- Hindu wedding	<u>What is map of life for different believers?</u> Journey and map of life for someone following religion Does religious or spiritual teaching help believers to move on in life's journey? Create a 'map of life' for a Hindu, Jewish or Christian person, showing what these religions offer to guide people through life's journey. Can anyone learn from another person's 'map of life'? Is a religion like a 'map for life'?	<u>What do I believe about the journey of life?</u> Reflect on their own ideas about the importance of love, commitment, community, belonging and belief today.

6. LKS2 UNIT BREAKDOWNS



Unit 12 – Thematic unit – ER 4.1 Communities

Key Vocabulary	Knowledge Building Blocks	Outcomes			
Thematic unit – rules for living based on ER 4.1 communities (Judaism, Hinduism, Islam) Promise, commit, commitment, belong, belonging, ceremony	Christianity – understand the link between the 10 commandments and marriage Islam – link to harmony and straight path following guidance Hinduism – link to promises and commitment Humanism – link to rules for living	- Explain what makes a community - Describe the contribution of a religious group to their community This contributes to the following End of Key Stage statements: - Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect show understanding of the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable			
Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
<u>What promises are made?</u> Hook – belonging Prior learning – hajj for Muslims as 5th pillar of Islam Marriage promises Explore information about weddings – click here Find out about promises in religious celebrations. As well as the promises made, how do the symbols show 'belonging' and unity? What 'big promises' and commitments are made during marriage ceremonies? Consider the difference between a wedding (the occasion) and a marriage (the relationship). Explore the symbolism with the Christian marriage ceremony e.g., exchanging rings, joining of hands etc. how making and keeping promises show commitment.	<u>What promises are made by Christians?</u> Rules for living – Christianity Consider whether we need rules. Where do people get rules from? Consider secular and non-secular rules. Key Content: 10 commandments – identify the values from these rules How do they provide a code for living? Listen to stories from the Bible that shows forgiveness – possible text Luke 15: 11-32. Discuss the values from the story. Consider the question – Is the love of a parent unconditional? How might 'unconditional love' influence people? Link to promises or vows made in marriages. How do the key values of a faith member provide a code for living? How might these rules and the promises made help members of a faith family in their marriage?	<u>What promises are made by Muslims?</u> Rules for living – Islam Recap learning on five pillars and this commitment. Explore the rules the faith is based on and importance of keeping promises. Use talk partners to generate questions they want to find answers to. How do the rules compare with the previous faith the children have explored? How do the promises help them achieve any of the rules of the faith? How is the wedding of this faith family the same as a Christian wedding? How is it different from the Christian wedding? Who are the promises made to?	<u>What promises are made by Hindus?</u> Rules for living – Hinduism A Hindu wedding ceremony Find out about another ritual – faith wedding(s) Explore the rules the faith is based on. Use talk partners to generate questions they want to find answers to. How do the rules compare with the previous faith the children have explored? How do the promises help them achieve any of the rules of the faith? How is the wedding of this faith family the same as a Christian wedding? How is it different from the Christian wedding? Who are the promises made to?	<u>What promises are made by non-religious people?</u> Rules for living – non-religious Humanist wedding ceremony Do all people belong to a faith family? Look at key beliefs of a world view within Hull and East Riding e.g., Humanism. Consider shared values and promises. Explore the rules observed within a world view and the rituals of marriage. Explore the rules in varying worldviews and display for further discussion. What is similar or different to the rules of other faith families explored? Dive deeper, question further: What freedom of choice does a believer have? Use drama and discussion with different scenarios to discuss how it would be difficult or easy to keep the rules of the world view. Children record ideas.	<u>Does religion make a difference?</u> discussion on key question Dive deeper, question further: Children reflect and provide explanations for their views. How would you feel if you were a member of one of the faith families explored and were getting married in a place of worship? How would you feel if you were a member of one of the faith families explored and were not getting married in a place of worship? Debate Provide opportunity to reflect including using class reflection book with sentence starters: This has changed how I think about ... because ... I feel differently about ... now, because ... This has made me ask the question ...

7. UKS2 UNIT BREAKDOWNS



Unit 1 – UC Creation (core)

Key Vocabulary	Knowledge Building Blocks	Outcomes			
Creator, creation, cosmology, big bang theory, evolution, celebration, conflict, complementary	• 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	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			
Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
Making sense of the text <u>What is the purpose of the creation story for Christians?</u> Recap creation and Christian beliefs. Recap the big story. Respond to the creation story Discuss genre and purpose of the text for Christians	Making sense of the text <u>What is the meaning of the creation story for Christians?</u> Teach about science approaches of cosmology and evolution. Sketchnote key theories Generate questions and sort which are better answered by Genesis and which by science	Understanding the impact <u>How do Christians celebrate God as creator?</u> Christians celebrate God as Creator through harvest, but also in art and music. Have a look at some artistic responses to God and Creation.	Understanding the impact <u>Can scientists be Christians?</u> Learn about Christian scientists like Jennifer Wiseman – look at how science and religion fit together.	Making connections <u>Are religion and science in conflict or complementary?</u> Written answer to the key unit question: Are religion and science in conflict or complementary?	Making connections <u>Are religion and science in conflict or complementary?</u> Creative response – children's personal response to creation

