



The Federation of Middleham (VA) and Spennithorne (VC) CE Primary Schools

Executive Headteacher – Mrs Marie Mann

Blessed is the one who trusts in the Lord, whose confidence is in him.
They will be like a tree planted by the water that sends out its roots by the stream.
It does not fear when heat comes; its leaves are always green.
It has no worries in a year of drought and never fails to bear fruit.

Jeremiah 17: 7 - 8

Religious Education Long Term Plan Overview

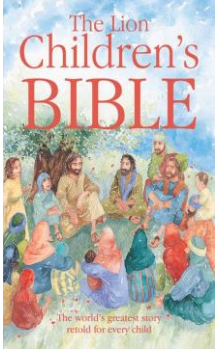
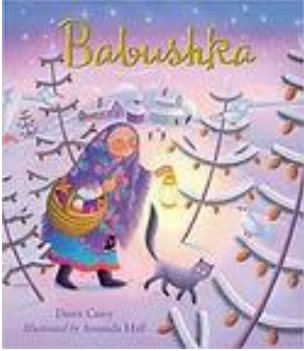

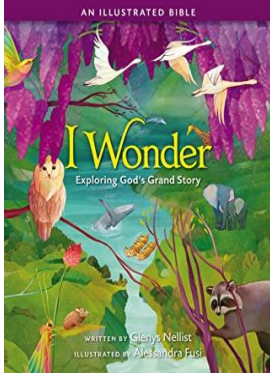
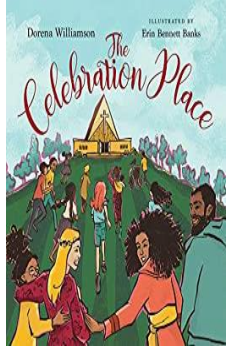
Cycle A	EYFS	Year 1/2	Year 3/4	Year 5/6
Autumn	Expressing - F4 (NYCC) Which times are special and why? Incarnation (UC): Why do Christians perform Nativity plays?	Believing - NYCC 1.4: What can we learn from sacred books? Incarnation UC 1.3: Why does Christmas matter to Christians?	Expressing - NYCC 2.5 Why are festivals important to religious communities? (Focus on Christianity and Hinduism, recap Judaism) Incarnation UC 2.3 What is the Trinity?	Believing - NYCC 2.3 What do Religions say to us when life gets hard? (Christians, Hindus and non-religious) Kingdom of God UC 2.8 : What kind of King was Jesus?
Spring	Believing - F2 (NYCC) Which people are special and why? Salvation (UC): Why do Christians put a cross in an Easter Garden?	Living - NYCC 1.7: What does it mean to belong to a faith community? Creation UC1.2: Who made the world?	Living - NYCC 2.8 What does it mean to be a Hindu in Britain today? Gospel UC2.4 What kind of world did Jesus want?	Walk through the Bible – New Testament Living - NYCC U2.8 What difference does it make to believe in Ahimsa (harmlessness), Grace and Ummah (community)? Hindus, Christians and Muslims. Salvation - UC 2.6b What did Jesus do to save human beings?
Summer	Expressing - F3 (NYCC) – Which places are special and why? God/Creation (UC): Why is the word ‘God’ so important to Christians?	Expressing - NYCC 1.5: What makes some places sacred? God UC1.1: What do Christians believe God is like?	Creation UC2.1 What do Christians learn from the Creation Story? Expressing - NYCC 2.6 Why do some people think that life is a journey? What significant experiences mark this? (Focus on Christian and Hindu journeys)	People of God - UC 2.3b How can following God bring freedom and justice? Expressing - NYCC U2.4 If God is everywhere, why go to a place of worship? (Places of worship – Christians, Hindus and Jewish people)

Cycle B	EYFS	Year 1/2	Year 3/4	Year 5/6
Autumn	Expressing - F4 (NYCC) Which times are special and why? Incarnation (UC): Why do Christians perform Nativity plays?	Believing - NYCC 1.3: Who is Jewish and what do they believe? Expressing - NYCC1.6: How and why do we celebrate special and sacred times?	People of God - UC 2.2a: What is it like to follow God? Believing - NYCC 2.1 What do different people believe about God? (focus on Christianity and Muslims)	Living - NYCC U2.6 What does it mean to be a Muslim in Britain today? Incarnation - UC 2.4b Was Jesus the Messiah?
Spring	Believing - F2 (NYCC) Which people are special and why? Salvation (UC): Why do Christians put a cross in an Easter Garden?	Living - NYCC 1.8 How should we care for others and the world, and why does it matter? Salvation (UC1.5): Why does Easter matter to Christians?	Expressing - NYCC 2.4 Why do people pray? (Focus on how Christians and Muslims pray, link back to previous year’s work on Hinduism) Salvation UC 2.5 Why do Christians call the day Jesus died ‘Good Friday’?	Walk through the Bible – Old Testament Creation and science UC 2.2b : conflicting or complementary? Salvation - UC 2.7b What difference does the resurrection make for Christians?
Summer	Expressing - F3 (NYCC) – Which places are special and why? God/Creation (UC): Why is the word ‘God’ so important to Christians?	Gospel (UC 1.4) What is the good news that Jesus brings? Believing - NYCC 1.1 Who is a Christian and what do they believe?	Living - NYCC 2.9 What can we learn from religions about deciding what is right and wrong? (Christian, Jewish people, non-religious e.g. Humanists) Kingdom of God - UC 2.6a: When Jesus left, what was the impact of Pentecost?	Living - NYCC U2.7 What matters most to Christians and Humanists? Expressing - NYCC U2.5 Is it better to express your religion in arts and architecture or in charity and generosity? (Christians, Muslims and non-religious)

The Federation of Middleham (VA) & Spennithorne (VC) CE Primary Schools
Curriculum Progression EYFS

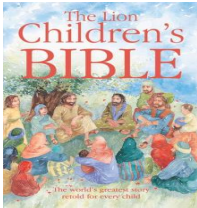
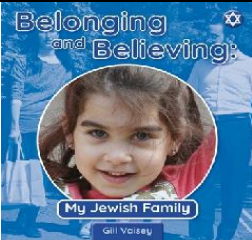

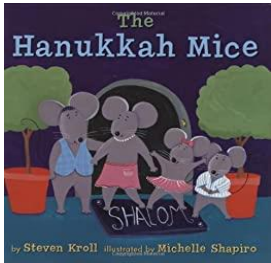
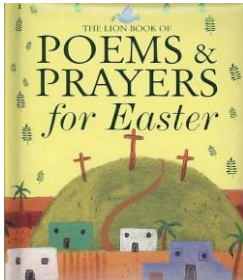



