



# TANKERSLEY ST PETER'S C OF E PRIMARY SCHOOL

## CURRICULUM INTENT - RELIGIOUS EDUCATION

*Planning from **Diocesan 'Understanding Christianity'** and **Barnsley Agreed R.E. syllabus for other World Faiths**, along with four synoptic modules to deepen understanding and give pupils more opportunities to make cross-faith links.*

		AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2	
<b>YEAR 1 – SMARTEST GIANTS</b>	<b>Main Enquiry Question</b>	<b>GOD</b> What do Christians believe God is like? <i>(core learning)</i>	<b>INCARNATION</b> Why does Christmas matter to Christians? <i>(core learning)</i>	<b>CREATION</b> Who made the World? <i>(core learning)</i>	<b>SALVATION</b> Why does Easter matter to Christians? <i>(core learning)</i>	<b>GOSPEL</b> What is the Good News that Jesus brings? <i>(core learning)</i>	<b>BUDDHISM</b> What do Buddhists believe?	
	<b>Sequence of Learning</b>	<ul style="list-style-type: none"> <li>Who is God?</li> <li>What does God mean to you?</li> <li>What happens in the story of the Lost Son?</li> <li>What is a parable?</li> <li>How does the story of the Lost Son show that God is loving and forgiving?</li> <li>What can we learn from the story of the Lost Son?</li> <li>How do Christians put their beliefs into practice in worship?</li> <li>How might Christians show love and forgiveness to others?</li> <li>How and why should we forgive others?</li> <li>Have you ever forgiven someone?</li> </ul>	<ul style="list-style-type: none"> <li>What is the story of Jesus's birth?</li> <li>How do Christians use the Nativity Story at home and in Church?</li> <li>What do Christians do at Christmas?</li> <li>What am I thankful for at Christmas time?</li> </ul>	<ul style="list-style-type: none"> <li>What is the creation story?</li> <li>What happened on each of the seven days?</li> <li>What does the creation story tell Christians about God?</li> <li>What might Christians do to say thank you for creation?</li> <li>What questions might you ask God about his creation?</li> </ul>	<ul style="list-style-type: none"> <li>What is Holy Week?</li> <li>Who did Jesus come to rescue?</li> <li>What instructions does Jesus give us about how to behave?</li> <li>What is Church worship like at Easter?</li> </ul>	<ul style="list-style-type: none"> <li>Who was Matthew and why did Jesus befriend him?</li> <li>Who was Zacchaeus and how did Jesus reach out to him?</li> <li>How did Matthew and Zacchaeus change as a result of meeting Jesus?</li> <li>How else did Jesus bring people good news?</li> <li>What do these stories mean to Christians?</li> <li>How do Christians show forgiveness, peace and love to others?</li> </ul>	<ul style="list-style-type: none"> <li>What is Buddhism?</li> <li>Where do most Buddhists live?</li> <li>Who was the Buddha?</li> <li>What do Buddhists believe?</li> <li>In what ways do people follow the way of the Buddha?</li> <li>Where do Buddhists worship?</li> <li>What are the main teachings of Buddhism?</li> <li>Are these teachings relevant to us?</li> </ul>	
	<b>Learning Outcomes</b>	<b>Learning about religion &amp; Making sense of the text</b>	Pupils can explain what a parable is and retell the story of the Lost Son.	Pupils can give a clear, simple account of the story of Jesus' birth.	Pupils can retell the story of creation from Genesis 1:1–2:3 and recognise that 'Creation' is the beginning of the 'big story of the Bible.'	Pupils can tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).	Pupils can describe what happened when Matthew and Zacchaeus met Jesus, and explain how they changed as a result.	Pupils can explain who the Buddha is and describe some stories from his life.
		<b>Understanding the Impact</b>	Pupils can give an example of how Christians put their beliefs into practice in worship (for example by saying sorry to God).	Pupils can give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth.	Pupils can give at least one example of what Christians do to say thank you to God for the Creation.	Pupils can give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.	Pupils can give at least two examples of ways in which Christians put into practice Jesus's teachings on bringing good news to those who feel like outcasts.	Pupils can explain how people follow the way of the Buddha, including where they gather to worship (Vihara).
