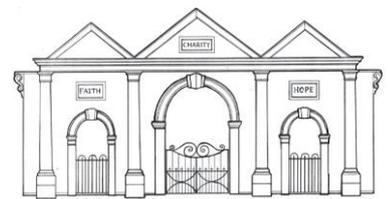


Name of subject: **RE**

Organisational Structure

Class	RE Focus	RE Focus	RE Focus	RE Focus	RE Focus	RE Focus
Bumblebee class YR. R/1	Christianity: Christmas	Christianity: Easter	Judaism: The Torah	Christianity: what makes us unique?	Hinduism Good Karma Rama and Sita	Christianity: Helping others
Hedgehog class Yr. 2/3	Christianity Kingdom of God	Islam How do some Muslims show that Allah is compassionate and merciful?	Christianity Jesus as Saviour People on a Mission	Christianity Belonging Parables Prayer & Worship	Judaism Repentance Prayers & Blessings	Christianity Pentecost Saviour Resurrection Trusting Jesus
Barn Owl class Yr. 4/5	Christianity How does believing Jesus is their saviour inspire Christians to save and serve others	Sikhism How do the teaching of the Gurus move Sikhs from dark to light?	Christianity Why is the cross more than a symbol of sacrifice? How do Christians show that reconciliation with God and other people is important?	Christianity What is the great significance of the Eucharist for Christians	Buddhism. How did Buddha teach his followers to find enlightenment?	Christianity Why is the gospel such good news for Christians?
Otter class Yr. 6	Christianity Should believing in the resurrection change how Christians view life and death?	Humanism Why do Humanists say happiness is the goal of life?	Christianity How do Christians show their belief that Jesus is God incarnate?			



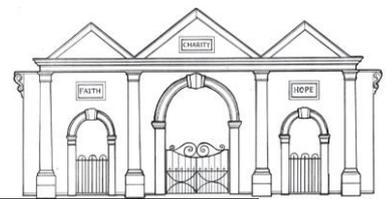
EYFS/YR.1

Title	Christianity: The Christmas Story
Overview	<p>The key question: <i>Why do Christians perform Nativity Plays at Christmas?</i> lays foundations for understanding that Christians believe they encounter God in the historical person of Jesus. They celebrate Jesus' nativity (birth) because it is the coming of God to earth, not just as a human baby but as God 'incarnate' on earth.</p> <p>The second key question: <i>What makes every single person unique and precious?</i> focuses on the belief that every person is a unique 'incarnation' / person, made in the image of God. Both questions also offer pointers to religious beliefs held by others.</p>
Vocabulary	Jesus, God, nativity, Bethlehem, Jerusalem, celebrations, Bible, Christian, church, Christmas, belief, followers, worship, family
Key Learning Objectives	<ul style="list-style-type: none"> • To remember a Christian story and talk about it (The Nativity) • To use the right names for things and places (church) that are special in a religion • To talk about things that happen to me • To talk about what I find interesting or puzzling • To talk about what is important to me and to other people • To know the significance of the word 'God'
Suggested Learning Experiences	<ul style="list-style-type: none"> • Use a crib set to explore the Nativity story – hear different parts of the story and match up the figures. • Dress up as Nativity characters and discuss these • Discuss how we celebrate birthdays and how this relates Jesus' birth • Hear / sing simple Christmas carols • Look at different pictures of Jesus's life, and create your own pictures



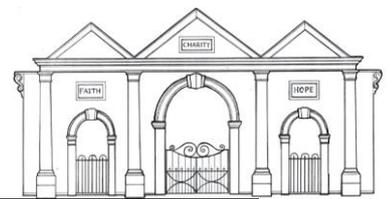
Title	Christianity: Easter Symbols and artefacts
Overview	The key question: <i>What are the best symbols of Jesus' death and resurrection at Easter?</i> lays foundations for understanding that Christians believe Jesus died on a cross to rescue humanity from the sin which cuts them off from God. Christians believe Jesus was raised from death and offers them forgiveness of sin and new life with him in heaven. The cross symbolises these beliefs.
Vocabulary	God, Jesus, Bible, teaching, help, rescue / save, Easter, Good Friday, Palm Sunday, bridge, cross, hosanna (save us), forgive, symbol, tradition
Key Learning Objectives	<ul style="list-style-type: none"> • To remember a Christian story and talk about it (Easter) • To use the right names for things that are special in a religion (cross) • Recognise, name and describe practices relating to religion • To recognise and talk about religious art, symbols and words • Explain rituals and begin to understand the meaning of them, including their own experiences. • To talk about things that happen to me • To talk about what I find interesting or puzzling • To talk about what is important to me and to other people
Suggested Learning Experiences	<ul style="list-style-type: none"> • Use the story of the Billy Goats Gruff to think about the purpose of a bridge – to get you to a better (safer) place • Make different shapes with your body – can you make an x shape? • Hear the story of Easter, use objects to act out parts of it • Make a 'procession' with palm leaves • Share hot cross buns and talk about what the meaning is • Easter story photo shoot of different emotions throughout the story

