

## RE Non-Negotiable Key Skills, Knowledge and Vocabulary

### National Curriculum Statement:

Religious Education in Nottinghamshire schools contributes dynamically to children and young people's education in schools, provoking challenging questions about human life, beliefs, communities and ideas. In RE pupils learn from religions and world views about different ways of life in local, national and global contexts. They discover, explore and consider many different answers to questions about human identity, meaning and value. They learn to weigh up for themselves the value of wisdom from different communities, to disagree respectfully, to be reasonable in their responses to religions and world views and to respond by expressing insights into their own and others' lives. They think rigorously, creatively, imaginatively and respectfully about their ideas in relation to religions and world views.

The curriculum for religious education aims to ensure that all pupils:

#### A. Know about and understand a range of religions and world views, so that they can:

- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities;
- Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom<sup>1</sup> found in religions and world views;
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

#### B. Express ideas and insights about the nature, significance and impact of religions and world views, so that they can:

- Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;
- Appreciate and appraise varied dimensions of religion.

#### C. Gain and deploy the skills needed to engage seriously with religions and world views, so that they can:

- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- Enquire into what enables different communities to live together respectfully for the wellbeing of all;
- Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.

(Taken from the Agreed Syllabus for RE in Nottinghamshire 2015-2020)

	Key Skills	Key Knowledge	Key Vocabulary
Year 1	<p><b>Autumn 1</b>  <b>Key Question:</b> Does God want Christians to look after the world?  <b>Children can:</b>            A1 - Reflect on the feelings associated with creation.            B1 - Recall and discuss the Christian creation story.            C1 - Share and discuss own opinions on the Christian view on creation.</p> <p><b>Autumn 2</b></p>	<p><b>Autumn 1</b>  <b>Key Question:</b> Does God want Christians to look after the world?  <b>Children know:</b></p> <ul style="list-style-type: none"> <li>• The Christian Creation story</li> <li>• How this influences how Christians behave towards nature and the environment</li> </ul> <p><b>Autumn 2</b></p>	<p><b>Autumn 1</b>  <b>Key Question:</b> Does God want Christians to look after the world?</p> <ul style="list-style-type: none"> <li>• Creation Story - Found in Genesis Chapter 1, the first book of the Bible (the Christian sacred text).</li> <li>• Adam - The first man.</li> <li>• Eve - The first woman.</li> </ul> <p><b>Autumn 2</b></p>

**Key Question:** What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?

**Children can:**

A2 - Reflect and discuss own experience with receiving gifts.

B2 - Recall the Christmas story.

C2 - Understand that Jesus is special to Christians and evaluate the type of gift that might be given to Him.

**Spring 1**

**Key Question:** Was it always easy for Jesus to show friendship?

**Children can:**

A3 - Discuss who our friends are and why we like them.

B3 - Recall and discuss a story about Jesus demonstrating friendship.

C3 - Explain how Jesus tried to be a good friend.

**Spring 2**

**Key Question:** Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?

**Children can:**

A4 - Discuss people who are special to us or who we admire.

B4 - Recall the Easter story and recognise some of the associated symbols.

C4 - Understand that Jesus is special to Christians and explain reasons for this.

**Summer 1**

**Key Question:** Is Shabbat important to Jewish children?

**Children can:**

A5 - Discuss the food we would like to share during a special meal.

B5 - Use the right names for things that are special to Jewish people during Shabbat and explain why.

C5 - Make connections between being Jewish and decisions about behaviour.

**Summer 2**

**Key Question:** What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?

**Children know:**

- Their reflections on the Christmas story
- What gifts could be meaningful for Jesus and why

**Spring 1**

**Key Question:** Was it always easy for Jesus to show friendship?

**Children know:**

- when it is easy and difficult to show friendship
- when Jesus may have found it difficult

**Spring 2**

**Key Question:** Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?

**Children know:**

- Jesus is special to Christians
- His welcome on Palm Sunday shows this
- Symbols associated with Easter.

**Summer 1**

**Key Question:** Is Shabbat important to Jewish children?

**Children know:**

- A day in the life of a Jewish child
- How they spend their Friday evening and Saturday
- Sabbath (Shabbat) day activities
- The Shabbat meal
- The synagogue

**Summer 2**

**Key Question:** Are Rosh Hashanah and Yom Kippur important to Jewish children?

**Children know:**

- What Rosh Hashanah and Yom Kippur are
- The significance of these to the lives of Jewish children

**Key Question:** What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?

- Mary - The Mother of Jesus, also referred to as Mother of God (as Christians believe Jesus was God incarnate)
- Joseph - Mary's husband, Jesus' earthly father.
- Frankincense - An aromatic resin used in incense and perfumes.
- Myrrh - An anointing oil.

**Spring 1**

**Key Question:** Was it always easy for Jesus to show friendship?

- Zacchaeus - An unpopular tax-collector whom Jesus befriended.
- Mary, Martha and Lazarus - Siblings who were friends of Jesus. Christians believe Jesus brought Lazarus back from the dead.

**Spring 2**

**Key Question:** Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?

- Palm Sunday - The Sunday before Easter: it commemorates Jesus' triumphal entry into Jerusalem.
- Palm cross - A cross made out of a palm, given to Christians who go to church on Palm Sunday.

**Summer 1**

**Key Question:** Is Shabbat important to Jewish children?

- Shabbat - Day of spiritual renewal and rest beginning at sunset on a Friday and finishing at nightfall on Saturday.
- Challah - Bread eaten on Shabbat, usually plaited.

**Summer 2**

**Key Question:** Are Rosh Hashanah and Yom Kippur important to Jewish children?

- Rosh Hashanah - 'beginning of the year'; Jewish New Year; Feast of Trumpets.

