

Key Vocabulary	Definition
timeline	a line that shows the time and the order in which events have happened
Genesis	The first book of the Bible
Creation	The story of how God created the world and all things in it
'The Fall'	A Bible story of how humans spoiled their friendship with God and sin entered the world
narrative	a story or a description of a series of events
steward/caretaker	The idea we are looking after the world for God while we are alive on Earth
relationship	the way in which two things are connected
sin	to break a religious or moral law
separation	the act of two or more people or things being apart

What I need to know

- Place the concepts of God on a timeline on the Bible's 'big story'
- Make clear links between Genesis 1 and what Christians believe about God and Creation
- Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world
- Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways)
- Describe how and why Christians might pray to God, say sorry and ask forgiveness

By the end of this unit, I will be able to:

- Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today

Teachers can select content from these examples, and add more of their own, to enable pupils to achieve the outcomes.

- The Jewish/Christian creation story Genesis 1:1-2:3
- What the story suggests is wonderful about the world.
- that Christians and Jews believe that God created the world.
- the story says the world was 'good' or 'very good'.
- what God is like and what humans are like according to the story.
- Christian beliefs about God wanting humans to look after the world too.
- Christians try to look after the world – to be 'stewards' or 'caretakers'. E.g. Mucknall Abbey, Worcestershire; A Rocha and their 'Eco Church' and 'Living lightly' campaigns.
- Some songs and hymns celebrate the Christian idea of God as creator (e.g. Fischy Music's 'Wonderful World' and 'Creator God'). Examples of things that Christians thank God for. 'Wow' ideas in nature and from humans.
- What Christians could learn about God, humans, animals, nature, creation, and caring for the world from the creation story.
- Believing in God might make a difference to how people treat the Earth or not.
- Many people are not Christians and don't believe the world was created by God. Other reasons why nature/humans are important and why we should look after the world/each other.
- This story teaches Christians that Adam and Eve went their own way, against God, and that this messed up everything. The term 'the Fall', which describes the way Adam and Eve 'fell' from their close relationship with God. Most Christians see this as a picture of how all people behave: everyone 'sins', they say; and that this is why people are separated from God and do bad things.
- Christians believe people sin and are separated from God, and need to have that separation repaired (see units on Salvation).

Links to prior learning:

Link to Y2 Salvation - Christmas unit

Genesis previously looked at?

RE Y3 Autumn 2

L2.2 What is it like for someone to follow God?

Key Vocabulary	Definition
Covenant	The promise between God and Noah
Old Testament	the Christian name for the books in the first part of the Bible, telling the story of the People of Israel, who lived many years before Jesus was born
New Testament	The books of the Christian Bible that tell of the life and works of Jesus Christ and his followers
Book-chapter-verse	The division of the bible
commands	Orders given to do something
trust	A firm belief in someone or something
commitment	A promise to do something
evil	An act that causes suffering and harm

What I need to know

- 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

By the end of this unit, I will be able to:

- Make links between the story of Noah and how we live in school and the wider world

Teachers can select content from these examples, and add more of their own, to enable pupils to achieve the outcomes.

- The Bible has an Old Testament and a New Testament.
- Passages can be found by following book-chapter-verse reference.
- The stories of the Old Testament happened many years before Jesus, and that they focus on the friendship between the main characters (such as Noah, Abraham, Joseph) and God.
- the story of Noah from Genesis 6:5–9:17
- The qualities Noah had that made God choose him, and what Noah does in obedience to God.
- the rules God gives Noah and his family after the flood (Genesis 9:1–7).
- the commands in Genesis 1:28 and 2:15–17
- both stories show God giving humans some responsibilities – part of being the 'People of God' is trying to live by God's commands.
- Christians believe God gives rules in the Noah story, he makes a covenant-a pact (Genesis 9:8–17). God is not just giving humans rules to obey, but he also has a promise to keep. The rainbow is used as a sign of hope for the future for God's people and all creation.
- general agreements/pacts/covenants people make
- God in the Noah story was trying to do away with evil in the world and make it a better place.
- people who make promises, and the promises they make (e.g. Brownies, police officers, parents at christenings).
- many Jews and Christians use the rainbow as a reminder of God's promise, so they trust God to keep his promise;
- symbols that show promises, commitment and hope at a wedding.
- Christians say it includes trusting God, obeying God, believing that God promises to stay with them and to forgive, and believing that God will do this.

Links to prior learning:

People who make promises - link to wedding (unit 1.10)being beginning of a pact between the couple and for Christians -with God too. Link to promises in the story of Noah.

RE Y3 Spring 1

L2.9 How do festivals and worship show what matters to a Muslim?

Key Vocabulary	Definition
Islam	The peace that comes from being in harmony with God
Muslim	One who willingly submits to God
Salah/salat	The performance of 5 daily prayers in a set form
Qur'an	The sacred scripture of Islam
mosque/masjid	Muslim place of worship
Five pillars	The 5 core beliefs and practices of Islam
Ramadan	The ninth month of the Muslim year, during which strict fasting is observed from dawn to sunset
Eid-ul-Fitr	The break of the fast celebration
fasting	During Ramadan Muslims are required to not have food and drink from dawn to dusk for 30 days.
ibadah	Arabic word for worship
Allah	God, the one and only God in Islam
harmony	To live together peacefully rather than fighting or arguing

What I need to know:

-Identify some beliefs about God in Islam, expressed in Surah 1

-Make clear links between belief about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God)

-Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve

-Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)

By the end of this unit, I will be able to:

-Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims

-Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas

Teachers can select content from these examples, and add more of their own, to enable pupils to achieve the outcomes.

- Meaning of the words 'Islam' and 'Muslim' based on the Arabic root 'slm' which means peace.
- Islam means the peace that comes from being in harmony with God; and Muslim means one who willingly submits to God.
- Surah 1 (chapter 1) of the Qur'an. What this tells Muslims God is like. How chapter shows the nature of God in Islam (Tawhid – the oneness of God).
- salah – prayer five times a day. Build on learning from Unit 1.6. For Muslims, the God revealed in Qur'an Surah 1 is worth worshiping, submitting to and praying to.
- what happens in prayer: the preparation and the rak'ah (prayer positions), etc. Prayer is significant to Muslims - important to worship God and pray, and what difference it makes to Muslim ways of living
- Muslims also pray at home with Friday prayer at the mosque.
- Muslims use subhah beads as part of prayer.
- The mosque/masjid is important within the Muslim communities. It is a place of prayer, teaching and community support.
- Another of the Five Pillars is fasting during Ramadan. Experiences of a Muslim fasting during Ramadan and how Muslims celebrate Eid-ul-Fitr at the end of the fast:
- Muslims show self-control by fasting during Ramadan and why this is important. What are the benefits for Muslims of fasting, and what can they learn from this experience?
- The 'Night of Power' (Laylat-ul-Qadr) which is celebrated during the last ten days of Ramadan, to mark the giving of the Qur'an.
- What happens in a Muslim household at Eid-ul-Fitr and how this shows that Muslims worship Allah.
- Willing submission to God is central to Islam; ideally Muslims demonstrate this through ibadah, worship.
- The steps the class, school, neighbourhood, country and world could take to live in harmony.

Links to prior learning:

Learning from unit 1.7 about ibadah(worship and belief in action)

Five Pillars - they have explored Shahadah and salah. This unit builds on that learning by digging a little deeper into prayer, then looking at fasting and Ramadan.

RE Y3 Spring 2

L2.10 How do festivals and family life show what matters to Jews?

Key Vocabulary	Definition
Rosh Hashanah	Jewish new year festival
Yom Kippur	Jewish festival meaning 'The day of atonement'
atonement	The process of causing a change to be forgiven
repentance	Acknowledging sin to return back to God
forgiveness	Accepting a wrong doing so that a relationship can continue
Pesach/Passover	Jewish festival of the Passover remembering the exodus of the Jews from slavery in Egypt
Exodus	The epic story of the freedom of the people of Israel from slavery in the 13th century bc.
Ten commandments	Rules given to Moses by God for all Jewish people to follow
Siddur	Jewish prayer book containing a set order of daily prayers
gratitude	The quality of being thankful
ritual	A religious ceremony consisting of a series of actions performed according to a order

Teachers can select content from these examples, and add more of their own, to enable pupils to achieve the outcomes.

-Stories behind Jewish festivals: what they mean, their significance, and how believers express the meanings through symbols, sounds, actions, stories and rituals:

Rosh Hashanah and Yom Kippur:

Rosh Hashanah, the Jewish new year festival. Jews examine their deeds from the past year and look to make a fresh start for the next one; the shofar, eating sweet foods, tashlich. Yom Kippur, the 'Day of Atonement': a day of fasting and praying for forgiveness; what happens and why; and the main themes of repentance, deliverance and salvation; for Jews this is both solemn (because of the reality of sin) and joyful (God's readiness to forgive). (Some Jewish people write G-d, because they wish to respect the name of G-d and do not want it to be erased or defaced.) Value in my own life of reflection, saying 'sorry', being forgiven and making resolutions to improve.

