



KS2 RE and World Views Curriculum 2026 (Year C) (Key code: purple – Christianity; green – thematic; orange- other religions)

	Autumn		Spring		Summer		
Year A	U2.12 What will make our city/town/village a more respectful place? (Leeds Diocese Syllabus)	L2A.3 What is the Trinity and why is it important for Christians? (Incarnation) (Understanding Christianity)	L2.7 What does it mean to be Hindu in Britain today? (Leeds Diocese syllabus)	L2A.5 Why do Christians call the day that Jesus died 'Good Friday'? (Salvation) (Understanding Christianity)	L2.10 How and why do believers show their commitments during the journey of life? (Leeds Diocese syllabus)	L2A.1 What do Christians learn from the Creation story? (Creation) (Understanding Christianity)	
Year B	U2.14 How do religions help people live through good times and bad times? (Leeds Diocese syllabus)	U2B.4 Was Jesus the Messiah? (Incarnation) (Understanding Christianity)	L2.9 What are the deeper meaning of festivals? (Leeds Diocese syllabus)	U2B.7 What difference does the resurrection make to Christians? (Salvation) (Understanding Christianity)	L2.8 What does it mean to be a Sikh in Britain today? (Leeds Diocese syllabus)	U2B.2 Creation and science: Conflicting or complementary? (Creation) (Understanding Christianity)	
Year C LKS2	L2A.2 What is it like to follow God? (People of God) (Understanding Christianity)	L2.9 What are the deeper meaning of festivals? (Yom Kippur/Rosh Hashana & Advent/Christmas) (Leeds Diocese syllabus)	L2.7 What does it mean to be Hindu in Britain today? (Leeds Diocese syllabus)	L2A.6 When Jesus left What was the impact of Pentecost? (Kingdom of God) (Understanding Christianity)	L2.10 How and why do believers show their commitments during the journey of life? (Leeds Diocese syllabus)	L2A.1 What do Christians learn from the Creation story? (Creation) (Understanding Christianity)	



Year C UKS2	U2B.8 What kind of king is Jesus? (Kingdom of God) (Understanding Christianity)	U2.13 Why is pilgrimage important to some religious believers? (Leeds Diocese syllabus)	U2.10 What does it mean for a Jewish person to follow God? (Leeds Diocese syllabus)	U2B.6 What do Christians believe Jesus did to 'save' people? (Salvation) (Understanding Christianity)	U2.11 Why do some people believe in God and some people not? (Leeds Diocese syllabus)	U2B.2 Creation and science: Conflicting or complementary? (Creation) (Understanding Christianity)	
Year D	U2.13 Why is pilgrimage important to some religious believers? (Leeds Diocese syllabus)	U2B.3 How can following God bring freedom and justice? People of God (Understanding Christianity)	U2.9 What does it mean for Muslims to follow God? Part 1 (Leeds Diocese syllabus)	U2B.6 What do Christians believe Jesus did to 'save' people? (Salvation) (Understanding Christianity)	U2B.5 What would Jesus do? (Gospel) (Understanding Christianity)	U2.9 What does it mean for Muslims to follow God? Part 2 (Leeds Diocese syllabus)	

Year A

	Key Questions <i>Big Questions</i>	National Curriculum Coverage	Subject specific skills and knowledge development	Key Tasks	Key Vocabulary
Autumn 1: U2.12 What will make our city/town/village a more respectful place?	How religious is the world today? What are the main ways in which our village needs to become more respectful? How do Hindus and Christians intend to show	Making sense of belief: Identify the religions and beliefs represented locally and regionally, and explain some of their key beliefs Describe examples of how different communities deal with diversity and interfaith issues Understanding the impact:	Make a list of some ways the community is enriched by religious diversity. Draw attention to some ways that migration to and from the UK is enriching: food, culture, movies, music, sport, medical work and religion.	Investigate religions in the local area. Make links between British values and The Golden Rule. Compare life in Austwick to a city in religious terms. Reflect on the visit to a mandir	Religion, religious, non-religious, community, place of worship, diversity, harmony, equality, celebration, tolerance, respect, sensitivity, mandir, church, worship, devotion,



	respect or care to all humanity? What kinds of action will reduce prejudice in our village, and increase care, tolerance and respect? What does Austwick need to be a place of welcome to all its people? What matters most in our village? What kind of speech would a person who wanted to be Mayor of Austwick make to get our votes? (Connect this to the 'British Value' of democracy) <i>What will make our village a more respectful place?</i>	Make clear connections between what different people believe and the way they live (e.g. involvement in community, in interfaith projects etc.) Explain how and why people respond differently to diversity and interfaith issues (e.g. inclusivism, exclusivism etc) Making connections: Make connections between religious and non-religious beliefs and practices related to living with difference in community Reflect on and articulate lessons people might gain from the experience of living in communities of diverse beliefs and practices, including their own responses Talk about how and why people think differently about diversity and interfaith, giving good reasons for their own views Consider and weigh up the ways in which the ideas studied relate to their own experiences and views of the world today	Draw attention to the ways in which different faiths co-operate for the good of the community, British values and the Golden Rule. Treating others as you want them to treat you is a democratic thing to do because it means each person counts for one in the community.” “Do to others what you want done to you means that if you want your religion to be respected, you should respect other people’s religions just the same.” Pupils list similarities and differences between their own locality and one chosen because it is religiously very different. That Hindus follow their own way of religious living, but are often tolerant and accepting of other religions. Look at key features and artefacts in a Christian church.	Explore the key features and artefacts of a familiar place of worship (Austwick Church) Create a peace charter for our local area.	inter-faith relations, census
Autumn 2:	What is water good for?	Identify the difference between a 'Gospel', which tells the story of the life and	Investigate the story of Jesus baptism.	Think about the different uses of water and why it is	water, Gospel, Trinity,