	<p><b>Key Question:</b> Are Rosh Hashanah and Yom Kippur important to Jewish children?  <b>Children can:</b>  A6 - Reflect on the feelings associated with apologising.  B6 - Describe what Rosh Hashanah and Yom Kippur are about.  C6 - Reflect on what might be important to Jewish children at Rosh Hashanah or Yom Kippur.</p>		<ul style="list-style-type: none"> <li>• Yom Kippur - Day of Atonement. The holiest day of the year. Day to ask forgiveness and reflect.</li> <li>• Shofar - Ancient musical horn made of ram's horn (or other Kosher animal).</li> </ul>
Year 2	<p><b>Autumn 1</b>  <b>Key Question:</b> Is it possible to be kind to everyone all of the time?  <b>Children can:</b>  A1 – Understand the complexities associated with being kind.  B1 – Recall when Jesus showed kindness or shared the importance of being kind.  C1 – Explain if I think Christians should be kind and why.</p> <p><b>Autumn 2</b>  <b>Key Question:</b> Why do Christians believe God gave Jesus to the world?  <b>Children can:</b>  A2 – Discuss how showing love and care to others can solve problems.  B2 – Understand that Christians believe Jesus was a gift from God.  C2 – Give reasons why Christians believe God gave Jesus to the world.</p> <p><b>Spring 1</b>  <b>Key Question:</b> Does praying at regular intervals help a Muslim in his/her everyday life?  <b>Children can:</b>  A3 – Understand the feelings associated with goals and commitment.  B3 – Describe how Muslims pray and why they do this.  C3 – Consider how praying five times a day might help Muslims in their everyday lives.</p> <p><b>Spring 2</b>  <b>Key Question:</b> How important is it to Christians that Jesus came back to life after His crucifixion?</p>	<p><b>Autumn 1</b>  <b>Key Question:</b> Is it possible to be kind to everyone all of the time?  <b>Children know:</b></p> <ul style="list-style-type: none"> <li>• Bible stories that show kindness</li> <li>• Impact of these stories on the behaviour of Christians towards other people.</li> </ul> <p><b>Autumn 2</b>  <b>Key Question:</b> Why do Christians believe God gave Jesus to the world?  <b>Children know:</b></p> <ul style="list-style-type: none"> <li>• Jesus came to teach everybody to love one another and be kind to each other. 'Love your neighbour as yourself' (Mark 12:28-31).</li> <li>• Christians believe God gave Jesus to the world to save/rescue it.</li> </ul> <p><b>Spring 1</b>  <b>Key Question:</b> Does praying at regular intervals help a Muslim in his/her everyday life?  <b>Children know:</b></p> <ul style="list-style-type: none"> <li>• How Muslims pray five times a day</li> <li>• Feelings associated with commitment</li> </ul> <p><b>Spring 2</b>  <b>Key Question:</b> How important is it to Christians that Jesus came back to life after His crucifixion?  <b>Children know:</b></p> <ul style="list-style-type: none"> <li>• About Jesus' resurrection</li> <li>• Salvation – what it is.</li> </ul> <p><b>Summer 1</b></p>	<p><b>Autumn 1</b>  <b>Key Question:</b> Is it possible to be kind to everyone all of the time?  <ul style="list-style-type: none"> <li>• Samaritan - One belonging to a race who did not normally associate with Jews.</li> <li>• Parable - Story with a moral or meaning about everyday life.</li> </ul> </p> <p><b>Autumn 2</b>  <b>Key Question:</b> Why do Christians believe God gave Jesus to the world?  <ul style="list-style-type: none"> <li>• Advent - The period beginning on the 4<sup>th</sup> Sunday before Christmas. Literal translation is "coming" so this is a time of preparation, waiting for Jesus' birth.</li> </ul> </p> <p><b>Spring 1</b>  <b>Key Question:</b> Does praying at regular intervals help a Muslim in his/her everyday life?  <ul style="list-style-type: none"> <li>• Salah - Islamic prayer and worship of Allah. Carried out five times a day at set times.</li> <li>• Allah - The name for God in the Arabic language.</li> <li>• Qur'an - The Holy book of Islam revealed to the Prophet Muhammad.</li> <li>• Makkah/Mecca - City where the Prophet Muhammad was born and where the Ka'bah is located.</li> <li>• Ka'bah - A cube-shaped structure in the centre of the Grand Mosque in Makkah.</li> </ul> </p> <p><b>Spring 2</b>  <b>Key Question:</b> How important is it to Christians that Jesus came back to life after His crucifixion?  <ul style="list-style-type: none"> <li>• Easter Egg - Symbol of new life.</li> </ul> </p>

<p><b>Children can:</b>  A4 – Reflect on and share our own beliefs about what happens when someone dies.  B4 – Recall what Christians believe happened on Easter Sunday.  C4 – Suggest explanations as to what happened to Jesus after the empty tomb.</p> <p><b>Summer 1</b>  <b>Key Question:</b> Does going to a Mosque give Muslims a sense of belonging?  <b>Children can:</b>  A5 – Understand feelings of belonging.  B5 – Explain what happens when Muslims pray alone or at a mosque.  C5 – Discuss how Muslims may feel a sense of belongs when praying alone or at a mosque and why this might be.</p> <p><b>Summer 2</b>  <b>Key Question:</b> Does completing Hajj make a person a better Muslim?  <b>Children can:</b>  A6 – Discuss special journeys we have made and how they made us feel.  B6 – Describe the some of the events that happen during Hajj and explain why these are important to Muslims.  C6 – Consider the significance of Hajj to a Muslim.</p>	<p><b>Key Question:</b> Does going to a Mosque give Muslims a sense of belonging?  <b>Children know:</b></p> <ul style="list-style-type: none"> <li>• Different places Muslims can pray.</li> <li>• That Muslims believe that praying together in groups brings greater blessings than praying alone.</li> <li>• The Muslim community is called the Ummah.</li> </ul> <p><b>Summer 2</b>  <b>Key Question:</b> Does completing Hajj make a person a better Muslim?  <b>Children know:</b></p> <ul style="list-style-type: none"> <li>• By completing Hajj, Muslims are showing a commitment to God (Allah).</li> <li>• God is really important to Muslims and they are prepared to make lots of effort to show him this.</li> <li>• Hajj is one of the 5 pillars and one of the 8 doors to heaven.</li> </ul>	<ul style="list-style-type: none"> <li>• Hot cross bun - Symbolic of the shape of the stone across the front of Jesus’ tomb. Cross representing crucifixion.</li> <li>• Resurrection - The Christian belief of the rising from the dead of Jesus on the third day after crucifixion. Celebrated on Easter Sunday.</li> </ul> <p><b>Summer 1</b>  <b>Key Question:</b> Does going to a Mosque give Muslims a sense of belonging?</p> <ul style="list-style-type: none"> <li>• Mosque - Place of worship for Muslims.</li> <li>• Minaret - Slim tower used as a high point from which to make the call to prayer.</li> <li>• Mihrab - An ornamental indentation in the wall of a mosque, which marks the direction of the qiblah.</li> <li>• Minbar - Raised platform in the front area of a mosque, from which sermons or speeches are given.</li> <li>• Qur’an - The Holy book of Islam revealed to the Prophet Muhammad.</li> <li>• Wudu - Washing/ablution before prayer.</li> <li>• Prayer mats - A rug or piece of fabric placed between the ground and the worshipper for cleanliness.</li> <li>• Hajj - Annual pilgrimage to Makkah that each Muslim must undertake once in their lifetime if they have adequate health and wealth.</li> </ul> <p><b>Summer 2</b>  <b>Key Question:</b> Does completing Hajj make a person a better Muslim?</p> <ul style="list-style-type: none"> <li>• Hajj - Annual pilgrimage to Makkah that each Muslim must undertake once in their lifetime if they have adequate health and wealth.</li> <li>• Hajj robes - Simple white garments, commonly called ihram. The required pilgrimage dress for men is two white cloths, one of which covers the body from the waist down, and one that is gathered around the shoulder. Women usually wear a simple white dress and headscarf. The ihram is a symbol of purity and equality and signifies that the pilgrim is in a state of devotion.</li> <li>• Makkah/Mecca - City where the Prophet Muhammad</li> </ul>
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			<p>was born and where the Ka'bah is located.</p> <ul style="list-style-type: none"> <li>• Qur'an - The Holy book of Islam revealed to the Prophet Muhammad.</li> <li>• Grand Mosque - Largest mosque in the world and surrounds Islam's holiest place, in the city of Makkah/Mecca, Saudi Arabia.</li> <li>• Mount Arafat - Granite hill east of Makkah in the plain of Arafat.</li> <li>• Five Pillars - The framework of the Muslim life. They are the testimony of faith, prayer, giving zakat (support of the needy), fasting during the month of Ramadan, and the pilgrimage to Makkah once in a lifetime for those who are able.</li> <li>• Pilgrimage - Journey of spiritual significance.</li> </ul>
Year 3	<p><b>Autumn 1</b>  <b>Key Question:</b> Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?  <b>Children can:</b>  A1 – Identify groups we belong to.  B1 – Describe how Hindus celebrate Diwali.  C1 - Consider how celebrating Diwali may create a sense of belonging.</p> <p><b>Autumn 2</b>  <b>Key Question:</b> Has Christmas lost its true meaning?  <b>Children can:</b>  A2 – Explain what Christmas means to me and the significance of gifts during this time.  B2 – Explain why Christians believe God gave Jesus to the world.  C2 – Recognise what Christmas means to different groups of people.</p> <p><b>Spring 1</b>  <b>Key Question:</b> Could Jesus heal people? Were these miracles or is there some other explanation?  <b>Children can:</b>  A3 – Understand what miracles are and discuss some possible miracles in the world.</p>	<p><b>Autumn 1</b>  <b>Key Question:</b> Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?  <b>Children know:</b></p> <ul style="list-style-type: none"> <li>• Diwali is the festival of light</li> <li>• The story of Rama and Sita (Good vs. Evil)</li> <li>• The Hindu belief that you should try to bring as much good into the world as possible.</li> <li>• Rites and rituals during Diwali</li> </ul> <p><b>Autumn 2</b>  <b>Key Question:</b> Has Christmas lost its true meaning?  <b>Children know:</b></p> <ul style="list-style-type: none"> <li>• The Christmas story</li> <li>• Symbols of Christmas and their meaning</li> </ul> <p><b>Spring 1</b>  <b>Key Question:</b> Could Jesus heal people? Were these miracles or is there some other explanation?  <b>Children know:</b></p> <ul style="list-style-type: none"> <li>• The Bible story about the Blind Man (John 9: 1-12)</li> <li>• Idea of miracles and what they are</li> <li>• Jesus as the incarnation of God</li> <li>• The story of the Paralysed Man (Mark 2: 1-12)</li> </ul> <p><b>Spring 2</b></p>	<p><b>Autumn 1</b>  <b>Key Question:</b> Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</p> <ul style="list-style-type: none"> <li>• Diwali - Festival of Lights at the end of one year to mark the beginning of the next in the Hindu calendar.</li> <li>• Ramayana - The Hindu epic tale which relates the story of Rama and Sita.</li> <li>• Rama - The incarnation of the Lord and hero of the Ramayana.</li> <li>• Sita - The divine consort of Rama.</li> <li>• Lakshmi - The goddess of fortune, an aspect of Brahman.</li> <li>• Rangoli patterns - Patterns created on the floor in living rooms or courtyards using materials such as coloured rice, dry flour, coloured sand or flower petals.</li> <li>• Diya lamp - Oil lamp usually made from clay, with a cotton wick dipped in ghee or vegetable oils.</li> <li>• Puja tray - Puja means worship. Puja tray contains items used in worship namely a bell, a pot of water, a diya lamp, an incense burner, a pot of kum powder, and a spoon. Puja involves offering light, incense, flowers and food to the deities (the gods). During Puja the worshippers will chant mantras, which are prayers and verses from the Hindu holy books.</li> <li>• Mandir - Hindu place of worship (Temple).</li> </ul>

