

St. Leonard's C of E Primary School



RE

End Points

Early Years

Below are the Early Learning Goals linked to RE:

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Year1/2 Cycle A

Core Learning		Going Deeper	
Who Made the World? CREATION	Outcomes: - 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. Knowledge Building Blocks: - God created the universe. - The Earth and everything in it are important to God. - God has a unique relationship with human beings as their Creator and Sustainer. - Humans should care for the world because it belongs to God.	Outcomes: - Retell the story of creation from Genesis 1:1–2:3 simply. - Say what the story tells Christians about God, creation and the world. - Give at least two examples of what Christians do to look after the world for God. - Think, talk and ask questions about living in an amazing world Knowledge Building Blocks: - God created the universe. - The Earth and everything in it are important to God. - God has a unique relationship with human beings. - Humans should care for the world because it belongs to God.	
	Does Christmas Matter to Christians? INCARNATION	Outcomes: - Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians. - 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. Knowledge Building Blocks: - Christians believe that Jesus is God and that he was born as a baby in Bethlehem. - 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; - Advent for Christians is a time of getting ready for Jesus’ coming.	Outcomes: - Recognise that Incarnation is part of the ‘Big Story’ of the Bible. - Tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is ‘God on Earth’. - 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. - Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous. Knowledge Building Blocks: - Christians believe that Jesus is God and that he was born as a baby in Bethlehem. - The Bible points out that his birth showed 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; Advent for Christians is a time of getting ready for Jesus’ coming.
How Can I Make a Difference to the World? Diocese of Lichfield	- Talk about how they feel when they give to others. - Make link with golden rule and need to share with love and generosity. - Identify a situation, local or worldwide, in which they have a role in making and difference, and relate to Jesus’ teaching.		

Why Does Easter Matter to Christians? SALVATION	Outcomes: • 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. Knowledge Building Blocks: • Easter is very important in the 'big story' of the Bible. • Christians believe Jesus rose again, giving people hope of a new life.	Outcomes: • Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible. • Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people). • Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship. • Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas. Knowledge Building Blocks: • 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 again, giving people hope of a new life.
ISLAM What to Muslims believe? Diocese of Lichfield	• Pupils should be able to share the basic beliefs of Islam and explain the place of Allah, Muhammed and the Qur'an and their importance in the life of a Muslim child. • They may be able to share and explain the Shahadah and why it is important to Muslims.	
Is Life like a Journey? Diocese of Lichfield	- Pupils are able to explain why life is often like a journey by people of faith and of non. - Pupils are able to talk about the way that they and their own families have marked significant life events. - Pupils are able to discuss and compare how people of faith and non-faiths celebrate significant life events.	

Year 1/2 Cycle B

	Core Learning	Going Deeper
What do Christians believe God is like? GOD	Outcomes: - 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. Knowledge Building Blocks: - Christians believe in God, and that they find out about God in the Bible. - Christians believe God is loving, kind, fair and forgiving, and also Lord and King. - Some stories show these Christian beliefs. - Christians worship God and try to live in ways that please him.	Outcomes: - Tell the key points of the story of Jonah from the Bible, and recognise a link with the concept of God. - Give clear, simple accounts of what the text means to Christians. - Give an example of a way in which Christians use the story of Jonah to guide their beliefs about God, for example, seeing God as Lord, i.e. in control of events and being fair: God wants to save the people of Nineveh. - Give at least two examples of how Christians put their beliefs into practice in worship: for example, using the story in church, in art. - Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. Knowledge Building Blocks: - Christians believe in God, and that they find out about God in the Bible. - Christians believe God is loving, kind, fair and forgiving, and also Lord and King. - Some stories show these Christian beliefs. - Christians worship God and try to live in ways that please him.
What are festivals and why do we have them? Diocese of Lichfield	Outcomes: - Know that important religious stories are often connected to festivals, which are a way of remembering. - Be able to link the stories behind the festivals studied with some of the celebrations.	
What is the Good News that Jesus Brings? GOSPEL	Outcomes: - 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	Outcomes: - Tell stories from the Bible and recognise a link with a concept: for example, the idea of 'good news' links to the practice of being thankful. - Give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts. - Describe how Christians show their beliefs: for example, thanking God in prayer. - Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives. - Think, talk and ask questions about whether Jesus' 'good news' matters to anyone other than Christians, exploring different ideas.