Title	Judaism: The Torah- Why is the Torah such a joy for the Jewish Community? Leaders and Teachings
Overview	This unit will provide an introduction to Judaism, looking at figures (leaders/teachers) who have an influence on others locally, nationally and globally in a religion. This will include the key question – Why is the Torah such a joy for the Jewish community? The focus is on the key concept of Torah looked at, through the celebration of Simchat Torah, a Jewish festival, and the story of Moses as the great Jewish



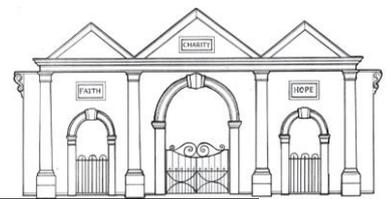
	leader and teacher, and how the Torah or teaching is read in the Synagogue, and symbolized in the home by the Mezuzah.
Vocabulary	Torah, respect, Jew, Judaism, festival, synagogue, menorah, Moses, Hebrew, Rabbi, Mezuzah, celebration
Key Learning Objectives	<ul style="list-style-type: none"> • To remember a Jewish story and talk about it • To use the right names for things special in a religion, and talk about some of the things that are the same for different religious people • Begin to understand the role of holy books and why they are important to people. • To talk about things that happen to me • To talk about what I find interesting or puzzling • To talk about what is important to me and to other people
Suggested Learning Experiences	<ul style="list-style-type: none"> • Unpack a 'party bag' of items used in Simchat Torah • Make flags and scrolls and act out a procession for Simchat Torah • Read or watch sections of the story of Moses • Make a giant scroll with the story of Moses, and an 'ark' to keep it as would be done in a synagogue • Make a little case with important words in, relating it to a mezuzah • Think about and make a display about joy

Title	Christianity: what makes people unique?
Overview	<p>This unit looks at the key question: '<i>What makes every single person unique and precious?</i>' It lays foundations for understanding the Christian belief that all humans are made in the image of God. each an 'incarnation', a physical being known and loved by him. The unit draws on Christian material related to Biblical narrative, church life and Christian living.</p> <p>This unit also looks at a second key question: 'How can we care for our wonderful world?' This makes the link that we are all precious and unique, but Christians also believe humans are a special part of God's creation and have a God-given responsibility to care for the incredible world we all share.</p>
Vocabulary	Jesus, God, precious, unique, Bible, Christian, church, family, welcome, believe, thanksgiving, awesome, treasure, creation/creator/create, design, responsible, caretaker, special/holy, wonder/ wonderful, morals, values, right/wrong, respect
Key Learning Objectives	<ul style="list-style-type: none"> • To remember a Christian story and talk about it • To use the right names for things that are special in a religion • To recognise and talk about religious art, symbols and words • To talk about things that happen to me • To talk about what I find interesting or puzzling



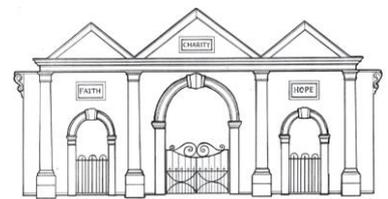
	<ul style="list-style-type: none"> To talk about what is important to me and to other people
Suggested Learning Experiences	<ul style="list-style-type: none"> Bring in and share items which are 'precious' to them Use drama to retell the story of the Lost Gold Coin Meet a baby, unpack what a baby needs, look at pictures of the children as babies – link to similarities and uniqueness Share the story of when Jesus was lost in the Temple Visit/make a 'church' to explore baptism at a thanksgiving service Go for a walk to explore our 'wonderful' world Use small world play to tell the Christian story of creation Plant seeds to explore how to look after the world, and think of others ways to help care for the world Consider how actions affect other people. Describe differences between people and why it is important for all of us to look after our world. Understand that everyone has choices to make and begin to introduce morals. Why do we feel good when we do good things?

Title	Hinduism Religion & the Individual and Inspirational People Good Karma & Rama & Sita
Overview	In this unit the children will be introduced to the faith of Hinduism. Children will understand the Hindu belief 'Dharma' which underpins this unit. Learning about the Story of Rama and Sita, children will look closely at each character and using the belief of Dharma, discuss if they fulfilled their duty. Children will also learn about the Hindu belief 'Karma' and understand why Hindu's would like to collect good karma.
Vocabulary	Hinduism, Hindu's, karma, responsible, actions, acts of kindness, duty, Rama & Sita (and other characters from the story), Diwali, Diva lamp
Key Learning Objectives	<ul style="list-style-type: none"> To be introduced to the faith Hinduism To understand the Hindu belief 'Karma' To learn about why Hindu's would like to collect good karma To begin to learn about the beliefs of Hindu's To understand the Hindu belief 'Dharma' To know the story of Rama and Sita To analyse the characters and their Dharma from the story of Rama and Sita To understand how the Hindu community celebrate Rama & Sita
Suggested Learning Experiences	<ul style="list-style-type: none"> Complete a KWL about Hinduism To play Snakes & Ladders to illustrate the idea of karma Read the Panchatantra stories Recognise acts of kindness as karma Reflective tasks Circle Time discussions Read and/or watch the story of Rama & Sita



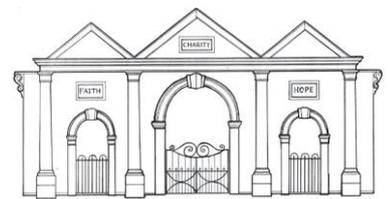
- Sequence the story
- Role Play the story