Pesach/Passover:

The epic story of the Exodus through text, the relationship between the people and God; the story is remembered at the festival of Pesach and celebrated in Jewish homes, including the preparation and the seder meal. Important themes of Pesach (e.g. freedom, faithfulness of God; the Jewish people's place as God's Chosen or Favoured People – rescued from slavery to demonstrate this; brought into the Promised Land). Importance of Pesach to Jews today.

-Slavery is still present in the world today, and how important freedom is.

-After their escape from Egypt, the Jewish people were given the Ten Commandments. Importance of the commandments to the Jewish people at the time. They are still important to Jews (and Christians) today.

-The prayers and blessings that Jewish people say through the day (e.g. the Talmud teaches that Jews should say 'thankyou' 100 times a day! The Siddur prayer book contains numerous 'baruch atah Adonai' prayers – 'Blessed are you, King of the universe').

-Non-religious people are encouraged to keep 'gratitude journals' today because it makes them happier. Make connections with the practice of gratitude in Jewish living (and other faith traditions).

-The value of reflection and family rituals in my own life.

What I need to know:

- Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean
- Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people
- Offer informed suggestions about the meaning of the Exodus story for Jews today
- Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)
- Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities

By the end of this unit, I will be able to:

- Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future
- Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas

Links to prior learning:

This unit builds on learning from Unit 1.6. This unit explores the importance of the family and home in Judaism, as you look at ways in which festivals are celebrated. You could re-visit the celebration of Shabbat and deepen pupils' understanding in this context.

RE Y3 Summer 1

L2.4 What kind of world did Jesus want?

Key Vocabulary	Definition
Gospel	Good news
Matthew 4	Jesus calls his disciples, 'Come follow me, and I will make you fish for people.'
biography	The story of a person's life
Mark 1	The healing of the leper
Luke 10	The Good Samaritan
outcast	A person who has been rejected by their social group or community
disciples	A personal follower of Christ during his life, especially one of the twelve Apostles.

Teachers can select content from these examples, and add more of their own, to enable pupils to achieve the outcomes.

- The account of Jesus calling his first disciples (Matthew 4:18–22). What Jesus asks these people to do.
- The word 'Gospel' means 'good news'.
- Jesus must have seemed like good news to the disciples.
- This story is part of a 'Gospel', which tells the story of the life and teaching of Jesus. It's a kind of biography, and the writers made choices about what to include — they don't tell everything he ever said and did (and not all Christians agree about whether they include the actual words of Jesus).
- Other stories that show what kind of world Jesus wanted. E.g. the story of the healing of the leper (Mark 1:40–44; note how lepers were viewed at the time – as unclean and rejected; Jesus touched and healed this person; Jesus' practice of showing love to those most vulnerable and often rejected by society); the Good Samaritan (Luke 10:25–37).
- Christian leaders going beyond the everyday routines to show love for others (e.g. Keith Hebden fasting for 40 days;
- not only Christians who want a better world – so do people from other faiths and those with no religious faith.
- what kind of world they think Jesus wanted (e.g. showing love for all, even the outcasts).
- What is good and what is challenging about Jesus' teaching of love.
- Most important things all people can do to make a better world.

What I need to know:

- Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus
- Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers' of people
- Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian
- Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways

By the end of this unit, I will be able to:

- Make links between the importance of love in the Bible stories studied and life in the world today, giving good reason for their ideas

Links to prior learning:

PUPILS WILL KNOW THAT:

- Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first.
- Jesus shows love and forgiveness to unlikely people.
- Christians try to be like Jesus — they want to know him better and better.
- Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.

RE Y3 Summer 2

L2.12 How and why do people try to make the world a better place? (C, M/J, NR)

Key Vocabulary	Definition
religious	Relating to religion
non-religious	Not relating to religion
Ten Commandments	10 guidelines for the actions of humans towards God and other people given to Moses on Mount Sinai
Golden Rule	Do to others what you would have them do to you
Humanist	A person who believes that people can achieve happiness and live well without religion.
Tu B'shevat	Jewish new year festival for trees
inspirational	Providing you with feelings of enthusiasm making you want to do or achieve something good
contribution	The giving of assistance, time or money
secular	No connection to a religion

Teachers can select content from these examples, and add more of their own, to enable pupils to achieve the outcomes.

- The ways in which the world is not such a good place: you could start small and local, and end up big and global e.g. from upsetting people in the dinner queue through to messing up the environment.
- Religions suggest that people need help and guidance to live in the right way.
- The teachings which act as guides for living within two religious traditions studied during the year, and a non-religious belief system, e.g. the Ten Commandments (Exodus 20:1–21, Deuteronomy 5:1–22), the Two Commandments of Jesus (Mark 12:28–34) and the 'Golden Rule' (Matthew 7:12). Note that the Golden Rule is important in many traditions, including for Humanists.
- What difference would it make if people keep these guides for living? How would it make the world a better place
- Some ideas and individuals that help inspire people to make the world a better place:
 - The Jewish teaching of tikkun olam (mending the world) and tzedaka (charity): find some examples of Jewish charities who try to make the world better; what do they do and why? (e.g. Tzedek, Jewish Child's Day); find out about how the Jewish new year festival for trees (Tu B'shevat) and how that can 'mend the world'.
 - The Muslim belief in charity (zakah): find out what it is, and how Muslims give charity; use some examples of charities such as www.Islamic-Relief.org.uk or www.muslimhands.org.uk and find out how and why they help to make the world a better place.
 - The lives of inspirational Christians (e.g. Desmond Tutu, Martin Luther King Jr, Mother Teresa, etc.). Consider how their religious faith inspired and guided them in their lives, and their contribution to making the world a better place. - The work of Christian Aid and Islamic Relief: can they change the world?
- The non-religious ways of 'being good without God': e.g. what do Humanists use to guide their ways of living? Many use the Golden Rule (which is common across many religions too), using reason, listening to conscience.
- Some inspiring Humanists who fight for justice (e.g. Annie Besant fought for women's rights) and why they did this. -The work of the secular charity, Oxfam. How have they made the world a better place?

What I need to know:

- Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)
- Make links between religious beliefs and teachings and why people try to live and make the world a better place
- Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek)
- Describe some examples of how people try to live (e.g. individuals and organisations)
- Identify some differences in how people put their beliefs into action

By the end of this unit, I will be able to:

- Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better
- Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas
- Express their own ideas about the best ways to make the world a better place , making links with religious ideas studied, giving good reasons for their views

Links to prior learning:

Throughout this unit, make connections with pupils' learning from earlier in the year: what have they already learned about how believers try to live?

Why do believers want to follow the commands and teachings of their traditions?

Connect with Units L2.1 and L2.4 which explore the idea for Christians (and Jews) that people prefer to do their own thing rather than obey the Creator (sin) and so keep needing to say sorry and ask for help. Recall that Christians believe God helps them through the Holy Spirit (see Unit L2.1). Muslims believe people do good and bad deeds, and also need God's mercy.

L2.3 What is the 'Trinity' and why is it important for Christians?

Key Vocabulary	Definition
baptism	the sacrament of admission to the church, (symbolized by the pouring or sprinkling of water on the head or by immersion in water)
Trinity	Christinians believe God is Trinity: The Father, Son and the Holy Spirit.
symbolic	Represents an idea
Gospel	a life-story or biography of the life and teaching of Jesus.
rescue	To save or be saved from a difficult situation
Holy Spirit	The third person of the Trinity; God as spiritually active in the world
Saviour	God as the redeemer of sin and saver of souls
infant baptism	Welcoming a baby or young child into the Church
Full immersion baptism	dipping the whole body of the person in water, in the name of the Father, and of the Son, and of the Holy Spirit

Teachers can select content from these examples, and add more of their own, to enable pupils to achieve the outcomes.

- Different purposes and uses of water - how and when it can be cleansing, refreshing, life-giving, beautiful, dangerous, still, flowing, reflective, thirst-quenching.
- Link with why water is used in Christian baptism –because of its many symbolic meanings.
- The idea of a 'Gospel' — a life-story or biography of the life and teaching of Jesus.
- Matthew 3:13–17. The meaning of details: the water, the voice, the dove. At the very start of Jesus' public life, it pictures the Trinity: the voice of God announces Jesus as the Son of God and the Holy Spirit is present in the form of a dove. Christians believe that one important thing the story teaches is that Jesus is not just a good man, but God who has come to Earth to rescue humanity.
- Two paintings of the Baptism (for example, by Verrocchio and Daniel Bonnell – see www.artbible.info and search 'baptism'). Similarities and differences between how the different painters show God. Christians believe God is three in one: Father, Son and Holy Spirit. They sometimes describe the Trinity according to their different roles: God the Father and Creator, God the Son and Saviour, and God the Holy Spirit as the presence and power of God at work in all life today.
- What happens and what prayers are said at Christian baptisms and compare the official prayers with their suggestions: what did they miss out?
- Christian belief in the Trinity (God as three persons in one: Father, Son and Holy Spirit) is shown in the celebrations.
- The differences between baptising babies and adults. Similarities and differences between the celebrations, and make connections with the story of Jesus' baptism.
- The symbolism of water and what water symbolises in baptism.

