

Wraxall CE Primary School Religious Education Curriculum Progression

Cycle A

Term	1	2	3	4	5	6
Christian Value (Compassion first week of new term)	Responsibility	Respect	Perseverance	Honesty	Friendship	Courage
PSHE Jigsaw Unit	Being in my world	Celebrating Difference	Dreams and Goals	Healthy me	Relationships	Changing Me
Reception	<p>AMV Unit 1 Who are we? Christianity Any religion/non-religion A&D</p> <p>Supplementary questions:</p> <p>a) Who and what is special to me? (People, places, experiences, feelings, stories, objects, beliefs, values)</p> <p>b) Who and what supports and guides us? (People, experiences, feelings, beliefs, values, ideas)</p> <p><u>PSED</u> <u>Self-confidence and self-awareness</u></p>	<p>AMV Unit 2 Why are some times Special? Judaism Hinduism Christianity B&E (This unit is covered over terms 2,3,4 covering religious celebrations of...)</p> <p>UC - F2 Incarnation Why do Christians perform Nativity plays at Christmas? Christianity</p>	<p>AMV Unit 2 Why are some times Special? Non-religious Christianity B&E Supplementary questions:</p> <p>a) What special times and seasons can I remember? Why were these times special?</p> <p>b) Why are some festivals and celebrations special?</p> <ul style="list-style-type: none"> When do they happen? What do they remember? 	<p>UC - F3 Salvation Why do Christians put a cross in an Easter garden? How can we help others when they need it? Christianity</p> <p>Children learn that Christians remember Jesus' last week at Easter.</p> <p>Children that learn Christians Believe Jesus' name means 'He saves' and Jesus came to show God's love.</p> <p>Children learn that Christians try to show love to others.</p>	<p>AMV Unit 3 Why Are some stories special? (Selected stories to link in with Year 1/2) Christianity Judaism C&F Supplementary questions:</p> <p>a) What people help, inspire and guide me? What makes them special?</p> <p>b) What do stories from the Bible say about Jesus? (His birth, friends and followers, miracles, parables)</p>	<p>UC - F1 God/Creation Why is the word 'God' so important to Christians? Christianity</p> <p>Children learn the word God is a name.</p> <p>Children learn Christians believe God is the Creator of the Universe.</p> <p>Children learn that Christians believe God made our wonderful world and so we should look after it.</p>