L2A.3 What is the Trinity and why is it important for Christians?	How can you see God as three in one? Why is the birth of Jesus the first thing that Matthew mentions? How does it feel to sense God's Spirit is with you? <i>What is the Trinity and why is it important for Christians?</i>	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	Locate gospel books in the New Testament. That Christians worship God as the Trinity. That 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. That Jesus, the Son of God, is seen by Christians as revealing what God the Father is like.	significant to Christian believers. Look at the features of Jesus baptism, an infant baptism and a believer's baptism and make comparisons – what is the same what is different. Explore Christian beliefs about the Trinity. Invite a visitor to share why their Christian faith is important to them.	baptism, Christianity, diversity, Father, Son, Holy Spirit, symbols
Spring 1: L2.7 What does it mean to be Hindu in Britain today?	How do Hindus show their faith at home? How do Hindus show their faith when they are together? What can Hindus learn from the story of Diwali today?	Understand the impact: Describe how Hindus show their faith within their families in Britain today (e.g. home puja) Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) Identify some different ways in which Hindus show their faith (e.g. between different communities in	Introduce the word dharma – this describes a Hindu's whole way of life, there is no separation between their religious, social and moral duties Find out about how Hindus show their faith within their families. Etc. Explore the kinds of things Hindu families would do during the week e.g. daily puja, etc.	Identify things that are special or important to them. Watch a video showing what is important to two Hindu children and make comparisons. Look at a Puja tray and identify the significance to Hindus of each of the objects.	Hindu, dharma, karma, moksha, atman, reincarnation, puja, aarti, deities, Brahman, Lakshmi, Rama, Sita, Diwali, Holi



	<i>What does it mean to be Hindu in Britain today?</i>	Britain, or between Britain and parts of India) Make sense of belief: Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) Make connections: Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.	Talk about which objects and actions are most important and why. What similarities and differences are there with the family values and home rituals of pupils in the class? Explore what Hindus do to show their tradition within their faith communities. Find out what Hindus do together and why e.g. visiting the temple/ mandir, etc. Find out about other Hindu celebrations, e.g. Holi, or Navaratri/Durga Puja in Britain Talk about 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?	Listen to bhajans (worship songs) watch Hindus worshipping in a mandir. Arrange a visit to a mandir. Look for symbols in the Diwali story.	
Spring 2: L2A.5 Why do Christians call the day that Jesus died 'Good Friday'?	What does salvation mean? Would Mary call the day Jesus died 'Good Friday'? Why is Palm Sunday so important to Christians? Why do Christians still remember the events of Holy Week?	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.	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.	Write a diary for Mary, the mother of Jesus, for three important days in Holy Week: Jesus entering Jerusalem (Palm Sunday), the day Jesus died (Good Friday), and the day Jesus came back to life (Easter Sunday). Have someone wash selected children's feet and link with the symbolism of Jesus washing the disciples feet at the Last Supper.	Palm Sunday, Good Friday, Easter Sunday, sacrifice, salvation, resurrection, Last supper, prayer, forgiveness



	<i>Why do Christians call the day Jesus died 'Good Friday'?</i>	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	Christians remember and celebrate Jesus' last week, death and resurrection.	Talk about pupils' responses and reactions to the story. Consider whether there is a difference between how Christians and people with other religious or non-religious worldviews respond to this story. Find out what churches do to celebrate Palm Sunday, Good Friday and Easter Sunday by researching on the internet, collecting photographs and information from local churches, looking in books.	
Summer 1: L2.10 How and why do believers show their commitments during the journey of life?	What significant milestones are there on the journey of life? How do Jewish people mark becoming an adult? What ceremonies do Hindus mark in the journey of life? <i>How and why do believers show their commitments during the journey of life?</i>	Making sense of belief: Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today. Understanding the impact: Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean	Identify and describe the core beliefs and concepts studied. Describe how people show their beliefs in how they worship and in the way they live. Give good reasons for the views they have and the connections they make	Pupils recall their journey to school Discuss and record individual journeys pictorially - who kept them safe on their journey. Explore the significance of baptism and its symbolism for Christians – watch an infant and believers baptism. Pupils watch the clip about Bat Mitzvah, then draw three circles (small, medium and large).	Christians, Baptists/Pentecostals, Church of England, Roman Catholic, celebrate 'believers' baptism, infant, communion, confirmation, Hindus, sacred thread ceremony, Jews, bar/bat mitzvah, Humanists



		Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism). Making connections: Raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones Make links between ideas of love, commitment and promises in religious and non-religious ceremonies Give good reasons why they think ceremonies of commitment are or are not valuable today		Write a letter to a non-Jewish uncle who couldn't attend their Bar/Bat Mitzvah ceremony. Children research a Scared Thread Ceremony for a Hindu boy.	
Summer 2: L2A.1 What do Christians learn from the Creation story?	What instructions does God give to humans for treating the Earth as God's good creation?	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.	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.	Draw what is good about the World. Reading the text from a Bible, share Genesis 1:26-31, focusing on what it says about humans being made in God's image and	Creation, God, Adam, Eve, sin, forgiveness, commandments



	What could we do to make the World 'very good'? What do you think about Adam and Eve's behaviour? <i>What do Christians learn from the Creation story?</i>	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.	The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall'). 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, 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.	being given control over the earth. 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. Pupils write instructions God might give to humans to make sure the world stays 'very good'. Give pupils a model kit, with no instructions, and ask them to make the model. Discuss how much better it would be to have some instructions from the maker/designer. Make a link between this and the way Christians view the Bible. Remind pupils of the Parable of the Lost Son - retell the first	
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				part of the story, in Luke 15:11-17. Ask pupils to put themselves in the role of the son and write on speech bubbles what they are going to say to the father on their return. What might this show about Christian beliefs regarding forgiveness and the importance of apologising.	
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Year B