7. UKS2 UNIT BREAKDOWNS



Unit 2 – UC Incarnation (core)

Key Vocabulary	Knowledge Building Blocks	Outcomes			
God, Jesus, Messiah, saviour, Old Testament, prophet, prophecy, gospel, incarnate, incarnation, expectations	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.	• 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).			
Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
<u>Making sense of the text</u> <u>What do Christians believe about the Messiah?</u> Recap – big story and big frieze. Concept of incarnation. Discuss context of end of the Old Testament where Christians are in exile and waiting for a saviour from God. Examine the evidence – look at evidence from the Bible that talks about the Messiah and their qualities. Record key expectations as radio advert for the Messiah.	<u>Making sense of the text</u> <u>What do Christians believe about the Messiah?</u> Recap – expectations of Messiah from the Bible. Read Matthew's gospel and explore the evidence. Text mark the gospel to identify the clues that Jesus is the promised Messiah. Drama and role play to interview witnesses and write final report, linking back to expectations.	<u>Understanding the impact</u> <u>How do Christians show their beliefs at Christmas?</u> Recap – evidence that Jesus was the Messiah Teach that Christians believe Jesus was God in the flesh – link to big story and recap key ideas. Discuss true meaning of Christmas. Look at adverts about true meaning of Christmas and link to the texts we have read. Plan a Christmas advert or act out.	<u>Understanding the impact</u> <u>How do Christians show their beliefs at Christmas?</u> Recap – true meaning for Christians Find out what Christians do at Christmas: all the usual celebrations, with presents and so on. How do some Christians bring peace, good news, and show Jesus' love to others at Christmas? You might want to look at the work of www.presentaid.org/ or Christmas dinner on Jesus www.urbanoutreach.co.uk/christmasdinneronjesus. Perform adverts.	<u>Making connections</u> <u>Was Jesus the Messiah?</u> Recap learning in this unit Written answer to the key question: Was Jesus the Messiah? Linking back to the texts we have read. Link into the big story and key concepts. 'Why do Christians believe the world needed a "Saviour"'	<u>Making connections</u> <u>Does the world need a saviour?</u> Recap – evidence and prior learning. Not everyone thinks Jesus is the Saviour from God, but why might people think that the world needs one? Imagine that there is a God: if this God sent a new messenger to Earth in the twenty-first century, what would the messenger say? It would need to be a message for all people, not just those who believe in God! Use Resource Sheet 3 as a starting point. Compare pupils' ideas with Jewish and Christian beliefs.

7. UKS2 UNIT BREAKDOWNS



Unit 3 – Islam (discrete unit)

Key Vocabulary

Islam, Muslim, five pillars, Ummah harmony, shariah, Qur'an, prophets, Muhammad

Shahadah, Salat, Zakat, Sawm, Ramadan, Hajj, Makkah, pilgrimage

Hadith guidance masjid mosque qibla minaret minbar Wudu

[Detailed plans](#)

Outcomes

- describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today
- express understanding of the key concepts underpinning different faiths, linking sources of authority to belief
- make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals

Lesson One

Understanding text – Recap of key beliefs and 5 pillars
What are the five pillars of Islam?

Recap and reteach as needed from Y3/4 unit.
Recap of key beliefs God, tawhid, everything created in harmony (muslim), humans as 'abd and khalifa to help keep everything in harmony; the straight path (shariah) they follow to help them do this; the guidance God provides to help them follow the straight path – the natural world, the Qur'an and the prophets.
Recap of the Five Pillars with an emphasis on linking the practices with the beliefs that underpin them. The role of human beings in maintaining a harmonious (muslim) world

Lesson Two

Understanding text –
How does the Qur'an show Muslims how to follow God?

Recap five pillars.
The importance of the straight path (shariah) in helping to keep the world in harmony (muslim)
family life as created by God to help provide a harmonious society; the importance of following the example of the Prophet Muhammad, who was married and had children; prayer at home, family involvement in key obligations, such as fasting and pilgrimage; the different, but complementary, roles of men and women (e.g. Qur'an 49.13); the respect children should show to their parents (e.g. Qur'an 17.23–24)

Read examples from the Qur'an and explore meaning.

Lesson Three

Understanding text – the Hadith
How does the Hadith show Muslims how to follow God?

The Hadith – collections of the teachings and lived example (sunnah) of the Prophet Muhammad; different Muslims accept different collections of Hadith to be more or less authoritative; provides additional guidance on how to follow the straight path (shariah), i.e. how to live islamically; examples of Hadith, e.g. "None of you truly believes until he loves for his brother what he loves for himself" (Hadith Nawawi 13)

Read Hadiths and explore using dialogic teaching to discuss meanings. Record ideas after discussion in books.