<b>Making Connections</b>		Pupils can discuss ways that we can show forgiveness to people in a practical way.	Pupils can decide what they personally have to be thankful for at Christmas time.	Pupils can think of questions that they might ask God about Creation.	Pupils can reflect about whether the story of Easter has anything to say to them about sadness, hope or heaven.	Pupils can think, talk and ask questions about whether Jesus's 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.	The teachings of Buddhism promote calmness, freedom from fear and compassion for all living things – pupils can discuss whether this is important for all people to consider, not just Buddhists.	

# YEAR 2 – GREAT GORILLAS

		AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2	
	<b>Main Enquiry Question</b>	<b>GOD</b> What do Christians believe God is like? <i>(digging deeper)</i>	<b>INCARNATION</b> Why does Christmas matter to Christians? <i>(digging deeper)</i>	<b>CREATION</b> Who made the World? <i>(digging deeper)</i>	<b>SALVATION</b> Why does Easter matter to Christians? <i>(digging deeper)</i>	<b>GOSPEL</b> What is the Good News that Jesus brings? <i>(digging deeper)</i>	<b>JUDAISM</b> What do Jewish people believe?	
	<b>Sequence of Learning</b>	<ul style="list-style-type: none"> <li>Who was Jonah?</li> <li>What is a prophet?</li> <li>What decision did Jonah have to make?</li> </ul> <hr/> <ul style="list-style-type: none"> <li>Why did Jonah disobey God?</li> <li>How did God help Jonah to change his mind?</li> </ul> <hr/> <ul style="list-style-type: none"> <li>What does the story of Jonah tell us about God?</li> <li>How did God show kindness and compassion to Jonah?</li> </ul> <hr/> <ul style="list-style-type: none"> <li>How might Christians use the story of Jonah to guide their beliefs about God?</li> <li>Why do Christians worship God?</li> <li>How do Christians put their beliefs into practice in worship?</li> <li>How do they know that he loves them?</li> </ul> <hr/> <ul style="list-style-type: none"> <li>What do you think God is like?</li> <li>What does God mean to you?</li> <li>What impact does God have on your life?</li> </ul>	<ul style="list-style-type: none"> <li>What does the Incarnation mean?</li> <li>How do you think Mary and Joseph felt during Jesus’s birth?</li> <li>How did the shepherds respond to Jesus’s birth?</li> <li>How did the wise men respond to Jesus’s birth?</li> <li>What gift would you bring to Jesus?</li> <li>How does the Nativity story affect the actions and beliefs of Christians?</li> </ul>	<ul style="list-style-type: none"> <li>What is the Creation Story?</li> <li>What does the Creation story tell us about God?</li> <li>What do Christians do to look after God’s creation?</li> <li>What makes the world an amazing place to live in?</li> <li>How can we be better at caring for the world?</li> </ul>	<ul style="list-style-type: none"> <li>What is Holy Week?</li> <li>What happened to Jesus on Palm Sunday, Maundy Thursday and Good Friday?</li> <li>Why did Jesus choose to die?</li> <li>How does the story of Easter affect you personally?</li> <li>Why is forgiveness important?</li> </ul>	<ul style="list-style-type: none"> <li>What do you consider to be good news?</li> <li>How did Jesus bring love, forgiveness, peace and joy to people?</li> <li>Why is it important to be thankful to God?</li> <li>What are you thankful for?</li> <li>Why is prayer important?</li> <li>What difference does the good news of Jesus make to you?</li> </ul>	<ul style="list-style-type: none"> <li>What is the festival of Hanukkah about?</li> <li>What is a menorah lamp? <i>Covered in Autumn Term 2</i></li> <li>What is a Synagogue?</li> <li>What does a Synagogue look like inside?</li> <li>What is the Torah?</li> <li>Why is it special to Jews?</li> <li>What are the Ten Commandments?</li> <li>What rules would you make if you were God?</li> <li>What is the role of a Rabbi?</li> </ul>	
	<b>Learning Outcomes</b>	<b>Learning about religion &amp; Making sense of the text</b>	Pupils can tell the key points of the story of Jonah from the Bible, and recognise a link with the concept of God.	Pupils can tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is ‘God on Earth.’	Pupils can retell the story of creation from Genesis 1:1–2:3 simply and say what the story tells Christians about God, creation and the world.	Pupils can describe the events of Holy Week and Easter from the Bible, and explain why Jesus chose to die.	Pupils can describe and explain the good news that Jesus brings – love, forgiveness, joy and peace.	Pupils can explain the story of Hanukkah and the importance of the Menorah lamp for Jews today. <i>Covered in Autumn Term 2</i>
		<b>Understanding the Impact</b>	Pupils can give examples of ways in which Christians use the story of Jonah to guide their beliefs about God.	Pupils can look at the Nativity story from different perspectives and explain what the story teaches us about Jesus.	Pupils can give at least two examples of what Christians do to look after the world for God.	Pupils can explain why the Cross is central to the Christian faith and reflect on the impact that Jesus’s death and resurrection has on Christians today.	Pupils can explain what prayer is and give examples of ways in which Christians pray.	Pupils can explain how Jews worship God in a Synagogue.