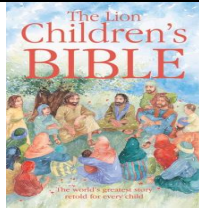
Understanding the World (RE)	Development Matters (Guidance)	ELG (Statutory Framework)	How this achieved in EYFS	Knowledge, skills and vocabulary: By the end of EYFS the children will know...
	Reception: <ul style="list-style-type: none"> Build constructive & respectful relationships Express their feelings and the feelings of others Show resilience and perseverance Be tolerant of others Listen to and talk about stories to build familiarity and understanding. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. 	ELG People, Culture & Communities. <ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts. ELG Building relationships <ul style="list-style-type: none"> Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others' needs. 	<ul style="list-style-type: none"> Daily worship End of the day prayer (CW) Discuss and share family celebrations such as Christmas and birthdays. Who lives and works in our community? Vision and Values Children explore alternative festivals and celebrations through topic learning eg Diwali, Hanukkah, Easter, Holi, Chinese New Year, Halloween, Harvest Festival, Christingle and Bonfire night. National festivals explored including Remembrance Day. Share stories from around the world – discuss similarities and differences seen. Who loves me? Look at families/Community/School (Link PSHE) Looking at RE through Art. Sharing bible stories Role playing stories from the bible. Music and songs 	<p>Knowledge: Golden thread of knowledge</p> <p>God/Creation – I know that...</p> <ul style="list-style-type: none"> the word God is a name. Christians believe God is the Creator of the universe. Christians believe God made our wonderful world and so we should look after it. <p>Incarnation – I know that...</p> <ul style="list-style-type: none"> Christians believe God came to Earth in human form as Jesus. Christians believe Jesus came to show that all people are precious and special to God. <p>Salvation – I know that...</p> <ul style="list-style-type: none"> Christians remember Jesus' last week at Easter. Jesus' name means 'He saves'. Christians believe Jesus came to show God's love. Christians try to show love to others. <p>Christianity – I know that...</p> <ul style="list-style-type: none"> the Bible is the Christians' holy book which helps them to understand more about God. the church building is a special place for Christians. Christmas and Easter are major religious festivals and celebrations. Baptism is a welcoming into the Christian faith community. <p>Islam – I know that....</p> <ul style="list-style-type: none"> the Prophet Muhammed is a special person to Muslims. the Qur'an is a special book for Muslims. Mecca is a special place for Muslims. at least one special story for Muslims (e.g. The Prophet and the Spider). Muslims believe the natural world is special because God created it. <p>Hinduism – I know that....</p> <ul style="list-style-type: none"> a Mandir is a Hindu place of worship Diwali is a major religious festival and celebration in the Hindu calendar. Raksha Bandhan celebrates the special bond between brothers and sisters. <p>Skills:</p> <p>Retell some stories, talking about what they say about the world, God, human beings. Recall simply what happens at a Christian festival. Think, talk and ask questions about different religions and festivals studied.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> God, Creation, Bible, Jesus, Christian. Islam, Qur'an, Muslims. Thematic units Special Stories Religious, Muslims, Islam, Hindus, Hinduism, Christianity, Christians, Believe.

The Federation of Middleham (VA) & Spennithorne (VC) CE Primary Schools
Curriculum Progression Key Stage 1

YEAR 1 & 2 CYCLE A		Autumn Term What can we learn from sacred books? Why does Christmas matter to Christians?	Spring Term What does it mean to belong to a faith community? Who made the world?	Summer Term What makes some places sacred? What do Christians believe God is like?
	High Quality texts	  		
	Enrichment Opportunities	Invite Rev Jeff into school to talk about sacred books A visit to church to find out how Christmas is celebrated. Nativity play RE half day on the Incarnation following Understanding Christianity.	Enrichment Day – Outdoor learning/Forest school Getting creative with Creation: a day of music, drama and arts work that uses the wonders of the natural world, creation stories from Genesis. Using nature to create art.	Visit to the local church or Mosque.
	Cross Curricular, link to school vision and	-Speaking and listening - develop empathy and understanding (e.g. hot seating, drama) -Nativity Play -Collective Worship -Philosophy for Children	- Music listening skills - Appreciation of artwork on creation. - English	-Appreciation of places of worship/Artwork -Philosophy for Children -Speaking and listening - develop empathy and understanding (e.g. hot seating, drama)

	values, British Values			
	Knowledge (National Curriculum links)	<p>Year 1</p> <ul style="list-style-type: none"> I know ways in which Christians and Jewish people treat their sacred books. I know that sacred texts contain stories which are special to many people and should be treated with respect <p>Year 2</p> <ul style="list-style-type: none"> I know stories from the Christian Bible and stories from another faith; suggest the meaning of these stories I know answers to questions arising from stories Jesus told and from another religion I know issues of good and bad, right and wrong arising from the stories I know about stories from sacred texts and give reasons for their significance I know the messages within sacred texts and the way people live <p>Incarnation</p> <ul style="list-style-type: none"> I know Christians believe that Jesus is God and that he was born as a baby in Bethlehem. I know the Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). I know Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming. 	<p>Year 1</p> <ul style="list-style-type: none"> I know some people belong to different religions. I know symbols of belonging from my own experiences. I know symbols of belonging for Christians I know symbols of belonging for Jews I know why symbols of belonging matter to believers I know what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean I know two ways people show how they belong to each other when they get married <p>Year 2</p> <ul style="list-style-type: none"> I know ways in which believers express their identity and belonging within faith communities. I know some similarities and differences between the ceremonies studied <p>Creation</p> <ul style="list-style-type: none"> I know God created the universe. I know the Earth and everything in it are important to God. I know God has a unique relationship with human beings as their Creator and Sustainer. I know humans should care for the world because it belongs to God. 	<p>Year 1</p> <ul style="list-style-type: none"> I know about an object that is used in worship, saying how it is used and how it shows what people believe I know about ways in which stories, objects, symbols and actions used in churches, mosques and synagogues show what people believe. I know some of the ways in which people use music in worship, and can talk about how different kinds of music makes them feel. <p>Year 2</p> <ul style="list-style-type: none"> I know to ask good questions during a school visit about what happens in a church and synagogue. I know that some people regularly worship God in different ways and in different places. <p>God</p> <ul style="list-style-type: none"> I know Christians believe in God, and that they find out about God in the Bible. I know Christians believe God is loving, kind, fair and forgiving, and Lord and King. I know some stories show these Christian beliefs. I know Christian's worship God and try to live in ways that please him.
	Skills	<p>Year 1</p> <ul style="list-style-type: none"> Retell a religious story and talk about it. Recall and name different beliefs and practices including festival, worship rituals and ways of life. Think about some of the stories used in religion. <p>Year 2</p> <ul style="list-style-type: none"> Retell a range of religious stories and suggest meanings to some religious and moral stories. Make links between the messages within sacred texts and the way people live. Talk about issues of good and bad, right and wrong. 	<p>Year 1</p> <ul style="list-style-type: none"> Talk about and show an awareness that some people belong to different groups and that it is important to them. Recognise and name some symbols of belonging and can give an account of what happens at a traditional Christian baptism. Identify two ways people show they belong to each other when they get married. Think about the special things that happen to them and others. <p>Year 2</p> <ul style="list-style-type: none"> Give examples of ways in which believers express their identity and belonging within faith communities. 	<p>Year 1</p> <ul style="list-style-type: none"> Recognise that there are special places where people go to worship. Identify at least three objects used in worship in Christianity and Judaism. Identify special objects and symbols found in a place where people worship. Talk about ways in which stories, objects, symbols and actions used in churches and synagogues show what people believe. <p>Ask good questions about what happens in a church.</p> <p>Year 2</p>