	- 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. Knowledge Building Blocks: - 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.	Knowledge Building Blocks: - 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.
What does Easter mean to Christians? SALVATION	Outcomes: - 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. Knowledge Building Blocks: - Easter is very important in the 'big story' of the Bible. - Christians believe Jesus rose again, giving people hope of a new life.	Outcomes: - Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible. - Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people). - Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship. - Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas. Knowledge Building Blocks: - 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 again, giving people hope of a new life.
How do Christians talk to God? Diocese of Lichfield	Outcomes: - Know that prayer is about talking to God and listening to God. - Talk about the different types of prayer - Explain why a prayer might make a difference to a Christian's life. - Compare their thoughts and feelings about worship with others, giving possible reasons for the differences.	
ISLAM What can we learn from a mosque? Diocese of Lichfield	Outcomes: - Explain how salat is important to Muslims as it helps them submit to the will of Allah. Explain how the features of a mosque aid salat. - Pupils may be able to compare salat and the mosque to prayer and places of worship within Christianity or another faith.	

Year 3/4 Cycle A

	Core Learning	Going Deeper
What is it like to follow God? PEOPLE OF GOD	Outcomes: • 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. Knowledge Building Blocks: • 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.	Outcomes: • Make clear links between the story of Abraham and the concept of faith. • Make simple links between People of God and how some Christians choose to live in their whole lives and in their church communities. • Suggest answers about how far ideas of covenant, promises and following God might make a difference in the world today. Knowledge Building Blocks: • 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.
What is the trinity? INCARNATION/GOD	Outcomes: • 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. • 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. Knowledge Building Blocks: • Christians believe God is Trinity: Father, Son and Holy Spirit. • Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. • Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. • Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief.	Outcomes: • Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels. • Offer suggestions for what texts about God might mean. • Give examples of what the texts studied mean to some Christians. • Describe how Christians show their beliefs about God the Trinity in the way they live. • Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly. Knowledge Building Blocks: • Christians believe God is Trinity: Father, Son and Holy Spirit. • Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Jesus, the Son of God, is seen by Christians as revealing what God the Father is like. • Understanding God is challenging; people spend their whole lives learning more and more about God. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.

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What do Christians learn from the Creation Story? CREATION	Outcomes: - 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. Knowledge Building Blocks: - God the Creator cares for the creation, including human beings. - As human beings are part of God's good creation, they do best when they listen to God. - 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).	Outcomes: - Place the concepts of God, Creation and the Fall on a timeline of the Bible's 'Big Story'. - Offer suggestions about what the story of Adam and Eve might show about human nature and how to act. - Describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness. - Make links between what stories in the Bible say about human beings, and pupils' own ideas about how people should behave. Knowledge Building Blocks: - The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall'). - This means that humans cannot get close to God without God's help. - 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.
How do Christians remember Jesus' last supper? Diocese of Lichfield	Outcomes: - Make links between the events of the Last Supper and the symbols and beliefs expressed in Christian worship. - Explain how the 'new commandment' makes a difference to the lives of individuals and communities. - Describe how taking communion is an act of remembrance and an opportunity to reflect on God's love and Jesus' sacrifice.	
What do Sikhs believe? Diocese of Lichfield	Outcomes: - Recognise Sikh symbols and begin to explain what they mean - Begin to talk about the 5Ks - Understand that Guru Granth Sahib is the Sikh holy book - Know that Sikh people worship in a Gurdwara - Know that the 10 gurus are important to Sikhs - Retell some Sikh stories and talk about what can be learnt from them - Understand some Sikh values - Say what values are important to them	
What is the worldwide church? Diocese of Lichfield	Outcomes: Pupils can explain something of the diversity within the church and how the core beliefs at its heart are shared.	

Year 3/4 Cycle B

	Core Learning	Going Deeper
What kind of world did Jesus want? GOSPEL	Outcomes: - 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. Knowledge Building Blocks: - Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. - Jesus shows love and forgiveness to unlikely people. - 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.	Outcomes: - List two distinguishing features of a parable. - Make clear links between the story of the Good Samaritan and the idea of the Gospel as 'good news'. - Offer some ideas about the meaning of the Good Samaritan story to Christians. - Make simple links between the Good Samaritan story and the importance of charity in Christian life. - Give some examples of how Christians act to show that they are following Jesus. - Make links between some of Jesus' teachings about how to live, and life in the world today, expressing some ideas of their own clearly. Knowledge Building Blocks: - 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 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.
What are festivals of light? Hindu and Sikh Diocese of Lichfield	Outcomes: - Explain the symbolism of light as representing goodness, darkness and evil across several religions. - Give an example of a festival that celebrates this, linking it to the religious story behind it, where possible.	