What I need to know:

Recognise what a 'Gospel' is and give an example of the kinds of stories it contains

Offer suggestions about what texts about baptism and Trinity 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 different ways (in baptism and prayer, for example) and in the way they live

By the end of this unit, I will be able to:

Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like

Links to prior learning:

(Note that baptism has been introduced in Units F4, 1.8 and 1.10, so build on that learning.)

Key Vocabulary	Definition
Aum	Hindu name for the very first sound out of which the universe was created.
Brahman	The 'Divine One', also known as the Ultimate Reality. Hindus believe that Brahman is eternal and everywhere at once.
Trimurti	The three forms of the supreme in Hinduism
deity	a supernatural being considered divine or sacred
Brahma	creator
Vishnu	preserver
Shiva	destroyer
Ganesh	an elephant-headed deity, son of Shiva and Parvati
shrine	a place where gods or goddesses are worshipped
puja	A Hindu act of worship
Ramayana	One of two great epic poems of Hindus written around 300bc
Diwali	The festival of lights celebrated by Hindus and other religions

Teachers can select content from these examples, and add more of their own, to enable pupils to achieve the outcomes.

- A range of 'Aum' symbols in both 2D and 3D form. That it is a symbol used in Hinduism. It is called 'Aum' and made up of 3 sounds: 'A', 'U' and 'M'. Many Hindus believe that it was the very first sound out of which the universe was created. It is a symbol and sound that is used by many Hindus to represent Brahman (God), the ultimate being, whose spirit is in everything.
- The story of Svetaketu to illustrate the idea of Brahman being invisible but in everything.
- How people (including pupils) can be described in different aspects (e.g. teacher, parent, netball player, friend, helpful, computer whizz, etc.); one photo would not be enough to show the 'real you'.
- Some images of Hindu deities, Brahma, Vishnu and Shiva (the Trimurti) and their consorts, Saraswati, Lakshmi and Parvati - what they suggest God is like.
- These deities are three ways of understanding God – three pictures to help Hindus relate to the impossible-to-understand Ultimate Reality, Brahman.
- Identify common or distinctive features for different pictures of Hindu deities. Aspects of Brahman they express.
- About cycles of life, death and rebirth that we see in nature (e.g. seasons, seeds/bulbs, forest fires, etc.). How necessary they are for life.
- What death has to do with life; this Hindu idea suggests that death/destruction is often a necessary part of life. Connect with Trimurti – Brahma (Creator), Vishnu (Preserver) and Shiva (Destroyer). Explore the qualities of each of these deities in the context of the idea of the cycle of life.
- A number of different statues and pictures of gods and goddesses to find out what ideas these show about the nature of God, for example, Ganesh (the remover of obstacles, and son of Shiva); Krishna (who comes to Earth to protect it, avatar of Vishnu); Parvati and Durga.
 - How Hindus often choose a deity to worship at a shrine in their own home.
- What happens at an act of puja at home.
- The story of Rama and Sita, from the Ramayana, celebrated at Diwali. Link to the idea of the Trimurti (Rama is another avatar of Vishnu).
- Diwali (more details on celebrating Diwali are explored in Unit L2.8).
 - The idea for some Hindus that all living beings possess a 'spark' of Brahman, the Ultimate Reality. This 'spark' is known as 'atman' and means that all living being are sacred and special. What difference this would make to how people treat each other and the natural world if everyone believed that all living beings contained the 'spark' of God.

What I need to know:

- Identify some Hindu deities and say how they help Hindus describe God
- Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God
- Offer informed suggestions about what Hindu murtis express about God
- Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali)
- Identify some different ways in which Hindus worship

By the end of this unit, I will be able to:

- Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today
- Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reason for their ideas

Links to prior learning:

Hindus are referenced in units prior to this one but this is the first in-depth study of the religion.

Key Vocabulary	Definition
Hinduism	An Indian religion
Sanatan Dharma	Eternal Way - complete way of life
moral	a lesson that can be derived from a story or experience
murtis	An image, statue or idol of a deity
Puja tray	Part of a Hindu shrine, holding a number of important items for worship
Bhagavad Gita	The 'Song of God', a 700 verse Hindu scripture
Arti ceremony	a Hindu religious ritual of worship, a part of puja
temple	a structure designed to bring human beings and gods together to express the beliefs of Hinduism
prashad	a food offered to God or to Guru
iconography	Sacred images made of wood, stone, metal or painted on cloth
Holi festival	Hindu festival of colours

Teachers can select content from these examples, and add more of their own, to enable pupils to achieve the outcomes.

-That the word 'Hinduism' is a European word for describing a diverse religious tradition that developed in what is now northern India. People within the tradition itself often call Hinduism 'Sanatan Dharma', which means 'Eternal Way' and describes a complete way of life rather than a set of beliefs. Introduce the word dharma – this describes a Hindu's whole way of life, there is no separation between their religious, social and moral duties.

Note that this explains why the 'Understanding the impact' element comes first in this unit.

-How Hindus show their faith within their families.

-Objects you might find in a Hindu's home and why e.g. murtis; a family shrine; statues and pictures of deities; a puja tray including incense, fruit, bells, flowers, candles; some sacred texts such as the Bhagavad Gita, Aum symbols. What they mean, how they are used, when and why.

• The kinds of things Hindu families would do during the week e.g. daily puja, blessing food, arti ceremony, singing hymns, reading holy texts, visiting the temple, etc. Which objects and actions are most important and why.

Similarities and differences there are with the family values and my own home rituals.

-What Hindus do to show their tradition within their faith communities.

-What Hindus do together and why e.g. visiting the temple/ mandir, performing rituals, including prayer, praise such as singing hymns/songs (bhajans), offerings before the murtis, sharing and receiving prashad (an apple or sweet) representing the grace of God,

-Hindu iconography – how the different images show the different characters and attributes of the deities.

-How Hindus celebrate Diwali in Britain today.

-Recall the story of Rama and Sita from Unit L2.7. The characters, connect with ideas of Rama as the god Vishnu in human form (avatar); the role of Sita; the use of light in Hindu celebrations to represent good overcoming bad, and Hindus overcoming temptation in their own lives; and the festival as an invitation to Lakshmi, goddess of prosperity and good fortune.

-What matters most at Diwali.

-Other Hindu celebrations, e.g. Holi, or Navaratri/Durga Puja in Britain (e.g. BBC clip on Durga Puja in Kolkata here: www.bbc.co.uk/religion/religions/hinduism/holydays/navaratri.shtml)

-What good things come from sharing in worship and rituals in family and community. Similarities and differences with people in other faith communities pupils have studied already. Similarities and differences with people who are not part of a faith community.

What I need to know:

- 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 Britain, or between Britain and parts of India)
- 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)

By the end of this unit, I will be able to:

- 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

Links to prior learning:

Make links with learning from Unit L2.7 (previous) about how the different images show the different characters and attributes of the deities.

The story of Rama and Sita from Unit L2.7.

Sharing in worship and rituals in family and community - similarities and differences with people in other faith communities pupils have studied already. Similarities and differences with people who are not part of a faith community.

Key Vocabulary	Definition
Good Friday	Christian holiday remembering the crucifixion of Jesus
Separated	No longer together
sin	An act against God
obedience	Obeying the commands of God
penalty	Suffer as a result of what others have done
Holy Week	the week before Easter, when Christians remember the events leading up to the death of Christ
Palm Sunday	the Sunday before Easter, on which Christ's entry into Jerusalem is celebrated in many Christian churches
Easter Sunday	The Sunday marking Jesus' resurrection
salvation	Being saved from harm or ruin
heaven	In Christianity, heaven is the location of the throne of God and the angels of God

Teachers can select content from these examples, and add more of their own, to enable pupils to achieve the outcomes.

-Christians believe humans are separated from God because they all sin – that is, they prefer to go their own way rather than God's. Most Christians say that Jesus came to show people how to live a life of love and obedience – saving or rescuing them by helping them to live God's way. (Some Christians say Jesus did more – that he actually died to pay the penalty for all people's sin. This will be explored more in Unit U2.5.)

-Holy Week from Unit 1.5 – what can I remember?

-The three important days in Holy Week: Palm Sunday (entry to Jerusalem: Matthew 21:7–11); Good Friday (Jesus' death: Luke 23:13–25, 32–48); and Easter Sunday (Jesus is raised to life: Luke 24:1–12). Use active strategies to tell the story of each day, discussing how Mary might be feeling

-The stories above. What happened, how Mary might feel, and why she thought it happened. Would Mary call the day Jesus died 'Good Friday'? Would she say something different on Sunday?