			- Identify some similarities and differences between the ceremonies studied.	- Suggest meanings to religious songs. - An awareness that some people regularly worship God in different ways.
	Vocabulary	<p>Sacred, holy</p> <p>Christian – bible, parable, story, God</p> <p>Jewish – Tenakh, Torah, ark, scrolls, bimah, Torah, Noah.</p> <p>sacred, holy, prayer, Respect, Rules</p> <p>Muslim – Holy Qur'an, prayer mat, Prophet Muhammad, Arabic.</p> <p>Nativity, Bethlehem, Angel Gabriel, Saviour, Innkeeper, Stable Manger, Shepherd, Gold, Frankincense, Myrrh</p>	<p>Belonging, promises, Faith, prayer, community, ceremony, baptism, wedding, Christian,</p> <p>Jews, naming ceremony, Bar Mitzvah, Bat Mitzvah (a ceremony where a Jewish girl becomes an adult), Rites of passage, ketubah.</p> <p>Muslim, Islam, Aqiqah.</p>	<p>Sacred, Holy, special, respect, places of worship, Christianity. Church, altar, cross, font, lectern, candles, hymns.</p> <p>Synagogue, ark, Ner Tamid, Torah scroll, tallit, kippah, bimah.</p> <p>Forgiveness - What makes forgiveness a distinctively Christian value? Because God forgives us. Christian forgiveness is based on God's unconditional love for us, and despite the mistakes we make and the selfish attitudes we have, God still forgives us. And God not only forgives us but makes us new inside when we trust in him and helps us to live each day by giving us His Holy Spirit as our helper. Further, we can forgive others because God forgives us.</p> <p>We see forgiveness shown in the Christian narrative in many ways. God enables us to be forgiven because of Jesus's death and resurrection. The Bible is full of verses which talk about forgiveness, and also command us to forgive others. The Prodigal Son, the story of Joseph, and Jesus at the well all exemplify forgiveness.</p>

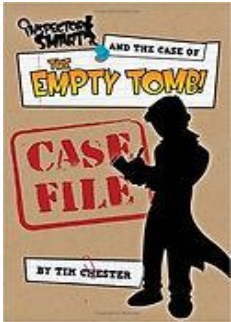
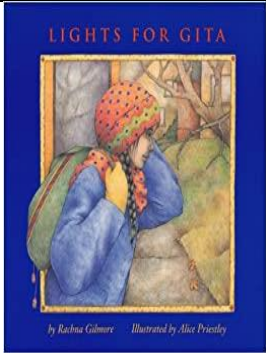
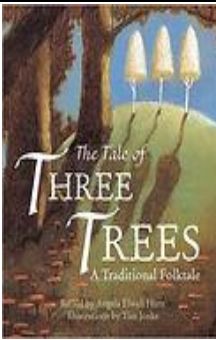


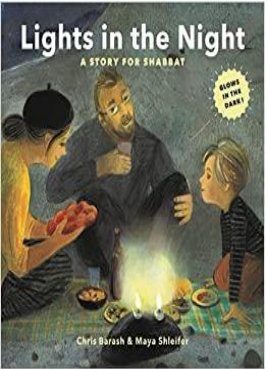
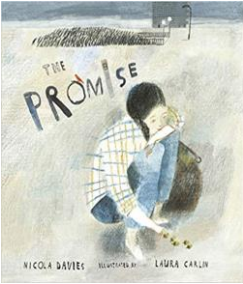
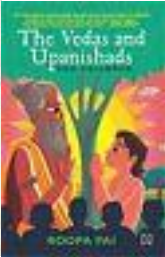
YEAR 1 & 2 CYCLE B		Autumn Term Who is Jewish and what do they believe? How and why do we celebrate special and sacred times?	Spring Term How should we care for others and the world, and why does it matter? Why does Easter matter to Christians?	Summer Term What is the good news that Jesus brings? Who is a Christian and what do they believe?
	High Quality texts	   	   	
	Enrichment Opportunities	Our federation focus for the year will be on Islam. September Mr Imran Kotwai from Muslim Learner Services to visit FEDMAS for the day. The children will have a day learning about Islam. The children will have hands-on experience to stimulate their curiosity about Islam. December RE half day on the Incarnation following Understanding Christianity. CMS to plan and teach each year group Invite Rev Jeff into school to talk about Christmas.	RE half day on Salvation following the resource Understanding Christianity. Children to watch Year 3/4 present their topic on the Muslim faith. A visit to the local church. Look at the Stations of the cross and how our local place of worship celebrates Easter.	Whole school visit to a mosque in Manchester with links to Muslim Learner Services to complete our focus on Islam. A visit from Rev Jeff to talk about what is the good news that Jesus brings?