<b>Making Connections</b>		Pupils can describe what they think God is like and explain what he means to them.	Pupils can think, talk and ask questions about the Christmas story and reflect on the lessons they might learn from it: for example, about being kind and generous.	Pupils can reflect on what they like about God’s creation and explain how and why we should care about it.	Pupils can reflect on why forgiveness is important and can think of examples of both what they might need forgiveness for and also what they might need to forgive others for.	Pupils can reflect on what is most important to them in life and consider what difference the Good News of Jesus makes to them.	Pupils can reflect on the Ten Commandments and consider what rules they would make if they were God.	

# YEAR 3 – SNOZZCUMBERS

		AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2	
	<b>Main Enquiry Question</b>	<b>ISLAM</b> What do Muslims believe?	<b>HINDUISM</b> What do Hindus believe?	<b>CREATION/FALL</b> What do Christians learn from the Creation story?	<b>SALVATION</b> Why do Christians call the day Jesus died Good Friday?	<b>INCARNATION / GOD</b> What is the Trinity?	<b>THE BIBLE</b> What is the Bible?	
	<b>Sequence of Learning</b>	<ul style="list-style-type: none"> <li>What is Islam?</li> <li>What is a religion?</li> <li>Where do Muslims live?</li> <li>What are pillars and what do they do?</li> <li><b>What are the Five Pillars of Islam?</b></li> <li>Why are the five pillars important?</li> <li>What do they teach Muslims about God?</li> <li>What would your 'five pillars' be?</li> <li><b>How do Muslims pray?</b></li> <li>Who do Muslims pray to?</li> <li>Where do Muslims pray?</li> <li>What are Mosques?</li> <li>What prayer rituals do Muslims have?</li> <li><b>What is the holy book for Muslims?</b></li> <li>What is the Qur'an?</li> <li>How and why do Muslims read the Qur'an?</li> <li>How is the Qur'an similar to other holy books?</li> <li><b>Why do Muslims take their faith seriously?</b></li> <li>What things would you consider the most important in your life?</li> <li>What might the Muslim faith teach us about God?</li> </ul>	<ul style="list-style-type: none"> <li>Who are the three gods in the Trimurti? What are their roles?</li> <li>What is Brahman?</li> <li>Why do Hindus go to the Mandir?</li> <li>What can you learn from Hindu stories and beliefs?</li> <li>What festivals do Hindus celebrate?</li> <li>Who was Mahatma Gandhi and what were his teachings?</li> <li>Are they still relevant today?</li> </ul>	<ul style="list-style-type: none"> <li>Where do the concepts of God and creation fit on the Big Timeline?</li> <li>Who was the serpent?</li> <li>Why did Adam and Eve give into temptation?</li> <li>What does the story of Adam and Eve show us about human nature?</li> <li>How do Christians ask forgiveness from God?</li> </ul>	<ul style="list-style-type: none"> <li>What do the texts about Jesus' entry into Jerusalem and his death and resurrection mean?</li> <li>How do Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday?</li> <li>Why did Judas betray Jesus?</li> <li>Why did Peter deny Jesus, and how did Jesus forgive him?</li> </ul>	<ul style="list-style-type: none"> <li>How can there be one God and three persons?</li> <li>Why is it important that God is a Trinity?</li> <li>What does Jesus's baptism teach us about the Trinity?</li> <li>Who is the Holy Spirit?