



Badsworth Church of England Junior & Infant School

Religious Education has a place as a central subject in the curriculum provision offered here at Badsworth C of E Junior and Infant School; The 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils.'

Through our Religious Education curriculum, we aim to engage pupils in enquiring into and exploring questions arising from the study of religion and belief, so as to promote their personal, spiritual, moral, social and cultural development. We will provide learners with knowledge and understanding of Christianity and other principal religious traditions and beliefs represented in Great Britain, and we intend to develop their understanding of the ways in which those various beliefs influence people in their behaviour, practices and outlook. We will enable learners to apply the insights of the principal religious traditions to their own search for identity and significance as they become aware of their own beliefs and values and develop a positive attitude to the search for meaning and purpose in life. We will encourage learners to develop a positive attitude towards other people who hold religious beliefs different from their own.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Wakefield Syllabus Being special: Where do we belong? (Islam, Christianity)	Understanding Christianity - Incarnation Why do Christians perform nativity plays at Christmas?	Understanding Christianity - Creation/God Why is the word God so important to Christians?	Understanding Christianity - Salvation Why do Christians put a cross in their Easter gardens?	Wakefield Syllabus What places are special and why? (Islam, Christianity)	Wakefield Syllabus What stories are special and why? (Judaism, Christianity)
Year 1	Understanding Christianity - God What do Christians believe God is like?	Understanding Christianity - Incarnation Why does Christmas matter to Christians?	Wakefield Syllabus Who is Jewish and what do they believe? (Part 1) (Judaism)	Wakefield Syllabus Who is Jewish and what do they believe? (Part 2) (Judaism)	Understanding Christianity - Creation Who do Christians say made the world?	Wakefield Syllabus How should we care for the world and for others, and why does it matter? (Judaism)
Year 2	Wakefield Syllabus What does it mean to belong to a faith community? (Judaism, Islam, Christianity)	Understanding Christianity - Gospel What is the 'good news' Christians believe Jesus brings?	Wakefield Syllabus What makes some places sacred? (Judaism, Islam, Christianity)	Understanding Christianity - Salvation Why does Easter matter to Christians?	Wakefield Syllabus Who is a Muslim and what do they believe? (Part 1) (Islam)	Wakefield Syllabus Who is a Muslim and what do they believe? (Part 2) (Islam)
Year 3	Understanding Christianity - People of God What is it like for someone to follow God?	Wakefield Syllabus What do different people believe about God? (Islam, Judaism, Christianity)	Wakefield Syllabus Why do people pray? (Islam, Hinduism, Christianity)	Wakefield Syllabus How do people from religious and non-religious communities celebrate key festivals? (Sikhism, Humanism, Christianity)	Understanding Christianity - Gospel What kind of world did Jesus want?	Understanding Christianity - Creation/Fall What do Christians learn from the creation story?
Year 4	Wakefield Syllabus What can we learn from religions about deciding what is right and wrong? (Sikhism, Humanism, Christianity)	Understanding Christianity - Incarnation/God What is the Trinity and why is it important to Christians?	Wakefield Syllabus What do Hindus believe God is like? (Hinduism)	Understanding Christianity - Salvation Why do Christians call the day Jesus died "Good Friday?"	Understanding Christianity - Kingdom of God When Jesus left, what was the impact of Pentecost?	Wakefield Syllabus What does it mean to be a Hindu in Britain today? (Hinduism)
Year 5	Understanding Christianity - God What does it mean if God is Holy and loving?	Wakefield Syllabus What matters most to Humanists and Christians? (Humanism, Christianity)	Understanding Christianity - Gospel Christians and how to live: "What would Jesus do?"	Understanding Christianity - Salvation What do Christians believe Jesus did to 'save' people?	Wakefield Syllabus If God is everywhere, why go to a place of worship? (Sikhism, Hinduism, Christianity)	Understanding Christianity - People of God How can following God bring freedom and justice?
Year 6	Wakefield Syllabus What does it mean to be a Muslim in Britain today? (Islam)	Understanding Christianity - Incarnation Why do Christians believe Jesus was the Messiah?	Wakefield Syllabus Is it better to express your religion using arts and architecture or charity and generosity? (Islam, Christianity)	Understanding Christianity - Salvation What difference does the resurrection make for Christians?	Understanding Christianity - Creation/Fall Creation and Science: conflicting or complementary?	Wakefield Syllabus What do religions say to people when life gets hard? (Sikhism, Hinduism, Christianity)