Lesson Four

Impact and connections – the role of the mosque
How does the masjid reflect Muslim beliefs about God?

Recap = Hadith and Qur'an teachings

Teach about the masjid (mosque) as a 'place of prostration' – the role of the mosque in Muslim belief and practice; key features (e.g. qibla, minaret, minbar, prayer mats, facilities for wudu); ways in which mosques engage with the local community

Discuss and explain in writing the key features and how these link to Muslim beliefs.

Lesson Five

Impact and connections – the role of the mosque
How does the masjid reflect Muslim beliefs about God?

[Visit or virtual visit to mosque in Hull – email contact](#)

Discuss features and take photos in groups. Revisit in classroom.

Lesson Six

Impact and connections
How do Muslim's beliefs affect their lives?

Explore the work of Muslim charities, such as Islamic Relief, the Red Crescent and Muslim Hands UK; the way in which their work connects with Muslims beliefs about God, the world and human beings.

Look at examples of contemporary Muslims and the ways in which their beliefs impact on their lives – using Amazing Muslims who Changed the World book, e.g. Mo Farah, Mohamed Salah, Nadiya Hussain, Mohammed Ali ('Aerosol Arabic'; Muslim street artist), Sadiq Khan (Mayor of London). What impact do they have and how does this link to their beliefs as Muslims?

7. UKS2 UNIT BREAKDOWNS



Unit 4 – UC Salvation (Y5 core)

<u>Key Vocabulary</u>		<u>Knowledge Building Blocks</u>	<u>Outcomes</u>		
Holy Week, death, resurrection, Jesus, sacrifice, save, saviour, salvation, Holy Communion,, Last Supper, restore, restoration, relationship		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.	- 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. - Christians remember Jesus’ sacrifice through the service of Holy Communion (also called the Lord’s Supper, the Eucharist or the Mass). - 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		
Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
Making sense of the text <u>How does salvation fit into the ‘big story’ of the Bible?</u> Recap big story of the Bible Review the story of Easter and use art and the gospels to deepen understanding.	Making sense of the text <u>Why did Jesus die?</u> Recap key aspects of Easter story Drama and role play to explore scenarios about saving others	Making sense of the text <u>Why did Jesus die?</u> Recap key aspects of Easter story Group work and discussion to explore prompts Written answers: what did Jesus do to save human beings?	Understanding the impact <u>How do Christians remember Jesus’ sacrifice?</u> Teach about communion Devise a brand-new way for Christians to remember the Salvation brought by Jesus — this may well take the form of a religious ceremony	Making connections <u>What does the idea of sacrifice mean today?</u> Discuss personal sacrifice and what children would be willing to give up. Look at MLK quote.	Making connections <u>What does the idea of sacrifice mean today?</u> The command to ‘Love your neighbour as you love yourself’ will involve some sacrifice. Write a short charter

7. UKS2 UNIT BREAKDOWNS



Unit 5 – UC Creation 2b.2 Creation and science: conflicting or complementary? (core)

Key Vocabulary

Genesis, God, Christians
Creator, creation, science,
scientist, conflicting,
complementary, explanation,
belief, believe, literal,
metaphorical, meaning,
purpose

Knowledge Building Blocks

- 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.

Outcomes

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.

Lesson One

Making sense of the text
What is the purpose of the creation story for Christians?

Hook – genres

Assess – what do we know already about the creation story?

Read Genesis 1:1 – 2:3.

Draw/sketchnote response & sum up key 7 words. Tell Me response to story. What genre and why?

[Creation story](#)

Return to the starter task and the idea of purpose of text. Ask pupils to identify what they think the genre of the Genesis creation text may be, and why it was written. Offer alternatives to help them express ideas, such as: Was this story written for a science textbook or for a service to worship God? Was this story written to explain to believers who we are or who God is? Was this story written to explain to believers why the world is beautiful or that God is good? (These do not necessarily require either/or responses.)

Lesson Two

Making sense of the text
What is the meaning of the creation story for Christians?

Recap – retell key events/themes of Genesis. Introduce scientific account of cosmology (the beginning of the universe) and of evolution (the development of living beings) (use Resource Sheet 2 to read aloud). Remind them of what they have learned in Science. Give them three minutes to draw a simple diagram to explain either cosmology or evolution, and, in pairs, explain their drawings to each other. Check for accurate explanations!
Some people think that Genesis 1 cannot be true because the scientific account contradicts it, but that depends how you interpret Genesis. Resource Sheet 3 to explore these views and show their awareness of different interpretations.
Ask pupils to come up with as many questions as they can about the Genesis text and about the beginnings of the universe and life. Get pupils to sort their questions: are some better answered by science and some by Genesis? (For example: Why doesn't Genesis mention dinosaurs? Why is the universe here? Does my life have a meaning?)
Look at the unit key question: ask pupils to come up with some reasons

Lesson Three

Understanding the impact
How is God celebrated as Creator?