-Emotions for Mary that week.

-My response and reaction to the story. A Christian's reaction/feelings to this account.

- What Christians would learn from Jesus' example and teaching in these accounts.

- Information about what different churches do on Palm Sunday, Good Friday and Easter Sunday (e.g. types of service, music, readings, actions and rituals, colours, decorations).

-What Christians think about Jesus and the idea of 'salvation': one idea is that Christians see Jesus shows them how to live a life that pleases God, a life of love for all, 'saving' them from going the wrong path in life.

-Christian practices, and the meanings for Christians.

- For people at the time, these three parts of the story provoke hope, sadness and joy. Hope as Jesus arrived as king? (E.g. the people were expecting God to rescue them and restore their land.) Sadness? (E.g. their king was killed and everything seemed lost.) Joy (E.g. Jesus was alive!) -Stories still provoke these emotions in Christians today. What brings hope, sadness and joy to me?

-Christians believe that Jesus rose from death – so Friday was not the end; and he opened up a way to heaven too, which Christians say is good news for all.

Links to prior learning:

Some Christians say Jesus did more – that he actually died to pay the penalty for all people's sin. This will be explored more in Unit U2.5.)

-Holy Week from Unit 1.5 – what can I remember?

What I need to know:

- Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people e.g. by showing them how to live
- Offer informed suggestions about what the events of Holy Week mean to Christians
- Give examples of what Christians say about the importance of the events of Holy Week
- Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities
- Describe how Christians show their beliefs about Jesus in worship in different ways

By the end of this unit, I will be able to:

- Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions

RE Y4 Summer 1

L2.6 For Christians, when Jesus left, what was the impact of Pentecost?

Key Vocabulary	Definition
kingdom	A spiritual realm where God rules
resurrection	The rising of Christ from the dead
disciple	A personal follower of Christ during his life
Pentecost	The Christian holiday remembering the Holy Spirit descending on the disciples of Jesus
Trinity	God is one God, and exists in the form of three persons: the Father, the Son, and the Holy Spirit.
Lord's Prayer	the prayer taught by Christ to his disciples, beginning 'Our Father'.
impact	Having a strong effect

Teachers can select content from these examples, and add more of their own, to enable pupils to achieve the outcomes.

- Recall learning from Unit L2.5, about belief in Jesus' death and resurrection. Many Christians say Jesus was raised to new life to bring in a new 'kingdom' where God rules in people's lives.
- The Bible says that Jesus went to heaven after his resurrection, leaving his disciples behind. They wanted to show everyone that God rules on Earth. What happens next - the story says God sent his Holy Spirit to empower the disciples.
- The story of Pentecost (Acts 2:1–15, 22 and 37–41)
- What is my response to the story?
- Artwork that shows the story. The original artwork to see what they included and left out. How have artists expressed the idea of the power of the Holy Spirit and the impact on the disciples and listeners?
- In the final part of the chapter, Acts 2:41–47, 3,000 people accept Jesus as king of their lives, and join the 'kingdom of God'. What these new followers of Jesus were told to do, what they did and how they felt.
- Connect with God as Trinity (Unit L2.3). Who or what Christians think the Holy Spirit is?
- Christians might say the Spirit of God is like a battery: Christians can't do God's work and live in God's way without the Holy Spirit's power.
- The ways in which Christians believe the Holy Spirit helps them.
- Since Pentecost, Christians have been trying to make the world look more like the kingdom of God.
- What Christians would say about God's rule on Earth being a good thing today.
- Words of the Lord's Prayer: what clues does that give to what Christians might believe the kingdom of God should be like.
- Pentecost is the Church's birthday. Ways in which Christians should celebrate this birthday — the giving of the Holy Spirit. Some activities Christians might do and say; where would this be, and why. Ways of capturing the excitement of that first Pentecost with sound, movement, colour, and so on. Examples of what churches do.
- Why quite a few people do not want to have God as 'king' in their life. Some reasons, from people being atheists

What I need to know:

- Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth
- Offer informed suggestions about what the events of Pentecost in Acts 2 might mean
- Give examples of what Pentecost means to some Christians now
- Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now
- Describe how Christians show their beliefs about the Holy Spirit in worship

By the end of this unit, I will be able to:

- Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas

Links to prior learning:

Recall learning from Unit L2.5, about belief in Jesus' death and resurrection. Many Christians say Jesus was raised to new life to bring in a new 'kingdom' where God rules in people's lives.

Connect with God as Trinity (Unit L2.3). Who or what Christians think the Holy Spirit is?

Key Vocabulary	Definition
metaphor	a figure of speech in which a word or phrase is applied to an object or action
significant	great or important
ceremony	A celebration of a particular event
milestone	A significant stage or event in life
ritual	a series of actions performed according to a prescribed order.
denomination	A branch of a religion
Bar/Bat mitzvah	the initiation ceremony of a Jewish boy who has reached the age of 13
Civil wedding ceremony	a marriage without any religious context

Teachers can select content from these examples, and add more of their own, to enable pupils to achieve the outcomes.

- The religious metaphor of life as a journey. The significant milestones on this journey. Other metaphors which could be used for life.
- The value and meaning of ceremonies that mark milestones in life, particularly those associated with growing up and taking responsibility within a faith community. How these practices show what is important in the lives of those taking these steps.
- The symbols and rituals used and the promises made; what meaning these ceremonies have to the individual, their family and their communities; reflect on the on-going impact of these commitments:
- Christians: e.g. Baptists/Pentecostals celebrate 'believers' baptism', or 'adult baptism'. Church of England and Roman Catholic celebrations of infant baptism. Roman Catholics celebrate first communion and confession; Church of England and Roman Catholics celebrate confirmation.
- Hindus: sacred thread ceremony.
- Jews: bar/bat mitzvah.
- Whether and how non-religious people (e.g. pupils and families in your school who have no religious background; Humanists) mark these moments. These moments are important to people.
- Different commitments held by believers in different religions and by me.
- The symbolism, meaning and value of ceremonies that mark the commitment of a loving relationship between two people: wedding ceremonies and marriage commitments in two religious traditions e.g. Christian and Hindu/Jewish What happens...promises are made, their importance, prayers are offered.
- How do people's religious beliefs show through these ceremonies and commitments? Comparison with non-religious, civil wedding ceremonies.
- What impact religious or spiritual teaching has on believers on life's journey.
- Map of life for a Hindu, Jewish or Christian person, showing what these religions offer to guide people through life's journey.
- My own ideas about the importance of love, commitment, community, belonging and belief today.

What I need to know:

- Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean
- Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today
- Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals means
- 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)

By the end of this unit I will be able to:

- Raise questions and suggest answers about whether it is good for everyone to see life as a 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

Links to prior learning:

Throughout this unit, make connections with pupils' prior learning from earlier in the year. Compare the ways Christians mark their journey through life with whichever religion has been studied this year, as well as non-religious responses, where appropriate.

Christians: e.g. Baptists/Pentecostals celebrate 'believers' baptism', or 'adult baptism'. Church of England and Roman Catholic celebrations of infant baptism (note that infant baptism has been introduced in Units F4, 1.8, 1.10 L2.3 and L2.4, so build on that learning).

Marriage commitments in two religious traditions e.g. Christian and Hindu/Jewish (NB: Christian and Jewish marriage was introduced in Unit 1.10, so build on that learning).

RE Y5 Autumn 1

U2.1 What does it mean if Christians believe God is holy and loving?

Key Vocabulary	Definition
divine	Pleasing or delightful
Psalms	A book in the Old testament of the bible
Isaiah	A book of the Bible containing the prophecies of Isaiah
1 John	The Gospel of John is the fourth book of the New Testament in the Bible
holy	Dedicated to God or religious purposes
traditional	Music that has existed for a time without changing
contemporary	Music that is current and modern
cathedral	The main church of a diocese
attribute	A quality that is part of something
humanity	Human beings collectively

Teachers can select content from these examples, and add more of their own, to enable pupils to achieve the outcomes.

- Words to describe a divine being, a god. If such a being existed, what would this god be like? Name specific ideas from different traditions where I can.
- What Christians believe about God, using a selection of Bible texts, e.g. Psalm 103 (a prayer of King David); Isaiah 6:1–5 (where a prophet has a religious experience); and 1 John 4:7–13 (where one of the followers of Jesus writes a letter about what God is like). The words and ideas describing what Christians believe about God
- Which parts of the texts talk about God being holy and which are about God being loving. The difference between these ideas with good definitions of both terms.
- Listen to some Christian worship songs, both traditional and contemporary. Some that talk about God and working out how much they emphasise the idea of God's holiness and/or love.
- Medieval Christians built cathedrals 'to the glory of God'. What kind of God cathedrals suggest the builders had in mind. Different parts of cathedrals express ideas about God as holy and loving
- That Christian ideas about God can be expressed creatively by others and by me. Use of symbols, images, signs and colours to represent the qualities and attributes explored.
- Depicting God in Judaism and Islam is not allowed for Jews and Muslims.
- It is important for Christians that the God they believe in and worship is not only holy, and not only loving, but holy and loving.
- Many people do not believe in God. What guidelines for living might be drawn up by these people.
- Humanist ideas. Whether these guidelines reflect more of a 'holy' or a 'loving' response to humanity: i.e. do they balance justice and mercy, are they more strict or relaxed, stern or forgiving?
- The need for and help of strict rules and laws in the UK, and how far it is good that people can be forgiven.
- The advantages/disadvantages of having strict rules in a school (for example) or of being in a place where forgiveness is offered.