</li> <li>How do Christians show their belief about the Trinity in the way they live?</li> <li>What difference does God being a Trinity make to you?</li> </ul>	<ul style="list-style-type: none"> <li>What is the Bible</li> <li>Why is the Bible divided into the Old and New Testament?</li> <li>What are the books of the Bible and how many are there?</li> <li>What different genres of books are there in the Bible?</li> <li>Why do Christians read the Bible?</li> <li>What impact does the Bible have on the lives of Christians?</li> <li>Can you pick a book in the Bible that you like? Why do you like it?</li> <li>What does it mean to you?</li> </ul>	
	<b>Learning Outcomes</b>	<b>Learning about religion &amp; Making sense of the text</b>	<b>Pupils can describe what the Five Pillars of Islam are and explain why they are important to Muslims.</b>	Pupils can describe the roles of the Trimurti – Brahma, Vishnu and Shiva – and explain how Hindus believe that all gods are aspects of Brahman.	<b>Pupils can place the concepts of God, Creation and the Fall on a timeline of the Bible's 'Big Story' and offer suggestions about what the story of Adam and Eve might show about human nature and how to act.</b>	<b>Pupils can describe the key Holy Week events of the Last Supper, Judas' betrayal and Peter's denial, and explain why these events are significant</b>	Pupils can explain what it means to describe God as a Trinity and link that understanding to the Incarnation.	Pupils can explain that the Bible is divided into the Old and New Testament and recall how many books are in each.
		<b>Understanding the Impact</b>	Pupils can consider how Muslims pray to God and why they read the Qur'an.	Pupils can describe the ways in which some Hindu festivals are celebrated and consider the impact they have on Hindu believers.	<b>Pupils can describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness.</b>	Pupils can describe how Christians show their beliefs about Palm Sunday, Maundy Thursday Good Friday, and Easter Sunday in worship.	<b>Pupils can explain why believing in God as a Trinity is so important to Christians and can reflect on the impact that belief has on the Church today.</b>	Pupils can explain why the Bible matters to Christians and what impact it has on their lives.
<b>Making Connections</b>		Pupils can reflect on why Muslims take their faith seriously and consider what the Muslim faith can teach them about God.	<b>Pupils can reflect on the teachings of Mahatma Gandhi and consider what impact it might have on their lives.</b>	Pupils can make links between what stories in the Bible say about human beings, and their own ideas about how people should behave.	Pupils can raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live	Pupils can discuss what the idea of God being a 'loving family' means to them and can reflect on his invitation to be part of that family.	Pupils can choose a book in the Bible that they like and explain what it means to them.	

# YEAR 4 – BILLIONAIRES

		AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
	<b>Main Enquiry Question</b>	<b>PEOPLE OF GOD</b> What is it like to follow God?	<b>GOSPEL</b> What kind of world did Jesus want?	<b>JUDAISM</b> How do Jewish people practise their beliefs?	<b>JUDAISM / CHRISTIANITY</b> Who are the people of God?	<b>KINGDOM OF GOD</b> When Jesus left, what was the impact of Pentecost?	<b>BUDDHISM</b> How do Buddhists practise their beliefs?