B3 – Explain Christian viewpoints about one of Jesus’ healing miracles.  
C3 – Evaluate the possibility of miracles occurring and how these may be explained by Christians.

**Spring 2**

**Key Question:** What is ‘good’ about Good Friday?

**Children can:**

A4 – Understand how a person may rescue or help others.  
B4 – Understand why Christians believe Jesus’ death was important.  
C4 – Reflect on whether I agree with Christian beliefs about Jesus’ death.

**Summer 1**

**Key Question:** How can Brahman be everywhere and in everything?

**Children can:**

A5 – Explain some of the different roles and characteristics that make up an individual.  
B5 – Describe Hindu beliefs about gods and Brahman.  
C5 – Reflect and discuss my thoughts about Hindu beliefs about Gods.

**Summer 2**

**Key Question:** Would visiting the River Ganges feel special to a non-Hindu?

**Children can:**

A6 – Explain the importance of water to society.  
B6 – Describe Hindu rituals at the River Ganges and significance of these to Hindus.  
C6 – Empathise with the feelings a Hindu may experience when at the River Ganges.

**Key Question:** What is ‘good’ about Good Friday?

**Children know:**

- The Easter Story
- The Last Supper
- The significance of bread and wine
- That Christians believe Jesus’ incarnation is ‘good news’ for all people. (Gospel means ‘good news’.) His life, teaching and ministry embody what it is like to be one of the people of God, what it means to live in a relationship with God. Jesus’ example and teaching emphasise loving one’s neighbour - particularly the weak and vulnerable - as part of loving God.

**Summer 1**

**Key Question:** How can Brahman be everywhere and in everything?

**Children know:**

- Different Hindu deities and the roles of each
- Brahman – one God who Hindus see in many different forms
- The Trimurti are the main deities (Brahma – creator; Vishnu – preserver; Shiva – destroyer)

**Summer 2**

**Key Question:** Would visiting the River Ganges feel special to a non-Hindu?

**Children know:**

- The role of the River Ganges in Hinduism
- Why people bathe in the river – wash away the wrong things they have done then will be pure (cleansed).
- That Hindus believe Brahman is in the water (a life source), helping them to get clean so they can be good people.

**Autumn 2**

**Key Question:** Has Christmas lost its true meaning?

- Advent - The period beginning on the 4<sup>th</sup> Sunday before Christmas. Literal translation is “coming” so this is a time of preparation.
- Incarnation - The Christian belief that God took human form in Jesus Christ.

**Spring 1**

**Key Question:** Could Jesus heal people? Were these miracles or is there some other explanation?

- Miracle - An event not explicable by natural or scientific laws.

**Spring 2**

**Key Question:** What is ‘good’ about Good Friday?

- Jesus - The central figure of Christian devotion. The second person of the Trinity.
- Palm Sunday - The Sunday before Easter: it commemorates Jesus’ triumphal entry into Jerusalem.
- The Last Supper - The Passover meal that Jesus shared with his 12 disciples: commemorated on the Thursday before Easter. This meal is commemorated in Communion or Eucharist.
- Cross - The shape of wood that Jesus was nailed to when he was crucified on Good Friday.
- Tomb - The cave where Jesus was laid after his crucifixion. It was dug out of the ground with a stone rolled in front of it.
- Bread and Wine - Eaten and drunk at the Last Supper: Jesus told his disciples it was to symbolise his body and blood and that they should repeat these actions in memory of him. This has become Communion or Eucharist.
- Maundy Thursday - Thursday before Easter Sunday, traditionally when the Last Supper and Jesus’ arrest in the Garden of Gethsemane are remembered.
- Good Friday - Day after Maundy Thursday: day to commemorate Jesus’ crucifixion.