What I need to know:

- Identify some different types of biblical texts, using technical terms accurately
- Explain connections between biblical texts and Christian ideas of God, using theological terms
- Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed
- Show how Christians put their beliefs into practice in worship

By the end of this unit, I will be able to:

- 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

Links to prior learning:

PUPILS WILL KNOW THAT:

- Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.
- Christians believe God is both holy and loving, and 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.

U2.8 What does it mean to be a Muslim in Britain today?

Key Vocabulary	Definition
Sunni	The name of the largest group of Muslims
Shi'a	The name of the next major group of Muslims
ibadah	Worship and belief in action
shadah	Belief in one God and his Prophet
salat	Daily prayer
sawm	Fasting
Prophet Muhammad	an Arab religious, social, and political leader and the founder of the world religion of Islam.
zakah	Almsgiving - giving money to those in need
Hajj	an annual Islamic pilgrimage to Mecca, Saudi Arabia, the holiest city for Muslims.
hafiz/hafiza	People memorising the Qur'an
Sunnah	The guidance for Muslims about model practises, customs and traditions of the Prophet Muhammed
sadaqah	The giving of voluntary charity

Teachers can select content from these examples, and add more of their own, to enable pupils to achieve the outcomes.

-Some of the information in the 2011 census. How many Muslims I think there are in Britain and in my local area.

-That there are different Muslim groups. The largest

group (globally and locally) are Sunni; the next major group are called Shi'a; some Muslims are Sufi.

-The Five Pillars as expressions of ibadah (worship and belief in action). Understand in more depth the ones to which I have already been introduced: Shahadah (belief in one God and his Prophet); salat (daily prayer); sawm (fasting); and zakah (almsgiving).

-Hajj (pilgrimage): what happens, where, when, why. How these Pillars affect the lives of Muslims, moment by moment, daily, annually, in a lifetime.

-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). How they are practised by Muslims in different parts of Britain today. What beliefs, practices and values are significant in my life?

-The festival of Eid-ul-Adha, at the end of Hajj, celebrated to recall Ibrahim's faith being tested when he was asked to sacrifice Ismail.

-The significance of the Holy Qur'an for Muslims as the final revealed word of God: how it was revealed to the Prophet Muhammad by the Angel Jibril; examples of key stories of the Prophets (e.g. Ibrahim, Musa, Isa, Prophet Muhammad). Some of these stories are shared with Christian and Jewish people (e.g. Ibrahim/Abraham, Musa/Moses, Isa/Jesus); examples of stories and teachings, (e.g. Surah 1 The Opening; Surah 17 – the Prophet's Night Journey); how it is used, treated, learnt.

-People memorise the Qur'an (hafiz, hafiza).

-The difference between the authority of the Qur'an and other forms of guidance for Muslims: Sunnah (model practices, customs and traditions of the Prophet Muhammad); Hadith (sayings and actions of the Prophet Muhammad).

-What forms of guidance do I turn to when I need guidance or advice?

-How Muslims put the words of the Qur'an and the words and actions of the Prophet Muhammad into practice, and what difference they make to the lives of Muslims, e.g. giving of sadaqah (voluntary charity); respect for guests, teachers, elders and the wise; refraining from gossip; being truthful and trustworthy.

-The design and purpose of a mosque/masjid, how and why the architecture, artwork and activities (e.g. preparing for prayer) reflect Muslim beliefs.

What I need to know:

-Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message)

-Describe 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)

-Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)

-Give evidence and examples to show how Muslims put their beliefs into practice in different ways

By the end of this unit, I will be able to:

-Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Devon and Torbay today

-Consider and weigh up the value of e.g. submission, obedience, 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 articulate what it is like to be a Muslim in Britain today, giving good reasons for their views

Links to prior learning:

Five pillars of Islam

Prayer - salat

Who is a Muslim and how do they live? 1 and 2 - KS1

Key Vocabulary	Definition
Sefer Torah	Handwritten scroll
The Shema	Jewish prayer that serves as a centerpiece of the morning and evening Jewish prayer services
mezuzah	a piece of parchment called a klaf contained in a decorative case and inscribed with specific Hebrew verses from the Torah
Orthodox Judaism	Traditional judaism - strict adherence to Jewish law
Progressive Judaism	More liberal judaism
tefillin	cubic black leather boxes with leather straps that Orthodox Jewish men wear on their head and their arm during weekday morning prayer.
TeNaKh	Torah (Law)
Nevi'im	The Prophets
Rosh Hashanah	Jewish New Year
Shabbat	The Sabbath, Jewish Holy day of the week
mitzvot	613 commandments in the Torah
Ner Tamid	Eternal light, sanctuary lamp in the synagogue
bimah	a raised platform with a reading desk in the synagogue

Teachers can select content from these examples, and add more of their own, to enable pupils to achieve the outcomes.

-Some contemporary Jews, both local and global. The diversity of the Jewish community. Local Jewish communities (www.jewishgen.org/jcr-uk/england_geographic.htm and www.jewishgen.org/jcr-uk/London/london_boroughs.htm)

-Prior learning about Jewish beliefs about God in 'the Shema', including belief in one God and the command to love God with all their heart, soul and might. It is found (Deuteronomy 6:4–9), links to beliefs about God and its use in the mezuzah.

-Orthodox use of the Shema in the tefillin. (some Jews do not write the name of God out fully, instead they put 'G-d' as a mark of respect, and so that God's name cannot be erased or destroyed.) The titles used to refer to God in Judaism and how these reveal Jewish ideas about the nature of God (e.g. Almighty, King, Father, Lord, King of Kings). Texts that describe these names (e.g. the Shema, Ein Keloheinu and Avinu Malkeinu – two Jewish prayers found in a siddur, a daily prayer book).

- How a Sefer Torah (handwritten scroll) is produced, covered and treated and the reasons for this; how it is used each week in the synagogue and for the annual cycle of readings.
- The Jewish holy book – the Written Torah or TeNaKh: this name refers to Torah (Law), Nevi'im (the Prophets), Ketuvim (the Writings). (The overlap with the Christian Old Testament.) Some examples of texts and stories from these different parts of the Tenakh.

-The place of the Torah at the heart of Jewish belief and practice and the importance of regular Torah study for many Jews.

-Prior learning: e.g. Recall the Creation story and how it is used at Rosh Hashanah; how Shabbat is inspired by God resting on day 7.

-How much of the Torah (the first five books of the Tenakh) is devoted to the story of Exodus and Passover, and the laws that were then given– and are still followed by the Jewish community today: the Torah contains 613 commandments (mitzvot), including the Ten Commandments. One group of these mitzvot deals with which foods may or may not be eaten.

-Kosher food laws and how they affect the everyday lives of Jewish people. Not all Jews keep all these laws.

-The fact that there is diversity within Judaism, which explains why Jews do not all keep the kosher laws in the same way. Some features of Orthodox and Progressive Judaism in relation to kosher, and Shabbat observance.

-Two synagogues: one Orthodox (e.g. www.birminghamsynagogue.com) and one Progressive (e.g. www.bpsjudaism.com). Similarities and differences: objects found in them: e.g. ark, Ner Tamid, bimah; layout, services.

-The place of the synagogue in the life of the Jewish community.

-The value of ritual and tradition in Jewish communities, comparing its value in schools, families and other communities.

What I need to know:

- Identify and explain Jewish beliefs about God
- Give examples of some texts that say what God is like and explain how Jewish people interpret them
 - Make clear connections between Jewish beliefs about the Torah and how they use and treat it
 - 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)

By the end of this unit I will be able to:

- 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 they are valuable to people who are not Jewish.

Links to prior learning:

This unit builds on two previous units on Judaism (1.7, L2.10) and some thematic study (e.g. 1.8, L2.11, L2.12), so start by finding out what pupils already know.