What is the trinity? INCARNATION	Outcomes: • 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. • 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. Knowledge Building Blocks: • Christians believe God is Trinity: Father, Son and Holy Spirit. • Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. • Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. • 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.	Outcomes: • Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels. • Offer suggestions for what texts about God might mean. • Give examples of what the texts studied mean to some Christians. • Describe how Christians show their beliefs about God the Trinity in the way they live. • Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly. Knowledge Building Blocks: • Christians believe God is Trinity: Father, Son and Holy Spirit. • Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Jesus, the Son of God, is seen by Christians as revealing what God the Father is like. • Understanding God is challenging; people spend their whole lives learning more and more about God. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.
Why do Christians call the day that Jesus died ' Good Friday' ? SALVATION	Outcomes: • 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. Knowledge Building Blocks: • 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.	Outcomes: • Offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean. • Give examples of what the texts studied mean to some Christians. • Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion. • Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus. • 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. Knowledge Building Blocks: • 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 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.	• 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.
When Jesus left, what was the impact of Pentecost? KINGDOM OF GOD	Outcomes: • 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. Knowledge Building Blocks: • 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, and rules in their hearts and lives by 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.	Outcomes: • Order concepts within a timeline of the Bible's 'big story'. • List two distinguishing features of a narrative and a letter as different types of biblical text. • Offer suggestions about what the texts studied (I Corinthians 12 and Galatians 5) might mean, and give examples of what the texts studied mean to some Christians. • Make simple links between the idea of the Church as a body, the fruit of the Spirit, and the Kingdom of God, and how Christians live in their whole lives and in their church communities. • Describe how Christians show their belief about the Holy Spirit in worship and in the way they live. • 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. • Make links between fellowship and fruit of the Spirit and life in the world today, expressing some ideas of their own clearly. Knowledge Building Blocks: • 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, and 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. • Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.
SIKHISM What do you learn from Gurdwara? Diocese of Lichfield	Outcomes: • Describe the main features of a Gurdwara • Explain the importance of the different parts of a Gurdwara • Describe the artefacts and symbols seen at the Gurdwara and understand the meaning of these. • Understand that the Guru Granth Sahib is always central in a Gurdwara and its worship services. • Provide examples of how Sikhs worship • Talk about the celebrations that take place in the Gurdwara • Explore how the Sikh faith impacts on the lives of believers	

Year 5/6 Cycle A

	Core Learning	Going Deeper
What kind of king is Jesus? KINGDOM OF GOD	Outcomes: - Explain connections between biblical texts and the concept of the Kingdom of God. - Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. - 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. - Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas. Knowledge Building Blocks: - Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. - The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. - Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.	Outcomes: - Explain connections between biblical texts and the concept of the Kingdom of God — where God rules in human lives. - Consider possible meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. - Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice, for example through receiving and practising forgiveness. - Identify ideas arising from their study of the Kingdom of God and comment on how far these are helpful or inspiring for the world today, justifying their responses. Knowledge Building Blocks: - Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. - The parables suggest that there will be a future kingdom, where God's reign will be complete. - Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world (for example, by practicing forgiveness).
Was Jesus the Messiah? INCARNATION	Outcomes: - 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. Knowledge Building Blocks:	Outcomes: - Explain connections between biblical texts and the idea of Jesus as Messiah, using theological terms. - Make clear connections between the texts and what Christians believe about Jesus as Messiah; for example, how they celebrate Palm Sunday. - Show how Christians express their beliefs about Jesus as Prince of Peace and as one who transforms lives, through bringing peace and transformation in the world. - Weigh up how far the world needs a Messiah, expressing their own insights. Knowledge Building Blocks: - The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God. - The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt.

	• 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 (See Salvation).	• Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. • Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God, for example, as salt and light in the world.
How can following God bring freedom and justice? PEOPLE OF GOD	Outcomes: • 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. • Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. • 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. Knowledge Building Blocks: • The Old Testament pieces together the story of the People of God. • The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin. • Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.	Outcomes: • Explain connections between biblical texts and the idea of God's covenant with his people, using theological terms. • Identify examples of Law texts and suggest how believers might interpret them. • Show how Christians put their beliefs about living as the People of God into practice in different ways; for example, through the Five Marks of Mission, in community and individually. • Weigh up how Christian ideas about justice relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own. Knowledge Building Blocks: • The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God. • The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt. • Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. • Christians see the Christian church as the People of God, and try to live in a way that attracts others to God; for example, as salt and light in the world.

