

# Religion and World Views Long Term Planning 2024- 2025

Normanton All Saints (VA) Infant School

Respect, Empower, Grow



Planned using Understanding Christianity and Leeds Diocese thematic units



School Overview Plan 2024-2025	Autumn 1 Sept 2nd - Oct 25 <sup>th</sup> (8wk)	Autumn 2 Nov 4 <sup>th</sup> - Dec 20 <sup>th</sup> (7wk)	Spring 1 Jan 6 <sup>th</sup> – Feb 14 <sup>th</sup> (6wk)	Spring 2 Feb 24 <sup>th</sup> – Apr 4 <sup>th</sup> (6wk)	Summer 1 Apr 22 <sup>nd</sup> - May 23 <sup>rd</sup> (5wk)	Summer 2 Jun 2 <sup>nd</sup> –Jul 22 <sup>nd</sup> (7wk)
<b>School Vision</b>	<b>Respect, Empower, Grow</b>					
<b>Fundamental British Values</b>	<b>Respect:</b> We respect and love one another. <b>Empower:</b> We encourage and strengthen one another. <b>Grow:</b> We grow and flourish together as individuals within a community. <ul style="list-style-type: none"> <li>• Democracy</li> <li>• Rule of Law</li> <li>• Individual Liberty</li> <li>• Mutual respect and tolerance of those with different faiths and beliefs</li> </ul>					
<b>Christian Value</b>	<b>Friendship</b>	<b>Forgiveness</b>	<b>Perseverance</b>	<b>Thankfulness</b>	<b>Respect</b>	<b>Hope</b>
<b>Learning muscle</b>	Have a go	Be curious, Managing distractions	Persevere, Keep improving	Use your imagination, enjoy learning	Co-operation Be brave	Aim High, Concentrate
<b>Relationships and Health Education</b>	<b>One Life Programme</b>					
<b>Whole school Christian events/ key celebrations</b>	<ul style="list-style-type: none"> <li>• Harvest (22<sup>nd</sup> Sept)</li> <li>• World Mental Health Day (10th Oct)</li> <li>• Interfaith week of prayer for world peace (13th-20th Oct)</li> </ul>	<ul style="list-style-type: none"> <li>• All Saints Day (Nov 1<sup>st</sup>) (Bibles to all new starters)</li> <li>• Interfaith week (10th – 17th Nov)</li> <li>• Remembrance Sunday (Nov 10<sup>th</sup>)</li> <li>• Advent start (1<sup>st</sup> Dec) (Christingle)</li> <li>• International Human Rights Day (10<sup>th</sup> Dec)</li> <li>• Posada- nativity boxes</li> <li>• Year group Nativities</li> <li>• Spanish nativity</li> <li>• ‘Lost Sheep’ trail</li> </ul>	<ul style="list-style-type: none"> <li>• Epiphany (Jan 6<sup>th</sup>)</li> <li>• St Valentine’s Day (14<sup>th</sup> Feb)</li> <li>• World Religion day (19<sup>th</sup> Jan)</li> </ul>	<ul style="list-style-type: none"> <li>• Shrove Tuesday (4<sup>th</sup> Mar)</li> <li>• Ash Wednesday (5<sup>th</sup> Mar) (Lent begins- ends 5<sup>th</sup> Mar- 17<sup>th</sup> Apr)</li> <li>• Women’s world day of prayer (7<sup>th</sup> Mar)</li> <li>• Mothering Sunday (30<sup>th</sup> Mar)</li> <li>• Palm Sunday (13<sup>th</sup> Apr)</li> <li>• Maundy Thursday (17<sup>th</sup> Apr)</li> <li>• Good Friday (18<sup>th</sup> Apr) (palm cross gifts)</li> <li>• Easter Sunday (20<sup>th</sup> Apr)</li> </ul>	<ul style="list-style-type: none"> <li>• St George’s Day (Apr 23<sup>rd</sup>)</li> <li>• Ascension Day (May 29<sup>th</sup>)</li> </ul>	<ul style="list-style-type: none"> <li>• Pentecost (8<sup>th</sup> Jun)</li> </ul>