			<ul style="list-style-type: none"> <li>• Disciples - Jesus' 12 special friends and followers who shared the Last Supper with him.</li> <li>• Judas - Disciple who led guards to Jesus and caused his arrest.</li> </ul> <p><b>Summer 1</b>  <b>Key Question:</b> How can Brahman be everywhere and in everything?</p> <ul style="list-style-type: none"> <li>• Brahman - The ultimate reality or all-pervading reality, from which everything emanates.</li> <li>• Trimurti - The three deities or aspects of Brahman - Brahma, Vishnu and Shiva - representing the three functions of creation, preservation and destruction.</li> <li>• Brahma - Hindu deity an aspect of Brahman, one of the Trimurti, in charge of creative power.</li> <li>• Shiva - Hindu deity an aspect of Brahman: name means "kindly"- the destroyer function.</li> <li>• Vishnu - Hindu deity an aspect of Brahman: member of the Trimurti – the preserver.</li> <li>• Ganesha - Hindu deity portrayed with an elephant's head as a sign of strength, the deity who removes obstacles.</li> <li>• Lakshmi - The goddess of fortune, an aspect of Brahman.</li> <li>• Puja - Worship.</li> <li>• Omnipresent - Everywhere: Hindus believe Brahman is omnipresent/everywhere.</li> </ul> <p><b>Summer 2</b>  <b>Key Question:</b> Would visiting the River Ganges feel special to a non-Hindu?</p> <ul style="list-style-type: none"> <li>• Ganga - The Ganges: most sacred river in India.</li> <li>• Varanasi - City in the Indian state of Uttar Pradesh, regarded as the spiritual capital of India.</li> <li>• Brahman - The ultimate reality or all-pervading reality, from which everything emanates (so present in the water of the Ganges).</li> <li>• Pilgrimage - Journey of spiritual significance.</li> </ul>
Year 4	<p><b>Autumn 1</b>  <b>Key Question:</b> Is it possible for everyone to be happy?  <b>Children can:</b></p>	<p><b>Autumn 1</b>  <b>Key Question:</b> Is it possible for everyone to be happy?  <b>Children know:</b></p>	<p><b>Autumn 1</b>  <b>Key Question:</b> Is it possible for everyone to be happy?</p> <ul style="list-style-type: none"> <li>• Buddha - Awakened or enlightened one.</li> </ul>

A1 – Understand what makes different people happy and unhappy.  
 B1 – Recall the Buddha’s life story and what he did to try to be happy.  
 C1 - Understand what being happy means to Buddhists.

**Autumn 2**

**Key Question:** What is the most significant part of the nativity story for Christians today?

**Children can:**

A2 – Design a symbol to show the significance of Christmas to me.  
 B2 – Understand what Christmas symbols teach Christians about Jesus.  
 C2 – Ask questions about what Christmas means to Christians and compare this to my own beliefs.

**Spring 1**

**Key Question:** Can the Buddha’s teachings make the world a better place?

**Children can:**

A3 - Suggest reasons for problems in the world and offer solutions.  
 B3 – Recall one of the Buddha’s stories and its teachings.  
 C3 – Explain how Buddhists could learn from the Buddha’s stories and help make the world a better place.

**Spring 2**

**Key Question:** Is forgiveness always possible for Christians?

**Children can:**

A4 – Discuss what help is needed in order to show forgiveness.  
 B4 – Describe what a Christian might learn about forgiveness from a Biblical text.  
 C4 – Understand how Christians believe God can help show forgiveness.

**Summer 1**

**Key Question:** What is the best way for a Buddhist to lead a good life?

**Children can:**

- Buddhism started in what was India but is now Nepal 2,500 years ago.
- The story of the Buddha
- Under the Bodhi tree, the Buddha realised that trying to lead a good life which helps others and does not hurt people or animals would help someone be happy.

**Autumn 2**

**Key Question:** What is the most significant part of the nativity story for Christians today?

**Children know:**

- Symbols of Christmas – Christian and commercial
- The angel symbolises that Jesus was not just an ordinary man. Angels are not an everyday occurrence and were there to show people that Jesus was a special gift from God. The Incarnation of God.
- The star guided the wise men just as Jesus is the light that guides people to God.
- The wise men and the Shepherds are an interesting contrast between rich and poor, symbolising that Jesus is a gift from God to everyone.
- The gifts from the wise men: gold is a precious metal symbolising how precious Jesus is and represents his Kingship.
- Frankincense is used in perfume and incense and represents Jesus’ priestly role. Myrrh is also used in perfumes and incense and in Jesus’ day was an embalming ointment which symbolises his death.
- The manger and stable were humble beginnings for a ‘King’. The stable continues to represent humble beginnings as there was no room for Jesus which runs parallel to people not finding room in their lives for God.
- Jesus as God’s son symbolises God’s gift to the world in order to save and help the world.
- Christingle – ‘Christ’s Light’. The orange represents the world, the candle is to remind us of Jesus as Christians believe Jesus is the light of the world. The red ribbon goes all around the ‘world’ and reminds Christians that Jesus died because it symbolises His blood. The four cocktail sticks have two meanings;

- Bodhi - Tree under which Buddha reached enlightenment: known as the tree of wisdom.
- 8-fold path - The eightfold path is Right Understanding, Right Intent, Right Speech, Right Action, Right Livelihood, Right Effort, Right Mindfulness, and Right Concentration.
- Prince Siddhartha - Prince who became Buddha.
- Gautama Yasodhara - Siddhartha’s wife.

**Autumn 2**

**Key Question:** What is the most significant part of the nativity story for Christians today?

- Frankincense - An aromatic resin used in incense and perfumes.
- Myrrh - An anointing oil.
- Christingle - Means ‘Christ Light’ and is used to celebrate Jesus Christ as the “Light of the World”.

**Spring 1**

**Key Question:** Can the Buddha’s teachings make the world a better place?

- Buddha - Awakened or enlightened one.
- Bodhi - Tree under which Buddha reached enlightenment: known as the tree of wisdom.
- 8-fold path - The eightfold path is Right Understanding, Right Intent, Right Speech, Right Action, Right Livelihood, Right Effort, Right Mindfulness, and Right Concentration.

**Spring 2**

**Key Question:** Is forgiveness always possible for Christians?

- The Lord’s Prayer - Also known as “The Our Father”: prayer Jesus taught the disciples.
- The Last Supper - The Passover meal that Jesus shared with his 12 disciples: commemorated on the Thursday before Easter. This meal is commemorated in Communion or Eucharist.
- Peter - Disciple who denied knowing Jesus 3 times.