- Recall previous learning that Christians celebrate God as Creator through harvest, but also in art and music. Have a look at some artistic responses to God and Creation. You might try the Picturing Christianity pack that came with these resources, or have a look at the Creation stained glass in the Rondo Chapel (see Resources). You could listen and read the popular hymn 'O Lord my God, when I in awesome wonder, consider all the works thy hand hath made', or even the children's song, 'Who is the king of the jungle?'
www.youtube.com/watch?v=DJwUvjvq9k4

https://www.youtube.com/watch?v=XXi_YB--a

Lesson Four

Understanding the impact
Can scientists be Christians?

Pupils need to know that there are many Christians who are scientists. Watch the interviews with Dr Jennifer Wiseman, astrophysicist (see Resources). Which questions would pupils want to ask her? How do they think she interprets Genesis and why? There are extensive video clip interviews available from the Faraday Institute (see Resources) – pupils could prepare questions as for a visitor, and see if the interviews answer them.
• Note also that the Anglican and Roman Catholic Churches (among others) have accepted evolution – see Resource Sheet 4 to explore this further.

Get pupils to find out about Christians who are scientists, or who are interested in science. They could be teachers, other staff or parents, a local vicar, vet, doctor or dentist. Find out how these Christians make sense of believing in a Creator God and also doing science. How do they read Genesis 1? Support pupils to ask questions to such people about faith and science: are they compatible or in conflict

Lesson Five

Making connections
How do Christians treat the world God created?

- Set a homework for pupils to gaze up at the night sky and record their feelings and sensations. Share their responses in class. How often do pupils stop and wonder at how amazing the world is? Ask them to collect images that make them marvel. Look at them together – consider what difference it would make to how people treat the Earth if we all reflected on it like this more regularly. Ask pupils if they can make a connection between this experience and how reading Genesis 1 might help to inspire Christians to care for the Earth and to worship God.

- Ask pupils to identify the main ideas they have learned about Christian beliefs about God as Creator. Ask them to summarise the key points. Use Resource Sheet 5 to help with this.

Continuum

Lesson Six

Making connections
Are religion and science in conflict or complimentary?

'Genesis explores why the universe and life exists. Science explores how the universe works the way it does.' Discuss how far pupils agree or disagree, and why. Science is really important for lots of reasons. Consider if there are questions that science cannot answer; for example: How should we live? What is my purpose in life? What is more important, truth or freedom? Who is better, Taylor Swift or One Direction? What is right and wrong? Why should I help someone who is in need? Is there life after death? Which questions do pupils have that can be answered by science, and which cannot? (This does not mean that religion can answer them completely either – but it can offer a way of thinking and responding.) Sort Qs into Venn, explaining why. Look at the unit question: Creation and science: conflicting or complementary? Get pupils to express their understanding in two ways: a) with a short written answer to the key question, with explanation, evidence and examples; b) a creative response, expressing their own views about the universe, Creation, a Creator, science, cosmology, evolution and so on

7. UKS2 UNIT BREAKDOWNS



Unit 6 – Does everyone believe in God? (thematic based on ER 6.3)

Key Vocabulary

Theist, atheist, agnostic, belief, believer, humanist, Jewish, Muslim, Christian, Hindu, Sanatana Dharma, purpose, reason, afterlife, hope

Knowledge Building Blocks

- understand terms: theist, atheist, agnostic
- Identify beliefs about God in Christianity, Hinduism, Islam and Judaism

Outcomes

- Identify and explain what religious and nonreligious 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, talking about what they have learned and how and why their thinking may or may not have changed in the light of their learning.

Making sense of the belief Does everyone believe in God?

Hook – Odd One Out – images of believers/symbols etc

Assess & Recap – what do diff religions believe God is like?

Census data for local area
Terms – theist, atheist, agnostic
Reasons for believing in God
[2021 census](#)

Christianity – recap prior learning from UC God unit
Names & metaphors for God in Christianity
Sources – Bible & non-religious e.g. philosophers etc

Muslims – recap prior learning and look at 99 names etc

Humanism – key beliefs

Making sense of the belief What do Hindus believe God is like?

Key Hindu beliefs about God and purpose of life

Making sense of the belief What do Jewish people believe God is like?

Key Jewish beliefs about God and purpose of life

Making sense of the belief What do different people believe about life after death?

Look at all faiths studied to compare and contrast
Look at funerals and beliefs behind

Understanding the impact How does believing impact people's lives?

Impact on lives
Scenarios to discuss
Benefits and challenges

Making connections What do I think is the purpose of life?