<p><b>Other whole school events including charities</b></p>	<ul style="list-style-type: none"> <li>• <b>International Democracy Day (15<sup>th</sup> Sept)</b></li> <li>• <b>Jeans for Genes (20<sup>th</sup> Sept)</b></li> <li>• <b>MacMillan Coffee Morning (27<sup>th</sup> Sept)</b></li> <li>• <b>National Poetry Day (3<sup>rd</sup> Oct)</b></li> <li>• <b>World Mental Health Day (10<sup>th</sup> Oct)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>British Legion-remembrance (11<sup>th</sup> Nov)</b></li> <li>• <b>Christingle collection</b></li> <li>• <b>Cash for Kids</b></li> <li>• <b>Christmas Jumper Day (Dec 13<sup>th</sup>)</b></li> <li>• <b>Carol services-community events</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Children’s Mental Health Week (5<sup>th</sup> – 11<sup>th</sup> Feb)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Fairtrade Fortnight (3<sup>rd</sup> 16<sup>th</sup> Mar)</b></li> <li>• <b>Easter parade</b></li> <li>• <b>Mothers Day service in church</b></li> <li>• <b>Down’s Syndrome day (Mar 21<sup>st</sup> )</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Leavers service in church</b></li> </ul>
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## Building Blocks

This indicates the kind of knowledge and understanding children are expected to begin to grasp through RE and World Views

<u>UFS</u> Children will know that:	<u>Y1</u>	<u>Y2</u>
<p><b>God/Creation:</b></p> <ul style="list-style-type: none"><li>• The word God is a name</li><li>• Christians believe God is the Creator of the Universe</li><li>• Christians believe God made our wonderful world and so we should look after it.</li></ul> <p><b>Incarnation:</b></p> <ul style="list-style-type: none"><li>• Christians believe God came to Earth in human form as Jesus</li><li>• Christians believe Jesus came to show that all people are precious and special to God.</li></ul> <p><b>Being special: where do we belong?</b></p> <ul style="list-style-type: none"><li>• Know that everyone is unique and special</li><li>• Christians and Jews believe God loves every person</li><li>• Talk about how children are welcomed into different faiths (Christianity- baptism and dedication, Islam- Aqiqah ceremony, Atheists- Humanist ceremony)</li></ul> <p><b>Salvation:</b></p> <ul style="list-style-type: none"><li>• Christians remember Jesus' last week at Easter</li><li>• Jesus' name means 'He saves'</li><li>• Christians believe Jesus came to show God's love</li><li>• Christians try to show love to others.</li></ul> <p><b>Which places are special and why?</b></p> <ul style="list-style-type: none"><li>• Know that a Church is a special place for Christians</li><li>• Know some features of a Church and know what makes this a place of worship</li><li>• Know some features if another place of worship (e.g. Synagogue/ Mosque)</li><li>• Know some symbols for two faiths (Christianity- cross and Judaism- star of David/ Islam- moon and star)</li><li>• Visit a church and ask questions</li></ul> <p><b>Which stories are special and why?</b></p> <ul style="list-style-type: none"><li>• Know that the Bible is Christian's holy book and helps them to understand more about God.</li><li>• Know that some stories from the Old Testament in the Bible are included in Jewish Scriptures</li><li>• Heard a selection of stories from major faith traditions and cultures about leaders or founders of faiths (e.g. Islam- Prophet Muhammad, Hinduism- Rama and Sita etc)</li></ul>	<p><b>God:</b></p> <ul style="list-style-type: none"><li>• Christians believe in God, and that they find out about God in the Bible</li><li>• Christians believe God is loving, kind, fair and forgiving, and also Lord and King</li><li>• Some stories show these Christian beliefs</li><li>• Christians worship God and try to live in ways that please him.</li></ul> <p><b>Creation:</b></p> <ul style="list-style-type: none"><li>• God created the universe</li><li>• The Earth and everything in it are important to God</li><li>• God has a unique relationship with human beings as their Creator and Sustainer</li><li>• Humans should care for the world because it belongs to God</li></ul> <p><b>Who is Jewish and how do they live?</b></p> <ul style="list-style-type: none"><li>• Know some special objects Jewish people might have in their home</li><li>• Ask questions about objects</li><li>• Know some Jewish beliefs about God as expressed in the Schema</li><li>• Know the Mezuzah has the words of the Schema inside and Jewish people have these in their homes</li><li>• Know what Jewish people do in their homes on Shabbat</li><li>• Know some stories from the Tenakh (Jewish Bible)</li><li>• Know about some Jewish festivals (meanings and what happens) e.g. Sukkot and Chanukah</li></ul> <p><b>Incarnation:</b></p> <ul style="list-style-type: none"><li>• Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</li><li>• The Bible points out that his birth showed that he was extraordinary (for example, he was worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).</li><li>• Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming</li></ul> <p><b>Who am I? What does it mean to belong?</b></p> <ul style="list-style-type: none"><li>• Know some symbols of 'belonging' used in Christianity and another religion</li><li>• Understand how stories about God show that everyone is valuable to God and people should love everybody too</li><li>• Compare the welcoming ceremonies from Christianity and another religion</li><li>• Understand how people can show they belong with and love another person</li><li>• Know that most people belong to one community or another</li></ul>	<p><b>Gospel:</b></p> <ul style="list-style-type: none"><li>• Christians believe Jesus brings good news for all people</li><li>• For Christians, this good news includes being loved by God, and being forgiven for bad things</li><li>• Christians believe Jesus is a friend to the poor and the friendless</li><li>• Christians believe Jesus' teachings make people think hard about how to live and show them the right way</li></ul> <p><b>Who is a Muslim and what do they believe?</b></p> <ul style="list-style-type: none"><li>• Know that the Shahadah is an important belief for Muslims</li><li>• The 99 names of Allah help Muslims to understand Allah better</li><li>• Muslims believe the Prophet Mohammad is God's messenger and stories often teach an inspiring lesson</li><li>• Know that the Five Pillars help Muslims know how to live</li></ul> <p><b>Salvation:</b></p> <ul style="list-style-type: none"><li>• Easter is a very important in the 'big story' of the Bible</li><li>• Christians believe Jesus rose again, giving people hope of a new life</li></ul> <p><b>What makes some places sacred to believers?</b></p> <ul style="list-style-type: none"><li>• Understand the words 'sacred' and 'holy'</li><li>• Match some precious belongings to holy buildings</li><li>• Know how places of worship (a Church and a Mosque) are used and know some similarities and differences</li><li>• Match some signs, symbols, artefacts and actions to their hold places and how they help in worship</li><li>• Music can help believers in worship</li><li>• Holy places are for holy communities</li></ul> <p><b>How should we care for the world and for others, and why does it matter?</b></p> <ul style="list-style-type: none"><li>• Know the Golden Rule</li><li>• Know some stories which have inspired people to help others</li><li>• Link some stories about caring for the world to stories from the Bible (Christian and Jewish people follow from the (Old Testament ) of the Bible)</li></ul>