	<b>Sequence of Learning</b>	<ul style="list-style-type: none"> <li>What is a covenant?</li> <li>What kind of promises do people make?</li> <li>Why is it important to keep promises?</li> </ul> <hr/> <ul style="list-style-type: none"> <li>What covenant did God make with Abraham?</li> <li>What promises did God make in the Bible?</li> <li>Who was Abraham?</li> <li>Why did Abraham trust God?</li> </ul> <hr/> <ul style="list-style-type: none"> <li>Was Abraham right to obey God?</li> <li>Why did God ask Abraham to sacrifice Isaac?</li> <li>How did God bless Abraham because of his faith?</li> </ul> <hr/> <ul style="list-style-type: none"> <li>How does having a faith in God affect how people live?</li> <li>How did Mother Teresa live out her faith?</li> <li>What other examples are there of how Christians make sacrifices for God?</li> </ul> <hr/> <ul style="list-style-type: none"> <li>How might the world be a better place if more people kept their promises?</li> <li>Do you find it difficult to keep promises?</li> <li>How can God help us to keep promises?</li> </ul>	<ul style="list-style-type: none"> <li>What are the distinguishing features of a parable?</li> <li>How does the story of the Good Samaritan link to Good News?</li> <li>What was the message behind the parable of the Good Samaritan?</li> <li>What did Jesus mean by asking his disciples to be 'fishers for people'?</li> <li>Why do Christians share their faith?</li> <li>How should the teachings of Jesus affect how we treat others?</li> </ul>	<ul style="list-style-type: none"> <li>What is the Tanakh?</li> <li>Which Old Testament books make up the Torah, Nevi'im and Ketuvim?</li> <li>How do Jewish people show respect to God in their daily lives?</li> <li>What is a Bar Mitzvah?</li> <li>Why is Jerusalem a special place for Jews?</li> <li>How do Jews celebrate their festivals today?</li> <li>What are the similarities and differences between Judaism and Christianity?</li> <li>What impact does the Jewish faith have on our understanding of God?</li> </ul>	<ul style="list-style-type: none"> <li>Who are the patriarchs of Judaism and Christianity?</li> <li>Who was Joseph and how did God lead him to Egypt?</li> <li>Who was Moses and why did he have to trust in God?</li> <li>What were the ten plagues of Egypt?</li> <li>What is the Passover and why do Jews celebrate it?</li> <li>How does the Passover link to Jesus?</li> <li>How can we all become 'people of God'?</li> </ul>	<ul style="list-style-type: none"> <li>What might the description of Pentecost in Acts 2 mean?</li> <li>What does Pentecost mean to Christians now?</li> <li>Why do we need the Holy Spirit?</li> <li>How does the Holy Spirit affect the lives of Christians today?</li> <li>What is the Kingdom of God?</li> <li>What are the fruits of the Spirit?</li> <li>How might the fruits of the Spirit make a difference to people that you know?</li> </ul>	<ul style="list-style-type: none"> <li>What are the main teachings of the Buddha?</li> <li>What are some of the sayings of the Buddha and what do they mean?</li> <li>What is the Noble Eightfold Path?</li> <li>What are the key features of a Vihara?</li> <li>Who are the Bhikkhus (monks)?</li> <li>What does enlightenment mean and why is it important to Buddhists?</li> </ul>
	<b>Learning Outcomes</b>	<b>Learning about religion &amp; Making sense of the text</b>	Pupils can make clear links between the story of Abraham and the concept of faith	Pupils can list two distinguishing features of a parable and can make clear links between the story of the Good Samaritan and the idea of the Gospel as 'good news'.	Pupils can explain that the Hebrew Bible is called the Tanakh, and can identify which Old Testament books make up the Torah, Nevi'im and Ketuvim.	Pupils can retell the key events in the lives of Joseph and Moses and can explain how they trusted in God.	Pupils can describe the events of the Day of Pentecost and explain why it is so significant for Christians.
<b>Understanding the Impact</b>		Pupils can make simple links between People of God and how some Christians choose to live in their whole lives and in their church communities.	Pupils can give examples of how Christians try to show love to all, and follow Jesus's teachings by being 'fishers of people'.	Pupils can explain how Jewish people show respect to God in their daily lives.	Pupils can give examples about how God provided for his people and reflect on what that means for Christians today.	Pupils can make simple links between the Day of Pentecost, the Holy Spirit and how Christians are called to build the Kingdom of God today.	Pupils can describe the Noble Eightfold Path to freedom from suffering and explain how Buddhists follow it in their daily lives.