Reflect on own beliefs
Generate ultimate questions and discuss
Assess – response to key question and own hopes for the future

Landing –

Ultimate questions
Own hopes for the world

7. UKS2 UNIT BREAKDOWNS



Unit 7 – UC Creation 2b.2 Creation & science: conflicting or complementary? (digging deeper)

Key Vocabulary	Knowledge Building Blocks	Outcomes			
Genesis, God, Christians Creator, creation, science, scientist, conflicting, complementary, explanation, belief, believe, literal, metaphorical, meaning, purpose	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.	Identify the type of text that Psalm 8 is, and its purpose. Explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in Creation. Make clear connections between Psalm 8 and some ways Christians respond to God as Creator. Show understanding of why some Christians find science and faith compatible. Respond to the idea that humans have great responsibility for the Earth. Weigh up how well humans are responding to this responsibility, taking into account religious and nonreligious viewpoints.			
Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
Making sense of the text <u>What is the purpose of Psalm 8?</u> Hook – wonder poem (see resources) responding to images from Hubble Telescope Read Psalm 8 while playing music – how does this link to above? Psalm is a response to the creation story. Assess – what do we know already about the creation story? Creation story Look at extracts of psalm 8 – resources – and identify what it tells us about God and humans. Annotate how it might make Christians feel and write own responses.	Making sense of the text <u>What is the meaning of Psalm 8?</u> Recap– what was the purpose of psalm 8? What key words were used? Focus on ‘little lower than angels’ – what does it suggest? What does Psalm 8 say about humanity’s status on planet Earth? Chn to illustrate one of the 6 sections of the psalm – could use images from starter. Identify what this psalm tells Christians about God and humans. Reflect on how it might relate to questions of religion and science.	Understanding the impact <u>How do Christians behave linked to psalm 8?</u> Recap – key messages of psalm 8? How might Christians behave based on psalm 8? What jobs might they take on – e.g. scientists to learn more, artists to represent the beauty etc Create slides to show how Christians worship their Creator, look after Creation and other people; and where science fits into their work. Christian farmers https://fcn.org.uk/our-mission-ethos/	Understanding the impact <u>How do Christians behave linked to psalm 8?</u> Recap – key messages of psalm 8? How might Christians behave based on psalm 8? What jobs might they take on – e.g. scientists to learn more, artists to represent the beauty etc Christian artists and festivals: www.creationfest.org.uk/default.asp or this annual festival www.greenbelt.org.uk, or the gallery of www.christianartists.org.uk Christian architects and building of places of worship and how they reflect psalm 8	Making connections <u>How do Christians treat the world God created?</u> ‘a little lower than the angels’. This suggests that humans have a very high position and great authority in God’s creation – link to prior learning. Some people argue that humans have misused this authority by treating the Earth badly. What do chn know? (deforestation, greenhouse gases leading to climate change, fossil fuels, litter, waste and so on). Weigh up how well humans have taken care of the world. Reflect on today’s world and how our own actions fit into this.	Making connections <u>How do we view creation?</u> Pupils might express their response to this text by writing their own version of the psalm – whether secular, atheist, agnostic, Muslim, Hindu, Jewish, Sikh... • Reflect on how the biblical idea of God as Creator and humans as God’s representatives relates to the question: ‘Creation and science: conflicting or complementary?’ Pupils should be able to offer a selection of responses on both sides, referring to Genesis and Psalm 8 and diverse Christian views, as well as atheist and agnostic responses.

7. UKS2 UNIT BREAKDOWNS



Unit 8 – UC Incarnation (digging deeper)