	Unit	Vocab		Substantive	Disciplinary
EYFS	Autumn 1 Wakefield Syllabus Being special: Where do we belong? (Islam, Christianity)	Raksha Badhan welcome love special Rakhi	Muslims Hindus Christians Jesus baptism	<ul style="list-style-type: none"> Christians welcome new babies through infant baptism and dedication, and there are special words connected to this. religions other than Christianity also have special ways of welcoming babies. 	<ul style="list-style-type: none"> re-tell religious stories making connections with personal experiences. share and record occasions when things have happened in their lives that made them feel special. respond imaginatively and expressively to stories about new babies.
	Autumn 2 Understanding Christianity - Incarnation Why do Christians perform nativity plays at Christmas??	shepherds angel star magi manger	incarnation Christmas Mary Joseph	<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. 	<ul style="list-style-type: none"> talk about the main events of the Christmas story. talk about why Christians think Jesus is important.
	Spring 1 Understanding Christianity - Creation/God Why is the word God so important to Christians?	Bible parable precious pearl	God creation Adam Eve	<ul style="list-style-type: none"> the word God is a name. Christians believe God is Creator of the universe. Christians believe God made our wonderful world and so we should look after it. 	<ul style="list-style-type: none"> talk about some of the events of the Christian creation story. talk about why Christians believe God is important.
	Spring 2 Understanding Christianity - Salvation Why do Christians put a cross in their Easter gardens?	salvation Easter hosanna	Good Friday donkey Palm Sunday disciples	<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. 	<ul style="list-style-type: none"> talk about the main events of the Easter story. talk about why Jesus came to earth.
	Summer 1 Wakefield Syllabus What places are special and why? (Islam, Christianity)	Mosque imam Qur'an vicar	pilgrimage holy church	<ul style="list-style-type: none"> know some similarities and differences between religious communities in Britain. that some religious people have places which have special meaning for them. 	<ul style="list-style-type: none"> talk about somewhere that is special to themselves, saying why. hold conversations about the things that are special and valued in a place of worship. identify some significant features of sacred places using recently acquired vocabulary. recognise two different places of worship using new vocabulary. use appropriate words to talk imaginatively and expressively about their thoughts and feelings when visiting a church.
	Summer 2 Wakefield Syllabus What stories are special and why? (Judaism, Christianity)	text stories Jews	special Torah believer	<ul style="list-style-type: none"> some similarities and differences between religious communities in Britain. the names of some sacred text e.g. Bible, Qur'an some religious words, e.g. about God, holy books or places of worship 	<ul style="list-style-type: none"> talk about some religious stories using new vocabulary. identify some of their own feelings in the stories they hear. talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do. hold conversations about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked.
Year 1	Autumn 1 Understanding Christianity - God What do Christians believe God is like?	Father parable Jonah forgiving	prodigal worship Nineveh	<ul style="list-style-type: none"> Christians believe in God, and that they find out about God in the Bible. Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this. Christians worship God and try to live in ways that please him. 	<ul style="list-style-type: none"> Identify what a parable is. Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. Give clear, simple accounts of what the story means to Christians. 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. Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.
	Autumn 2	Advent secular	birth celebration	<ul style="list-style-type: none"> Christians believe that Jesus is God and that he was born as a baby in Bethlehem. 	<ul style="list-style-type: none"> Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.