Upper Foundation Stage

	Understanding Christianity Autumn 1 Sept 2nd - Oct 25 <sup>th</sup> (8wk)	Understanding Christianity Autumn 2 Nov 4 <sup>th</sup> - Dec 20 <sup>th</sup> (7wk)	Thematic unit- diocesan syllabus Spring 1 Jan 6 <sup>th</sup> – Feb 14 <sup>th</sup> (6wk)	Understanding Christianity Spring 2 Feb 24 <sup>th</sup> – Apr 4 <sup>th</sup> (6wk)	Thematic unit- diocesan syllabus Summer 1 Apr 8 <sup>th</sup> - May 24 <sup>th</sup> (7wk)	Thematic unit- diocesan syllabus Summer 2 Jun 2 <sup>nd</sup> –Jul 22 <sup>nd</sup> (7wk)
<b>UFS- curriculum coverage (See medium term planning for EYFS objectives)</b>	<b>F1. God/ Creation</b> Why is the word 'God' so important to Christians?	<b>F2: Incarnation</b> Why do Christians perform Nativity plays at Christmas?	F4 Being special, where do we belong?	<b>F3:Salvation</b> Why do Christians put a cross in an Easter Garden?	F5: Which places are special and why?	F6: Which stories are special and why?
<b>Key dates (other relevant religions)</b>	31st Oct-1st Nov- Diwali Hinduism & Diwali Sikhism			Chinese culture and celebrations Chinese New Year (29 <sup>th</sup> Feb)		
<b>Wow!</b>	<ul style="list-style-type: none"> <li>•Marvellous me box.</li> <li>•Harvest</li> <li>•Tradition of harvest in the Christian church</li> <li>•Creation storytelling Godly Play</li> <li>•Diwali Messy Church</li> </ul>	<ul style="list-style-type: none"> <li>•Diwali (12<sup>th</sup> Nov) Messy Church</li> <li>•Wonderful wedding</li> <li>•Christmas Messy Church</li> <li>•Christingle</li> <li>•Advent</li> </ul>	<ul style="list-style-type: none"> <li>•Chinese New year day (10<sup>th</sup> Feb)</li> <li>•Lent</li> </ul>	<ul style="list-style-type: none"> <li>•Easter Messy church</li> <li>•Easter Godly Play</li> <li>•Visit All Saints church</li> </ul>	<ul style="list-style-type: none"> <li>•Pentecost Messy Church</li> <li>•Noah's ark Messy church/ Godly Play</li> </ul>	<ul style="list-style-type: none"> <li>•Good Samaritan Messy Church</li> </ul>
<b>Bible stories/ key coverage</b>	Good Samaritan	Christmas story		Easter story	Pentecost Noah's Ark	Creation story Maria Gomez Salvadorian crosses (hand to mouth)
<b>Tier 3/ subject specific vocabulary</b>	Bible God Christian church Harvest festival pray	Jesus nativity God's Son Bethlehem Stable celebrate	respect belong baptism welcome Jewish	cross Palm Sunday Easter death resurrection new life	special place religious Church (pulpit, font) Synagogue (ark/ Torah, Eternal Light (Ner Tamid)/ bimah)	holy book Old Testament leader Prophet Muhammad (PBUH)