		A visit to church to find out how Christmas is celebrated. Harvest festival Nativity play		
	Cross Curricular, link to school vision and values, British Values	-Speaking and listening - develop empathy and understanding (e.g. hot seating, drama) -Nativity Play - music -Collective Worship -Philosophy for Children - History	- Speaking and listening - develop empathy and understanding - Art and music – the story of Holy Week through art and music. - Philosophy for children - PSHE - History - Geography - ICT (booklet)	- English - PSHE - Philosophy for children – good and bad, right and wrong. How do we decide?
	Knowledge (National Curriculum links)	<p>Year 1</p> <ul style="list-style-type: none"> I know that some Jewish people remember God in different ways. I know how the mezuzah in the home reminds Jewish people about God I know how Shabbat is a special day of the week for Jewish people. I know a special time that is celebrated and can explain what celebration means. I know ways Jesus was a special person who Christians believe is the Son of God I know some ways Christians celebrate Christmas/Harvest and some ways a festival is celebrated in another religion. <p>Year 2</p> <ul style="list-style-type: none"> I know some examples of what Jewish people might do to celebrate Shabbat I know a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means I know some Jewish teachings and how Jewish people live. I know the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways I know stories connected with Christmas/Harvest and a festival in another religion and say why these are important to believers. I know questions and can suggest answers about stories to do with Christian festivals and a story from a festival in another religion. I know meanings for some symbols and actions used in religious celebrations, including Christmas and Chanukah. I know some similarities and differences between the celebrations studied. 	<p>Year 1</p> <ul style="list-style-type: none"> I know how religions teach that people are valuable. I know that some people believe God created the world and so we should look after it. I know Bible stories and stories from Judaism about caring for others and the world. I know ways that some people make a response to God by caring for others and the world. <p>Year 2</p> <ul style="list-style-type: none"> I know and can talk about issues of good and bad, right and wrong from stories. I know some texts promote the 'Golden Rule' and can think about what would happen if people followed this idea more. I know of ways in which believers put their beliefs about others and the world into action, making links with religious stories. <p>Salvation</p> <ul style="list-style-type: none"> I know Easter is very important in the 'big story' of the Bible. I know Christians believe Jesus rose again, giving people hope of a new life. 	<p>Gospel</p> <ul style="list-style-type: none"> I know Christians believe Jesus brings good news for all people. I know Christians, this good news includes being loved by God, and being forgiven for bad things. I know Christians believe Jesus is a friend to the poor and friendless. I know Christians believe Jesus' teachings make people think hard about how to live and show them the right way. <p>Year 1</p> <ul style="list-style-type: none"> I know Christians believe in God and that they follow the example of Jesus. I know some Christian symbols and images used to express ideas about God. I know simple ideas about Christian beliefs and God and Jesus. I know a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means. <p>Year 2</p> <ul style="list-style-type: none"> I know about issues of good and bad, right and wrong arising from the stories. I know and can ask questions about believing in God and offer some ideas of my own. I know what Jesus taught and what Christians believe and do.

	Skills	<p>Year 1</p> <ul style="list-style-type: none"> - Talk about the fact that Jewish people believe in God and that they remember God in different ways. - Talk about how Shabbat is a special day and how the mezuzah reminds Jewish people about God. <p>Year 2</p> <ul style="list-style-type: none"> - Retell a story that show what Jewish people at festivals might think about God. - Ask some questions about believing in God. - Make links between some Jewish teachings and how Jewish people live. - Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance. 	<p>Year 1</p> <ul style="list-style-type: none"> - Talk about how religions teach that people are valuable. - Recognise that some people believe God created the world so we should look after it. - Re-tell bible stories and stories from Judaism. - Talk about issues of good and bad. <p>Year 2.</p> <ul style="list-style-type: none"> - Talk about some texts from different religions that promote the 'the Golden Rule'. - Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories. 	<p>Year 1</p> <ul style="list-style-type: none"> - Talk about the fact that Christians believe in God and follow the example of Jesus. - Recognise some Christian symbols and images. - Talk about some simple ideas about Christian beliefs from God and Jesus. <p>Re-tell a story that shows what Christians might think about God.</p> <ul style="list-style-type: none"> - Talk about issues of good and bad. - Ask some questions about believing in God. <p>Year 2</p> <ul style="list-style-type: none"> - Make links between what Jesus taught and what Christians believe and do. - Respond thoughtfully to a piece of Christian music and a Bible text that inspired it.
	Vocabulary	<p>Celebrations Jewish beliefs God Mezuzah. Shabbat Sukkoth Chanukah or Pesach (Passover)</p> <p>Christianity Christmas Harvest Shabbat Pesach Chanukah Sukkot Light</p>	<p>Unique Important Teachings Values Benefits Responsibilities Caring Gifts Serving Alms Zakat Charity Tzedakah Inspired Mother Theresa Dr Barnardo Creation Spoiled Environment</p> <p>Weeping Easter Holy Week Jerusalem Palm Sunday Last Supper Betrayal Arrested Denial Good Friday Crucifixion Tomb Easter Sunday Resurrection Pesach (Passover) Moses Exodus Slave Pharaoh Plague</p> <p>Hope - We see hope shown in the Christian narrative in many ways. The resurrection gives us hope for eternal life. The gospel stories tell of hope, for example the woman who touched Jesus' robe ("If I just touch his clothes I will be healed."). The rainbow after the flood is a sign that God will never break his covenant of love with us. God used Moses to lead the Israelites out of Egypt, when slavery seemed their destiny. The lost coin and the lost sheep tell us of the lengths God will go to bring us back.</p>	<p>Gospel Christians Jesus Poor Jesus' teachings Bible peace Forgiveness Good News Prayer New Testament</p> <p>Old Testament, Bible, Christian God – All-powerful, loving, forgiving. Parable, miracle, teaching, birth, death and resurrection. Prayer, worship, praise.</p>

The Federation of Middleham (VA) & Spennithorne (VC) CE Primary Schools

Curriculum Progression Lower Key Stage 2

YEAR 3 & 4 CYCLE A		Autumn Term NYCC 2.5 Why are festivals important to religious communities? (Focus on Christianity and Hinduism, recap Judaism) Incarnation UC 2.3 What is the Trinity?	Spring Term NYCC 2.8 What does it mean to be a Hindu in Britain today? Gospel UC2.4 What kind of world did Jesus want?	Summer Term Creation UC2.1 What do Christians learn from the Creation Story? NYCC 2.6 Why do some people think that life is a journey? What significant experiences mark this? (Focus on Christian and Hindu journeys)
	High Quality texts	 	 	   
	Enrichment Opportunities	Visit from Rev Jeff to talk about the Trinity. December RE half day on the Incarnation following Understanding Christianity.	Enrichment Day RE half day on Salvation following Understanding Christianity. Year 3 and 4 to deliver a short presentation to Spennithorne on their work on Islam.	Enrichment Day – Forest school Getting creative with Creation: a day of music, drama and arts work that uses the wonders of the natural world, creation stories from Genesis. Outdoor learning, being creative and using Gods creation to produce art, drama etc.
	Cross Curricular, link to school	Art and Music – Using art and music as a lesson starter. English– The story of Rama and Sita PSHE eco waste creations Art Make rangoli patterns	-Speaking and listening - develop empathy and understanding (e.g. hot seating, drama) English History	Art through creation Creation through music Philosophy for children
				<p>The promise</p> <p>https://www.youtube.com/watch?v=ea7W4EfhZGk</p>