	Understanding Christianity - Incarnation Why does Christmas matter to Christians?	religious	incarnation	<ul style="list-style-type: none"> 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). Christians celebrate Jesus' birth, and Advent for Christians is a time for getting ready for Jesus' coming. 	<ul style="list-style-type: none"> Recognise that stories of Jesus' life come from the Gospels. Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. Decide what they personally have to be thankful for at Christmas time.
	Spring 1 Wakefield Syllabus Who is Jewish and what do they believe? (Part 1) (Judaism)	Chanukah Dreidel Star of David	Synagogue Mezuzah Shabbat	<ul style="list-style-type: none"> Talk about the fact that Jewish people believe in God. Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat). Talk about how the mezuzah in the home reminds Jewish people about God. Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means. Make links between some Jewish teachings and how Jewish people live. 	<ul style="list-style-type: none"> Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat. Ask some questions about believing in God and offer some ideas of their own. Express their own ideas about 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.
	Spring 2 Wakefield Syllabus Who is Jewish and what do they believe? (Part 2) (Judaism)				
	Summer 1 Understanding Christianity - Creation Who do Christians say made the world?	believe Genesis praise world	belief thank harvest	<ul style="list-style-type: none"> Christians believe God created the universe. Christians believe The Earth and everything in it are important to God. Christians believe God has a unique relationship with human beings as their Creator and Sustainer. Christians believe humans should care for the world because it belongs to God. 	<ul style="list-style-type: none"> Retell the story of creation from Genesis 1:1–2.3 simply. Recognise that 'Creation' is the beginning of the 'big story' of the Bible. Say what the story tells Christians about God, Creation and the world. Give at least one example of what Christians do to say thank you to God for the Creation. Think, talk and ask questions about living in an amazing world.
	Summer 2 Wakefield Syllabus How should we care for the world and for others, and why does it matter? (Judaism)	religious non-religious community	Psalms stewardship	<ul style="list-style-type: none"> Recognise that some people believe God created the world and so we should look after it. Re-tell Bible stories and stories from another faith about caring for others and the world. 	<ul style="list-style-type: none"> Talk about how religions teach that people are valuable, giving simple examples. Identify ways that some people make a response to God by caring for others and the world. Talk about issues of good and bad, right and wrong arising from the stories. Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more. Use creative ways to express their own ideas about the creation story and what it says about what God is like. Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories. Answer the title question thoughtfully, in the light of their learning in this unit.
Year 2					
	Autumn 1 Wakefield Syllabus What does it mean to belong to a faith community? (Judaism, Islam, Christianity)	faith baptism Agigah parable	wedding Muhammad Allah Ichthus	<ul style="list-style-type: none"> Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers. Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean. Identify two ways people show they belong to each other when they get married. 	<ul style="list-style-type: none"> Talk about what is special and of value about belonging to a group that is important to them. Show an awareness that some people belong to different religions. Respond to examples of co-operation between different people. Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences. Identify some similarities and differences between the ceremonies studied.
	Autumn 2 Understanding Christianity - Gospel What is the 'good news' Christians believe Jesus brings?	tax collector peace forgiveness apostles	disciples fishermen prayer	<ul style="list-style-type: none"> Christians believe Jesus brings good news for all people. For Christians, this good news includes being loved by God, and being forgiven for bad things. Christians believe Jesus is a friend to the poor and friendless. Christians believe Jesus' teachings make people think hard about how to live and show them the right way. 	<ul style="list-style-type: none"> Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. Recognise that Jesus gives instructions to people about how to behave. 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. Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). 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.
	Spring 1 Wakefield Syllabus What makes some places sacred?	mosque sacred church	place of worship worship Jewish	<ul style="list-style-type: none"> Recognise that there are special places where people go to worship, and talk about what people do there. Identify at least three objects used in worship in two religions. 	<ul style="list-style-type: none"> Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe.

	(Judaism, Islam, Christianity)	synagogue	holy	<ul style="list-style-type: none"> Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising. 	<ul style="list-style-type: none"> Describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel. Ask good questions during a school visit about what happens in a church, synagogue or mosque. Show that they have begun to be aware that some people regularly worship God in different ways and in different places.
	Spring 2 Understanding Christianity - Salvation Why does Easter matter to Christians?	secular salvation saviour	resurrection eternal life	<ul style="list-style-type: none"> Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. Christians believe Jesus builds a bridge between God and humans. Christians believe Jesus rose from the dead, giving people hope of a new life. 	<ul style="list-style-type: none"> Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). Recognise that Jesus gives instructions about how to behave. Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.
	Summer 1 Wakefield Syllabus Who is a Muslim and what do they believe? (Part 1) (Islam)	sawm Salah Tawhid Ramadan	prophet Shahadah Zakat Hajj	<ul style="list-style-type: none"> Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad. Recognise that Muslims do not draw Allah or the Prophet but use calligraphy, for example, to say what God is like. Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. Re-tell a story about the life of the Prophet Muhammad. Recognise some objects used by Muslims and suggest why they are important. Make links between what the Holy Qur'an says and how Muslims behave. 	<ul style="list-style-type: none"> Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. Ask some questions about God that are hard to answer and offer some ideas of their own.
	Summer 2 Wakefield Syllabus Who is a Muslim and what do they believe? (Part 2) (Islam)				
Year 3	Autumn 1 Understanding Christianity - People of God What is it like for someone to follow God?	promise Abraham covenant righteous prophets	Abram Noah wedding Old Testament pilgrimage	<ul style="list-style-type: none"> 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. The People of God try to live in the way God wants, following his commands and worshipping him. They believe he promises to stay with them and Bible stories show how God keeps his promises. The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God and to attract all other nations to worshipping God. Christians believe that, through Jesus, all people can become the People of God. 	<ul style="list-style-type: none"> Make clear links between the story of Noah and the idea of covenant. Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. Make links between the story of Noah and how we live in school and the wider world.
	Autumn 2 Wakefield Syllabus What do different people believe about God? (Islam, Judaism, Christianity)	believe belief Moses Israelites	Humanist compare similar different	<ul style="list-style-type: none"> Retell and suggest the meanings of stories from sacred texts about people who encountered God. Describe some of the ways in which Christians Hindus and/or Muslims describe God. 	<ul style="list-style-type: none"> Identify beliefs about God that are held by Christians, Hindus and/or Muslims. Ask questions and suggest some of their own responses to ideas about God. Suggest why having a faith or belief in something can be hard. Identify how and say why it makes a difference in people's lives to believe in God. Identify some similarities and differences between ideas about what God is like in different religions. Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts.
	Spring 1	parable	Gospel	<ul style="list-style-type: none"> Describe what some believers say and do when they pray. 	<ul style="list-style-type: none"> Respond thoughtfully to examples of how praying helps religious believers.