**Summer 1**



A5 – Understand the consequences of good and bad choices.  
 B5 – Describe how aspects of the 8-fold path help Buddhists know how to live good lives.  
 C5 – Consider aspects of the 8-fold path that some Buddhists might find difficult to stick to.

**Summer 2**

**Key Question:** Do people need to go to church to show they are Christians?

**Children can:**

A6 – Explain some of the feelings I associate with a special place and why.  
 B6 – Describe some of the ways Christians use churches to worship.  
 C6 – Understand the impact a Christian’s special place has on them.

the four seasons or the four corners of the world and the sweets or dried fruit symbolise God’s gifts to the world including kindness and love.

**Spring 1**

**Key Question:** Can the Buddha’s teachings make the world a better place?

**Children know:**

- That Buddhists believe that Siddhartha taught many truths e.g.:
  - a) the belief that everything changes, and people don’t want it to
  - b) suffering is caused by selfishness
- The Buddha said people need to accept that everything changes - it is a natural part of life and should be embraced rather than feared.
- Kisa and the mustard seed story
- The Noble Eightfold Path (Right Viewpoint, Right Awareness, Right Speech, Right Concentration, Right Action, Right Thought, Right Effort and Right Living)
- The Buddha and the Angry Elephant story

**Spring 2**

**Key Question:** Is forgiveness always possible for Christians?

**Children know:**

- The events of the Last Supper
- The actions of Peter and Judas
- The Christian understanding of forgiveness
- The Lord’s Prayer – what does it teach Christians?
- The following Bible teachings and what they teach Christians about forgiveness:
  - Love for enemies, Luke 6:27-36
  - Teaching about anger, Matthew 5:21-26
  - Forgive 70x7 Matthew 18:21-22
  - Teaching about revenge Matthew 5:38-42
  - The unforgiving servant Matthew 18:21-35
  - The criminal next to Jesus Luke 23:39-43
  - Jesus on the cross Luke 23:34
- That Christians believe Jesus’ death was a sacrifice to offer them forgiveness for their ‘sins’.

**Key Question:** What is the best way for a Buddhist to lead a good life?

- Buddha - Awakened or enlightened one..
- 8-fold path - The eightfold path is Right Understanding, Right Intent, Right Speech, Right Action, Right Livelihood, Right Effort, Right Mindfulness, and Right Concentration.

**Summer 2**

**Key Question:** Do people need to go to church to show they are Christians?

- Church - Christian place of worship.
- Baptism - Rite of initiation involving sprinkling with or immersion in water.
- John the Baptist - Jesus’ cousin and person who baptised Jesus in the River Jordan.
- Eucharist/Holy Communion - A sacrament instituted by Jesus during his Last Supper. Giving his disciples bread and wine during the Passover meal, Jesus commanded his followers to “do this in memory of me,” while referring to the bread as “my body” and the wine as “my blood.” Through the Eucharistic celebration Christians remember Jesus’ sacrifice.

		<p><b>Summer 1</b>  <b>Key Question:</b> What is the best way for a Buddhist to lead a good life?  <b>Children know:</b></p> <ul style="list-style-type: none"> <li>• The Noble Eightfold Path (Right Viewpoint, Right Awareness, Right Speech, Right Concentration, Right Action, Right Thought, Right Effort and Right Living).</li> <li>• The 8-fold path helps people know which decisions and choices are good.</li> </ul> <p><b>Summer 2</b>  <b>Key Question:</b> Do people need to go to church to show they are Christians?  <b>Children know:</b></p> <ul style="list-style-type: none"> <li>• About churches as special places</li> <li>• The origins of baptism – John the Baptist. John the Baptist was Jesus’ cousin and understood Jesus’ special purpose on earth, hence baptising him in the River Jordan.</li> <li>• Bible stories linked to baptism: <ul style="list-style-type: none"> <li>– Matthew 3: 5-6 “People went out to him from Jerusalem and all Judea and the whole region of the Jordan. Confessing their sins, they were baptized by him in the Jordan River.”</li> <li>– Matthew 3: 13-15 Jesus came from Galilee to be baptized by John in the River Jordan.</li> </ul> </li> <li>• The Eucharist and Holy Communion</li> <li>• Different styles of Christian worship e.g. modern Evangelical vs. Quaker.</li> <li>• Reasons for going to church.</li> </ul>	
Year 5	<p><b>Autumn 1</b>  <b>Key Question:</b> How far would a Sikh go for his/her religion?  <b>Children can:</b>  A1 – Identify the varying levels of commitment I show to different things and explain why.  B1 – Make links between religious practice and underpinning beliefs in Sikhism.  C1 – Consider why Sikhs show different levels of commitment.</p>	<p><b>Autumn 1</b>  <b>Key Question:</b> How far would a Sikh go for his/her religion?  <b>Children know:</b></p> <ul style="list-style-type: none"> <li>• During the forming of the Khalsa, some Sikhs were prepared to sacrifice their lives.</li> <li>• Guru Nanak expected Sikhs to give a lot for and to their religion.</li> <li>• Sikh services are always followed by a meal called the Langar. The Langar is important to Sikhs because it is</li> </ul>	<p><b>Autumn 1</b>  <b>Key Question:</b> How far would a Sikh go for his/her religion?</p> <ul style="list-style-type: none"> <li>• Guru - Teacher: used in Sikhism to refer to the ten human Gurus and the Guru Granth Sahib.</li> <li>• Amrit - The Sikh rite of initiation into the Khalsa.</li> <li>• Khalsa - “The community of the pure”. The initiated Sikh community.</li> <li>• Karah Prashad - Sanctified food distributed at Sikh ceremonies.</li> <li>• 5 Ks - The symbols of Sikhism worn by Sikhs.</li> </ul>