Key Vocabulary	Definition
Messiah	the promised deliverer of the Jewish nation prophesied in the Hebrew Bible. The Anointed One.
Old Testament	The first part of the Bible
Saviour	God or Jesus Christ as the redeemer of sin and saver of souls.
Gospel	the record of Christ's life and teaching in the first four books of the New Testament
incarnation	God took human form by becoming Jesus
Division	Separation between different groups and communities
Peace	a state or period in which there is no war or a war has ended.
Micah	a prophet in Judaism and is the author of the Book of Micah
Isaiah	Israelite prophet after whom the Book of Isaiah is named
Matthew	The first book of the New Testament written by Matthew, one of the 12 apostles

Teachers can select content from these examples, and add more of their own, to enable pupils to achieve the outcomes.

-What kind of person is needed when people need help (e.g. if they are being bullied, in an accident, if one country is under attack from another one, etc.). Qualities someone might need to 'save' the situation.

-The situation of the People of God – their land occupied by enemy forces for over 500 years, hopeful that God would send them a saviour – the hoped-for 'Messiah'. List of qualities such a Saviour would need.

The answer to the question: Was Jesus the hoped-for Messiah?

-The following Bible texts (from books of the prophets in what Christians call the Old Testament) that point out the Jewish expectation: Isaiah 7:14; Isaiah 9:6–7; Isaiah 11:1–5; Micah 5:2.

-Matthew 1:18–24, 2:1–12 – texts from a Gospel. Evidence in Matthew's account that he saw Jesus as the Messiah – any clues that Jesus meets the expectations from the Isaiah and Micah texts. The witnesses – get Mary, Joseph, Herod, some wise men.

-While Christians believe Jesus – who was Jewish – was the promised Messiah, most Jewish people were not convinced at the time, and Jews today still don't think he was.

-Ideas people associate with Christmas. How many of them are to do with Christianity and Jesus?

Some Christian advertising campaigns to put across the 'true meaning' of Christmas as being about God sending a 'Saviour' (e.g. churchads.net/#sthash.zlXKBj2E.dpuf). What message are they putting across? How do they show the belief that Jesus was the Saviour, come to heal the division between people and God, and between people?

-Christian meaning of Christmas, including the idea of incarnation. How Christians might celebrate Christmas in ways that reflect the belief in a saviour bringing peace with God and good news for all people.

-To express clearly an answer to the unit question, giving good reasons: Why do Christians believe Jesus was the Messiah? Why do Christians believe the world needs a 'Saviour'? Make connections with earlier learning about sin and 'the Fall' (see Unit L2.1).

-What difference would it make if everyone believed Jesus is the Saviour?

-Not everyone thinks Jesus is a Saviour sent from God.

-The non-religious response that humans need to sort the world out by themselves: how might humans heal division and bring peace.

-How I might make a difference.

Links to prior learning:

Recall the term 'incarnation' – Christian belief in Jesus as God 'in the flesh', one of the three persons of the Trinity – Jesus comes to heal the effect of sin and 'the Fall'.

Why do Christians believe Jesus was the Messiah? Why do Christians believe the world needs a 'Saviour'? Make connections with earlier learning about sin and 'the Fall' (see Unit L2.1).

What I need to know:

- Explain the place of Incarnation and Messiah within the 'big story' of the Bible
- Identify Gospel and prophecy texts, using technical terms
- Explain connections between biblical texts, Incarnation and Messiah, using theological terms
- Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas
- Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible

By the end of this unit, I will be able to:

- Weigh up how far the idea of Jesus as 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, giving good reasons for their answers

RE Y5 Summer 1

U2.4 Christians and how to live: 'What would Jesus do?'

Key Vocabulary	Definition
Sermon on the Mount	When Jesus preached on a mountainside to a large crowd
The Centurion's Servant	A miracle performed by Jesus
miracle	An act performed by Jesus that can't be explained by everyday laws
Luke	The Gospel of Luke in the New Testament
foundations for living	Using Jesus' words as a guide to how you live your life and interact with the world and people around you
justice	Fairness for all
foodbank	a place where stocks of food and items are supplied free of charge to people in need

Teachers can select content from these examples, and add more of their own, to enable pupils to achieve the outcomes.

- Jesus' teaching about the two greatest commandments – to love God and love your neighbour (Matthew 22:36–40). How these help Christians to decide how to live.
- The following teachings. Christians might ask 'What would Jesus do?' as they encounter issues in life. So, what would Jesus do?
- Foundations for living: the wise and foolish builders: Matthew 7:24–27. Why did Matthew record these words? Why did Jesus have to teach them? What were people doing? What did the wise and foolish builders learn? So, what is the message for Jesus' listeners? Is it the same message for Christians today?
- Sermon on the Mount: Matthew 5–7. These help Christians to think about 'what Jesus would do'.
- What the extracts from the Sermon mean. What does Jesus think people are like if he needs to give this sermon? Is he right? -What people at the time thought was the right way to live. In what way was Jesus' view different? If this is 'good news', who is it good news for?
- Vivid metaphors/similes Jesus uses. What are the most effective for communicating Jesus' teaching about loving God and neighbour?
- A healing miracle: The Centurion's Servant: Luke 7:1–10. For whom does Jesus bring 'good news' here
- The Romans were the occupying forces in Israel. Jesus' 'good news' is meant to extend beyond the 'people of God'.
- Ways in which Christians try to use Jesus' words as their 'foundations for living':
- Prayer: recall the common components of Christian prayer – praise, confession, asking, thanking [remembering units 1.1 and 1.4]; some examples of Christian prayers; what prayers might Christians say on the topics of justice, health, kindness or peace, linking to the Sermon on the Mount?
- Justice: there are many people who are persecuted and who mourn; the work of Christian Aid in trying to bring justice
- Illness and healing: www.leprosymission.org.uk and its connection with Jesus' life and teachings; the role of the Roman Catholic Church – it runs over 5,000 hospitals, 17,000 dispensaries, 577 leprosy clinics and over 15,000 houses for the elderly and chronically ill. How do they put Jesus' teachings into practice?
- Turning enemies into friends: Jesus talks about turning the other cheek, not using violence: the work of Desmond Tutu and the Truth and Reconciliation Commission, or stories from the Forgiveness Project, or Taizé. Can pupils work out what it is that helps people to forgive? Can people learn anything from these examples?
- Ways in which people show generosity to those in need. e.g. supporting foodbanks, volunteering for

Links to prior learning:

Prayer: recall the common components of Christian prayer – praise, confession, asking, thanking [see units 1.1 and 1.4];

What I need to know:

- Identify features of Gospel texts (for example, teachings, parable, narrative)
- Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts
- Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives

By the end of this unit, I will be able to:

- Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives
- Articulate their own responses to the issues studied, recognising different points of view

RE Y5 Summer 2

U2.10 What matters most to Humanists and Christians? (C, M/J, NR)

Key Vocabulary	Definition
sinful	Committing sins
fallen	Having sinned and come away from God
'being made in the image of God'	Humans have been made for God's plans and purposes
Humanist	A non-religious person believing in the importance of human
Humanism	The thought of attaching importance to human rather than a deity
Code for living	A guide for everyday life
'good without god'	The idea that humans can be good even if they don't believe in God
Moral concept	the set of standards that enable people to live cooperatively in groups.

Teachers can select content from these examples, and add more of their own, to enable pupils to achieve the outcomes.

- What kinds of behaviour and actions pupils think of as bad (examples from films, books, TV as well as real life). Why?
- Reflect on the question: why do people do good things and bad things? Are we all a mixture of good and bad? Make a link with previous learning on the Christian belief about humans being made in the image of God (Genesis 1:28) and also sinful (the 'Fall' in Genesis 3). Some Christians think this is a good explanation of why humans are good and bad.
- Not everyone agrees with this idea. Other faith traditions have different explanations. People who are non-religious may just say that people have developed with a mix of good and bad.
- Humanists are one group of non-religious people; they say that humans should work out their own way of being good, without reference to any 'divine being' or ancient authority: they say people can be 'good without god'.
- How having a 'code for living' might help people to be good.
- Humanist 'code for living', e.g. Be honest; Use your mind to think for yourself; Tell the truth; Do to other people what you would like them to do to you. How would this help people to behave? What would a Humanist class, school or town look like?
- The meanings of some big moral concepts, e.g. fairness, freedom, truth, honesty, kindness, peace. What they look like in everyday life? Examples.
- Christian codes for living can be summed up in Jesus' two rules: love God and love your neighbour. In detail, how Jesus expects his followers to behave through the story of the Good Samaritan (Luke 10:25–37) and Jesus' attitude on the cross (Luke 23:32–35). Jesus talks about actions as fruit. What does he mean? If a person's intentions are bad, can their actions produce good fruit?
- What matters most, e.g. by ranking. Why I hold the values I do, and how these values make a difference to my life.
- Direct questions about values: is peace more valuable than money? Is love more important than freedom? Is thinking bad thoughts as bad as acting upon them?
- The fact that values can clash, and that doing the right thing can be difficult.
- Similarities and differences between Christian and Humanist values. They often share similar values

Love your neighbour	Love and look after the people around you and further afield
Good Samaritan	A story in the Gospel of Luke. Someone who helps another person without being asked
values	What is important in one's life

What I need to know:

- Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)

- Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')

- Make clear connections between Christian and Humanist ideas about being good and how people live

- Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view

By the end of this unit, I will be able to:

- Raise important questions and suggest answers about how and why people should be good

- Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views

RE Y6 Autumn 1

U2.2 Creation and science: conflicting or complementary?