	Wakefield Syllabus Why do people pray? (Islam, Hinduism, Christianity)	follower Samaritan clergy	Galilee evangelist	<ul style="list-style-type: none"> Describe the practice of prayer in the religions studied. Make connections between what people believe about prayer and what they do when they pray. Consider and evaluate the significance of prayer in the lives of people today. 	<ul style="list-style-type: none"> Describe ways in which prayer can comfort and challenge believers. Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray. Explain similarities and differences between how people pray.
	Spring 2 Wakefield Syllabus How do people from religious and non-religious communities celebrate key festivals? (Sikhism, Humanism, Christianity)	significant journey Amrit	ceremony commitment marriage	<ul style="list-style-type: none"> Retell some stories behind festivals (e.g. Christmas, Sikh Divali). Describe how the way some people celebrate festivals might show something about their beliefs. Identify some differences in the way festivals (e.g. Christmas) are celebrated within and between different religious and non-religious worldviews. 	<ul style="list-style-type: none"> Recognise and identify some differences between religious festivals and other types of celebrations. Identify why members of the same religious or non-religious worldview might celebrate festivals differently or for different reasons. Raise important questions and suggest answers about how the celebrations studied might make a difference to how pupils think and live. Describe two different answers to 'How do people celebrate Christmas?' by a religious studies expert and a sociologist. Suggest how and why religious festivals are valuable to many people.
	Summer 1 Understanding Christianity - Gospel What kind of world did Jesus want?	Samaritan Gospel evangelist John	follower clergy Galilee	<ul style="list-style-type: none"> Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people. Christians believe Jesus' life shows what it means to love God (his Father) and love your neighbour. Christians try to be like Jesus — they want to know him better and better. Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice. 	<ul style="list-style-type: none"> Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. Make simple links between Bible texts and the concept of 'Gospel' (good news). Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.
	Summer 2 Understanding Christianity - Creation/Fall What do Christians learn from the creation story?	steward interpret fall temptation	Catholic responsibility sin	<ul style="list-style-type: none"> Christians believe God the Creator cares for the creation, including human beings. Christians believe as human beings are part of God's good creation, they do best when they listen to God. Christians believe the Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall'). Christians believe this means that humans cannot get close to God without God's help. Christians believe 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), and offers forgiveness even when they keep on falling short. Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short. 	<ul style="list-style-type: none"> Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. Make clear links between Genesis 1 and what Christians believe about God and Creation. Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.
Year 4	Autumn 1 Wakefield Syllabus What can we learn from religions about deciding what is right and wrong? (Sikhism, Humanism, Christianity)	rule commandment beatitude Sewa	Humanist temptation decision	<ul style="list-style-type: none"> Make connections between stories of temptation and why people can find it difficult to be good. 	<ul style="list-style-type: none"> Recall and talk about some rules for living in religious traditions. Find out at least two 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 with difficult decisions. Give examples of ways in which some inspirational people have been guided by their religion. Discuss their own and others' ideas about how people decide about right and wrong. Explain some 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. Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity.
	Autumn 2	Scripture Infant Baptism	Holy Trinity Holy spirit Messiah	<ul style="list-style-type: none"> Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit. 	<ul style="list-style-type: none"> Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. Offer suggestions about what texts about baptism and Trinity might mean.