Autumn 1:	Key Questions	National Curriculum Coverage	Subject specific skills and knowledge development	Key Tasks	Key Vocabulary
U2.14 How does religion help people live through good and bad times?	How do Christian beliefs offer comfort during difficult times? How do Hindu beliefs about life after death	Making sense of belief: Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life	Explore how different religions and worldviews use the symbolism of light and dark to mark the good times and hard times in life.	Investigate beliefs about life after death for Christians. Investigate Hindu beliefs about life after death.	Christian, Hindu, Humanist, symbolism, light, fear, comfort, danger, safety, resurrection, heaven, reincarnation, moksha, dharma



	affect the way they live their lives? What do Humanists believe about life and death? <i>How does religion help people through good times and bad?</i>	Identify beliefs about life after death in at least two religious traditions, comparing and explaining for similarities and differences. Understanding the impact: Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) Use evidence and examples to show how beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives. Making connections: Reflect on a range of artistic expressions of afterlife, articulating and explaining different ways of understanding these Consider and weigh up how religion might help people in good and bad times, giving good reasons for their ideas and insights Talk about what they have learned, how their thinking may have changed and why.	Think about emotional or spiritual ‘opposites’ such as fear and comfort, danger and safety, life and death. Use stimulus material to encourage pupils to ask questions about life, death, suffering, and what matters most in life. Explore how some people might thank God in good times, and how, more broadly, living a life of gratitude can lead to happier and healthier lives, whether religious or non-religious (see Psalm 103; Explore ways in which religions help people to live, even when times are tough, e.g. through prayer, giving a sense of purpose, a guide to deciding what is right and wrong, membership of a community who care for each other, opportunities to celebrate together. Learn some key concepts about life after death in Christian traditions and Hindu Dharma; also one secular/non-religious view about what happens after death, e.g. Humanism.	Investigate Humanist beliefs about life and death. Look at different ways in which believers find joy in good times. Look at the story of Job – how he behaves during difficult times	
Autumn 2:	What kind of Saviour were the Jews looking for?	Explain the place of Incarnation and Messiah within the ‘big story’ of the Bible.	Jesus was Jewish. Christians believe Jesus is God in	Think about what sort of person would be needed to help in different situations:	Incarnation, messiah, saviour, anointed one, restoration, fall,



2B:4 Was Jesus the Messiah?	Was Jesus the hoped-for Saviour? Why do Christians believe that the World needs a Saviour? <i>Was Jesus the Messiah?</i>	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.	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. 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	Discuss the sorts of qualities a person might need to solve each situation — who might help out or 'save' the situation? · Examine the situation: The people of God were looking to God for a rescuer/saviour. · What kind of saviour? Introduce to the pupils their role as an investigative journalist, finding written evidence (prophecies) Pupils to create a 'Wanted' poster · A written report from the scene (Matthew 1:18-24, 2:1-12). The Jewish followers of Jesus gradually began to believe that Jesus was this Messiah, and that he fulfilled the prophecies. Pupils select three good reasons why Christians make Christmas about Jesus. Recall the 'big story' of the Bible, and why the People of God needed a rescuer. Give	
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			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 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.	pupils some key theological terms (for example, Creation, Fall, People of God, Messiah, Incarnation, Gospel, Salvation), and either get them to come up with definitions and links, or match them to given ones.	
Spring 1 L2.9 What are the deeper meanings of festivals?	Is it hard to make sacrifices? Does light conquer darkness? Is love stronger than death? Can God free people from slavery? Is it good to say sorry? Does fasting make you a better person? How? <i>What are the deeper meanings of festivals?</i>	Making sense of belief: Identify the main beliefs at the heart of religious festivals (i.e. at least one festival in at least two religions) Make clear links between these beliefs and the stories recalled at the festivals. Understanding the impact: Make connections between stories, teachings, symbols and beliefs and how believers celebrate these festivals Describe how believers celebrate festivals in different ways (e.g. between celebrations at home and in community; and/or a variety of ways of celebrating	Discuss events that they celebrate. Identify symbols of Easter and watch different religious services for Holy Week. Reflect on the events following and proceeding the last supper, crucifixion and resurrection. Explore the meaning of the Ramayana and make connections to overcoming temptation. Focus on commitment and perseverance – Eid for Muslims. Look at Pesach and Passover in the Old testament – investigate the importance and symbolism for Jews.	Invite a Christian believer in to share how they celebrate Holy Week and why it is important to them. Watch the Ramayana story and Hindus celebrating Diwali (BBC Teach). Look at the symbolism. Invite a Jewish believer to talk about Pesach and why it is important. Watch Eid and Ramadan celebrations (BBC Teach) Make links between sacrifice and closeness to God.	Celebration, Easter, Diwali, Eid, Pesach, commitment, sacrifice, Saviour, resurrection, crucifixion, Ramayana story, Lakshmi, Rama, Sita, Allah, Brahman



		within a religious tradition). Making connections: Raise questions and suggest answers about what is worth celebrating and remembering in religious communities and in their own lives			
Spring 2 U2B:7 What difference does the resurrection make to Christians?	Why do Christians believe that Jesus is God incarnate? How was Jesus a Saviour? Why is Easter a special time for Christians? <i>What difference does the resurrection make to Christians?</i>	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.	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).	Pupils work as detectives using some sources of evidence. - Share the key piece of evidence, a series of witness statements in Luke's Gospel. As a class, share what evidence they have discovered to suggest Jesus was resurrected. Mark the points in the text that Christians would use as evidence. - To show how some Christians view this, show a short film giving some Christians' views on the evidence for the resurrection (there is a link to three example interviews in Resources). Share five pieces of art showing the life of	Resurrection, Messiah, sacrifice, gospel, salvation



		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		Jesus (see Resources). Ask pupils to match them to five core Christian concepts and write a gallery description of the piece of art, including how it matches the Christian concepts, e.g. Incarnation, Salvation, Sacrifice, Resurrection and Hope. Use a series of quotes and conduct a silent debate.	
Summer 1 L2.8 What does it mean to be a Sikh in Britain today?	What is distinctive about Sikhs? What are Sikh beliefs about God? Why is service, human equality and dignity important to Sikhs? What is the difference between 'special', 'enjoyable', 'inspiring' and 'holy' texts? What can we learn from Sikh beliefs and way of life?	Making sense of belief: Identify some of the core beliefs of Sikhism, e.g. one God, the message of Guru Nanak, equality and service Make clear links between the Mool Mantar and Sikh beliefs and actions Offer informed suggestions about what some of the teachings of the Gurus mean to Sikhs today. Understanding the impact: Make simple links between the life of at least one of the Gurus and some actions Sikhs take today (e.g. Guru Nanak and the langar; Guru Gobind Singh and the Khalsa)	Identify some of the core beliefs of Sikhism, e.g. one God, the message of Guru Nanak, equality and service Make clear links between the Mool Mantar and Sikh beliefs and actions Offer informed suggestions about what some of the teachings of the Gurus mean to Sikhs today Make simple links between the life of at least one of the Gurus and some actions Sikhs take today Give some examples that demonstrate that remembering God, working hard and serving others are important to Sikhs today	Show a range of images portraying Sikhs in Britain (see eResources and p. 21). Give pupils time to ask questions and talk about what they see. Explain that many Sikhs live in the British Isles. Display a map showing India and Britain. Find out the distance from India to Britain. Explore the origins of Sikhism. Remembering God (nam japna) Honest work (kirat karni) Sharing what you have (vand chhakna)	Guru, Sikh, Guru Nanak Important Values, Gurdwara, Holy scripture, Guru Gobind Singh, Khalsa, Baisakhi Celebrate, Festival, Community