Title	Christianity: helping others
Overview	<p>This unit introduces the idea of ‘salvation’ (being rescued, or offering help) as expressed in the Christian faith. The key question: ‘<i>How can we help others when they need it?</i>’ lays foundations for understanding the Christian belief that God came to earth in Jesus, to rescue humans from their failings and wrongs, and to call his followers to love and help all in need just like him. Jesus’ name actually means ‘saviour’ or ‘rescuer’, someone who helps others in real need. Jesus paid the ultimate price by dying for others and, even for humans, helping can be costly and requires collaboration. The unit draws on Christian material related to Biblical narrative, church life and Christian living. The unit also offers pointers to what another faith teaches.</p>
Vocabulary	<p>God, Jesus, help, rescue / save, pray / prayer, belief, cathedral, Lent, Easter, symbol, parable, Bible, hero, need, faith, compare, similarities</p>
Key Learning Objectives	<ul style="list-style-type: none"> • To remember a Christian story and talk about it • To use the right names for things that are special in a religion • To recognise and talk about religious art, symbols and words • To talk about things that happen to me and people who are important to me • To talk about what I find interesting or puzzling • To talk about what is important to me and to other people
Suggested Learning Experiences	<ul style="list-style-type: none"> • Role play superheroes – how do they help others? • Read <i>The Snail and the Whale</i> – who is the rescuer? • Draw and annotate pictures of yourself helping others, particularly those who are worried • Explore the story of <i>The Good Samaritan</i> – story board and add speech bubbles – LINK to Judaism ‘mitzvah’ – good deed • Explore people who you could help – important people to you, people you don’t know? (Charity) • Light candles and discuss prayer; create a ‘reflective area’ • Cook and eat pancakes, linking it to Lent

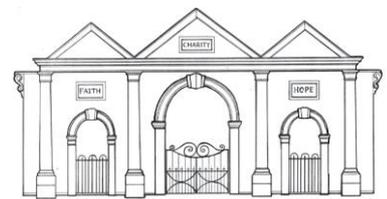


Yr. 2/3

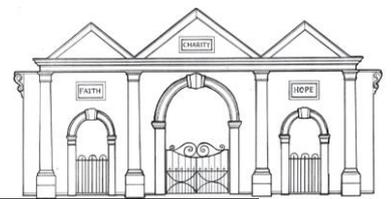
Title	Christianity Beliefs in Action in the World Kingdom of God
Overview	The aim of this unit is to provide the children with an understanding of the Christian concept 'Kingdom of God' and the beliefs and practices of the religion. Children will learn that Christians believe that this is a place where God rules, this where God rules now and in the future, that they reject all other Gods and that this is a place different from any other Kingdom
Vocabulary	Kingdom, ruler, 'Christ the King', Palm Sunday, Parables
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To understand the idea of King's and Kingdoms and how this links to Christianity. ➤ To know why Christians, believe that Jesus is King. ➤ To know what the Bible says about the Kingdom of God. ➤ To understand what the Bible says about the Kingdom of God (Parables) ➤ To understand what the Bible says about the Kingdom of God (Lord's Prayer) ➤ To demonstrate what I understand about the 'God the King' and the 'Kingdom of God'.
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ Use a picture of crown to help symbolize to the children that this unit is about 'belief' ➤ Children to think about rulers that they know of, are they good or bad rulers? ➤ Decide how a good King/Queen would rule their Kingdom. ➤ Introduce children to the 7 sins. ➤ Class discussions about key questions ➤ All children to have a copy of the Lords Prayer to read, discuss anything they don't understand.



Title	<p style="text-align: center;">Islam</p> <p style="text-align: center;">Why do Muslims call Muhammad the “seal of the prophets?”</p> <p style="text-align: center;">Inspirational people</p>
Overview	<p>The aim of this unit is to provide the children with an understanding that Muslims believe in Allah – the one true God.</p> <p>Children also need to have an understanding of the following:</p> <ul style="list-style-type: none"> • That Allah is a compassionate God. • That if Allah is compassionate, Muslims should be too. • Allah wants Muslims to look after all living creatures. • That Muhammad is an example for all Muslims to follow. • That being hungry helps them feel compassion for those in need.
Vocabulary	<p>Qur’an Muhammad Allah Arabic Compassionate Islam Five Pillars Mosque</p>
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To be introduced to the Islam faith. To know that a follower of Islam is known as a Muslim. ➤ To know that the holy book of Islam is called the Qur’an. ➤ To compare the teachings of Islam and Christianity. ➤ To recognise that the names ‘Allah’ and ‘Muhammad’ are important to Muslims. ➤ To tell a story about Muhammad and an animal and explain how this teaches Muslims about compassion. ➤ To recall some of the different names of Allah e.g. the doer of good, the generous. ➤ To talk about what Muslims do during Ramadan. <i>Use the words ‘fasting’ and ‘sharing.’</i> ➤ To talk about how some Muslims show compassion at Eid with examples like giving gifts to those in need.
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ Complete a KWL about Islam ➤ To read Muslim stories about Muhammad and an animal and explain in their own words how this teaches followers of Islam about compassion. ➤ To complete a comparison of Islam and Christianity teachings. ➤ To complete a Ramadan calendar. ➤ To complete a menu for a feast during Eid-al-Fitr. ➤ To write about how Muslims show compassion during Eid