	<p>Understanding Christianity - Incarnation/God What is the Trinity and why is it important to Christians?</p>	Believer's Baptism denomination	John the Baptist	<ul style="list-style-type: none"> Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. Christians worship God as Trinity. It is a huge idea to grasp, and Christians have created art to help to express this belief. Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus. 	<ul style="list-style-type: none"> Give examples of what these texts mean to some Christians today. Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.
	<p>Spring 1 Wakefield Syllabus What do Hindus believe God is like? (Hinduism)</p>	Hindu Brahman Brahma Deity Namaste	Shiva Aum Atman Lakshmi Vishnu	<ul style="list-style-type: none"> Identify some Hindu deities and say how they help Hindus describe God Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God. Offer informed suggestions about what Hindu murtis express about God. 	<ul style="list-style-type: none"> Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a Home Shrine; celebrating Diwali). Identify some different ways in which Hindus worship. Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today. Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.
	<p>Spring 2 Understanding Christianity - Salvation Why do Christians call the day Jesus died "Good Friday?"</p>	Jerusalem crucifixion Calvary	Holy Week Maundy Thursday	<ul style="list-style-type: none"> Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. Christians today trust that Jesus really did rise from the dead, and so is still alive today. Christians remember and celebrate Jesus' last week, death and resurrection. 	<ul style="list-style-type: none"> Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. Give examples of what the texts studied mean to some Christians. Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.
	<p>Summer 1 Understanding Christianity - Kingdom of God When Jesus left, what was the impact of Pentecost?</p>	tongues Acts Pentecost	Lord's Prayer Kingdom of God	<ul style="list-style-type: none"> 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'.) Christians believe Jesus is still alive, rules in their hearts and lives through the Holy Spirit, if they let him. 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. Christians celebrate Pentecost, as the beginning of the Church. Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians. 	<ul style="list-style-type: none"> Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. Offer suggestions about what the description of Pentecost in Acts 2 might mean. Give examples of what Pentecost means to some Christians now. Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.
	<p>Summer 2 Wakefield Syllabus What does it mean to be a Hindu in Britain today? (Hinduism)</p>	Hindu Puja Ramayana shrine	dharma Mandir Diwali Rama Sita	<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. Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life. Describe some ways in which Hindus express their faith through puja, aarti and bhajans. 	<ul style="list-style-type: none"> Ask good questions about what Hindus do to show their faith. Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught. Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences.
	<p>Year 5 Autumn 1 Understanding Christianity - God What does it mean if God is Holy and loving?</p>	omnipotent omniscient omnipresent	Isaiah testament eternal	<ul style="list-style-type: none"> Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice but also being loving, forgiving, and full of grace. Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love. 	<ul style="list-style-type: none"> Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms. Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. Show how Christians put their beliefs into practice in worship.

			<ul style="list-style-type: none"> Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. Christians believe getting to know God is like getting to know a person rather than learning information. 	<ul style="list-style-type: none"> Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.
Autumn 2 Wakefield Syllabus What matters most to Humanists and Christians? (Humanism, Christianity)	theist agnostic atheist humanist psychology	evidence philosophy reason theologian psychologist	<ul style="list-style-type: none"> Identify the values found in stories and texts. Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples. 	<ul style="list-style-type: none"> Suggest ideas about why humans can be both good and bad, making links with Christian ideas. Describe some Christian and Humanist values simply. Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied. Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. Give examples of similarities and differences between Christian and Humanist values. Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning.
Spring 1 Understanding Christianity - Gospel Christians and how to live: 'What would Jesus do?'	interpretation leprosy Christ-like Commandments Theology	Luke Matthew Mark	<ul style="list-style-type: none"> Identify features of Gospel texts (for example, teachings, parable, narrative). 	<ul style="list-style-type: none"> Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.
Spring 2 Understanding Christianity - Salvation What do Christians believe Jesus did to 'save' people?	incarnation salvation sacrifice crucifixion	resurrection eucharist Holy Communion	<ul style="list-style-type: none"> Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. The Gospels give accounts of Jesus' death and resurrection. The New Testament says that Jesus' death was somehow 'for us.' Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom. 	<ul style="list-style-type: none"> Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts. Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. Show how Christians put their beliefs into practice. Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.
Summer 1 Wakefield Syllabus If God is everywhere, why go to a place of worship? (Sikhism, Hinduism, Christianity)	worship Hindu shrine mandir	Christian church Gurdwara	<ul style="list-style-type: none"> Recall and name some key features of places of worship studied. Make connections between how believers feel about places of worship in different traditions. Outline how and why places of worship fulfil special functions in the lives of believers. 	<ul style="list-style-type: none"> Find out about what believers say about their places of worship. 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, explaining why this matters to believers. Present ideas about the importance of people in a place of worship, rather than the place itself. Comment thoughtfully on the value and purpose of places of worship in religious communities.
Summer 2 Understanding Christianity - People of God How can following God bring freedom and justice?	Exodus slavery rescue People of God	Children of Israel justice Moses	<ul style="list-style-type: none"> Ways in which some Christians put their beliefs into practice by trying to bring freedom to others. 	<ul style="list-style-type: none"> Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.
Year 6	Autumn 1	Salah Sawm Zakah	Ibadah Submission Shahadah	<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, and how it makes a difference to how they live. Describe and reflect on the significance of the Holy Qur'an to Muslims.