	<i>What does it mean to be a Sikh in Britain today?</i>	Give some examples that demonstrate that remembering God, working hard and serving others are important to Sikhs today. Making connections: Raise questions about what matters to Sikhs (e.g. equality, service, honest work), and say why they still matter today Make links between key Sikh values and life in the world today, identifying which values would make most difference in pupils' own lives and in the world today Talk about what they have learned and whether they have changed their thinking.	Raise questions about what matters to Sikhs (e.g. equality, service, honest work), and say why they still matter today Make links between key Sikh values and life in the world today	Show pupils these principles in English and the Punjabi transliterations. Use a virtual tour of a Gurdwara to explore how Sikhs worship and why it is important to them. Learn about the living Guru – Guru – Granth – sahib Explore the 5Ks and pupils draw symbols that reflect their values and beliefs.	
Summer 2 U2B2 Creation and Science: conflicting or complimentary?	Why doesn't Genesis mention dinosaurs? Why is the universe here? Does my life have a meaning?	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	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?	Read Genesis 1:1-2:3 to your class. Choose some suitable music (without words) to accompany this, and get pupils to draw the events as they occur. Pupils sum up the key message of the text, writing seven key words onto their sketches and a brief explanation of their ideas on the back.	God, creation, evolution, cosmology,



	<i>Creation and Science: conflicting or complementary?</i>	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.	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	Pupils find evidence for or against Genesis 1 being a detective story or newspaper report. Remind pupils of what they have learned in Science about evolution and cosmology – have them draw a simple diagram to explain either cosmology or evolution. Watch the interviews with Dr Jennifer Wiseman, astrophysicist to show that some scientists are also Christians. Explore artwork depicting God and Creation.	
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Year C

	Key Questions	National Curriculum Coverage	Subject specific skills and knowledge development	Key Tasks	Key Vocabulary
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Autumn 1 LKS2 L2A.2 What is it like to follow God?	Which information about Bible stories can we get from different types of text? What can we learn about Noah from the Biblical story? What is the link between the story of Noah and the idea of covenant? What are the links between the story of Noah and how many Christian people live? What is the link between a Christian wedding ceremony and the idea of covenant? How did Abram show he trusted God? Is it always easy for Christians to try to follow God?	Make clear links between the story of Noah and the idea of covenant. Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. Make links between the story of Noah and how we live in school and the wider world. Make clear links between the story of Abraham and the concept of faith. Make simple links between People of God and how some Christians choose to live in their whole lives and in their church communities. Suggest answers about how far ideas of covenant, promises and following God might make a difference in the world today.	The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God – and their relationship with God. The People of God try to live in the way God wants, following his commands and worshipping him. They believe he promises to stay with them and Bible stories show how God keeps his promises. The Old Testament tells the story of a particular group of people, the children of Israel, known as the People of God – and their relationship with God. The People of God try to live in the way God wants, following his commands and worshipping him. They believe he promises to stay with them and Bible stories show how God keeps his promises. The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God, and to attract all other nations to worshipping God.	Locate Kingdom of God on Big Frieze. Compare a video version of Noah's ark with the Bible version. Analyse vocabulary and meaning of the events and annotate the passage. Use an image of a man standing under a rainbow to represent Noah. Give pupils write either some adjectives to describe Noah or some reflections on what they think he was like and stick to the image. Show images of church weddings from around the world. Using resource sheet 2 identify the promises people make at a wedding ceremony. Share the bible account of God making a covenant with Abram (Abraham).	Prophets, Abram, Noah, Wedding, Old Testament, promise, Abraham, covenant, Righteous, Christians
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			Christians believe that, through Jesus, all people can become the People of God.		
Autumn 1 UKS2 U2:B8 What kind of king is Jesus?	Did Jesus come to Earth to get people into Heaven, or to make the world more like Heaven? What is the Kingdom of God? What kinds of things would Jesus want to change in the World? <i>What kind of king is Jesus?</i>	Explain connections between biblical texts and the concept of the Kingdom of God. Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community. Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas	Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.	Explore the Lord's Prayer and simplify it for a Y1 pupil. Explore a range of parables (The Feast and workers in the vineyard) and investigate who they were told to, what they represent and what is their hidden meaning. Write an advert to encourage Christians to support the Prison Fellowship: www.prisonfellowship.org.uk/what-we-do/ . The advert should say what they do and why it is the kind of thing Jesus would want. Imagine that local churches want to make the World a better place what project ideas could reflect the learning from this unit. E.g. 1. Helping people in prison. 2. An arts and music project for the local community. 3. A way of helping children who are in trouble. 4. A series of worship events in the local woods.	Heaven, Kingdom of God, parables, charity, service, God's Vineyard