<p><b>Autumn 2</b>  <b>Key Question:</b> Is the Christmas story true?  <b>Children can:</b>  A2 – Understand how stories can be considered true to different people in different ways.  B2 – Explain the Christian belief that Jesus was the Incarnation of God.  C2 – Express an opinion on whether the Christmas story is true.</p> <p><b>Spring 1</b>  <b>Key Question:</b> Are Sikh stories important today?  <b>Children can:</b>  A3 – Know that stories can teach people how to behave.  B3 – Explain the relevance of a Sikh story to a Sikh or non-Sikh person.  C3 – Reflect on how Sikh stories can teach different people important lessons.</p> <p><b>Spring 2</b>  <b>Key Question:</b> How significant is it for Christians to believe God intended Jesus to die?  <b>Children can:</b>  A4 – Reflect on the importance of purpose in life.  B4 – Explain whether Jesus’ crucifixion was God’s intention or a consequence of events.  C4 – Share my opinion on Jesus’ crucifixion being his purpose or destiny.</p> <p><b>Summer 1</b>  <b>Key Question:</b> What is the best way for a Sikh to show commitment to God?  <b>Children can:</b>  A5 – Understand why people show commitment.  B5 – Describe the different ways Sikhs show their commitment to God.  C5 – Evaluate the best way a Sikh could show their commitment to God.</p> <p><b>Summer 2</b>  <b>Key Question:</b> What is the best way for a Christian to show commitment to God?</p>	<p>a meal that symbolises the Sikh belief that all people are equal.</p> <ul style="list-style-type: none"> <li>The five key Sikh beliefs: <ul style="list-style-type: none"> <li>God is in everything (Sikhs see God as an energy source rather than as a physical entity)</li> <li>It is a Sikh’s duty to serve others</li> <li>All people should be treated as equals</li> <li>Sikhs should share what they can with others</li> <li>Sikhs should earn their living honestly</li> </ul> </li> </ul> <p><b>Autumn 2</b>  <b>Key Question:</b> Is the Christmas story true?  <b>Children know:</b></p> <ul style="list-style-type: none"> <li>The Christmas story</li> <li>Different accounts of the Christmas story in the Bible (Luke Ch 1: 26-38 and Ch 2: 1-20 &amp; Matthew Ch 1: 18 - Ch 2: 12)</li> <li>That Christians believe Jesus is the Incarnation of God on Earth. God gave Jesus to the Earth to show people how to lead good lives, forgive them for the things they do wrong and prove to them (through his resurrection) that there is life after death.</li> </ul> <p><b>Spring 1</b>  <b>Key Question:</b> Are Sikh stories important today?  <b>Children know:</b></p> <ul style="list-style-type: none"> <li>The Guru Granth Sahib teaches Sikhs how God wants them to live their lives. They show it great respect as they believe it is the Sikh’s last Guru (great teacher).</li> <li>Various Sikh stories and their teachings: <ul style="list-style-type: none"> <li>Guru Nanak and the Jasmine Flower</li> <li>Bhai Lalo and Malik Bhago</li> <li>Vaisakhi - Birth of the Khalsa</li> <li>Guru Nanak and the Cobra</li> </ul> </li> </ul> <p><b>Spring 2</b>  <b>Key Question:</b> How significant is it for Christians to believe God intended Jesus to die?  <b>Children know:</b></p> <ul style="list-style-type: none"> <li>Jesus’ life had a purpose.</li> <li>That Christians believe that Jesus was the Incarnation of God sent to the Earth to show people how to lead</li> </ul>	<ul style="list-style-type: none"> <li>Kirpan - Sword: one of the 5 Ks, which signifies protection.</li> <li>Kesh - Uncut hair: one of the 5Ks, which signifies spirituality.</li> <li>Kara - Steel band worn on the right wrist: one of the 5Ks which signifies good deeds.</li> <li>Kangha - Comb worn in the hair: one of the 5Ks which signifies cleanliness.</li> <li>Kachera - Traditional underwear/shorts: one of the 5Ks which signifies self-discipline.</li> <li>Guru Granth Sahib - Sikh Holy Book.</li> <li>Langar - Gurdwara dining hall and the food served in it.</li> <li>Golden Temple of Amritsar - The holiest Sikh gurdwara located in the city of Amritsar, Punjab, India.</li> <li>Guru Nanak - The first Guru and founder of the Sikh faith (1469-1539).</li> </ul> <p><b>Autumn 2</b>  <b>Key Question:</b> Is the Christmas story true?</p> <ul style="list-style-type: none"> <li>Advent - The period beginning on the 4<sup>th</sup> Sunday before Christmas. Literal translation is “coming” so this is a time of preparation.</li> <li>Incarnation - The Christian belief that God took human form in Jesus Christ.</li> </ul> <p><b>Spring 1</b>  <b>Key Question:</b> Are Sikh stories important today?</p> <ul style="list-style-type: none"> <li>Guru - Teacher: used in Sikhism to refer to the ten human Gurus and the Guru Granth Sahib.</li> <li>Guru Granth Sahib - Sikh Holy Book.</li> <li>Guru Nanak - The first Guru and founder of the Sikh faith (1469-1539).</li> <li>Khalsa - “The community of the pure”. The initiated Sikh community.</li> </ul> <p><b>Spring 2</b>  <b>Key Question:</b> How significant is it for Christians to believe God intended Jesus to die?</p> <ul style="list-style-type: none"> <li>Holy Week - The week from Palm Sunday to Easter Sunday.</li> </ul>
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**Children can:**

A5 – Understand why people show commitment.

B6 – Understand that Christians can show their commitment to God in different ways and will prioritise these differently.

C6 – Explain why some ways of showing commitment to God would be better than others for Christians.

good lives, to die as a sacrifice, so they could be forgiven and come back to life again to prove to Christians that they could also have life after death.

- The following events and how they link to Jesus' death:
  - Palm Sunday, Jesus teaching in the Temple, overturning the traders' tables, The Last Supper, bread and wine, Judas' betrayal, Peter's denial, praying on the Mount of Olives, arrest, four trials (Jewish council, Pilate, Herod, Pilate again), crucifixion, burial in tomb. Use Luke's Gospel Chs. 20-23.

**Summer 1**

**Key Question:** What is the best way for a Sikh to show commitment to God?

**Children know:**

- The 5Ks (kangha - comb, kirpan - sword, kara - bracelet, kachera - shorts, kesh - uncut hair).
- That there were 10 living Gurus, and that there is a holy book called the Guru Granth Sahib. This is because there will be no more living Gurus and Sikhs believe that God is talking through the Guru Granth Sahib.
- Ways in which the holy book is treated with respect e.g. it is put to bed in its own bedroom, it is fanned, held above people's heads etc.
- That Sikhs also pray and worship in the Gurdwara.
- It is an important part of Sikh teaching that everyone is equal. God's love is for everyone, so no one is better than anyone else. Men and women and people from different backgrounds should always be treated in the same way.
- The importance of Sewa - Sikhs feel closer to God through helping others.

**Summer 2**

**Key Question:** What is the best way for a Christian to show commitment to God?

**Children know:**

- The Ten Commandments (Exodus 20:2-17)
- Galatians 5:14 'love your neighbour as yourself'.

- Pilate - He convicted Jesus of treason and declared that Jesus thought himself King of the Jews, and had Jesus crucified.
- Herod - Roman King at the time of Jesus' crucifixion.
- Mount of Olives - Site of the Garden of Gethsemane.
- Garden of Gethsemane - Place where Jesus went to pray and was arrested.

**Summer 1**

**Key Question:** What is the best way for a Sikh to show commitment to God?

- Guru - Teacher: used in Sikhism to refer to the ten human Gurus and the Guru Granth Sahib.
- Amrit - The Sikh rite of initiation into the Khalsa.
- Khalsa - "The community of the pure". The initiated Sikh community.
- Karah Prashad - Sanctified food distributed at Sikh ceremonies.
- 5 Ks - The symbols of Sikhism worn by Sikhs.
- Kirpan - Sword: one of the 5 Ks, which signifies protection.
- Kesh - Uncut hair: one of the 5Ks, which signifies spirituality.
- Kara - Steel band worn on the right wrist: one of the 5Ks which signifies good deeds.
- Kangha - Comb worn in the hair: one of the 5Ks which signifies cleanliness.
- Kachera - Traditional underwear/shorts: one of the 5Ks which signifies self-discipline.
- Guru Granth Sahib - Sikh Holy Book.
- Langar - Gurdwara dining hall and the food served in it.
- Golden Temple of Amritsar - The holiest Sikh gurdwara located in the city of Amritsar, Punjab, India.
- Guru Nanak - The first Guru and founder of the Sikh faith (1469-1539).
- Sewa - To provide a service to the community, including the Sikh community (Khalsa) and others.
- Gurdwara - Sikh place of worship: literally means the doorway to the Guru.