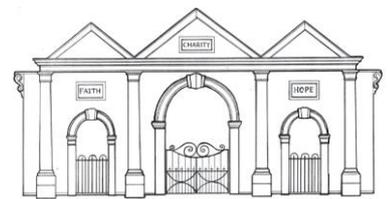


Title	<p style="text-align: center;">Christianity Religion, Family, Community and Inspirational People Jesus as Saviour, People on a Mission</p>
Overview	<p>The aim of this unit is for the children to understand how believing Jesus is their Saviour inspires Christians to save and serve others. The children will also learn about why Christians believe they are 'people on a mission'.</p>
Vocabulary	<p>Salvation, redemption, redeem, rescue, sin, sinner, inspire, Salvation Army Mission, commission, disciples.</p>
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To understand what rescue means and to think of examples ➤ To understand that Jesus' name means 'Saviour'. ➤ To understand what Christians mean by 'sin' and how they can be saved from it. ➤ To know about examples of when Jesus saved others. <i>(To know that some people were followers of Jesus and that others were furious and tried to kill him)</i> ➤ To understand how Jesus has inspired others to serve and save others. ➤ To know who the Salvation Army are and what they do. <i>(Christmas Appeal video)</i> ➤ To understand what a mission is. ➤ To know the story of Jonah and the Groaner or The Runaway ➤ To understand what Jesus meant when he told his followers to be Salt and Light. ➤ To know what the 'Great Commission' was the Jesus gave to his disciples. ➤ To know how the Church start its mission? (Pentecost). ➤ To know the five marks of Mission (Tell, teach, tend, transform, treasure)
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ Children to draw their interpretations of what a rescue looks like and share- who needed rescuing, why did they need saving, was it someone's fault? Who was the rescuer, what did they do? ➤ Tell the story of Grace Darling. ➤ Read the story 'Jesus and the Taxman' (Zacchaeus). ➤ Use the picture weaving activity to demonstrate that Christians believe that humans are made in God's image but they say they image is spoilt when people disobey God's rules or fail to live up to them. ➤ Children to role play key stories from the Bible (Jesus calms a storm, Jesus feeds 500 men etc).

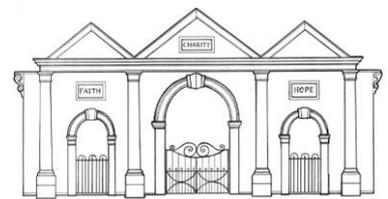


	<ul style="list-style-type: none"> ➤ Explore and discuss the picture 'Who Cares?' By Mauricio Palacio was inspired by the founder of the Salvation Army – William Booth. ➤ Children to draw pictures of Salt and Light / have pictures and annotate what difference these items can make / how do they help us? ➤ Children design a symbol for each mark of the mission / draw pictures to demonstrate each mark, create a poster to represent the 5 marks.
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Title	Christianity Belonging, Stories & Books, Prayer & Worship Belonging, Parables, Prayer & Worship
Overview	In this unit children will discover why belonging to God and the Church family is important to Christians. Children will understand that idea of a baptism/christening and understand that this welcomes babies into the church and the family of God. Children will learn about prayer and worship and will have the opportunity to ask and answer questions about this. Children will learn about parables by listening to these and sharing the meanings of these. The unit will end with children revisiting the Christmas Story.
Vocabulary	Christians, prayer, pray, worship, belonging, community, baptism, christening, parable, Samaritan, prodigal, Christmas, Jerusalem
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To know why Christians pray to God and worship him ➤ To understand why belonging to God and the Church family is important to Christians ➤ To know what a baptism/Christening is ➤ To know what a parable is ➤ To read various parables (The Lost Sheep/ The Good Samaritan/ The Lost Son) and understand their meaning ➤ (To revisit the Christmas Story)
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ Circle Time discussion of belonging (What does this mean? Where do you belong too?) ➤ Special visitor into class to answer questions the children have about belonging, prayer and worship. ➤ Watch a video of a baptism ➤ Listen to the parables ➤ Reflective discussions and tasks ➤ Role Play of the parables ➤ (Sequencing of the Christmas Story)

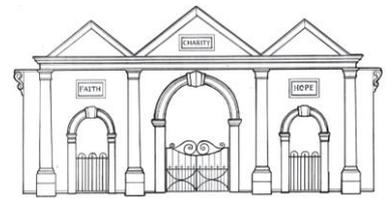


Title	Judaism Believing, Prayer and Worship Repentance, Prayers & Blessings
Overview	The aim of this unit is to teach children more about the Jewish religion of Judaism. This unit will focus on learning about the Jewish celebrations of 'Rosh Hashana', 'Yom Kippur' at New Year and 'Shabbat'. The children will learn about repentance, how Jewish people show that they are thankful and to know some of the blessings that Jewish people say.
Vocabulary	Rosh Hashana, Yom Kippur, Shabbat, repentance, thankful, Sukkah, Sukkot, Synagogue, Jewish, Judaism, shofar
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To know why it is important to say sorry. ➤ To recap what they children already know about Judaism. ➤ To know how and why Jewish families celebrate Rosh Hashana ➤ To know how and why Jewish families celebrate Yom Kippur ➤ To identify Jewish artefacts and explain how these are used in different rituals. ➤ To know how Jewish people, show that they are thankful. ➤ To know some of the blessings that Jewish people say when thanking God. ➤ To know how and why Jewish people celebrate Shabbat.
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ Children to act out what happens in the Synagogue at Yom Kipper ➤ Use the resources we have in school or pictures of the artefacts. ➤ Use films to demonstrate key stories to the children e.g. Jonah and the Whale. ➤ Create a class Sukkah ➤ Write a recount about one the celebrations.