Autumn 2 LKS2 L2.9 What are the deeper meaning of festivals? (Yom Kippur/Rosh Hashana & Advent/Christmas)	What do many Jewish people do to mark Shabbat? What does Shabbat look like in the UK today? What do different Jewish people celebrate at Rosh Hashanah? What happens at Yom Kippur? Why do Christian churches have an Advent wreath and light candles? How do Christians celebrate Christmas around the World? What is the meaning for Christians behind the Russian story of Babushka?	Making sense of belief: Identify the main beliefs at the heart of religious festivals (i.e. at least one festival in at least two religions) Make clear links between these beliefs and the stories recalled at the festivals. Understanding the impact: Make connections between stories, teachings, symbols and beliefs and how believers celebrate these festivals Describe how believers celebrate festivals in different ways (e.g. between celebrations at home and in community; and/or a variety of ways of celebrating within a religious tradition). Making connections: Raise questions and suggest answers about what is worth celebrating and remembering in religious communities and in their own lives Make links between the beliefs and practices studied and the role of festivals in the life of Britain today,	Select two or three festivals, find out the meanings of stories behind them; how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals; similarities and differences between the way festivals are celebrated: e.g. Christmas or Holy Week within different Christian traditions; between home and places of worship; Christianity: Christmas: Gospel nativity accounts; good news for the poor, peace on earth, gift of Jesus' incarnation Judaism: 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 Consider the value for pupils themselves of the ideas and concepts that are at the heart of these festivals: e.g. celebration; community; identity and belonging; tradition; bringing peace; good	Theology investigators - Look at quotations from the Torah about the significance of Shabbat Sociology investigators – what does Shabbat look like in Britain today. Watch BBC RE clip about Rosh Hashana – explore diversity in Judaism as to how families celebrate this festival. Watch video clip about Yom Kippur. Read the story of Jonah and discuss how this shows the importance of forgiveness. Discuss Advent make a class Advent wreath. Introduce the story of St Lucia and explain how this is celebrated in Sweden. Introduce the story of babushka - using Russian folk art / icons / ballet costumes etc. as an inspiration make a fabric	Freedom, Torah, Yom Kippur, Orthodox, Shabbat, Rosh Hashanah, Shema, Progressive, Forgiveness Christian, Jesus, Advent Christmas, celebration, Christingle, Epiphany Wreath, St. Lucia Preparation, symbol, Babushka



		showing their understanding of the values and beliefs at the heart of each festival studied, giving good reasons for their ideas Talk about what they have learned, how and why their thinking has changed.	overcoming bad; celebrating freedom; saying sorry; forgiveness; self-control.	collage of Babushka. Play Russian music whilst pupils work. Add pupils' speech / thought bubbles to the collage.	
Autumn 2 UKS2 U2.13 Why is pilgrimage important to some religious believers?	What makes a place special, inspiring or sacred? Why are some places the destination of a lifetime? What does a journey mean to you? Why might a Hindu go on pilgrimage? Why do Muslims aim to make a pilgrimage to Mecca? Why might a Christian go on a pilgrimage to Bethlehem? What makes the Western Wall in Jerusalem special for Jewish people?	Making sense of belief: Identify some of the beliefs that lie behind places and times of pilgrimage in at least two religions (e.g. ummah in Islam; Mary in Roman Catholicism) Explain ways in which stories that lie behind sites of pilgrimage connect with beliefs (e.g. Shiva and the Ganges; Israel as G-d's Chosen or Favoured people in Judaism). Understanding the impact: Explain the spiritual significance and impact of pilgrimage on pilgrims in at least two religions Compare the similarities and differences between ways in which people undertake pilgrimage and how they affect the way they live.	Identify what pilgrims hope for from their religious journey and suggest ways in which this has an impact on their life Explain the meaning of pilgrimage for some believers Ask some thoughtful questions about why pilgrims choose to undertake a pilgrimage and suggest some possible answers Express own ideas about the value of times of reflection, repentance, journey, remembrance	Compare life to a journey and look at the seven wonders of the World. Read the story of how Buddha came to be. Explore where a Hindu might go to remember Siddhartha Gautama. Explore the 5 pillars of Islam and why it is important for Muslims to try and go on the Hajj. Explore why Christians might go on a pilgrimage to Bethlehem and the impact it might have on their life. BBC Teach video clip of the Western Wall.	Pilgrimage, journey, commitment, Mecca, Hajj, Allah, ihram, Kaaba, Lourdes, Holy land, Land of Israel, miracle, God



	<i>What would happen if people only shopped 'local'?</i>	Making connections: Evaluate and explain the importance of pilgrimage in the world today, giving good reasons for their views Reflect on and articulate lessons that people might gain from the idea and practice of pilgrimage, including their own responses Consider and weigh up the value of e.g. reflection, repentance and remembrance, in the world today, including in their own lives Talk about how and why their thinking has developed through this unit			
Spring 1 LKS2 L2.7 What does it mean to be Hindu in Britain today?	How do Hindus show their faith at home? How do Hindus show their faith when they are together? What can Hindus learn from the story of Diwali today?	Make sense of belief: Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) Understand the impact: Describe how Hindus show their faith within their families in Britain today (e.g. home puja) Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans)	Introduce the word dharma – this describes a Hindu's whole way of life, there is no separation between their religious, social and moral duties Find out about how Hindus show their faith within their families. Etc. Explore the kinds of things Hindu families would do during the week e.g. daily puja, etc. Talk about which objects and actions are most important and why.	Identify things that are special or important to them. Watch a video showing what is important to two Hindu children and make comparisons. Look at a Puja tray and identify the significance to Hindus of each of the objects. Listen to bhajans (worship songs) watch Hindus worshipping in a mandir.	Hindu, dharma, karma, moksha, atman, reincarnation, puja, aarti, deities, Brahman, Lakshmi, Rama, Sita, Diwali, Holi



		at the mandir; in festivals such as Diwali) Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) Make connections: Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.	What similarities and differences are there with the family values and home rituals of pupils in the class? Explore what Hindus do to show their tradition within their faith communities. Find out what Hindus do together and why e.g. visiting the temple/ mandir, etc. Find out about other Hindu celebrations, e.g. Holi, or Navaratri/Durga Puja in Britain Talk about 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?	Arrange a visit to a mandir. Look for symbols in the Diwali story.	
Spring 1 UKS2 U2.10 What does it mean for a Jewish person to follow God?	What traditions do you and your family have? How do you think Jews feel about keeping the 613 commandments? Do you think it is hard for them to commit to this? What is their motivation and why is it so important for them to do this?	Making sense of belief: Identify and explain Jewish beliefs about God Give examples of some texts that say what God is like and explain how Jewish people interpret them. Understanding the impact: Make clear connections between Jewish beliefs about the Torah and how they use it	Identify and explain Jewish beliefs about God Give examples of some texts that say what God is like and explain how Jewish people interpret them. Make clear connections between Jewish beliefs about the Torah and how they use it. Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)	Recap prior learning about Jewish beliefs about God in the 'Shema' Learn about Orthodox use of the Shema in the tefillin. Find out more about the titles used to refer to God in Judaism and how these reveal Jewish ideas about the nature of God. Talk about the Jewish holy book - the Written Torah or TeNaKh	Shema, orthodox Judaism, reform Judaism, Sefer Torah, Bar/Bat Mitzvah, Shabbat, Rosh Hashanah, Yom Kippur, Tefillin