Key Vocabulary	Definition
purpose	The reason for which something is done
genre	A style of text
context	The events that form the story
cosmology	the science of the beginning of the universe
evolution	The development of living beings during the history of the earth
astrophysicist	Someone who studies the stars and other objects in space
conflicting	Opposite views
complementary	Combining in a way that makes better the qualities of another

Teachers can select content from these examples, and add more of their own, to enable pupils to achieve the outcomes.

- Different text types (e.g. newspaper, poem, prayer) and match them to the possible author and audience.
- Genesis 1:1–2:3 - what the story means, how it makes me feel, and any surprising, interesting or puzzling moments.
 - What type of text this is. What type of writing/genre it is and why I think that.
- Context of the story – it's at least 2,500 years old and written within an ancient society/culture.
- The Message translation - what clues are there to show that this is a poem? If it is, what effect does that have on the meaning?
- That people (including Christians) disagree about the genre, purpose and meaning of Genesis. Some say it is a literal account (the universe was created in six days), others that it is more a description of what God and creation are like rather than how creation actually happened.
- The scientific account of cosmology (the beginning of the universe) and evolution (the development of living beings). -What difference it makes if someone interprets Genesis literally or poetically, when considering the connection between Genesis and science. (Literal readings lead to conflict with science; poetic do not necessarily.)
- Questions I can think of about the Genesis text and the beginnings of the universe and life. Are some better answered by science and some by the text?
- Recall work on genre and purpose: which purposes are more likely for Genesis (e.g. for a science textbook or a worship prayer; for worshippers of God or 'unbelievers'; to explain who God is, why the world is beautiful, who humans are).
- Why some might say science and belief in creation are in conflict or complementary.
- Christians who are also scientists (e.g. astrophysicist Jennifer Wiseman. How do they reconcile their faith with their professional work? Other Christians who are scientists (e.g. teachers, parents, a local vicar, vet, doctor or engineer). How do they make sense of believing in God and doing science?
- How far they agree or disagree with the statement: 'Genesis explores why the universe and life exists. Science explores how the universe works the way it does.' Some questions that science definitely can answer (e.g. to do with properties and laws of nature) and ones that it cannot (e.g. to do with questions of personal meaning and value).
- Key question: Creation and science: conflicting or complementary? Give a written response, giving good reasons, and a creative response to the ideas explored.

Links to prior learning:

PUPILS WILL KNOW THAT:

- There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.
- These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts?
- There are many scientists throughout history and now who are Christians.
- The discoveries of science make Christians wonder even more about the power and majesty of the Creator.

What I need to know:

- Identify what type of text some Christians say Genesis 1 is, and its purpose
- Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations
- Make clear connections between Genesis 1 and Christian belief about God as Creator
- Show understanding of why many Christians find science and faith go together

By the end of this unit, I will be able to:

RE Y6 Autumn 2

U2.11 Why do some people believe in God and some people not? (C, NR)

Key Vocabulary	Definition
theist	A person who believes in God
atheist	A person who believes there is no god
metaphor	A word or phrase that is applied to an object or action
authority	The power or right to give orders
agnostic	a person who believes that nothing is known or can be known of the existence or nature of God
conscience	a person's moral sense of right and wrong

Teachers can select content from these examples, and add more of their own, to enable pupils to achieve the outcomes.

How many people in the world and in my local area believe in God.
 -Why I think so many people believe in God. Collect these reasons. How many do not believe.
 -The words 'theist' (believes in God), 'agnostic' (cannot say if God exists or not) and 'atheist' (believes there is no god).
 -The key question - raise questions about the existence and nature of God. Christian ideas of God. What Christians believe God is like and where they get their ideas from.
 -Some of the names of God and metaphors for God in the Bible (e.g. God as Father, Spirit, Son, eternal, almighty, holy, shepherd, rock, fortress, light). If this God exists, what difference would 'he' make to the way people live?
 -A range of viewpoints on the question, from believers to atheists.
 -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).
 -Some reasons why people do or do not believe in God. Some of the main reasons. These include: family background – many people believe (or don't believe) because of their home background; religious experience – many people say they have experienced a sense of 'the presence of God' or had prayer answered; many would argue that the Universe, the Earth and life are extraordinary and are best explained as the result of an all-powerful Creator. Many people who do not believe in God point to the existence of terrible suffering as a key reason. Many atheists argue that religions are all created by humans. Some argue that there is no need to use a Creator to explain the existence of the Universe and life; they argue that science provides reliable evidence and explanations, and that religion does not.
 -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.
 -Christians who are also scientists (e.g. Jennifer Wiseman, John Polkinghorne, Denis Alexander, Russell Stannard, and local examples).
 -Hear from some Christians, agnostics and atheists in to answer questions about why they do or do not believe in God.
 -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.
 -The possible benefits and challenges of believing or not believing in God in Britain today.
 -My own views and how they view people with different beliefs than their own.

Links to prior learning:

During this unit, take the opportunity to find out what pupils already know from previous study, and build on that prior learning. Their understanding of what God is like as far as Christians, Jews and Muslims are concerned should be reasonably developed by now.

Build on learning from Unit U2.2 to explore how and why Christians still believe in God in an age of science.

What I need to know:

- Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs
- 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
- Make clear connections between what people believe about God and what 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)

By the end of this unit, I will be able to:

- Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging

RE Y5 Spring 1

U2.7 Why do Hindus want to be good?

Key Vocabulary	Definition
Brahman	God, Ultimate Reality
atman	'Self' (as apart from ego, mind and embodied existence)
Mahabharata	The 'man in the well' Hindu story
karma	The law of cause and effect
samsara	The cycle of life, death and rebirth
reincarnation	the rebirth of atman in another body.
moksha	Release from the cycle of samsara to union with Brahman
punusharthas	The four aims of life in Hinduism
artha	One of the four aims of life: providing for family and society by honest means
dharma	One of the four aims of life: religious or moral duty

Teachers can select content from these examples, and add more of their own, to enable pupils to achieve the outcomes.

-Recall learning about Brahman (God, Ultimate Reality) and atman (eternal self) in Unit L2.7. Remembering that Hinduism is very diverse, and so there is hardly anything that we can say 'all Hindus believe ...' However, the ideas of dharma, karma, samsara and moksha are commonly held, although described in a range of ways.

-The Hindu story from the Mahabharata, the 'man in the well' - this presents one picture of the way the world is for a Hindu worldview: the atman is trapped in the physical body and wants to escape the terrible dangers, but the man is distracted by the trivial pleasures instead of trying to get out. This is a warning to Hindus that they should pay attention to finding the way to escape the cycle of life, death and rebirth.

-Hindu ideas of karma – the law of cause and effect, and how actions bring good or bad karma.

-Hindu beliefs about samsara – the cycle of life death and rebirth travelled by the atman through various reincarnations, to achieve moksha (release from the cycle of samsara, and union with Brahman).

-How and why the game of 'snakes and ladders' links with Hindu ideas of karma and moksha. How these beliefs offer reasons why a Hindu might try to be good – to gain good karma and a better reincarnation, and ultimately release from samsara.

-Hindu ideas about the four aims of life (punusharthas): dharma: religious or moral duty; artha: economic development, providing for family and society by honest means; kama: regulated enjoyment of the pleasures and beauty of life; moksha: liberation from the cycle of birth and rebirth/ reincarnation.

-My own goals for living.

-Idea of karma – pursuing these aims contribute to good karma; doing things selfishly or in ways that harm others brings bad karma.

-Hindus might describe life as a journey towards moksha; Hindu life is also part of a journey through different stages (ashramas), each with different duties.

-Different dharma/duties Hindus have at the four ashramas: student, householder, retired person, renouncer. How does the dharma for these stages help Hindus to be good?

-What duties do I have now and what will they be in later stages of my life?

-Hindu values and how they make a difference to Hindu life, individually and in community, e.g. ahimsa (non-violence) and satya (truthfulness). Ideas of atman/karma (all living beings have an eternal self/atman and so deserve to be treated well; learning the truth and speaking truthfully are ways of worshiping God).

-Some ways in which Hindus make a difference in the world-wide community. How does a Hindu way of life guide them in how they live? E.g. Mahatma Gandhi, Pandurang Shastri Athavale.

-The value of the idea of karma and reincarnation: what difference would it make to the way people live if everything they did carries good or bad karma, affecting future rebirths? If no one escapes from this law of justice, how does that change how we view injustice now?

-How different people respond to this idea, including non-religious responses. What difference it would make to how they live.