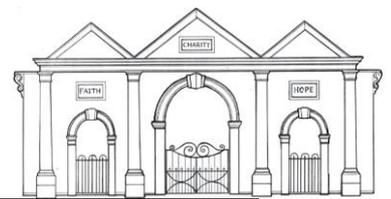
Title	<p style="text-align: center;">Christianity Leaders and Teachers, Believing, Celebrations, Symbols and Artefacts. Pentecost, Saviour, Resurrection, Trusting Jesus</p>
Overview	<p>This unit aims to develop children’s understanding of Jesus. Children will begin by learning about Jesus’ death and resurrection and the symbols and artefacts relating to these. The children will understand about the celebration – Pentecost and why God is always with them. The children will also learn about why Jesus is given the name ‘Saviour’ and why Christians trust and follow him.</p>
Vocabulary	<p>Saviour, trust, disciples, Resurrection, vocabulary from the stories used, Pentecost,</p>
Key Learning Objectives	<ul style="list-style-type: none"> ➤ The Story of Jesus being born and to understand why he was named Jesus and given the name ‘Saviour’ (Focus on Mary being given a baby, told to name him Jesus, he would be son of God & a Saviour) ➤ To know the story of Easter and to understand the symbols and artefacts linked. (two sessions) ➤ To understand the celebration of Pentecost and that Christians believe that God is always with them. ➤ To know who Jesus’ first followers were and to understand why they decided to follow him.
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ Have a ‘trick’ candle that relights – to symbolise Jesus’ everlasting light – Jesus – ‘The light of the World’. ➤ Include other symbols / artefacts – palm, silver coin, towel, feather, olive, thorn, dice, bread, sword, nail – children to explore how these are linked to the Easter story. ➤ Experience waiting – linked to the Pentecost story. ➤ Children to discuss people they can and cannot trust. ➤ Tell the children the story of ‘Jesus’ First Disciples’ ➤ Tell children some of the stories of when Jesus ‘rescued / saved’ others (Zacchaeus, Blind Bartimaeus, Ten men with Leprosy)

Yr. 4/5



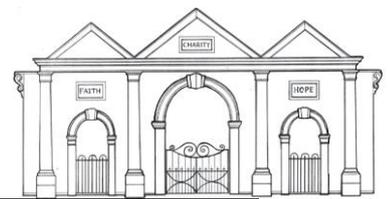
Title	Christianity – How does believing Jesus is their saviour inspire Christians to save and serve others
Overview	Children will have already an understanding Christians are followers of Jesus, the saviour of the world. He died but came back to life. A cross reminds Christians of his sacrifice, but is also a sign of commitment and God’s love. In this topic we will explore how Christians show belief about Jesus. We will also learn about how they help others within their faith.
Vocabulary	William Booth Salvation Army Sin saviour
Key Learning Objectives	<ul style="list-style-type: none"> ➤ Describe some different ways that Christians show their beliefs about Jesus in Christmas carols or on Christmas cards. ➤ Describe some things Christians do as part of their faith to try to ‘save’ or help others, some the same, some different. ➤ Understand who Christians believe Jesus to be - the saviour of the world. ➤ Remember people were amazed at what Jesus said and did when he was alive. ➤ Reflect on own beliefs and the influences of these.
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ Children to draw pictures of famous rescues – compare with how we help/save people every day. ➤ Study stories of Jesus ‘saving’ people. Recreate these using acting, comic strips or use of drawings. ➤ Show through drawings why Christians believe Jesus to be their saviour ➤ Explain how Christians will learn from these stories and try to help others. ➤ Pupils to research the Salvation Army website and learn about ways they help people.

Title	Sikhism- How do the teaching of the Gurus move Sikhs from dark to light?
Overview	In this topic pupils will learn that Sikhs believe that a Guru is a teacher that gives guidance from God. Children will have the opportunity to explore the beliefs of the Sikhism religion. They will learn that Sikhs believe that -In one God ‘Waheguru,’ there is he most wonderful teacher. Pupils will learn that Sikhs believe that no one religion is the only true way to Waheguru. We are all children of God. Pupils will have the opportunity to think about the importance of teachers/significant people that have influenced their lives.
Vocabulary	Guru, Sikh, Guru Granth Sahib, Five Ks, kesh, kangha, kara, kachera, kirpan, Gurdwara, Granthi, turban