# Year 1



	<b>Understanding Christianity</b> Autumn 1 Sept 2 <sup>nd</sup> - Oct 25 <sup>th</sup> (8wk)	<b>Understanding Christianity</b> Autumn 2 Nov 4 <sup>th</sup> - Dec 20 <sup>th</sup> (7wk)	<b>Thematic unit- diocesan syllabus</b> Spring 1 Jan 6 <sup>th</sup> – Feb 14 <sup>th</sup> (6wk)	<b>Understanding Christianity</b> Spring 2 Feb 24 <sup>th</sup> – Apr 4 <sup>th</sup> (6wk)	<b>Thematic unit- diocesan syllabus</b> Summer 1 Apr 22 <sup>nd</sup> - May 23 <sup>rd</sup> (5wk)	<b>Thematic unit- diocesan syllabus</b> Summer 2 Jun 2 <sup>nd</sup> –Jul 22 <sup>nd</sup> (7wk)
<b>Year 1- Christianity, Judaism (and world views) curriculum coverage</b>	<b>1.1. God</b> What do Christians believe God is like? (6-8 hrs)	<b>1.2 Creation</b> Who made the world? (6-8 hrs)	1.6 Who is Jewish and how do they live? (part one) (5-6 hrs)	<b>1.3 Incarnation</b> Why does Christmas matter to Christians? Core learning (4-6 hrs)	1.6 Who is Jewish and how do they live? (part two) (5-6 hrs)	1.8 Who am I? What does it mean to belong? (6 hrs)
<b>Key dates (other relevant religions)</b>	<ul style="list-style-type: none"> <li>2nd Oct- 4th Oct Rosh Hashanah</li> <li>11th-12th Oct Yom Kippur</li> <li>16th-23rd Oct-Sukkot</li> </ul>	<ul style="list-style-type: none"> <li>25th Dec -2nd Jan Hanukkah</li> </ul>		<ul style="list-style-type: none"> <li>Purim (13<sup>th</sup> – 14<sup>th</sup> Mar)</li> <li>Pesach (Passover 12<sup>th</sup> - 20<sup>th</sup> Apr)</li> </ul>		
<b>Wow!</b>	<ul style="list-style-type: none"> <li>Hand to Mouth- Fairtrade</li> </ul>	<ul style="list-style-type: none"> <li>Advent Godly play (1)</li> </ul>	<ul style="list-style-type: none"> <li>Hand to Mouth- Journey into the Good Shepherd</li> <li>Shabbat meal/ Sukkot/ Rosh Hashanah celebration</li> </ul>		<ul style="list-style-type: none"> <li>Synagogue visit &amp; All saints Church comparison/ other Christian church</li> </ul>	<ul style="list-style-type: none"> <li>Hand to Mouth- Salvadorian Crosses</li> <li>Mock Baptism- belonging to Christianity</li> </ul>
<b>Tier 3/ subject specific vocabulary</b>	parable Creator belief forgiveness praise	Creation nature thankful generous community	mezuzah kippah Shema Chanukah/Sukkot Shabbat	Gospels thankfulness God on Earth Advent Prepare gratitude	Chanukah/Sukkot menorah/Chanukiah	belong Baptism brit bat/zeved habit faith community symbol
<b>Links to the key curriculum drivers</b>	<ul style="list-style-type: none"> <li>Diversity and Spirituality</li> <li>Growth and Wellbeing</li> </ul>					
<b>Wider curriculum links/ opportunities (National curriculum, British values, Christian values)</b>	<ul style="list-style-type: none"> <li>Mutual respect and tolerance of those with different faiths and beliefs                             <ul style="list-style-type: none"> <li>Individual Liberty</li> </ul> </li> </ul>					