What difference does the resurrection make for Christians? SALVATION	Outcomes: • 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. Knowledge Building Blocks: • 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. • Christians remember Jesus’ sacrifice through the service of Holy Communion (also called the Lord’s Supper, the Eucharist or the Mass). • 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.	Outcomes: • Explain connections between Isaiah 53, John 19 and the key concepts of Messiah, Sacrifice and Salvation, using theological terms. • Taking account of the context(s), suggest meanings for Isaiah 53 and John 19, and compare their ideas with ways in which Christians interpret these texts as showing the idea of Jesus as a sacrifice. • 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. • Weigh up how far the idea of sacrifice and the example of Jesus are inspiring in the world today and in their own thinking. Knowledge Building Blocks: • 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 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. • 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.
What are the five pillars of Islam? ISLAM Diocese of Lichfield	Outcomes: • Describe what Muslims do to practise the pillars and connect them to key Muslim beliefs. • Describe how the pillars of Islam give strength and shape to life for Muslims. • Discuss how following the pillars can be an obligation and a choice. Explore the difference and the pros and cons when someone views the pillars through this lens.	
What can be done to reduce racism? Walsall Scheme	• Describe examples of what is unjust about racism, referring to teaching from different religions and worldviews (A1). • Respond sensitively to religious engagements with racism with ideas of their own. • Find out about at least two examples of anti-racism that have been effective. • Describe examples of connections between antiracism and religion. • Explain how different religious leaders have responded to the challenges of racism in and beyond their own communities • Consider and evaluate the significance of at least three key ideas about racism they have studied, in relation to their own ideas. • Understand the challenges racism presents to human communities and consider different religious responses. • Discuss their own and others’ ideas about reducing racism and prejudice, informed by rich knowledge of case studies.	

Year 5/6 Cycle B

	Core Learning	Going Deeper
How do Sikhs show their commitment to God? Diocese of Lichfield	Outcomes: • Explain the importance of the Khalsa in in Sikhi. • Explain the religious symbolism and beliefs behind the khanda and each of the five Ks. • Explain how the commitment of the Khalsa is seen as contributing to karna and the journey towards Mukti.	
What matters most to Christians, humanist and other faiths? Diocese of Lichfield	• Suggest reasons why it might be helpful to follow a moral code and why it might be difficult. • Make clear connections between Christian ideas about being good and how people live. • Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views. • Understand the Christian and Humanist code for living and what matters most to each.	
What would Jesus do? GOSPEL	Outcomes: • Identify features of Gospel texts (for example, teachings, parable narrative). • 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. Knowledge Building Blocks: • The good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin. • Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable. • Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.	Outcomes: • Identify features of Gospel texts (for example, teachings, parable, narrative). • 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 Gospel ideas, teachings or beliefs (for example, about trust, forgiveness or justice) 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. Knowledge Building Blocks: • Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable. • Jesus' good news transforms lives now, but also points towards a restored transformed life in the future (See Salvation and Kingdom of God). • Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local national and global community.

What did Jesus do to save human beings? SALVATION	Outcomes: • 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. Knowledge Building Blocks: • 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. • Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). • 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.	Outcomes: • Explain connections between Isaiah 53, John 19 and the key concepts of Messiah, Sacrifice and Salvation, using theological terms. • Taking account of the context(s), suggest meanings for Isaiah 53 and John 19, and compare their ideas with ways in which Christians interpret these texts as showing the idea of Jesus as a sacrifice. • 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. • Weigh up how far the idea of sacrifice and the example of Jesus are inspiring in the world today and in their own thinking. Knowledge Building Blocks: • 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 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. • 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.
How do people express their faith through arts? Diocese of Lichfield	• Appreciate that the expressive arts can be a useful vehicle for conveying deeply held beliefs and values. • Compare and contrast ways in which different religions use the expressive arts to convey beliefs.	

Creation and Science: conflict or complementary? CREATION	Outcomes: • 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. Knowledge Building Blocks: • 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.	Outcomes: • Identify the type of text that Psalm 8 is, and its purpose. • Explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in Creation. • Make clear connections between Psalm 8 and some ways Christians respond to God as Creator. • Show understanding of why some Christians find science and faith compatible. • Respond to the idea that humans have great responsibility for the Earth. • Weigh up how well humans are responding to this responsibility, taking into account religious and nonreligious viewpoints. Knowledge Building Blocks: • There are many scientists through history and now who are Christians. • The discoveries of science make Christians wonder even more about the power and majesty of the Creator.
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