		<ul style="list-style-type: none"> <li>Galatians 5:22-26 states that if a Christian is committed to God and allows the Holy Spirit to live in them, they will be displaying love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control and not jealousy or conceitedness.</li> <li>That many Christians show commitment to God by attending church every Sunday/worshipping God.</li> <li>Christians also show commitment through taking communion - this helps Christians to remember Jesus dying for them on the cross and by taking communion it shows their commitment to God.</li> </ul>	<p><b>Summer 2</b> <b>Key Question:</b> What is the best way for a Christian to show commitment to God?</p> <ul style="list-style-type: none"> <li>Ten Commandments - Laws or rules handed down to Moses by God on Mount Sinai.</li> <li>Confirmation - Rite of initiation normally carried out through anointing, the laying on of hands, and prayer, for the purpose of bestowing the Gifts of the Holy Spirit.</li> <li>Lord's Prayer - Also known as "The Our Father": prayer Jesus taught the disciples.</li> </ul>
Year 6	<p><b>Autumn 1</b> <b>Key Question:</b> What is the best way for a Muslim to show commitment to God? <b>Children can:</b> A1 – Understand reasons for showing commitment in different ways. B1 – Describe different ways Muslims show their commitment to God. C1 – Consider which ways of showing commitment to God would be better for Muslims.</p> <p><b>Autumn 2</b> <b>Key Question:</b> Do Christmas celebration and traditions help Christians understand who Jesus was and why he was born? <b>Children can:</b> A2 – Explain how the way I celebrate links to the event I am celebrating. B2 – Describe how Christians celebrate Christmas and why. C2 – Evaluate whether all Christmas celebrations relate to Christian beliefs and Jesus.</p> <p><b>Spring 1</b> <b>Key Question:</b> Is anything ever eternal? <b>Children can:</b> A3 – Express how the concept of something being eternal makes me feel. B3 – Make links between Christian beliefs and the concept of eternity.</p>	<p><b>Autumn 1</b> <b>Key Question:</b> What is the best way for a Muslim to show commitment to God? <b>Children know:</b></p> <ul style="list-style-type: none"> <li>The five pillars: <ul style="list-style-type: none"> <li>Shahadah – the profession of faith. The belief that "There is no god but God, and Muhammad is the Messenger of God" is central to Islam.</li> <li>Salat – Muslim prayer. It is their duty to pray five times a day. Muslims believe they need to pray five times to show their belief and be reminded of God so they do not forget about Him. Muslims believe they can worship God anywhere. However, many Muslims choose go to the Mosque for lunchtime prayers on a Friday, the Muslim holy day.</li> <li>Zakah – charity. Muslims think it is their duty to do this as everything they own belongs to God.</li> <li>Sawm. During the month of Ramadan, Muslims do not eat or drink at all during the hours of daylight. Muslims fast because Allah (God) says in the Qur'an that they should. Fasting is a way of showing that they are living in the way that God wants and remembering people who are hungry. They believe it shows religion is the most important thing in their lives - far more important than eating or drinking.</li> <li>Hajj. Muslims are expected to visit Makkah at least once in their lifetime if conditions allow.</li> </ul> </li> </ul> <p><b>Autumn 2</b></p>	<p><b>Autumn 1</b> <b>Key Question:</b> What is the best way for a Muslim to show commitment to God?</p> <ul style="list-style-type: none"> <li>Five Pillars - The framework of the Muslim life. They are the testimony of faith, prayer, giving zakah (support of the needy), fasting during the month of Ramadan, and the pilgrimage to Makkah once in a lifetime for those who are able.</li> <li>Zakah - Giving money to charity.</li> <li>Sawm - Fasting during the month of Ramadan.</li> <li>Qu'ran - The Holy book of Islam revealed to the Prophet Muhammad.</li> <li>Hajj - Pilgrimage to Makkah.</li> </ul> <p><b>Autumn 2</b> <b>Key Question:</b> Do Christmas celebration and traditions help Christians understand who Jesus was and why he was born?</p> <ul style="list-style-type: none"> <li>Incarnation - The Christian belief that God took human form in Jesus Christ.</li> <li>Crib - The place where Jesus was laid as a baby but sometimes refers to whole nativity scene.</li> <li>Carols - Songs about Christmas and the birth of Jesus.</li> </ul> <p><b>Spring 1</b> <b>Key Question:</b> Is anything ever eternal?</p> <ul style="list-style-type: none"> <li>Agape - (Pronounced a-ga-pay) Unconditional love.</li> <li>Ten Commandments - Laws or rules handed down to Moses by God on Mount Sinai.</li> </ul>

C3 – Share my own beliefs on the concept of eternity.

### Spring 2

**Key Question:** Is Christianity still a strong religion 2000 years after Jesus was on Earth?

**Children can:**

A4 – Explain how different people have influenced me.

B4 – Describe existing opinions on whether Christianity is a strong religion today.

C4 – Express my own opinion on whether Christianity is a strong religion today.

### Summer 1

**Key Question:** Does belief in Akhirah (life after death) help Muslims lead good lives?

**Children can:**

A5 – Explain how my knowledge of consequences may have influenced my actions.

B5 – Explain how belief in Akhirah influences how Muslims behave.

C5 – Understand what motivates me to lead a good life.

### Summer 2

**Key Question:** How did Jesus create a 'New Covenant' and what does that mean to Christians today?

**Children can:**

A6 – Reflect on whether commitment should be mutual.

B6 – Make links between Bible texts and the New Covenant.

C6 – Reflect on whether the New Covenant is relevant to Christians today.

**Key Question:** Do Christmas celebration and traditions help Christians understand who Jesus was and why he was born?

**Children know:**

- Christmas related traditions and celebrations.
- Christmas 'activities' e.g. singing songs, going to church, giving presents, Christmas cakes, crackers, Christmas trees, stars, angels, Christmas cards, holly wreaths, building nativity scenes or cribs in public places and homes, parties, decorations, turkey, Father Christmas, reindeer etc.
- The Christmas story from Luke 2: 1-20.
- That Christian's celebrate the arrival of Jesus as God's Son - The Incarnation. They are grateful because they believe Jesus brought to earth a message from God about how to live a good life. He performed miracles, helped people and offered forgiveness of sins. Christians believe that through his death and resurrection Jesus would grant all of humanity a fresh start and He was God "incarnate"(God made man).
- That Jesus was born into poor surroundings to show that he was not a worldly King and that he had come to give his good news to everyone.