	What do Christians believe God is like?	Who made the world?	Who is Jewish and how do they live? (part one)	Why does Christmas matter to Christians? (core)	Who is Jewish and how do they live? (part two)	Who am I? What does it mean to belong?
<b>What should children know, be able to do and remember?</b>	<ul style="list-style-type: none"><li>• Identify what a parable is</li><li>• Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father</li><li>• Give clear, simple accounts of what the story means to Christians</li><li>• Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.</li><li>• Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.</li><li>• Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas</li></ul>	<ul style="list-style-type: none"><li>• Retell the story of creation from Genesis 1:1-2.3 simply</li><li>• Recognise that 'Creation' is the beginning of the 'big story' of the Bible</li><li>• Say what the story tells Christians about God, Creation and the world.</li><li>• Give at least one example of what Christians do to say thank you to God for the Creation</li><li>• Think, talk and ask questions about living in an amazing world</li></ul>	<ul style="list-style-type: none"><li>• Recognise the words of the Shema as a Jewish prayer</li><li>• Re-tell simple some stories used in Jewish celebrations (e.g. Chanukah or Sukkot)</li><li>• Give examples of how the stories used in celebrations (e.g. Shabbat) remind Jews about what God is like</li><li>• Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</li><li>• Make links between Jewish ideas of God found in the stories and how people live</li><li>• Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat).</li><li>• Ask some questions about what Jewish people celebrate and why</li><li>• Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people</li><li>• Give good reason for their ideas about whether any of these things are good for them too.</li></ul>	<ul style="list-style-type: none"><li>• Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians</li><li>• Recognise that stories of Jesus' life come from the Gospels</li><li>• Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas</li><li>• Decide what they personally have to be thankful for at Christmas time</li></ul>	<ul style="list-style-type: none"><li>• Recognise the words of the Shema as a Jewish prayer</li><li>• Re-tell simple some stories used in Jewish celebrations (e.g. Chanukah or Sukkot)</li><li>• Give examples of how the stories used in celebrations (e.g. Shabbat) remind Jews about what God is like</li><li>• Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</li><li>• Make links between Jewish ideas of God found in the stories and how people live</li><li>• Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat).</li><li>• Ask some questions about what Jewish people celebrate and why</li><li>• Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people</li><li>• Give good reason for their ideas about whether any of these things are good for them too.</li></ul>	<ul style="list-style-type: none"><li>• Recognise that loving others is important in lots of communities</li><li>• Say simply what Jesus and one other religious leader taught about loving other people</li><li>• Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean</li><li>• Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/ or Jewish and non-religious)</li><li>• Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences</li><li>• Talk about what they think is good about communities and for themselves, giving a good reason for their ideas</li><li>• Talk about what they have learned and how their ideas have changed</li></ul>