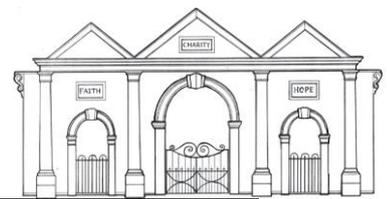
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To understand that Sikhs believe that a Guru is a teacher who gives guidance from God. <p>Pupils to know the following key teachings of the Sikh faith.</p> <ul style="list-style-type: none"> ➤ In one God 'Waheguru,' the most wonderful teacher exists. ➤ That no one religion is the only true way to Waheguru. We are all children of God. ➤ Guidance from God came to humans through ten Gurus. ➤ To know that Guru Nanak was the first Guru. To understand that he wanted to teach people how they should live their lives and try to bring them into the light. ➤ The know that Guru Granth Sahib continues to lead those who choose to follow its teachings from Darkness to Light. To be able to explain that Sikhs are encouraged to listen and meditate on its words. ➤ To know that Sikhs believe that by repeating 'Waheguru' it focuses the mind and helps you know God better.
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ Tell children the story of Guru Nanak and his call and outline the most important of his teachings. Consider what Sikh society should be like ➤ Starting with our school logo, explore ways that different parts of the image reflect the identity of the group the wearer belongs to. Find other examples of clothes & badges and explore the symbolism behind them. ➤ Look at the 5 Ks. Talk about what each one represents. Annotate a drawing of a Sikh with the different items of clothing on that represent the 5 Ks and explain what each means. ➤ Consider the responsibilities of belonging to the school community. Look at the three duties of a Sikh and consider how it might impact their lives to live this way and how it reflects their beliefs, especially the importance of equality. Find out about the Sikh holy book and why it's called 'Guru Granth Sahib' ➤ Consider the many purposes of places of worship generally – and compare with Sikh belief about the Gurdwara. Look at a video clip of Sikhs worshipping – in a Gurdwara and at home and consider the centrality of their holy book to the faith. Is worship different in the different locations? ➤ Compare the ideals of equality in modern British society with those of the Sikh community. Consider which would be more effective if followed. Make some karah parshad to share and think about what symbol you would choose to represent equality. Consider the verse from the Bible in Galatians 3:28. Compare this with the Sikh ideals

Title	Christianity – Why is the cross more than a symbol of sacrifice? How do Christians show that reconciliation with God and other people is important?
Overview	<p>In this topic, pupils will learn that reconciliation is about fixing what is broken. We will explore why Christians believe the world needs reconciliation. We will learn about the Bible and stories Jesus told teach about reconciliation. We will</p>



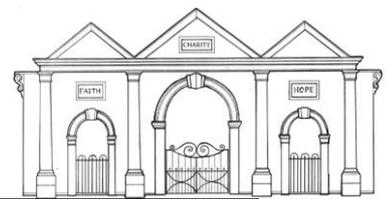
	then explore why God offers forgiveness to all who repent and admit wrongdoing.
Vocabulary	Reconciliation Parable Sacrifice Holy week Crucifix Reconciliation
Key Learning Objectives	<ul style="list-style-type: none"> ➤ Explain that reconciliation means mending a broken relationship. ➤ Understand that Christians learn about reconciliation from the Bible through stories Jesus told such as the prodigal son. ➤ To reflect upon the significance of the teachings of the Bible for Christians. ➤ Explain that Christians believe God wants them to be peacemakers based on the example of Jesus. ➤ Explain the link between Remembrance and the Christian concept of sacrifice. ➤ Describe how Christians use crosses to show they are Christians and how the cross makes them feel.
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ Compare symbols of Love and sacrifice on a Venn diagram ➤ Explain why wreaths are often cross shaped ➤ Comic strip to show key parts of Holy week – OR net of a cube to create a dice. ➤ Study ways reconciliation are taught in Church. ➤ Investigate the story of the Lost (Prodigal) son which is one of Jesus' parables. ➤ Analyse the Lord's Prayer and link to reconciliation with others.

Title	Christianity – What is the great significance of the Eucharist for Christians
Overview	Pupils will learn that the Eucharist is when Christians give thanks for bread and wine in memory of Jesus. It is a central act of worship. We will explore why it is important to give thanks to God. It is a Christian duty. We will then explore the Lord's Supper, the Passover feast with his disciples on the evening before he was betrayed, Jesus commanded his followers to remember him. The Eucharist is a reminder of Jesus' sacrifice on their behalf.
Vocabulary	Eucharist Passover feast Holy Communion
Key Learning Objectives	<ul style="list-style-type: none"> ➤ Explain that the last Passover feast Jesus shared with his disciples is known as the Lord's Supper. ➤ Describe what happens at an Anglican communion service. ➤ Describe what the Eucharist means to Christians today – how it reminds them to be thankful. ➤ Compare views with other religions studied (Islam Hinduism Judaism)



	<ul style="list-style-type: none"> ➤ Explain the importance of the Eucharist to the Christian community and how this impacts on their daily lives.
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ Engage with the idea of thankfulness and thanksgiving – comparing what we are thankful for. ➤ Enquire into the importance of Eucharist or ‘giving thanks’ to God for Christians. ➤ Read ‘Communion on the Moon ’by Bill Carrel and analyse what Buzz is thankful for. ➤ Analyse the ‘Last Super’ and make links to the Eucharist. ➤ Compare and explain why communities have similar and differing values.