	These laws were given thousands of years ago. Why do they still follow them now? <i>What does it mean for a Jewish person to follow God?</i>	Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice). Making connections: Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far these ideas are valuable to people who are not Jewish Talk about how ideas of tradition, ritual, community and study relate to their own lives, giving good reasons for their views and explaining how their thinking has developed during the unit.	Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today. Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far these ideas are valuable to people who are not Jewish. Talk about how ideas of tradition, ritual, community and study relate to their own lives, giving good reasons for their views and explaining how their thinking has developed during the unit.	Explore the fact that there is diversity within Jewish worldview traditions. Find out some features of Orthodox and Progressive Judaism in relation to kosher, and Shabbat observance. Invite in Jewish visitors.	
Spring 2: LKS2 2A.6	Is the Kingdom of God a place? Who is its leader?	Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.	Christians believe that Jesus inaugurated the 'Kingdom of God' – i.e. Jesus' whole life was a demonstration of his belief that	The Day of Pentecost: Acts 2: 1-15, 22 and 37-41. Set the scene for this event	Holy Spirit, Pentecost, wind, fire, gift of tongues, Kingdom of God, resurrection,



When Jesus left what was the impact of Pentecost?	Who is part of the Kingdom of God? <i>When Jesus left what was the impact of Pentecost?</i>	Offer suggestions about what the description of Pentecost in Acts 2 might mean. Give examples of what Pentecost means to some Christians now. Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas	God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven'). Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him. Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God. Christians celebrate Pentecost as the beginning of the Church.	Pupils to create an emotion graph of six key moments in the story, from the death of Jesus to resurrection and to this story. Use a Pentecost story bucket. It contains lots of things which connect to the story in Acts 2. Put a selection of artworks, in the centre of big pages of paper pupils circulate, writing questions, labelling symbols, commenting on the Christian beliefs. Pupils to describe what it might be like, if God really did rule in everyone's heart.	
Spring 2 UKS2	Why did Jesus die? How do Christians remember Jesus' death and resurrection in a church service? Why do Christians eat bread and drink wine?	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.	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.	Give pupils some artworks depicting the last days of Jesus' life, starting from the Last Supper, match these to Biblical texts and order them. To explore sacrifice read four scenarios of other people – taking someone's place activity.	Disciples, Sanhedrin, blasphemy, sacrifice, atonement, sacrifice, martyr, crucifixion, belief, Passover/Pesach/Seder, Last Supper, Holy Communion



	What things might we sacrifice? <i>What did Jesus do to save human beings?</i>	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	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.	Watch 2-3 video clips of Eucharist – invite Rev John in to school to explain the Eucharist. Pupils find out about a Christian who has made sacrifices in order to follow Jesus. E.g. Mother Theresa, Martin Luther King, Jackie Pullinger, Corrie Ten Boom, Gladys Aylward, Desmond Tutu, or examples of people from your local community.	
Summer 1 LKS2 L2.10 How and why do believers show their commitments during the journey of life?	What significant milestones are there on the journey of life? How do Jewish people mark becoming an adult? What ceremonies do Hindus mark in the journey of life? <i>How and why do believers show their</i>	Making sense of belief: Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today. Understanding the impact:	Identify and describe the core beliefs and concepts studied. Describe how people show their beliefs in how they worship and in the way they live. Give good reasons for the views they have and the connections they make	Pupils recall their journey to school Discuss and record individual journeys pictorially - who kept them safe on their journey. Explore the significance of baptism and its symbolism for Christians – watch an infant and believers baptism. Pupils watch the clip about Bat Mitzvah, then draw three	Christians, Baptists/Pentecostals, Church of England, Roman Catholic, celebrate 'believers' baptism, infant, communion, confirmation, Hindus, sacred thread ceremony, Jews, bar/bat mitzvah, Humanists



	<i>commitments during the journey of life?</i>	Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism). Making connections: Raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones Make links between ideas of love, commitment and promises in religious and non-religious ceremonies Give good reasons why they think ceremonies of commitment are or are not valuable today		circles (small, medium and large). Write a letter to a non-Jewish uncle who couldn't attend their Bar/Bat Mitzvah ceremony. Children research a Scared Thread Ceremony for a Hindu boy.	
Summer 1 UKS2	Why do you think so many people believe in God?	Making sense of belief: Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs	Find out about global and local statistics on belief in God; ask why pupils think so many people believe in God. Collect these reasons.	Show the latest data linked to religion from the 2021 census and explain that in the United Kingdom, a census is a count of	Theist, atheist, psychology, evidence, psychologist, agnostic,