Key Vocabulary		Knowledge Building Blocks		Outcomes	
Jesus, God, Holy Trinity, Messiah, saviour, incarnate, incarnation, transform, transfigure, transfiguration, prophets, prophecy,		Explain connections between biblical texts and the idea of Jesus as Messiah, using theological terms. Make clear connections between the texts and what Christians believe about Jesus as Messiah; for example, how they celebrate Palm Sunday. Show how Christians express their beliefs about Jesus as Prince of Peace and as one who transforms lives, through bringing peace and transformation in the world. Weigh up how far the world needs a Messiah, expressing their own insights		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 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	
Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
<u>Making sense of the text</u> <u>Why do Christians believe that Jesus is the Messiah?</u> Recap – concept of messiah and incarnation from prior learning. Recap Old Testament prophets. Read The Transfiguration, Matthew 17:1–13 or Luke 9:28–36 Use drama to explore and freeze frame. List the things they see which seem to offer clues that Jesus is the Messiah. What indications are there that Jesus is more than that – the Son of God? Explore links to the Trinity, Father, Son and Holy Spirit, in the passage.	<u>Making sense of the text</u> <u>Why do Christians believe that Jesus is the Messiah?</u> Look at artwork showing The Transfiguration comparing Raphael and Bellini. Link to the text – can we identify the light, Moses and Elijah, the mountain? What do these mean? Children to write explanations for each artwork to link to the text and point out the clues that Jesus is the Messiah for Christians. Discuss – which clues might have been most persuasive and why? Would people have been convinced? Why not?	<u>Understanding the impact</u> <u>How do Christians celebrate the transfiguration?</u> Look at Feast of the Transfiguration celebrations. Transfiguration means ‘transformation’. In all the ways Jesus turned expectations on their heads, God shows Christians how their lives can be transformed. List ways a Christian’s life might be transformed by following Jesus; for example, trying to support somebody local by doing their shopping, giving away 10% of what they earn to charity. Write to your local church and ask for some examples from the congregation. Ask for examples of testimonies of ways in which people believe their lives have been transformed by faith in Jesus	<u>Understanding the impact</u> <u>How do Christians help others?</u> Charity Think about how reaching out to others can transform both those in need and those who help. Look at adverts for child sponsorship schemes run by Christian development charities, such as the World Vision scheme: www.worldvision.org.uk/child-sponsorship (scroll down to watch a film showing how much being a sponsor means to Amanda). Record the benefits (Christians might call them ‘blessings’) that the child and the sponsor would gain from this	<u>Understanding the impact</u> <u>How do Christians follow Jesus?</u> Christians try to reach out to others as God reached out to them in the person of Jesus. In the process of reaching out they themselves are transformed, by the power of the Holy Spirit. Write an advert or poster for a church newsletter or noticeboard advertising child sponsorship. Use the idea of transformation in the advert or poster showing how doing this will mean that they are following Jesus	<u>Making connections</u> <u>Does the world need a Messiah?</u> Clarify understanding that Christians believe Jesus was the Messiah and Jewish people are still waiting. ‘The world doesn’t need a messiah – it just needs people to love each other.’ Discuss and debate using dialogic teaching – record personal responses.

7. UKS2 UNIT BREAKDOWNS



Unit 9 – Judaism (discrete unit)

Key Vocabulary	Knowledge Building Blocks	Outcomes			
G-d, create, covenant, community, mitzvot, Torah	Judaism: Pesach: story of Moses and the Exodus; seder meal; freedom, faithfulness of God; Rosh Hashanah: Jewish New Year, looking back and looking forward, remembering Creation; shofar, sweet foods, tashlich; Yom Kippur: Day of Atonement – fasting, repentance, praying for forgiveness	• Understand key beliefs of Judaism – ten commandments, mitzvot, covenant • Understand elements of Jewish worship and prayer • Understand the significance of Jerusalem for Jewish people • Recognise diversity within Judaism			
Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
<u>Making sense of the text</u> <u>What do Jewish people believe?</u> Recap prior learning about Judaism and Jewish beliefs Recap prior learning about Jewish festivals – Pesach, Sukkot, Yom Kippur and Hannukah Jewish beliefs about God Torah and mitzvot (commandments) Recap story of Moses	<u>Making sense of the text</u> <u>What do Jewish people believe?</u> Torah and Ten Commandments BBC My Life, My Religion offers a good overview of the Torah including how it is read: https://www.bbc.co.uk/programmes/p02mxbli a sofer (a Jewish scribe) is restoring a damaged Torah scroll: https://youtu.be/3QZ792rjcV E To hear the Torah being chanted visit: https://www.myjewishlearning.com/article/the-tencommandments/	<u>Understanding the impact</u> <u>How do Jewish beliefs affect their lives?</u> Connections between Torah and actions and daily life Shabbat – recap prior learning How is the Torah read – link to story of Moses Recap prayer and shema prayer	<u>Understanding the impact</u> <u>How do Jewish people worship?</u> Worship – home and synagogues Virtual visit Inc virtual tour https://bpsjudaism.com/ Video tour of the United Hebrew Congregation of Newcastle upon Tyne (Orthodox) synagogue – https://www.youtube.com/watch?v=DW52sJ_5DMA Prayer Kippah, tallit, tefillin	<u>Making connections</u> <u>How are Jewish people diverse?</u> Diversity within Judaism – Orthodox and progressive Look at key differences Look at different synagogues Key festival – Rosh Hashanah Jewish new year	<u>Making connections</u> <u>Why is Jerusalem important to Jewish people?</u> Israel is the religious and spiritual home of the Jewish people and Jerusalem is the capital city Jerusalem a place of pilgrimage for Jews, Christians and Muslims For Jewish people it is the site of the Jewish temple, destroyed in 70CE by the Romans The Western Wall is where Jewish people go to pray, posting prayers between the cracks in the wall's brickwork. The wall is an ancient wall, part of the Second Temple's expansion by Herod the Great. Jews living outside of Israel make use of online services such as this one to help them have their prayers placed. BBC My life, My Religion series offers a good but brief explanation of why Jerusalem is such an important place for Jewish people: https://www.bbc.co.uk/programmes/p02mx930

7. UKS2 UNIT BREAKDOWNS



Unit 10 – UC Salvation: What difference does the resurrection make to Christians? (Y6 core)