<b>Making Connections</b>		Pupils can suggest answers about how far ideas of covenant, promises and following God might make a difference to us in the world today.	Pupils can reflect on how they treat others and consider ways that they could put into practice the teachings of Jesus in their own lives.	Pupils can consider the similarities and differences between Judaism and Christianity and reflect on what the Jewish faith teaches them about God.	Pupils can explain the link between the Passover Lamb and Jesus and consider what that means for them.	Pupils can raise questions and suggest answers about how far the ideas about Church as a body and the fruit of the Spirit might make a difference to how pupils think and live.	Pupils can consider to what extent 'enlightenment' should be an important goal for peoples' lives.

# YEAR 5 – FAMOUS FIVES

		AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2	
	<b>Main Enquiry Question</b>	<b>GOD</b> What does it mean if God is holy and loving?	<b>THE WIDER CHURCH</b> What is the Church?	<b>CREATION/FALL</b> Creation and Science - conflicting or complimentary?	<b>SALVATION</b> What did Jesus do to save human beings?	<b>ISLAM</b> How do Muslims practise their beliefs?	<b>SIKHISM</b> What do Sikhs believe?	
	<b>Sequence of Learning</b>	<ul style="list-style-type: none"> <li>What is God's character like?</li> <li>What have you learnt about God so far?</li> <li>How do you know God is kind and loving?</li> <li>Can you think of passages in the Bible that show this?</li> </ul> <hr/> <ul style="list-style-type: none"> <li>What is holiness?</li> <li>What does it mean to say that God is holy?</li> <li>Where in the Bible does it say that God is holy?</li> </ul> <hr/> <ul style="list-style-type: none"> <li>How do Christians worship God?</li> <li>How do Christians put their beliefs into practice in worship?</li> <li>How do Christians worship God with their lives?</li> </ul> <hr/> <ul style="list-style-type: none"> <li>What does the design of Churches tell us about God?</li> <li>What do you like about Church buildings?</li> <li>What do you think of Sheffield Cathedral?</li> <li>What did the Cathedral show you about God?</li> </ul> <hr/> <ul style="list-style-type: none"> <li>How might the concepts of love, forgiveness and holiness apply to your own life?</li> <li>Are these concepts important to you?</li> <li>How can God help us to be more holy, loving and forgiving?</li> </ul>	<ul style="list-style-type: none"> <li>How did Paul become a Christian?</li> <li>What is a Gentile?</li> <li>How did Christianity spread to England?</li> <li>What is the Church</li> <li>How was the Church of England founded?</li> <li>What are the differences in beliefs and worship styles between Protestants and Catholics?</li> <li>What is Holy Communion and why do Christians celebrate it together?</li> <li>What other denominations of Protestants are there?</li> <li>Why is unity important?</li> </ul>	<ul style="list-style-type: none"> <li>What type of text is Genesis 1?</li> <li>What do different Christians say about it?</li> <li>What is the main message of the Creation story?</li> <li>How might Science be in conflict with Christianity?</li> <li>How do some Christians find that Science and faith go together?</li> <li>Do you think you can be a Scientist and a Christian?</li> </ul>	<ul style="list-style-type: none"> <li>What are the events of Holy Week?</li> <li>Why did Jesus clear the temple?</li> <li>Why did God send Jesus into the world?</li> <li>Why was Jesus' death a sacrifice?</li> <li>What did Jesus's death accomplish?</li> <li>Why is sacrifice important in our own lives?</li> <li>What things would you be willing to sacrifice?</li> </ul>	<ul style="list-style-type: none"> <li>Who is Muhammad? Why is he important to Muslims?</li> <li>Which countries have the highest populations of Muslims?</li> <li>Why is important for Muslims to be obedient to Allah?</li> <li>Why do Muslims fast?</li> <li>How is fasting carried out in other religions?</li> <li>What do Muslims believe about the afterlife?</li> <li>How do Muslims atone for their sins?</li> <li>What is religious extremism?</li> <li>Why are Muslims sometimes treated unfairly?</li> </ul>	<ul style="list-style-type: none"> <li>Where do most Sikhs live?</li> <li>What is the Guru Granth Sahib?</li> <li>How do Sikhs treat the Guru Granth Sahib?</li> <li>Who are the ten Gurus?</li> <li>What are some of the teachings of the Gurus?</li> <li>How and where do Sikhs worship God?</li> <li>What is a Sikh community like?</li> </ul>	
	<b>Learning Outcomes</b>	<b>Learning about religion &amp; Making sense of the text</b>	Pupils can use texts from the Bible to describe God's character and find examples that show how God is holy and loving.	Pupils can describe how Paul became a Christian, and can explain how he helped spread the Gospel to 'Gentiles' throughout the world.	Pupils can suggest what Genesis 1-3 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.	Pupils can explain what Christians mean when they say that Jesus's death was a sacrifice, using theological terms	Pupils can explain who Muhammad is and why he is such a significant figure for Muslims.	Pupils can explain who the Gurus are and describe some of their teachings.