U2.11 Why do some people believe in God and some not?	Belief in God: what patterns can we see in our local area, our country and our world? What do we mean by agnostic, atheist or theist? How can psychology help us understand what people mean when they think about the idea of God? What can we learn from theology about the idea of God? Why do some people believe that God does not exist? <i>Why do some people believe in God and some not?</i>	Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from Give examples of reasons why people do or do not believe in God. Understanding the impact: 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). Making Connections: 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,	Find out about how many do not believe. Learn the words ‘theist’ (believes in God), ‘agnostic’ (cannot say if God exists or not) and ‘atheist’ (believes there is no god). To explore the key question, ask pupils to raise questions about the existence and nature of God. Focus on Christian ideas of God, in order to make this more manageable. Start by clarifying what Christians believe God is like and where they get their ideas from. Revisit some of the names of God and metaphors for God in the Bible. If this God exists, what difference would ‘he’ make to the way people live? Investigate a range of viewpoints on the question, from believers to atheists. Compare the sources of authority of Christians (e.g. Bible, Church teachings, religious leaders, individual conscience) with some non-religious sources (e.g. individual conscience, some philosophers and other thinkers). Explore some reasons why people do or do not believe in God. Consider some of the main reasons etc.	all the population and households in the UK which is carried out every 10 years. Investigate three key words and understand what they might mean in relation to believing in God or not. Use the pupil booklet accompanying Big Questions Big Answers God by RE Today Services*. Introduce pupils to Dr Carissa Sharp, explaining she is a psychologist and that psychologists are interested in what people think or feel. Assign 1 text (from the Big Questions) to each group. What would they report back about Jesus? · What is he like, and what does the text show is important to him? Use a resource showing how most Humanists think the world and universe came to be and how species evolved.	humanist, philosophy, reason, theologian
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		talking about what they have learned and how and why their thinking may or may not have changed in the light of their learning.	Recall and build on learning from Unit U2.2 to explore how and why Christians still believe in God in an age of science. Many Christians would say that they want to find out more about the world and how it works – doing science is part of their response to belief in God as Creator. Find out about Christians who are also scientists (e.g. Jennifer Wiseman, John Polkinghorne, Denis Alexander, Russell Stannard, and local examples). Invite some Christians, agnostics and atheists in to answer questions about why they do or do not believe in God. Explore what impact believing in God might make on the way someone lives his or her everyday life. Is faith in God restricting or liberating? How do people respond to God? E.g. from personal responses in private prayer, study, worship; communal responses of worship and striving for justice. Talk about and reflect upon the possible benefits and challenges of believing or not believing in God in Britain today. Get pupils to reflect upon their own views and how they view people with different beliefs than their own.		
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Summer 2 LKS2 L2A.1 What do Christians learn from the Creation story?	What instructions does God give to humans for treating the Earth as God's good creation? What could we do to make the World 'very good'? What do you think about Adam and Eve's behaviour? <i>What do Christians learn from the Creation story?</i>	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.	God the Creator cares for the creation, including human beings. As human beings are part of God's good creation, they do best when they listen to God. The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall'). 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, 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.	Draw what is good about the World. Reading the text from a Bible, share Genesis 1:26-31, focusing on what it says about humans being made in God's image and being given control over the earth. 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. Pupils write instructions God might give to humans to make sure the world stays 'very good'. Give pupils a model kit, with no instructions, and ask them to make the model.	Creation, God, Adam, Eve, sin, forgiveness, commandments
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				Discuss how much better it would be to have some instructions from the maker/designer Make a link between this and the way Christians view the Bible. Remind pupils of the Parable of the Lost Son - retell the first part of the story, in Luke 15:11-17. Ask pupils to put themselves in the role of the son and write on speech bubbles what they are going to say to the father on their return. What might this show about Christian beliefs regarding forgiveness and the importance of apologising.	
Summer 2 UKS2 U2B2 Creation and Science: conflicting or complimentary?	Why doesn't Genesis mention dinosaurs? Why is the universe here? Does my life have a meaning?	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,	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	Read Genesis 1:1-2:3 to your class. Choose some suitable music (without words) to accompany this, and get pupils to draw the events as they occur. Pupils sum up the key message of the text, writing seven key	God, creation, evolution, cosmology,



	Creation and Science: conflicting or complementary?	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.	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	words onto their sketches and a brief explanation of their ideas on the back. Pupils find evidence for or against Genesis 1 being a detective story or newspaper report. Remind pupils of what they have learned in Science about evolution and cosmology – have them draw a simple diagram to explain either cosmology or evolution. Watch the interviews with Dr Jennifer Wiseman, astrophysicist to show that some scientists are also Christians. Explore artwork depicting God and Creation.	
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Year D

	Key Questions	National Curriculum Coverage	Subject specific skills and knowledge development	Key Tasks	Key Vocabulary
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Autumn 1 U2.13 Why is pilgrimage important to some religious believers?	What makes a place special, inspiring or sacred? Why are some places the destination of a lifetime? What does a journey mean to you? Why might a Hindu go on pilgrimage? Why do Muslims aim to make a pilgrimage to Mecca? Why might a Christian go on a pilgrimage to Bethlehem? What makes the Western Wall in Jerusalem special for Jewish people? <i>What would happen if people only shopped 'local'?</i>	Making sense of belief: Identify some of the beliefs that lie behind places and times of pilgrimage in at least two religions (e.g. ummah in Islam; Mary in Roman Catholicism) Explain ways in which stories that lie behind sites of pilgrimage connect with beliefs (e.g. Shiva and the Ganges; Israel as G-d's Chosen or Favoured people in Judaism). Understanding the impact: Explain the spiritual significance and impact of pilgrimage on pilgrims in at least two religions Compare the similarities and differences between ways in which people undertake pilgrimage and how they affect the way they live. Making connections: Evaluate and explain the importance of pilgrimage in the world today, giving good reasons for their views	Identify what pilgrims hope for from their religious journey and suggest ways in which this has an impact on their life Explain the meaning of pilgrimage for some believers Ask some thoughtful questions about why pilgrims choose to undertake a pilgrimage and suggest some possible answers Express own ideas about the value of times of reflection, repentance, journey, remembrance	Compare life to a journey and look at the seven wonders of the World. Read the story of how Buddha came to be. Explore where a Hindu might go to remember Siddhartha Gautama. Explore the 5 pillars of Islam and why it is important for Muslims to try and go on the Hajj. Explore why Christians might go on a pilgrimage to Bethlehem and the impact it might have on their life. BBC Teach video clip of the Western Wall.	Pilgrimage, journey, commitment, Mecca, Hajj, Allah, ihram, Kaaba, Lourdes, Holy land, Land of Israel, miracle, God
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		Reflect on and articulate lessons that people might gain from the idea and practice of pilgrimage, including their own responses Consider and weigh up the value of e.g. reflection, repentance and remembrance, in the world today, including in their own lives Talk about how and why their thinking has developed through this unit			
Autumn 2 2B.3 How can following God bring freedom and justice?	What can we learn about the story of the exodus in the Bible? Where do we think the Exodus story shows Moses' trust in God? How might the Exodus story help Christians when life gets tough? What do we think about the Ten Commandments? How do many Christians try to bring freedom and justice into the World today?	Making sense of Belief: Explain connections between biblical texts and the idea of God's covenant with his people, using theological terms. Identify examples of Law texts and suggest how believers might interpret them. Understanding the Impact: Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. Explain ways in which some Christians put their beliefs into	The Old Testament pieces together the story of the People of God. The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin. Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. Christians see the Christian church as the People of God, and	Read Exodus 2:1-10 Exodus 2:11-19 Exodus 3:1-9 Write something they find confusing and any questions they have. Show pupils pictures of the following three events from Moses' life: Moses' mother placing him in a basket at the side of the River Nile. Moses leading his people out of Egypt. Moses leading his people through the sea. Talk to pupils about the challenge that Moses	People of God, Children of Israel, freedom, justice, Moses, exodus, slavery, Egypt, Pharaoh, rescue