Title	Buddhism- How did Buddha teach his followers to find enlightenment?
Overview	In this topic, pupils will learn that the main message of Buddhist teaching is that life involves suffering and the Buddha found a way to end suffering. They will learn that know that Buddha's ideas about suffering are found in the Four Noble Truths and that the Noble Eightfold Path is the way to end suffering and become enlightened.
Vocabulary	Buddhism Buddhist moral enlightenment noble consequence eightfold path change suffering truth Dharmachakra Dhamma meditate precepts wheel
Key Learning Objectives	<p>Pupils to know and understand that Enlightenment means having a fully awake understanding.</p> <p>Pupils to know the following: Buddhists believe:</p> <ul style="list-style-type: none"> ➤ All humans have the potential to be enlightened or awakened spiritually. ➤ The Buddha achieved enlightenment sitting under a Bodhi tree. He worked out what was wrong with humans – that we all experience suffering. ➤ The Buddha explained his ideas as Four Noble Truths. ➤ Following the teachings of the Buddha found in the Eightfold Path is a way to end suffering. ➤ They can become enlightened through meditation.
Suggested Learning Experiences	<p>Recall what is already known of the Buddha’s search for an answer to the problem of suffering. Look at current national and local newspapers and identify articles that demonstrate suffering. As a class discuss different types of suffering, define what suffering is and discuss how it is more than feeling physical pain. Explain that the Buddha taught four statements called the Four Noble Truths. The first of these is ‘life involves suffering’. In groups find examples of suffering caused by greed, hatred, and ignorance in the newspapers. Role-play or make a news report to demonstrate and explain this, linking to the Buddha’s teaching.</p> <p>Introduce the Buddha’s teaching of the Eightfold Path. This is the way he taught that people can escape suffering and become enlightened like him. Give out the Eightfold Path/ Dharmachakra information. Discuss and draw the 8- spoked wheel; label the spokes. Colour those that relate to body, speech</p>

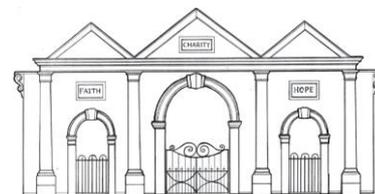


and mind separately. Explain that Buddhists believe that the wheel is supposed to turn clockwise symbolising development in a positive direction – travelling forwards. Talk about how all parts of the wheel need to be included at all times otherwise a person’s development is not whole.

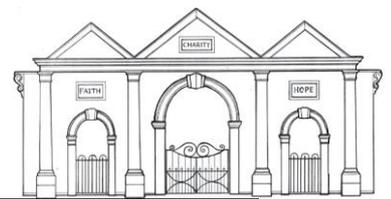
Tell the Buddhist story of the Monkey King. How did the Monkey King in his suffering show compassion for others? Explain that Buddhists believe it is important to be kind and compassionate. In small groups talk about and then individually record how people can show compassion for others in school, locally or globally.

Title	Christianity Why is the gospel such good news for Christians?
Overview	<p>In this topic, pupils will learn that the meaning the term Gospel means good news. Pupils will become familiar with all four gospels and know that they are part of the new testament. They will learn that Christians are followers of Jesus, the saviour of the world. He died but came back to life. His story is written in the four gospels.</p> <p>Jesus told parables to teach about God’s Kingdom and the right way to live. Christians serve others as a response to being saved. Pupils will have an opportunity to read these parables from each of the gospels and compare.</p>
Vocabulary	Old testament New testament Mark Matthew Luke John Gospel Parable Lectern Synoptic
Key Learning Objectives	<ul style="list-style-type: none"> ➤ Pupils to know that to Christians, Jesus is good news. ➤ To know that Jesus is the saviour of the world. This is good news. ➤ To know that the Gospels are the books of Matthew, Mark, Luke and John. They are found in the Bible and tell the stories of Jesus. ➤ Christians live by the Bible and by the things Jesus said. ➤ The teachings of Jesus have authority in their life.
Suggested Learning Experiences	<ul style="list-style-type: none"> ➤ Give examples from the Gospels of how Jesus was good news to people. ➤ Use the right religious words to describe and compare what may happen in a church when the Gospels are read. ➤ Link Christian belief in Jesus as God’s Son to the stories which come from the Gospel. Read these stories and retell them in their own way. ➤ Explain why a Christian today would describe Jesus as good news. ➤ Use the gospels to show how Jesus is our saviour.