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<b>Year 2- Christianity &amp; Islam (Hinduism- link with Nepal) curriculum coverage</b>	<b>1.4 Gospel</b> What is the good news Jesus brings? (6-8 hrs)	1.7. Who is a Muslim and what do they believe? Part 1 (5-10 hrs)	<b>1. 5 Salvation</b> Why does Easter matter to Christians? (4-6 hrs)	1.7. Who is a Muslim and what do they believe? Part 2 (5-10 hrs)	1.9 What makes some places sacred to believers? (8-10 hrs)	1.10 How should we care for the world and for others and why does it matter? (6-8 hrs)
<b>Key dates (other religions)</b>	Milad un Nabi (Prophet Muhammad’s birthday) (15 <sup>th</sup> – 16 <sup>th</sup> Sept)			<ul style="list-style-type: none"> <li>Ramadan begins(28<sup>th</sup> Feb – 30<sup>th</sup> Mar)</li> <li>Eid-ul-Fitr (30<sup>th</sup> – 31<sup>st</sup> Mar)</li> </ul>		Eid-ul-Adha (Jul 6 <sup>th</sup> – 10th)
<b>Wow!</b>	<ul style="list-style-type: none"> <li>Hand to Mouth- Journey into Christianity</li> </ul>		<ul style="list-style-type: none"> <li>Hand to Mouth- Good Shepherd Godly Play</li> </ul>	<ul style="list-style-type: none"> <li>Mosque &amp; Cathedral visit</li> </ul>		<ul style="list-style-type: none"> <li>Hand to Mouth-Moving on journey</li> </ul>
<b>Tier 3/ subject specific vocabulary</b>	disciple neighbour good news sacred peace	Muslim Shahadah Allah Islam Prophet Muhammad (PBUH)	Incarnation Salvation Holy Week crucifixion resurrection heaven	Qur’an 5 pillars Salah adhan tawhid 99 names	place of worship holy signs & symbols Psalms & hymns Call to prayer	Golden Rule, God’s representatives, tikkun olam
<b>Links to the key curriculum drivers</b>	<ul style="list-style-type: none"> <li>Diversity and Spirituality</li> <li>Growth and Wellbeing</li> </ul>					
<b>Wider curriculum links/ opportunities (National curriculum, British values, Christian values)</b>	<ul style="list-style-type: none"> <li>Mutual respect and tolerance of those with different faiths and beliefs                             <ul style="list-style-type: none"> <li>Individual Liberty</li> </ul> </li> </ul>					



	What is the good news Jesus brings?	Who is a Muslim and what do they believe? Part 1	Why does Easter matter to Christians?	Who is a Muslim and what do they believe? Part 2	What makes some places sacred to believers?	How should we care for the world and for others and why does it matter?
<p><b>What should children know, be able to do and remember?</b></p>	<ul style="list-style-type: none"> <li>• Tell stories from the Bible and recognise the link with a concept of ‘Gospel’ or good news</li> <li>• Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean too Christians</li> <li>• Recognise that Jesus gives instructions to people about how to behave</li> <li>• Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless</li> <li>• Give at least two examples of how Christians put these beliefs into practice in their Church community and their own lives (for example: charity confession)</li> <li>• Think, talk and ask questions about whether Jesus’ ‘good news’ is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the words of the Shahadah and that it is very important for Muslims</li> <li>• Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean.</li> <li>• Give examples of how stories about the Prophet show what Muslims believe about Muhammad</li> <li>• Give examples of how Muslims use the Shahadah to show what matters to them</li> <li>• Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</li> <li>• Give examples of how Muslims put their beliefs about prayer into action.</li> <li>• Think, talk and ask questions about Muslim beliefs and ways of living</li> <li>• Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</li> <li>• Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say for them too.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible</li> <li>• Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)</li> <li>• Recognise that Jesus gives instructions about how to behave</li> <li>• Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter</li> <li>• Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope and heaven, exploring different ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the words of the Shahadah and that it is very important for Muslims</li> <li>• Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean.</li> <li>• Give examples of how stories about the Prophet show what Muslims 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something about what they mean</li> <li>• Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</li> <li>• Give examples of stories, objects, symbols and actions used in churches, mosques and/ or synagogues which show what people believe</li> <li>• Give some examples of how people worship at a church, mosque or synagogue</li> <li>• Talk about why some people like to belong to a sacred building or a community</li> <li>• Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas</li> <li>• Talk about what makes some places special to people, and what makes the difference is between religious and non-religious</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a story or text that says something about each person being unique and valuable</li> <li>• Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)</li> <li>• Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world</li> <li>• Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories</li> <li>• Give examples of how Christians and Jews can show care for the natural earth</li> <li>• Say why Christians and Jews might look after the natural world</li> <li>• Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world</li> <li>• Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world</li> <li>• Talk about what they have learned and how their ideas have changed.</li> </ul>