	vision and values, British Values		Art, drama and music.	
	Knowledge (National Curriculum links)	<p>Year 3</p> <ul style="list-style-type: none"> I know some differences between religious festivals and other types of celebrations. I know stories behind festivals. I know connections between stories, symbols and beliefs with what happens in at least two festivals. I know about what matters most to believers in festivals. <p>Year 4</p> <ul style="list-style-type: none"> I know the way festivals are celebrated within and between religions. I know what is worth celebrating and remembering in religious communities and in their own lives. I know about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media. I know why religious festivals are valuable to many people. <p>Incarnation</p> <ul style="list-style-type: none"> I know Christians believe God is Trinity: Father, Son and Holy Spirit. I know Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. I know Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. I know Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. I know Christians worship God as Trinity. It is a huge idea to grasp, and Christians have created art to help to express this belief. I know Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus. 	<p>Year 3</p> <ul style="list-style-type: none"> I know what Hindus have and do in their families and at mandir to show their faith. I know what Hindus do to show their faith. I know what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life. I know some ways in which Hindus express their faith through puja, aarti and bhajans. <p>Year 4</p> <ul style="list-style-type: none"> I know at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes I know links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others I know similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught I know ideas about what it means to be a Hindu in Britain today, making links with their own experiences <p>Gospel</p> <ul style="list-style-type: none"> I know Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. I know Jesus shows love and forgiveness to unlikely people. I know Christians try to be like Jesus — they want to know him better and better. I know Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice. 	<p>Creation and Fall</p> <ul style="list-style-type: none"> I know God the Creator cares for the creation, including human beings. I know human beings are part of God's good creation, they do best when they listen to God. I know the Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments). [Building block from EYFS: Christians believe God made our wonderful world and so we should look after it.] <p>Year 3</p> <ul style="list-style-type: none"> I know some of the way's religions mark milestones of commitment. I know at least two promises made by believers at these ceremonies and say why they are important. I know why some people see life as a journey and identify some of the key milestones on this journey. <p>Year 4</p> <ul style="list-style-type: none"> I know what happens in Christian and Hindu ceremonies of commitment and say what these rituals mean. I know why marking the milestones of life are important to Christians and Hindus. I know how believers show commitment with their own ideas about community, belonging and belief. I know the similarities and differences between ceremonies of commitment. I know about the value and challenge of religious commitment in Britain today.
	Skills	<p>Year 3</p> <ul style="list-style-type: none"> Recognise and identify some differences between religious festivals and other types of celebrations. Retell some stories behind festivals. Make connections between stories, symbols and beliefs. Ask questions about what matters most to believers in festivals. <p>Year 4</p> <ul style="list-style-type: none"> Identify similarities and differences in the way festivals are 	<p>Year 3</p> <ul style="list-style-type: none"> Identify and name examples of what Hindus have and do in their families and at mandir to show their faith. Ask good questions about what Hindus do to show their faith. Describe some examples of what Hindus do to show their faith. Describe some ways in which Hindus express their faith through puja, aarti and bhajans. 	<p>Year 3</p> <ul style="list-style-type: none"> Recall and name some of the ways religions mark milestones of commitment. Identify at least two promises made by believers at these ceremonies. Suggest why some people see life as a journey. <p>Year 4</p> <ul style="list-style-type: none"> Describe what happens in Christian and Hindu ceremonies of

		<p>celebrated within and between religions.</p> <ul style="list-style-type: none"> • Discuss and present their own responses about the role of festivals in the life of Britain today. • Suggest how and why religious festivals are valuable to many people. 	<p>Year 4</p> <ul style="list-style-type: none"> • Discuss links between the actions of Hindus in helping others. • Explain similarities and differences between Hindu worship and worship in another tradition. • Discuss and present ideas about what it means to be a Hindu in Britain today. 	<p>commitment.</p> <ul style="list-style-type: none"> • Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief. • Explain similarities and differences between ceremonies of commitment. • Discuss and present their own ideas about value and challenges of religious commitment in Britain today.
	Vocabulary	<p>Christmas, Harvest, Christian, Diwali, Hinduism, festivals, celebration.</p> <p>Ten Commandments Community Jesus God the Father God the son God the Holy Spirit Incarnation</p> <p>Faith - What makes faith a distinctively Christian value? The Bible says that God's character never changes, and so we can have faith and trust that he will do what he says. Therefore, having faith in God helps us not to be "blown and tossed by the wind" (James 1:6). Prayer to God is a demonstration of faith. God has faith in us as he tasks us to love one another and carry out his mission on earth.</p> <p>We see faith shown in the Christian narrative in many ways. Notably, in Hebrews 11, the Bible mentions several 'heroes' who followed God's instructions because of their faith in Him, yet never received what had been promised. Almost all Bible stories demonstrate faith in action as they show normal people trusting in God because of their faith. Job, Lazarus, Noah, Joseph, Zacchaeus, Mary & Joseph, and even Judas are particular stories that help us understand what faith looks like.</p>	<p>Hindu, Hinduism, Santana Dharma, Eternal Way. Dharma, puja, religious and moral duty, kama, cycle of birth and rebirth; reincarnation, karma, Mandir.</p> <p>Parable Samaritan neighbour Pharisee Tax collector New Testament humility crucifixion resurrection salvation miracle</p> <p>Humility - Humility, or being humble, is about putting others first and knowing that you are not perfect. In this Bible story, Jesus mentioned that it was the tax collector that God was most pleased with... the tax collector who would be made great.</p> <p>Hope - We see hope shown in the Christian narrative in many ways. The resurrection gives us hope for eternal life. The gospel stories tell of hope, for example the woman who touched Jesus' robe ("If I just touch his clothes I will be healed."). The rainbow after the flood is a sign that God will never break his covenant of love with us. God used Moses to lead the Israelites out of Egypt, when slavery seemed their destiny. The lost coin and the lost sheep tell us of the lengths God will go to bring us back.</p>	<p>Creation God ceremonies faith cleansing baptism bible Christians</p> <p>Journey. Ceremonies, Christianity, confirmation, Hinduism, symbols and rituals.</p> <p>Promises, signposts, spiritual teaching, community, belonging and belief.</p>