Yr. 6

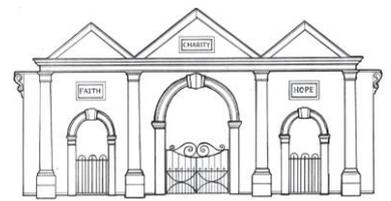


Title	<p>Christianity Should believing in the resurrection change how Christians view life and death?</p>
Overview	<p>In this unit, the children will learn that the word resurrection is used at Easter, it describes the Christian belief that Jesus was raised from the dead. Stories of the resurrected Jesus are found in the Bible. Pupils will learn in this unit, how this underpins the faith of all Christian followers and that they believe that they too will resurrect to be with God after death.</p>
Vocabulary	<p>Resurrection Ascension Hallelujah Creed</p>
Key Learning Objectives	<ul style="list-style-type: none"> • Pupils to know that Christians try to be a ‘witnesses to the resurrection.’ • To understand that Jesus was resurrected from the dead. • To know that Hallelujah is a good word to use at Easter, a time of celebration. • To know that Christians believe that death is not the end. • To understand that the resurrection makes a difference in how Christians live well, the right way today, and how to help others to also live well.
Suggested Learning Experiences	<ul style="list-style-type: none"> • What does “Resurrection” mean? Discuss ideas, exploring non-religious meanings as well. Deal with misconceptions – e.g. ghosts, haunting. • Read an account of the discovery of the empty tomb. Discuss the variety of moods Jesus’ followers and enemies must have felt when they heard this story. Compare the 3 Christian artefacts: an empty cross, cross of the risen Christ and a cross of the suffering Christ. Discuss the differences. Tell the story of <i>The Road to Emmaus</i>. Watch how the story is portrayed in <i>The Miracle Maker</i>. Children act out the story. Cleopas? Thomas? His mother Mary? A Roman? Pontius Pilate? The Pharisees? Record by drawing one or two of the characters with thought/speech bubbles. (See Exploring feelings of people in the story.) Discuss various ideas. • Can you be a Christian if you don’t believe in the Resurrection? How important a belief is it? Look at the 3 statements about Christian beliefs about resurrection & discuss. Go back to some of the things the children have said about the resurrection (e.g. <i>Maybe he wasn’t dead</i>). In groups of 3, give children statement slips about the resurrection. Sort statements according to <i>What Christians might say</i> and <i>What other people might say</i>. Reconvene and discuss. Add any more statements the children come up with. Children should be left with the understanding that although the Resurrection is a (maybe the) key belief, there are some grey areas about this and that not all Christians believe exactly the same. Watch the “Deep Magic” scene in <i>The Lion, the Witch and the Wardrobe</i> (where Aslan comes back from the dead) and discuss.



	<ul style="list-style-type: none"> • Ask children: <i>What do you think happens after death? Is death the end?</i> Look at parts of <i>An Encyclopedia of Heaven</i> to show different ideas about death. Include non-religious views. Give children some time to prepare notes to say what they think. Plan a painting to depict symbolically your idea of “After Death”. Paint your picture and write out an “art gallery” explanation label to hang with it. • Explore ready-prepared statements about death. If people believe in the Resurrection, how might this affect their beliefs about life after death? If people believe in life after death, how might this affect how they live? Debate: <i>People who believe in an after life are likely to behave better in their earthly lives.</i> RC to chair in order to widen the exploration of these ideas.
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Title	Humanism- Why do Humanists say Happiness is the goal of life?
Overview	<p>In this unit pupils will learn the following concepts: Humanism is a non-religious worldview. Humanists believe:</p> <ul style="list-style-type: none"> • Every human has only one life to live. • That what is right and wrong should be based on reason and respect for others. • Happiness is a key purpose of this one life and that the time to be happy is now. • That happiness is found in treating others as you would like to be treated. • Do not believe in God or an afterlife. • Look to science instead of religion as the best way to discover and understand the world. • In the importance of providing meaningful non-religious ceremonies like weddings and funerals.
Vocabulary	Humanist Agnostic Atheist Secularist World view
Key Learning Objectives	<ul style="list-style-type: none"> • To understand the term world view and realise how this can influence what we believe • To identify the key ideas of influential humanists thinkers • To explain humanism to others in the form of a poster • Think about how important these are. • Reflect on rituals, practices and ceremonies in your life and
Suggested Learning Experiences	<ul style="list-style-type: none"> • Pupils to complete the worldview jigsaw explaining what influences their thinking • Pupils to highlight the key ideas of influential humanist thinkers • To compare the practices of Christianity and Humanism • To create a poster for other children explaining Humanism.



Title	How do Christians show their belief that Jesus is God incarnate?
Overview	
Vocabulary	Jesus, God, incarnate, Bibles, divine
Key Learning Objectives	<ul style="list-style-type: none"> • To be able to suggest reasons why Christians believe Jesus is God's Son and explain how they draw on the Bible for their ideas • To talk about some different representations of Jesus in art and discuss why different images exist • To recall some of Jesus' 'I am' sayings
Suggested Learning Experiences	<ul style="list-style-type: none"> • Write post-it note responses to 'If God became a person....' questions • Show painting 'Jesus on the Tube' – create a freeze frame and children to write moments of dialogue that could be taking place • Draw own sketches of their ideas of Jesus. Discuss what has influenced their ideas • Show different representations of Jesus and children to answer questions about them • Look up references in a Bible which show what Jesus says about who he was ('I am' sayings). Children to write about which saying they find most useful in understanding more about Jesus and why Christians say he came to earth • Visit a local church and look for evidence of Jesus which points to Christians believing that Jesus is God incarnate • Read the Anglican/Catholic church creed and discuss what it says about Jesus • Children to look at pictures of children in trouble or distress (from the Children's Society website) and discuss how they would show they care and want to help – discuss actions that embody/incarnate love, care and compassion • Children to write a response to the big question of the topic.