	<i>How can following God bring freedom and justice?</i>	practice by trying to bring freedom to others. Making Connections: Weigh up how Christian ideas about justice relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.	try to live in a way that attracts others to God; for example, as salt and light in the world.	would have to face during each of these key events. Read through each of the ten commandments as a class and discuss the meaning of each to ensure pupils have a secure enough understanding. Discuss why pupils think the People of God may have needed each of these commandments. Research about the work of Christian Aid. Compare it to Moses and the Exodus.	
Spring 1 U2.9 What does it mean for Muslims to follow God? Part 1 (Continues in Summer 2 Year D)	How many Muslims and how many mosques are there in Britain? How might the five pillars affect the lives of Muslims in Britain today? Why is Zakah/charity important to Muslims? How is charity important to you? Why do Muslims go on pilgrimage?	Making sense of belief: Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Muhammad as the Messenger, Qur'an as the message) Describe and explain ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on five pillars; hajj practices follow example of the Prophet). Understanding the impact: Make clear connections between Muslim beliefs and worship (e.g. Five Pillars, mosques, art)	Explore the practice, meaning and significance of the Five Pillars of Islam as an expression of ibadah (worship and belief in action). Shahadah (belief in one God and his Prophet); salat (daily prayer); sawm (fasting); zakat (alms giving); hajj (pilgrimage). How do these affect the lives of Muslims, moment by moment, daily, annually, in a lifetime? Think about and discuss the value and challenge for Muslims of following the Five Pillars, and how they might make a difference to individual Muslims and to the Muslim community (Ummah). Investigate how they are practised by	Look at 2011 Census record for the number of Muslims in Britain today – discuss different groups of Muslims e.g. Sunni Explore the 99 beautiful names for Allah. Explore each of the five Pillars of Islam in turn and their significance to how Muslims follow God. Watch BBC Teach – the Hajj. Plan a visit or invite a visitor in to share their beliefs.	Muslim, Ibadah, Submission, Ramadan, Shahadah, Salah, Sawm, Zakah, Hajj, Pilgrimage



	<i>What does it mean for a Muslims to follow God?</i>	Give evidence and examples to show how Muslims put their beliefs into practice in different ways. Making connections: Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Yorkshire today Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims Reflect on and talk about what and how they have learned, and how and why their thinking has changed.	Muslims in Britain today. Consider what beliefs, practices and values are significant in pupils' lives. Consider the importance of the Holy Qur'an for Muslims: how it was revealed to the Prophet Muhammad, how it is used, treated, learnt. Share examples of stories and teaching, e.g. Surah 1, Al-Fatihah (The Opening); Surah 17, the Prophet's Night Journey. Find out about people who memorise the Qur'an and why (hafiz, hafiza). Find out about the difference between the authority of the Qur'an and other forms of guidance for Muslims: Sunnah (practices, customs and traditions of the Prophet Muhammad); Hadith (sayings and actions of the Prophet Muhammad). Reflect on what forms of guidance pupils turn to when they need guidance or advice, and examine ways in which these are different from the Qur'an for Muslims. Investigate the design and purpose of a mosque/masjid and explain how and why the architecture and activities, such as preparing for prayer, reflect Muslim beliefs		
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Spring 2 U2.B6 What did Jesus do to save human beings?	Why did Jesus die? How do Christians remember Jesus' death and resurrection in a church service? Why do Christians eat bread and drink wine? What things might we sacrifice? <i>What did Jesus do to save human beings?</i>	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.	Give pupils some artworks depicting the last days of Jesus' life, starting from the Last Supper, match these to Biblical texts and order them. To explore sacrifice read four scenarios of other people – taking someone's place activity. Watch 2-3 video clips of Eucharist – invite Rev John in to school to explain the Eucharist. Pupils find out about a Christian who has made sacrifices in order to follow Jesus. E.g. Mother Theresa, Martin Luther King, Jackie Pullinger, Corrie Ten Boom, Gladys Aylward, Desmond Tutu, or examples of people from your local community.	Disciples, Sanhedrin, blasphemy, sacrifice, atonement, sacrifice, martyr, crucifixion, belief, Passover/Pesach/Seder, Last Supper, Holy Communion
Summer 1: U2.B1 What does it mean	What words do you connect to the idea of 'God'?	Making Sense of the Text: Identify some different types of biblical texts, using technical terms accurately.	Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.	Pupils to get the distinction between knowing about someone and actually knowing them.	Holy, Omnipresent, Omniscient, believer,



if God is loving and Holy?	What words do Christians connect to their idea of God? What does the Bible say God is like? How can ideas of God be expressed in art? How do some Christians respond to a holy and loving God? <i>What does it mean if God is loving and Holy?</i>	Explain connections between biblical texts and Christian ideas of God, using theological terms. Understanding the Impact: Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. Show how Christians put their beliefs into practice in worship. Making Connections: Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.	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 do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. Christians believe getting to know God is like getting to know a person rather than learning information	Connect that to the way that many Christians think about God. Christians may know something about God but many of them want to get to know God personally. Focus on three Bible texts: Psalm 103, Isaiah 6:1-5, and 1 John 4:7-13*. Unpick key vocabulary and meanings of phrases, and looking out for ideas that connect with the terms holy and loving. Pupils to choose one of the texts studied, choose a verse or two that strikes them, communicate the meaning of this through artwork. Play some worship songs to pupils*. Give pupils the lyrics to one of the songs and look for ways in which they show the idea that God is holy, loving, omnipotent, eternal, etc.	Eternal, loving, Omnipotent, Isaiah, John, Testament
Summer 2:	See Spring 1 Year D	See Spring 1 Year D	See Spring 1 Year D	See Spring 1 Year D	See Spring 1 Year D



U2.9 What does it mean for Muslims to follow God? Part 2					
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