Key Vocabulary	Knowledge Building Blocks	Outcomes			
Holy Week, death, resurrection, Jesus, sacrifice, save, saviour, salvation, Holy Communion,, Last Supper, restore, restoration, relationship	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. 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).	Outline the timeline of the ‘big story’ of the Bible, explaining the place within it of the ideas of Incarnation and Salvation. Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. Show how Christians put their beliefs into practice in different ways. Explain why some people find belief in the Resurrection makes sense and inspires them. Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.			
Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
Making sense of the text <u>Why do Christians think Jesus was resurrected?</u> Recap – big story and Jesus’ death as sacrifice Why do Christians think Jesus was resurrected? Read Luke’s gospel in groups: Give each group part of the text to work with (vs 1–8, 9–12, 13–27, 28–35, 36–49) Create a written drama and hotseat in role. Share learning.	Making sense of the text <u>What do Christians believe about the resurrection?</u> Watch a short film giving some Christians’ views on the evidence for the resurrection. Look at art showing life of Jesus. Write reports drawing all evidence together.	Understanding the impact <u>How are Christian beliefs shown in Easter celebrations?</u> ‘ENQUIRING INTO RELIGIOUS PRACTICE’ STRATEGY – resource 1. What is the change in emotion between Good Friday and Easter Sunday? Would it matter if the resurrection hadn’t happened? Can chn present ideas and evidence for why Easter Sunday is seen by Christians as a day of hope?	Understanding the impact <u>How are Christian beliefs shown in Easter hymns?</u> Explore songs and hymns from Good Friday and Easter Sunday and compare: Good Friday hymn: ‘When I Survey the Wondrous Cross’ or ‘And Can it Be?’. Easter Sunday hymn is ‘Thine be the Glory’ or ‘Christ the Lord is Risen Today’. A contemporary song moving from Good Friday to Easter Sunday is ‘Man of Sorrows’ by Hillsong United. Look at evidence of beliefs about the death and resurrection of Jesus in these songs. List what these songs say about the meaning of Jesus’ death and resurrection. Link this with the idea of Jesus ‘saving’ people by defeating death. Discuss – belief bringing	Making connections <u>Why are some people inspired by the Resurrection?</u> Recap prior learning in y5 unit about Jesus’ sacrifice Silent debate on four key quotes	Making connections <u>What difference does believing in the resurrection make to problems today?</u> Have a class debate about how believing in the resurrection of Jesus might make a difference to how people live today. Choose some problems in the world today and ask what difference belief that Jesus rose again, and offers eternal life, might make to them (for example, inequality – wealth and poverty – illness, loneliness, injustice).

7. UKS2 UNIT BREAKDOWNS



Unit 11 – Thematic unit – 6.1 Justice inc forgiveness (Hindu)

Key Vocabulary	Knowledge Building Blocks	Outcomes			
Main learning of God digging deeper looking at forgiveness PLUS Hadith in Islam and Jewish festivals of Rosh Hashanah and Yom Kippur – in more depth than in KS1	Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace. • Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love.	- Make clear connections between Bible texts studied about God and how Christians put these beliefs into practice; for example, through calling for justice, promoting forgiveness and so on. Show how Christians put their beliefs about God into practice in worship: for example, through confession. - Explain Jewish and Muslim beliefs about God and forgiveness and how these impact actions. Explain humanist views on forgiveness. - Weigh up how biblical ideas about love, holiness or forgiveness relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.			
Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
Making sense of the text <u>What do Christians believe about God and forgiveness?</u> Recap Christian beliefs about God and forgiveness. WHAT DOES GOD HATE? (PROVERBS 6:16–19) What do Christians believe about God? What does the text mean? What does this mean God is like for Christians? Recap Easter story and link to forgiveness.	Understanding the impact <u>What do Muslims believe about forgiveness?</u> Recap Muslim beliefs about God Allah as All-Merciful (Qur'an Sura An-Nur 24:22), Hadith describing Prophet Muhammad asking God to forgive the people of Taif who had mistreated him (Al-Bukhari); shirk – the unforgivable sin (worship of any other deity) Hadith Qur'an 5:8	Understanding the impact <u>What do Jewish people believe about forgiveness?</u> Recap Jewish beliefs Recap KS1 learning on Yom Kippur Judaism: forgiveness as a duty (mitzvah) e.g., Leviticus 19:17, Micah 7:18; links between this and beliefs about God as merciful; the concept of teshuva (repentance); Yom Kippur, the Day of Atonement Why are Rosh Hashanah and Yom Kippur significant religious festivals for the Jewish faith? Link this with the concepts of sin and forgiveness. Know that in Judaism there are sins that cannot be forgiven by God.	Understanding the impact <u>What do people who aren't religious believe about forgiveness?</u> Look at key beliefs of humanists https://understandinghumanism.org.uk/area/what-is-humanism/ Link to forgiveness – empathy, act for everyone Discuss quotes <u>Hinduism – addit lesson:</u> Hinduism: the relationship between forgiveness and fulfilling one's duty (dharam), forgiveness as one way of carrying out good action (karma); ahimsa (the principle of non-violence) How did the actions of Mahatma Gandhi show forgiveness when people harmed him?	Making connections <u>What impact does forgiveness have on the world today?</u> Look at Forgiveness Project Discuss stories and examples and model Respond – reflect on our own thoughts on forgiveness Ask pupils to think about examples of when more love, holiness or forgiveness might be good in the world today – starting locally in your school and moving out to global issues. Discuss how far love, holiness or forgiveness are appropriate and valuable in these examples. Is holiness only for religious believers?	Making connections <u>What impact does forgiveness have on the world today?</u> Ask pupils to design (and make?) a new work of art for the Cathedral which shows how forgiveness is needed in the world this year. How could they use the concepts of love, holiness and forgiveness in their work? Think about the things in the world they love and hate and about what they have learned about Christian beliefs. They should reflect on how important these ideas are in a community where there are people of different faiths and of no faith. • A triptych might be a good way to do this: one panel to show each idea of love, holiness and forgiveness or pupil/local/world • Write 100–200 words to explain their artwork.