	Wakefield Syllabus What does it mean to be a Muslim in Britain today? (Islam)	Hajj		<ul style="list-style-type: none"> • Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. • Make connections between the key functions of the mosque and the beliefs of Muslims. 	<ul style="list-style-type: none"> • Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life. • Answer the title key question from different perspectives, including their own.
	Autumn 2 Understanding Christianity - Incarnation Why do Christians believe Jesus was the Messiah?	prophecy Isaiah Messiah incarnation	saviour Immanuel Micah	<ul style="list-style-type: none"> • Jesus was Jewish. • Christians believe Jesus is God in the flesh. • 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. • The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like. • Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) • Christians see Jesus as their Saviour. 	<ul style="list-style-type: none"> • Explain the place of Incarnation and Messiah within the 'big story' of the Bible. • Identify Gospel and prophecy texts, using technical terms. • Explain connections between biblical texts, Incarnation and Messiah, using theological terms. • Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. • Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. • Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.
	Spring 1 Wakefield Syllabus Is it better to express your religion using arts and architecture or charity and generosity? (Islam, Christianity)	architecture charity	sacred calligraphy	<ul style="list-style-type: none"> • Describe and make connections between examples of religious creativity (buildings and art). • Outline how and why some Humanists criticise spending on religious buildings or art. 	<ul style="list-style-type: none"> • Respond with ideas of their own to the title question. • Find out about religious teachings, charities and ways of expressing generosity. • Show understanding of the value of sacred buildings and art. • Suggest reasons why some believers see generosity and charity as more important than buildings and art. • Apply ideas about values from scriptures to the title question. • Examine the title question from different perspectives, including their own.
	Spring 2 Understanding Christianity - Salvation What difference does the resurrection make for Christians?	incarnation salvation resurrection	inspiration afterlife conviction	<ul style="list-style-type: none"> • Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). • Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. • This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven). • 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"> • Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation. • Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. • Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. • Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. • Show how Christians put their beliefs into practice in different ways. • Explain why some people find belief in the Resurrection makes sense and inspires them. • Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.
	Summer 1 Understanding Christianity - Creation/Fall Creation and Science: conflicting or complementary?	literal creator conflicting	interpretation big bang theory complementary	<ul style="list-style-type: none"> • There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. • These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts? • There are many scientists throughout history and now who are Christians. • The discoveries of science make Christians wonder even more about the power and majesty of the Creator. 	<ul style="list-style-type: none"> • Outline the importance of Creation on the timeline of the 'big story' of the Bible. • Identify what type of text some Christians say Genesis 1 is, and its purpose. • Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. • Make clear connections between Genesis 1 and Christian belief about God as Creator. • Show understanding of why many Christians find science and faith go together. • Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. • Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.
	Summer 2	suffering hardship	afterlife reincarnation	<ul style="list-style-type: none"> • Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation. 	<ul style="list-style-type: none"> • Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life.

	<p>Wakefield Syllabus What do religions say to people when life gets hard? (Sikhism, Hinduism, Christianity)</p>	<p>bereaved encourage</p>	<p>karma Waheguru Mukti</p>	<ul style="list-style-type: none"> • Outline Sikh, Christian, Hindu and nonreligious beliefs about life after death. 	<ul style="list-style-type: none"> • Express ideas about how and why religion can help believers when times are hard, giving examples. • Explain some similarities and differences between Sikh/Hindu 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, giving examples. • Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding.
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