Links to prior learning:

Recall learning about Brahman (God, Ultimate Reality) and atman (eternal self) in Unit L2.7. Remember that Hinduism is very diverse, and so there is hardly anything that we can say 'all Hindus believe ...' However, the ideas of dharma, karma, samsara and moksha are commonly held, although described in a range of ways.

What I need to know:

- Identify and explain Hindu beliefs e.g. dharma, karma, samsara, moksha, using technical terms accurately
- Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha etc
- Make clear connections between Hindu beliefs about dharma, karma, samsara, moksha and ways in which Hindus live
- Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha etc
- Give evidence and examples to show how Hindus put their beliefs into practice in different ways

By the end of this unit, I will be able to:

- Make connections between Hindu beliefs studied (e.g. karma and dharma) and explain why they are important to Hindus
- Reflect on and articulate what impact belief in karma

RE Y6 Spring 2

U2.5 What do Christians believe Jesus did to 'save' people?

Key Vocabulary	Definition
Holy Week	the week before Easter, starting on Palm Sunday
Gospels	the record of Christ's life and teaching in the first four books of the New Testament
Last Supper	the supper eaten by Jesus and his disciples on the night before the Crucifixion
Garden of Gethsemane	where, according to the four Gospels of the New Testament, Jesus underwent the agony in the garden and was arrested the night before his crucifixion
substitute	a person or thing acting or serving in place of another
sacrifice	Christ's offering of himself in the Crucifixion
martyr	a person who is killed because of their religious or other beliefs
salvation	Being saved from sin and its consequences

Teachers can select content from these examples, and add more of their own, to enable pupils to achieve the outcomes.

- What happened in Holy Week. All four Gospels describe the events but Mark 14–15 offers the most succinct account.
- Short extracts (e.g. Last Supper, Garden of Gethsemane, Judas' betrayal and arrest, trial, Peter's denial, Pilate, crucifixion, death, burial, resurrection)
- Art examples of the scenes. Why the artists presented the pictures the way they did. How have they communicated the events? Key moments, feelings, surprises, puzzles. How would I sum up the meaning of the story?
- Who was responsible for Jesus' death: e.g. the Romans, the crowd, Pilate, the Jewish authorities, God, Jesus himself.
- The wider context of the 'big story.' What difference does this make to my ideas? Many Christians say that Jesus willingly gave his life to repair the damage done between humans and God.
- The mainstream Christian belief that Jesus's death was a sacrifice – a price he paid to save people from their sins and bring them back to God. Christians think of this in different ways, e.g. people deserve punishment for their sins but Jesus was punished in the place of everyone – he was a substitute; Jesus took everyone's sins as he died, lifting the burden from the believer; Jesus' example guides the lost back to God. How might Christians respond to the idea that Jesus sacrificed his life for their sake?
- Christians believe Jesus' death was not the end.
- Christians remember Jesus' death and resurrection throughout the year, particularly through the celebration of communion/the Lord's Supper. How different Christian churches celebrate communion.
- What symbols are. The symbolism of the bread and wine, linking with the Passover celebration but also connecting with sacrifice – representing Jesus' body and blood.
- The idea of 'Salvation'.
- Some Christians follow Jesus' example even to the point of dying. What a martyr is. Images of the commemoration of twentieth-century martyrs at Westminster Abbey (bit.ly/2lrOQCP).
- What kinds of things people are prepared to die for. How much am I prepared to sacrifice for something I believe in? What would I sacrifice and for what?
- Connect with a Christian understanding of Jesus' sacrifice bringing salvation.
- How far the idea of sacrifice is good and necessary for making the world a better place.

Links to prior learning:

Holy Week taught in other units.

Many Christians say that Jesus willingly gave his life to repair the damage done between humans and God (see sin and 'the Fall' Unit L2.1).

Explore the symbolism of the bread and wine, linking with the Passover celebration (see Unit L2.10)

What I need to know:

- Outline 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
- 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 in different ways

By the end of this unit, I will be able to:

- Weigh up the value and impact of ideas of sacrifice in their own lives and the world today
- Articulate their own responses to the idea of sacrifice,

RE Y6 Summer 1

U2.6 For Christians, what kind of king is Jesus?

Key Vocabulary	Definition
Nobel Peace Prize	awarded annually to those who have "done the most or the best work for brothership between nations"
parable	a simple story used to illustrate a moral or spiritual lesson, as told by Jesus in the Gospels.
Kingdom parables	Jesus' stories about the 'Kingdom of God' and the 'Kingdom of Heaven'
Prophets	a person regarded as an inspired teacher or proclaimer of the will of God
kingship	the state or position of being a king

Teachers can select content from these examples, and add more of their own, to enable pupils to achieve the outcomes.

-What a better world would be like. Ideas about some of the problems in the world (e.g. hunger, poverty, violence, lack of healthcare, etc.) and find out about some people who have made a difference to the world (e.g. have a look at winners of the Nobel Peace Prize or the Niwano Peace Prize). Ways in which people could make the world a better place in the next 50 years.

-The idea of Jesus as a different kind of king by reading about his 'temptation in the wilderness' in Luke 4:1–13. Specifically verses 5–8 where Luke describes the devil offering Jesus a chance to be king of all nations on Earth. Jesus refuses. What this says about Jesus' idea of kingship?

-The idea that Christians believe Jesus came to Earth to get people into heaven but also to make the world more like heaven. Jesus told parables about the 'kingdom of God' or the 'kingdom of heaven' to explain this idea. For Christians, the kingdom of God is, in essence, where God rules – not a geographical territory, but in human hearts and minds, lives and communities. -Remember Jesus' great commandments (love God and love your neighbour). Some of the 'kingdom parables' to find out what the 'kingdom of God' is meant to be like:

The Feast: Luke 14:12–24. Possible meanings: who was the audience for the story, and how might they have responded? Who do I think should be at the feast, and who does Jesus say will be included? How does Jesus want his followers then and now to behave?

The Tenants in the Vineyard: Matthew 21:33–46. In the Old Testament, the people of God are compared to God's vineyard. In John's Gospel, Jesus is called the Son of God. The Old Testament called the Prophets 'Servants of the Lord'. The chief priests were Jesus' enemies – they were jealous because he was so popular, and disagreed with him about religion; they arrested Jesus and he was killed a few days later. If these are parables of the kingdom of God, for Christians, what kind of king is Jesus?

-Key teachings from these two parables are that God extends a gracious welcome to all humanity, but people don't always want it: selfishness or greed can get in the way of spiritual life and the coming of God's kingdom.

-My ideas about a better world and the picture I get from my studies about what kind of world Jesus wanted.

-How Christians try to make the world more like the kingdom of God and why it is the kind of thing that

Links to prior learning:

PUPILS WILL KNOW THAT:

- 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.

What I need to know:

- 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
- Show how Christians put their beliefs into practice in different ways

RE Y6 Summer 2

U2.12 How does faith help people when life gets hard?

Key Vocabulary	Definition
Job	The story of Job in both the Christian and Hebrew Bible.
scriptures	Sacred writings of a religion
afterlife	Life after death
heaven	a place regarded in various religions as the home of God, the angels, and the good after death
secular	not subject to or bound by religious rule
ceremony	a formal religious or public occasion
liturgy	The words and responses used in public worship performed by a religious group
meditation text	Words or writing that encourage thought, concentration, clarity, calm and emotional

Teachers can select content from these examples, and add more of their own, to enable pupils to achieve the outcomes.

- What matters most in life.
- Recognise and reflect on how some 'big questions' do not have easy answers, and how people offer different answers to some of the big questions about life, death, suffering, etc.
- 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.
- 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.
- Religious believers explain how their faith has helped them in difficult times, and how it encourages them to enjoy life too. The story of Job in the Jewish and Christian scriptures.
- The idea that most religious traditions teach about some form of life after death, which can bring comfort to people as they face suffering, or if they are bereaved.
- Some people believe that death is the end of life, and that there is no afterlife.
- Key concepts about life after death, comparing beliefs and sources of authority, and exploring whether these beliefs make a difference to people when facing death and bereavement.
- Christianity: Bible teaching on resurrection of the body, judgement by God, salvation through Jesus, heaven.
- Hinduism: law of karma affects the reincarnation of the individual atman, pinning it to samsara, the cycle of life death and rebirth, until it can escape (moksha) and be absorbed back to Brahman.
- One secular/non-religious view about what happens after death, e.g. Humanism: i.e. nothing: we might continue in people's memories and through our achievements, but death is final.
- Ceremonies that mark death/passing away, similarities and differences, how these express different beliefs, and how they might be important to the living.
- Prayers, liturgies, meditation texts and songs/hymns used when someone has died, and think about the questions and beliefs they address.
- Examples of 'art of heaven' in which religious believers imagine the afterlife; explore how these art works reflect Christian, Hindu and non-religious beliefs.

What I need to know:

- Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life
- Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences
- Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)
- Give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives

By the end of this unit, I will be able to:

- Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these
- Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own