		<b>Understanding the Impact</b>	Pupils can make clear connections between Bible texts studied and how Christians put into practice their beliefs about God (for example, through how churches are designed).	Pupils can describe key differences between Protestants and Catholics and explain the impact these differences make on how Christians worship God.	Pupils can explain why many Christians find that science and faith can go together.	Pupils can make clear connections between the Christian concept of the sacrifice of Jesus and the idea of Salvation, and how Christians follow Jesus' example in giving themselves for others.	Pupils can consider how Muslims show obedience to Allah in how they practise their faith (e.g. fasting during Ramadan, giving to the poor,. Praying five times a day etc.).	Pupils can explain how Sikhs put their beliefs into practice.
<b>Making Connections</b>		Pupils can weigh up how biblical ideas about love and holiness could positively impact problems and issues in the world today and in their own lives.	Pupils can consider the importance of unity in a Church and can understand how different denominations can still work together.	Pupils can weigh up how far the Genesis creation narrative is in conflict, or is complementary, with a scientific account..	Pupils can weigh up the value and impact of ideas of sacrifice in their own lives and the world today.	Pupils can explain why diversity is a good thing and consider what benefits other cultures and religions bring to our society.	Pupils can reflect on the key Sikh values (sharing; service; earning one's living by honest means; acceptance of God's will; equality of gender, race and creed) and consider which values they agree with the most.	

# YEAR 6 – BUTTERFLY LIONS

		AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
	<b>Main Enquiry Question</b>	<b>PEOPLE OF GOD</b> How can following God bring freedom and justice?	<b>GOSPEL</b> What would Jesus do?	<b>INCARNATION</b> Was Jesus the Messiah?	<b>KINGDOM OF GOD</b> What kind of king is Jesus?	<b>SALVATION</b> What difference does the resurrection make for Christians?	<b>CHRISTIANITY</b> What makes Christianity different from other faiths?
	<b>Sequence of Learning</b>	<ul style="list-style-type: none"> <li>• What do the concepts of freedom and justice mean?</li> <li>• Is the world is a just place?</li> <li>• Do you think God is just?</li> <li>• How did Jesus’s death bring us freedom?</li> </ul> <ul style="list-style-type: none"> <li>• How did God use Moses to bring about freedom and justice?</li> <li>• What mistakes did Moses make?</li> <li>• Why were the Ten Commandments important and are they still relevant today?</li> </ul> <ul style="list-style-type: none"> <li>• Do you think that God was right to forgive David?</li> <li>• What mistake did David make?</li> <li>• How did God use David to bring about freedom and justice?</li> <li>• What does God using broken and flawed people to do great things show us about his character?</li> </ul> <ul style="list-style-type: none"> <li>• How do Christians campaign for freedom and justice today?</li> <li>• What is agape love?</li> <li>• What are human rights?</li> <li>• How do Christians promote and uphold human rights?</li> </ul> <ul style="list-style-type: none"> <li>• How can following God bring freedom and justice?</li> <li>• Do you believe God wants you to do great things with your life?</li> <li>• How can God help us to bring freedom and justice to others?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the Gospels?</li> <li>• What are the key features of Gospel texts?</li> <li>• Why did Jesus tell parables?</li> <li>• What is the Sermon on the Mount?</li> <li>• Why is the Sermon on the Mount so challenging?</li> <li>• What would Jesus make of the world today?</li> <li>• Which problems would Jesus be most concerned about?</li> <li>• How do Christians live in the community and in their individual lives?</li> <li>• How can faith help people deal with issues that they are struggling with?