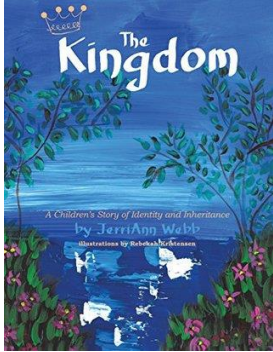
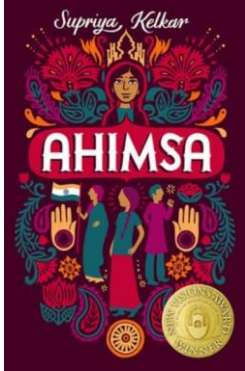
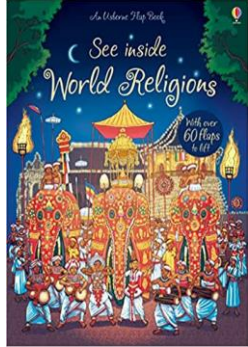
YEAR 3 & 4 CYCLE B		Autumn Term UC 2.2a People of God: What is it like to follow God? NYCC 2.1 What do different people believe about God? (focus on Christianity and Muslims)	Spring Term Why do people pray? (Focus on how Christians and Muslims pray, link back to previous year's work on Hinduism) Salvation UC 2.5 Why do Christians call the day Jesus died 'Good Friday'?	Summer Term NYCC 2.9 What can we learn from religions about deciding what is right and wrong? (Christian, Jewish people, non-religious e.g. Humanists) UC 2.6a Kingdom of God: When Jesus left, what was the impact of Pentecost?
	High Quality texts	 	   	 
	Enrichment Opportunities	Our federation focus for the year will be on Islam. September Mr Imran Kotwai from Muslim Learner Services to visit FEDMAS for the day. The children will have a day learning about Islam. The children will have hands-on experience to stimulate their curiosity about Islam. December RE half day on the Incarnation following Understanding Christianity. CMS to plan and deliver to each year group Visit from Rev Jeff to talk about the Trinity.	RE half day on Salvation following Understanding Christianity. March Easter Federation Day will focus on the Stations of the Cross and will conclude with an Easter service led by the children. Easter: did he really? Set up an experiential set of reflective 'stations' that tells the story of Maundy Thursday, Good Friday and Easter Sunday. Explore the experience of Jesus' followers in the narrative through story, drama, music, drawing, poems, sculpture and reflection. Get pupils to create their own drama or speaking performances on the human themes of betrayal, loneliness, suffering, despair and hope.	Whole school visit to a mosque in Manchester with links to Muslim Learner Services to complete our focus on Islam. Good and bad, right and wrong; how do we decide? Use philosophy for children to explore this idea to lead to a formal debate.
	Cross Curricular, link to school vision and values, British Values	PSHE Art and Music English Whole class reading	Global neighbours Philosophy for children Whole class reading Music – call to prayer	Artwork – Pentecost Music – Pentecost English History PSHE Philosophy for children – right and wrong

	Knowledge (National Curriculum links)	<p>Christianity</p> <ul style="list-style-type: none"> I know the Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God. I know the People of God try to live in the way God wants, following his commands and worshipping him. I know they believe he promises to stay with them, and Bible stories show how God keeps his promises. <p>Islam - Year 3</p> <ul style="list-style-type: none"> I know the beliefs about God that are held by Christians and Muslims. I know the meanings of stories from sacred texts about people who encountered God. I know some of the ways in which Christians and Muslims describe God. I know some responses about God. I know why having a faith or belief in something can be hard. I know how and why it makes a difference in people's lives in God. <p>Year 4</p> <ul style="list-style-type: none"> I know some similarities and differences between ideas about what God is like in different religions. I know why there are many ideas about God and express their own understanding of God through words, symbols and the arts. 	<p>Islam Year 3</p> <ul style="list-style-type: none"> I know what some believers say and do when they pray. I know how praying helps religious believers. I know the practice of prayer in the religions studied. I know what people believe about prayer and what they do when they pray. <p>Year 4</p> <ul style="list-style-type: none"> I know ways in which prayer can comfort and challenge believers. I know similarities and differences between how Christians and Muslims pray. I know similarities and differences between how people pray. I know the significance of prayer in the lives of people today. <p>Salvation</p> <ul style="list-style-type: none"> I know Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. I know the various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. I know Christians today trust that Jesus really did rise from the dead, and so is still alive today. I know Christians remember and celebrate Jesus' last week, death and resurrection 	<p>Year 3</p> <ul style="list-style-type: none"> I know some rules for living in religious traditions. I know at least tow teachings from religions about how to live a good life. I know rules for living from religions and suggest ways in which they might help believers with difficult decisions. <p>Year 4</p> <ul style="list-style-type: none"> I know connections between stories of temptation and why people can find it difficult to be good. I know examples of ways in which some inspirational people have been guided by their religion. I know own and others' ideas about how people decide right and wrong. I know similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system. I know about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity. <p>Kingdom of God</p> <ul style="list-style-type: none"> I know Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e., Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven). I know Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him. I know Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God. I know Christians celebrate Pentecost as the beginning of the Church.
		<p>Year 3</p> <ul style="list-style-type: none"> - identify beliefs about God that are held by Christians and Muslims. - re-tell and suggest the meanings of stories from sacred texts about people who encountered God. - Describe some of the ways in which Christians and Muslims describe God. - Ask questions and suggest some of their own responses to ideas about God. - Identify how and say why it makes a difference in peoples lives to believe In God. <p>Year 4</p> <ul style="list-style-type: none"> - Identify some similarities and differences between ideas about what God is like in different religions. 	<p>Year 3</p> <ul style="list-style-type: none"> - Describe what some believers say and do when they pray. - Respond thoughtfully to examples of how praying helps religious believers. - Describe the practice of prayer in Christianity and Islam. - Make connections between what people believe about prayer and what they do whey they pray. <p>Year 4</p> <ul style="list-style-type: none"> - Describe and comment on similarities and differences between how Christians and Muslims pray. - Explain similarities and differences between how people pray. - Consider and evaluate the significance of prayer in the lives of people today. 	<p>Year 3</p> <ul style="list-style-type: none"> - Recall and talk about some rules for living n religious traditions. - Find out at least tow teachings from religions about how to live a good life. - Give examples of rules for living from religions and suggest ways in which they might help believers make difficult decisions. <p>Year 4</p> <ul style="list-style-type: none"> - Make connection between stories of temptation and why people can find it difficult to be good. - Discuss their own and others' ideas about how people decide right and wrong. - Explain some similarities and differences between the codes for living used by Christians and the followers of Islam. - Express ideas about right and wrong, good and bad for

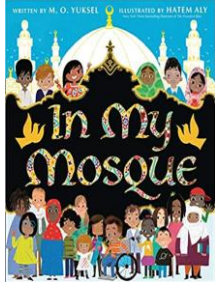
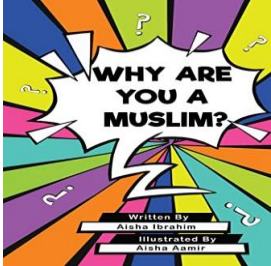
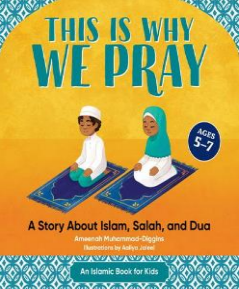