7. UKS2 UNIT BREAKDOWNS



Unit 12 – Thematic unit: ER 6.2 living a faith

Key Vocabulary	Knowledge Building Blocks	Outcomes
Rite of passage, key moment, samskara, initiation, bar/bat mitzvah, aqiqah, naming, promise, marriage, death	Based on 6.2 rites of passage Hinduism – samsara, dharma, ahimsa & Gandhi, dharma and samskaras (rites of passage) birth, initiation, marriage and death, sacred thread Judaism – bar mitzvah/bat mitzvah Islam – naming ceremonies aqiqah	articulate the responses of different religious and non-religious worldviews to ethical questions, including ideas about what is right and wrong and what is just and fair

Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six
Making sense of the text <u>What is in a name?</u> Recap belonging and identity of faith groups Explore names and their meanings – A Boy Called Slow – Sitting Bull performs a deed which is so courageous and significant that earns him a new and more respected name. What would your name be? How did you get your name and what does it mean? Read Luke 1:31 and Matthew 1:21 and find out how Jesus got his name. Read the poem ‘Two Names, Two Worlds’ – discuss how names represent who we are and our place in society. Discuss worldviews – Nobody stands nowhere Link to faith identity and belonging – watch videos where people explain their worldviews	Making sense of the text <u>What are the special milestones in the journey of life?</u> Recap Y3/4 learning on life as journey. Think about the metaphor ‘life as a journey.’ What does this mean? How can life be described as a journey? Which times are special and why? Where do the ‘milestones’ occur? Think about the importance of celebrating the milestones of life and the ways they may engender a sense of identity and belonging. Discuss journey of life as a maze: the centre of the maze represents a goal in life, junctions are the choices. What might the dead-ends represent? Look at image on pg. 3 – notice the man selling guidebooks. If you were asked to write the first page of the guidebook for the journey, what would you say? What advice would you give?	Understanding the impact <u>How do non-religious people mark milestones of life?</u> How do non-religious people mark the milestones of life? Is it appropriate to call these transitions ‘milestones’? How does marking life’s milestones help people make the transition to the next stage? Humanist ceremonies Dive deeper, question further Explore the challenges in meeting new responsibilities at a new stage in life. Design a poster to illustrate life’s milestones. Venn diagrams of Humanist vs. Christian marking transitions in life. How do Humanists celebrate different life events?	Understanding the impact <u>What are the rites of passage in different religions?</u> List transitions or ‘rites of passage’ in different faiths e.g: Christianity: Baptism Christianity: Holy Communion Judaism: Bar Mitzvah Judaism: Bat Mitzvah Judaism: Chayil Islam: Aqiqah (naming ceremony) Journey of Life Sikhism: Anand Karaj (marriage ceremony) Hinduism: Sacred Thread Ceremony	Making connections <u>How are rites of passage similar or different?</u> Explore transitions or ‘rites of passage’ in different faiths: a video clip of a Bar or Bat Mitzvah read a passage from ‘Bar Mitzvah’ by Jack Rosenthal explore the life of Jesus who, as a young Jewish boy was taken to the temple by his parents for his Bar Mitzvah a video clip of Holy Communion or Confirmation steps taken by Buddhist boys towards becoming a monk ... Roleplay a rite of passage ceremony; hotseat participants afterwards. Compare the rites of passage for three different faiths, listing similarities and differences.	Making connections <u>How does religion affect identity?</u> Does having a faith shape a person’s identity? Can religion shape identity? Dive deeper, question further Consider what a person says about themselves when they say, ‘I am a (Christian/Muslim/Sikh).’ Can a person be spiritual without being religious? Do clothing rules/ code help believers feel part of their community? Do they restrict them? Does the fact they can or can’t wear certain items limit their freedom? Does it help them behave better? Does it make them think about their faith more? Personal responses