</li> <li>• Are there any areas of your life that you would like Jesus’s help with?</li> </ul>	<ul style="list-style-type: none"> <li>• What is a Messiah?</li> <li>• Why did the Jews need rescuing?</li> <li>• What kind of Messiah were the Jews expecting?</li> <li>• Why were they disappointed in Jesus?</li> <li>• How did Jesus fulfil his role as the Messiah?</li> <li>• Do you believe that Jesus is the Messiah?</li> <li>• Does society today need rescuing?</li> <li>• Do we still need Jesus to save us?</li> </ul>	<ul style="list-style-type: none"> <li>• What attributes and qualities would you expect a king to have?</li> <li>• What qualities does Jesus have?</li> <li>• What makes Jesus different from any other kings?</li> <li>• What does the Kingdom of God mean?</li> <li>• How does Christianity influence our world and our personal lives?</li> <li>• What does it mean to be an ambassador?</li> <li>• Do we have a responsibility to help build God’s Kingdom?</li> <li>• If so, how do we do it?</li> </ul>	<ul style="list-style-type: none"> <li>• What do the resurrection accounts mean?</li> <li>• What is the key evidence that supports the fact that Jesus rose from the dead?</li> <li>• Why might some people find the resurrection inspiring or difficult?</li> <li>• What to Christians believe happens to us when we die?</li> <li>• How do Christians put this belief into practice?</li> <li>• How might believing in Heaven change your perspective on the world today?</li> </ul>	<ul style="list-style-type: none"> <li>• Why are Christianity, Judaism and Islam referred to as Abrahamic religions?</li> <li>• What do Christianity, Islam and Judaism have in common?</li> <li>• What are the key differences?</li> <li>• Why is the Trinity so important to Christians?</li> <li>• How can a loving allow so much suffering?</li> <li>• How can faith in Jesus change your life?</li> </ul>
	<b>Learning Outcomes</b>	<b>Learning about religion &amp; Making sense of the text</b>	Pupils can explain how God used Moses and David, despite their flaws, to bring freedom and justice to others.	Pupils can identify features of Gospel texts (for example: teachings, parables, narrative).	<b>Pupils can explain the concept of a Messiah and explain why the Jews needed a saviour, using examples from the Bible.</b>	Pupils can use stories from the Bible to explore what kind of king Jesus is (e.g. servant king, powerful king, loving king, wise king etc.).	<b>Pupils can describe and analyse the resurrection accounts in the Gospels, and show awareness of the centrality of the Christian belief in Resurrection.</b>
<b>Understanding the Impact</b>		Pupils can explain ways in which some Christians put their beliefs into practice by trying to bring freedom and justice to others.	<b>Pupils can use Gospel texts as evidence to reflect how Jesus might respond to current difficult situations that we face in the world today.</b>	Pupils can consider how Jesus fulfilled his role as the Messiah and reflect on why he was different to what the Jews expected.	Pupils can make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.	<b>Pupils can make clear connections between Jesus’s Resurrection and what Christians believe about hope and life after death, and how they show this in their church communities</b>	Pupils can consider how Christians deal with suffering and yet still believe in a loving God.
<b>Making Connections</b>		<b>Pupils can reflect on why God chooses to use broken and flawed people to do great things and explain what impact that has on them?</b>	Pupils can relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues that they face in their own lives.	Pupils can reflect on whether they believe Jesus is the Messiah, and consider if we still need a Messiah today.	<b>Pupils can identify ideas and ways in which they can be ‘ambassadors for Jesus’ and help build God’s Kingdom today.</b>	Pupils can 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	Pupils can articulate their own faith and consider what difference having a relationship with Jesus could make to them.