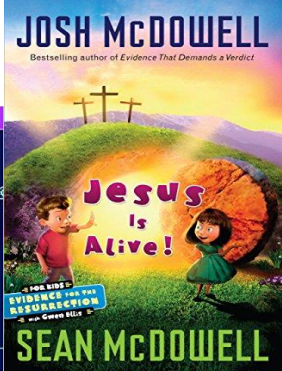
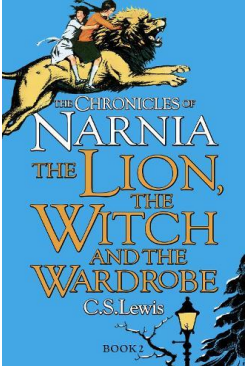
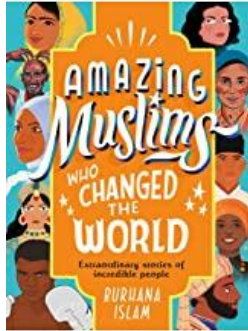
		- Discuss and present their own ideas about why there are many ideas about God.		themselves.
	Vocabulary	Trust, faith, Trimurti – Brahma (creator) murtis, Moses, Jonah, Muhammad. Harvest Festival, Advent, Messiah, Christ, Gospel, Jesus, Holy Spirit, God the Creator, Trinity, heaven, nativity.	Muslim, Qur'an, Hindu, Gayatri Mantra, spiritual, atheists, prayer, God, crucifixion resurrection salvation Easter Good Friday Holy week Palm Sunday Jerusalem Palm Maundy Thursday suffering The Last Supper tomb sins Golgotha hill Pontius Pilate New Testament Gospels Life and ministry.	Ten commandments, the Golden rule, Christianity, Humanists, The Beatitudes, Judaism, traditions, love, forgiveness, honesty, kindness, generosity and service.

The Federation of Middleham (VA) & Spennithorne (VC) CE Primary Schools

Curriculum Progression Upper Key Stage 2

YEAR 5 & 6 CYCLE A		Autumn Term NYCC 2.3 What do Religions say to us when life gets hard? (Christians, Hindus and non-religious) UC 2.8b Kingdom of God: What kind of King was Jesus?	Spring Term NYCC U2.8 What difference does it make to believe in Ahimsa (harmlessness), Grace and Ummah (community)? Hindus, Christians and Muslims. UC 2.6b What did Jesus do to save human beings?	Summer Term UC 2.3b How can following God bring freedom and justice? NYCC U2.4 If God is everywhere, why go to a place of worship? (Places of worship – Christians, Hindus and Jewish people)
	High Quality texts			
	Enrichment Opportunities	Visit to church to celebrate Harvest Festival – link to when life gets hard, what do religions say? December RE half day on the Incarnation following Understanding Christianity.	Enrichment Day	Whole school visit to a mosque in Manchester with links to Muslim Learner Services to complete our focus on Islam. Year 5 and 6 to present to the rest of the school on Islam.
	Cross Curricular, link to school vision and values, British Values	Global neighbours Philosophy for children – What do you do when life gets hard? History Speaking and listening - develop empathy and understanding (e.g. hot seating, drama)	History – Gandhi Philosophy for children	Philosophy for children – Freedom and justice Art and music through places of worship English
	Knowledge (National Curriculum links)	Year 5 <ul style="list-style-type: none"> I know about life, death, suffering and what matters most in life by raising thoughtful questions. I know some simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation. I know about how and why religion can help believers when times are hard. Year 6 <ul style="list-style-type: none"> I know about life after death from Christian, Hindu and non-religious. I know some similarities and differences between beliefs about life after death. 	Year 5 <ul style="list-style-type: none"> I know what Ahimsa, Grace or Ummah mean to religious people. I know connections between beliefs and behaviour in different religions Year 6 <ul style="list-style-type: none"> I know connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions I know the challenges of being a Hindu, Christian or Muslim in Britain today I know the similarities and differences between beliefs and behaviour in different faiths. 	People of God <ul style="list-style-type: none"> I know the Old Testament pieces together the story of the People of God. I know the story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin. I know Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. Year 5 <ul style="list-style-type: none"> I know some key features of places of worship.

		<ul style="list-style-type: none"> I know some reasons why Christians and Humanists have different ideas about an afterlife. I know and can explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives. <p>Kingdom of God</p> <ul style="list-style-type: none"> I know Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. I know the Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. I know many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world. 	<ul style="list-style-type: none"> I know similarities in ways in which key beliefs make a difference to life in two or three religions I know the significance of the three key ideas studied, in relation to their own ideas <p>Salvation</p> <ul style="list-style-type: none"> I know 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. I know the Gospels give accounts of Jesus' death and resurrection. The New Testament says that Jesus' death was somehow 'for us'. I know 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. I know Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). I know 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 	<ul style="list-style-type: none"> I know what believers say about their places of worship. I know and can make connections between how believers feel about places of worship. I know the most important functions of a place of worship for the community. I know places of worship support believers in difficult times, explaining why this matter to believers. <p>Year 6</p> <ul style="list-style-type: none"> I know about the importance of people in a place of worship, rather than the place itself. I know places of worship fulfil special functions in the lives of believers. I know the value and purpose of places of worship in religious communities.
	Skills	<p>Year 5</p> <ul style="list-style-type: none"> Raise thoughtful questions Give simple definitions of some key terms to e.g. salvation, heaven, reincarnation. Express ideas about how and why religion can help believers Outline Christian, Hindu beliefs about life after death. <p>Year 6</p> <ul style="list-style-type: none"> Explain some similarities and differences between beliefs about life after death. Explain some reasons why Christians and Humanists have different ideas about an afterlife. Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives. Interpret a range of artistic expressions of afterlife. 	<p>Year 5</p> <ul style="list-style-type: none"> Describe what Ahimsa Grace or Ummah mean. Respond sensitively to examples of religious practice. Make connections between beliefs and behavior. <p>Year 6</p> <ul style="list-style-type: none"> Outline the challenges of being a Hindu, Christian in Britain today. Make connections between belief in ahimsa, grace and Ummah. Consider similarities and differences between beliefs and behavior in different faiths. Explain similarities in ways in which key beliefs make a difference to life. Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas. 	<p>Year 5</p> <ul style="list-style-type: none"> Recall and name some key features of places of worship. Find out about what believers say about their places of worship. Make connections between how believers feel about places of worship in different traditions. Select and describe the most important functions of a place of worship for the community. Give examples of how places of worship support believers in difficult times. <p>Year 6</p> <ul style="list-style-type: none"> Present ideas about the importance of people in a place of worship, Outline how and why places of worship fulfil special functions in the lives of believers. Comment thoughtfully on the value and purpose of places of worship in religious communities.
	Vocabulary	Life Death Suffering Reflect Spirit Soul Faith Bereaved Life after death Afterlife Judgement Heaven Salvation Karma Reincarnation Moksha Liturgies Meditations Funeral Eulogy Jesus King God	Commitment Ahimsa harmless Karma reincarnation Gandhi liberation acts of service grace unconditional love forgiveness resurrection submission Gandhi Last Supper meditation prayer The night of ascent The road to Makkah Ummah pilgrimage Zakat Sunni	Place of worship Anglican Church pilgrimage, Hinduism, synagogue, church. Meditation, house of God. Bread & Wine Lectern Congregation Font Altar Priest