### Spring 1

**Key Question:** Is anything ever eternal?

**Children know:**

- About Christian weddings – vows. Rings represent eternity.
- How Jesus portrayed love: love your enemies Matthew 6:43-47, The two great commandments Mark 12: 29-31, The Lost Son Luke 15:11-32, Jesus heals 10 men (lepers) Luke 17:11-19, Jesus forgives the people who have crucified him Luke 23:34, God loves the world John 3:16, What is love? 1 Corinthians 13:4-13).
- Jesus taught that love should be eternal and unconditional.
- The parable of the sheep and the goats (Matthew 25: 31-46)

### Spring 2

**Key Question:** Is Christianity still a strong religion 2000 years after Jesus was on Earth?

- Lent - 40 days leading up to Easter.
- Ash Wednesday - First day of Lent: Christians can receive the sign of the cross in ash on their foreheads (the ash is made from burning the previous year's palm crosses from Palm Sunday).
- Shrove Tuesday - The day before Ash Wednesday: typically a time to finish up rich food ready for fasting in Lent; traditionally called Pancake Day in UK.
- Fish symbol - Known as ichthys: means fish in Greek, but the letters are also the initials of five Greek words that mean "Jesus Christ, Son of God, Saviour".
- CAFOD - Catholic Agency for Overseas Development.
- Ten Commandments - Laws or rules handed down to Moses by God on Mount Sinai.

### Summer 1

**Key Question:** Does belief in Akhirah (life after death) help Muslims lead good lives?

- Akhirah - Muslim belief in life after death.
- Muhammad - The final prophet.
- Qu'ran - The Holy book of Islam revealed to the Prophet Muhammad.
- Five Pillars - The framework of the Muslim life. They are the testimony of faith, prayer, giving zakah (support of the needy), fasting during the month of Ramadan, and the pilgrimage to Makkah once in a lifetime for those who are able.
- Ummah - World-wide community of Muslims.

### Summer 2

**Key Question:** How did Jesus create a 'New Covenant' and what does that mean to Christians today?

- Covenant - Agreement or promise (initially between God and Abraham).
- Beatitudes - List found in the Bible in Matthew 5: 3-10:
  - Blessed are the poor in spirit: for theirs is the Kingdom of Heaven.

	<ul style="list-style-type: none"> <li>• ‘Jesus forgives the criminal crucified next to Him’ (Luke 23: 32-43)</li> <li>• That Christians believe that for eternal life they need to believe in God, do their best to follow the Ten Commandments and the 2 great commandments, and ask for forgiveness when they need it (sin). They believe Jesus made forgiveness possible by His crucifixion.</li> <li>• The Humanist perspective that it is right to lead a good life even though they do not believe in life after death – compare and contrast to Christian beliefs.</li> </ul> <p><b>Spring 2</b></p> <p><b>Key Question:</b> Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p> <p><b>Children know:</b></p> <ul style="list-style-type: none"> <li>• Christian festivals - Mother’s Day, Lent, Ash Wednesday, Easter, Shrove Tuesday, Advent, Christmas, Harvest etc.</li> <li>• That many people wear a cross necklace - this represents Jesus death and resurrection, Easter egg is new life after Jesus’ resurrection, bread and wine in communion to represent Jesus’ body and blood, presents at Christmas etc.</li> <li>• Christian charities doing good work to alleviate poverty (CAFOD/Christian Aid/Traidcraft/Salvation Army/L’Arche)</li> <li>• Jesus’ teaching to ‘Love your neighbour’?(Mark 12:28-31)</li> <li>• People take the oath in court by swearing on the Bible</li> <li>• National anthem has reference to ‘God save our gracious queen’</li> </ul> <p><b>Summer 1</b></p> <p><b>Key Question:</b> Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p><b>Children know:</b></p> <ul style="list-style-type: none"> <li>• Many Muslims try to live ‘good’ lives i.e. lives they believe will show love and respect to Allah e.g. prayer, good work, fasting in Ramadan etc.</li> </ul>	<ul style="list-style-type: none"> <li>– Blessed are the meek: for they shall possess the land.</li> <li>– Blessed are they who mourn: for they shall be comforted.</li> <li>– Blessed are they that hunger and thirst after justice: for they shall have their fill.</li> <li>– Blessed are the merciful: for they shall obtain mercy.</li> <li>– Blessed are the clean of heart: for they shall see God.</li> <li>– Blessed are the peacemakers: for they shall be called children of God.</li> <li>– Blessed are they that suffer persecution for justice’ sake, for theirs is the Kingdom of Heaven.</li> <li>• Noah - Old Testament prophet who survived the great flood by building an ark.</li> <li>• Abraham - The first patriarch of the Jewish people.</li> <li>• Moses - An Old Testament prophet who became a religious leader and led the Israelites from Egypt.</li> </ul>
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- Muslims believe that Allah will judge them when they die and weigh up the good things they have done against the not so good i.e. every Muslim will have a judgement day which will determine whether they go to heaven after they die. It may also determine which tier/part of Heaven they are allowed to go to.
- The spiritual struggle or effort of every Muslim to follow the teachings of Allah in their own lives e.g. overcoming anger, greed, pride, working for social justice etc is called 'Greater Jihad'.

### **Summer 2**

**Key Question:** How did Jesus create a 'New Covenant' and what does that mean to Christians today?

#### **Children know:**

- The meaning of Covenant - still used in British Law today to mean an agreement - either both people involved or one person will do something for the other.
- In the Old Testament there are 7 different Covenants that God made with his people.
- God had to make conditional and unconditional Covenants with many different people in the Old Testament because sometimes the people broke their side of the agreement:
  - Genesis 2: 15-17- Adam and Eve - that if they didn't eat from the tree of knowledge then they would never die.
  - Genesis 9: 8-17- end of the story of Noah: God made an unconditional Covenant. He freely promised to never flood the Earth again and that the rainbow was the sign.
  - Genesis 17: 1-7 - God's Covenant with Abraham and how he was promised a son even though he and his wife were nearly 100. This was unconditional - Abraham would have this done for him without him needing to do anything.
  - Exodus 19: 5-6 - God's Covenant with Israel through Moses (10 Commandments follow in chapter 20) - conditional on Israelite's keeping the laws.
  - Jeremiah 31: 31-37.



		<ul style="list-style-type: none"><li>• Jesus has fulfilled the old Covenants and created a “New Eternal Covenant”.</li><li>• Matthew 5: 17-19: Jesus himself talking about how he came to fulfil the old Covenant in the Sermon on the Mount (Could also look at Beatitudes as a way of living).</li><li>• Jesus summarised the 10 Commandments into two: Matthew 22: 34-39</li><li>• Jesus himself said that the Last Supper created the New Covenant (Matthew 26:28, Mark 14:24, Luke 22:20). This was then repeated by Paul in explaining Jesus to non-Jewish people (Gentiles) in 1 Corinthians 11:25. (Created Communion today).</li><li>• Hebrews 8: 13 refers to the “old” Covenant as obsolete and refers to the new one. Chap 13: 20-21: discusses how God has fulfilled the eternal covenant through bringing Jesus back from the dead.</li><li>• Links to covenants in other religions e.g. Judaism.</li></ul>	
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