YEAR 5 & 6 CYCLE B		<p>Autumn Term</p> <p>NYCC U2.6 What does it mean to be a Muslim in Britain today?</p> <p>UC 2.4b Was Jesus the Messiah?</p>	<p>Spring Term</p> <p>UC 2.2b Creation and science: conflicting or complementary?</p> <p>UC 2.7b What difference does the resurrection make for Christians?</p>	<p>Summer Term</p> <p>NYCC U2.7 What matters most to Christians and Humanists?</p> <p>NYCC U2.5 Is it better to express your religion in arts and architecture or in charity and generosity? (Christians, Muslims and non-religious)</p>
	High Quality texts	  	  	
	Enrichment Opportunities	<p>Our federation focus for the year will be on Islam.</p> <p>September</p> <p>Mr Imran Kotwai from Muslim Learner Services to visit FEDMAS for the day. The children will have a day learning about Islam. The children will have hands-on experience to stimulate their curiosity about Islam.</p> <p>December</p> <p>RE half day on the Incarnation following Understanding Christianity. CMS to plan and deliver to each year group.</p>	<p>Enrichment Day</p> <p>RE half day on Salvation following Understanding Christianity.</p> <p>March</p> <p>Easter Federation Day will focus on the Stations of the Cross and will conclude with an Easter service led by the children.</p> <p>Easter: did he really? Set up an experiential set of reflective 'stations' that tells the story of Maundy Thursday, Good Friday and Easter Sunday. Explore the experience of Jesus' followers in the narrative through story, drama, music, drawing, poems, sculpture and reflection. Get pupils to create their own drama or speaking performances on the human themes of betrayal, loneliness, suffering, despair and hope.</p> <p>Getting creative with Creation: a day of music, drama and arts work that uses the wonders of the natural world, creation stories from Genesis, Hindu tradition or the Qur'an and arguments about our origins (are we an accident or plan of love?) to explore</p>	<p>A visit a mosque in Manchester links back to Autumn Term.</p> <p>Summer Term Year 5 and 6 to present to the rest of the school about their unit on Islam.</p>

			the question 'Does a beautiful world mean there must be a wonderful God?' Philosophical RE meets creative arts! February after half-term	
	Cross Curricular, link to school vision and values, British Values	Art and music Philosophy for children Global neighbours	Philosophy for children Art and music Speaking and listening - develop empathy and understanding (e.g. hot seating, drama)	Global neighbours Philosophy for children – How is God holy and loving? English Art
	Knowledge (National Curriculum links)	<p>Christianity</p> <ul style="list-style-type: none"> I know Jesus was Jewish. I know Christians believe Jesus is God in the flesh. I know they believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. I know the Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like. I know Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) I know Christians see Jesus as their Saviour (See Salvation). <p>Islam – Year 5</p> <ul style="list-style-type: none"> I know and can describe the five pillars of Islam and give examples of how these affect the everyday lives of Muslims. I know three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live. I know connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. I know and can reflect on the significance of the Holy Qur'an to Muslims. I know the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. <p>Year 6</p> <ul style="list-style-type: none"> I know and can make connections between the key functions of the mosque and the beliefs of Muslims. I know the value and purpose of religious practices and rituals in a Muslims daily life. 	<p>Creation and Science</p> <ul style="list-style-type: none"> I know there is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. I know 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? I know there are many scientists through history and now who are Christians. I know the discoveries of science make Christians wonder even more about the power and majesty of the Creator. <p>Salvation</p> <ul style="list-style-type: none"> I know 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. I know the Gospels give accounts of Jesus' death and resurrection. • The New Testament says that Jesus' death was somehow 'for us'. I know 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. I know Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). I know 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. 	<p>Year 5</p> <ul style="list-style-type: none"> I know why humans can be both good and bad, making links with Christian ideas. I know what Christians mean about humans being made in the image of God and being 'fallen'. I know some Christian and Humanist values. I know and can express their own ideas about some big moral concepts, such as fairness, honesty, comparing them with the ideas of others. <p>Year 6</p> <ul style="list-style-type: none"> I know reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of views. I know some similarities and differences between Christian and Humanist values. <p>Islam – Year 5</p> <ul style="list-style-type: none"> I know about religious teachings, charities and ways of expressing generosity. I know connections between examples of religious creativity. I know the value of sacred buildings and art. <p>Year 6</p> <ul style="list-style-type: none"> I know why some believers see generosity and charity as more important than buildings and art. I know how and why some Humanists criticize spending on religious buildings or art.

	Skills	<p>Year 5</p> <ul style="list-style-type: none"> •Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims. •Identify three reasons why the Holy Qur'an is important to Muslims. •Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. •Describe and reflect on the significance of the Holy Qur'an to Muslims. •Describe the forms of guidance a Muslim uses. <p>Year 6</p> <ul style="list-style-type: none"> •Make connections between the key functions of the mosque and the beliefs of Muslims. •Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life. 	<p>Year 5</p> <ul style="list-style-type: none"> - Explain how religious sources are used to provide answers to important questions about life and morality. <p>Year 6</p> <ul style="list-style-type: none"> - Describe, connect and explain different features of religion and worldviews in terms of celebration, worship, pilgrimage and the rituals, which mark important points in life. 	<p>Year 5</p> <ul style="list-style-type: none"> • Identify the values found in stories and texts. •Suggest ideas about why humans can be both good and bad. •Describe what Christians mean about humans being made in the image of God. •Describe some Christian and Humanist values. <p>•Respond with ideas of their own to the title question.</p> <p>•Find out about religious teachings, charities and ways of expressing generosity.</p> <p>•Describe and make connections between examples of religious creativity.</p> <p>Year 6</p> <ul style="list-style-type: none"> •Express their own ideas about some big moral concepts. •Suggest reasons why it might be helpful to follow a moral code and why it might be difficult. •Give examples of similarities and differences between Christian and Humanist values. •Apply ideas about what really matter in life for themselves. <p>•Show understanding of the value of sacred buildings and art.</p> <p>•Suggest reasons why some believers see generosity and charity as more important than buildings and art.</p> <p>•Apply ideas and values and from scriptures to the title question.</p> <p>•Outline how and why some Humanists criticize spending on religious buildings or art.</p> <p>•Examine the title question from different perspectives, including their own.</p>
	Vocabulary	Muslim, Five Pillars of Islam Salat Wudu Daily Prayer Fasting Ramadan Zakat Alms Giving Ummah Hajj Pilgrimage Mecca/Makkah Kab'ah Holy Qur'an Commandments Hadith Mosque	Resurrection, crucifixion, Last supper, Good Friday , creation, Easter, Holy week, Palm Sunday, The Passion, Evolution, cosmology,	Humanist, Christian, 'code of living' moral concepts, fairness, freedom, truth, honesty, kindness, peace. Sacred buildings, religious art and architecture. Muslim, Christian, generous and charitable, cathedrals, mosques, God,