	<p>Children try new activities and say what they like. <u>Managing feelings and behaviour</u> Children talk about how they and others feel, talk about their own and others behavior and its consequences, knowing that some behavior is unacceptable. Children work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. <u>Making Relationships</u> Children play cooperatively, taking turns. They show sensitivity to others' needs and feelings. <u>Communication and Language</u> Children express themselves effectively. <u>Understanding the World</u> Children learn that there are similarities</p>	<p>Children learn that Christians believe God came to Earth in human form as Jesus. Children learn that Christians believe Jesus came to show that all people are precious and special to God.</p>	<ul style="list-style-type: none"> • What do people do and why? <p>c) What special objects might be used in festivals and celebrations? d) How might some stories and practices associated with religious and other festivals and celebrations relate to experiences and feelings in our own lives? <u>Communication and Language</u> Children listen attentively to stories. Children express themselves effectively. <u>Understanding the World</u> Children learn that there are similarities and differences between themselves and others, and among families, communities and traditions.</p>		<p><u>PSED</u> <u>Managing feelings and behaviour</u> Children talk about how they and others feel, talk about their own and others behavior and its consequences, knowing that some behavior is unacceptable. Children work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations <u>Communication and Language</u> Children express themselves effectively.</p>	
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	and differences between themselves and others, and among families, communities and traditions.					
Year 1/2	<p>AMV Unit 7 Why are some places special?</p> <p>Christianity</p> <p>Judaism</p> <p>Hinduism</p> <p>C&D</p> <p><u>Investigation of religions and Worldviews</u></p> <p>c. ask their own questions about God/deity, special people and special occasions.</p> <p>d. provide a good reason for the views they have and the connections they make.</p> <p><u>Knowledge and Understanding of Christianity</u></p> <p>c. say something about how Christians talk about a</p>	<p>UC 1.3 Incarnation Why does Christmas matter to Christians?</p> <p>Children will learn that Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</p> <p>Recognise that stories of Jesus' life come from the Gospels.</p> <p>Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</p>	<p>UNIT 3 Why are some stories special?</p> <p>Christianity</p> <p>Judaism</p> <p>C&F</p> <p><u>Investigation of religions and Worldviews</u></p> <p>a. talk about what is important to them and to other people with respect for feelings.</p> <p>d. provide a good reason for the views they have and the connections they make.</p> <p><u>Knowledge and Understanding of Christianity</u></p> <p>d. say something about how and why Christians try to help others.</p>	<p>UC 1.5 Salvation Why does Easter matter to Christians?</p> <p>Children will learn that Christians believe that incarnation and salvation are part of a 'big story' of the Bible.</p> <p>Tell stories of Holy Week and from the Bible and recognize a link with the idea of Salvation (Jesus rescuing people).</p> <p>Recognise that Jesus gives instructions</p>	<p>UC 1.1 God What do Christians believe God is like?</p> <p>Children will learn that Christians believe in God and that they find out about God from the Bible.</p> <p>Children learn that Christians believe God is loving, kind, fair and also Lord and King and talk about some stories that show this.</p> <p>Children will learn that Christians worship God, and try to live in ways that please Him.</p>	<p>AMV -Unit 8 Why is our World Special?</p> <p>Christianity</p> <p>Judaism</p> <p>A&E</p> <p><u>Investigation of religions and Worldviews</u></p> <p>c. ask their own questions about God/deity, special people and special occasions.</p> <p>d. provide a good reason for the views they have and the connections they make.</p> <p><u>Knowledge and Understanding of Christianity</u></p> <p>c. say something about how Christians talk about a</p>

	<p>relationship with God.</p> <p>e. Provide a good reason for the views they have and the connections they make.</p> <p><u>Knowledge and Understanding of religions or worldviews other than Christianity</u></p> <p>b. recall key features of an inspirational event, place, ritual or special occasion.</p> <p>e. provide a good reason for the vies they have and the connections they make.</p>	<p>Decide what they personally have to be thankful for at Christmas time.</p>	<p>e. Provide a good reason for the views they have and the connections they make.</p> <p><u>Knowledge and Understanding of religions or worldviews other than Christianity</u></p> <p>d. say something about how and why followers of this tradition try to help others.</p> <p>e. provide a good reason for the vies they have and the connections they make.</p>	<p>about how to behave.</p> <p>Give examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter.</p> <p>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.</p>	<p>Give examples of how Christians put their beliefs into practice in worship by saying sorry to God for example.</p> <p>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p>	<p>relationship with God.</p> <p>e. Provide a good reason for the views they have and the connections they make.</p> <p><u>Knowledge and Understanding of religions or worldviews other than Christianity</u></p> <p>c. say how stories in a selected tradition are inspirational for believers.</p> <p>e. provide a good reason for the vies they have and the connections they make.</p> <p>See also UC 1.2 Creation Who made the World?</p>
Year 3/4	<p>AMV Unit 10 What does it mean to belong to a religion? B,D&E Hinduism</p>	<p>UC Incarnation 2A.3a What is the Trinity? Christianity</p>	<p>AMV Unit 5 Why are some journeys and places special? C&E Christianity Judaism</p>	<p>2A.5 Salvation Why do Christians call the day that Jesus died ‘Good Friday’? Christianity</p>	<p>AMV Unit 9 How Should we live and who can inspire us? B&F All religions</p>	<p>2A.1 Creation and Fall What do Christians learn from the Creation story? Christianity</p>

	<p><u>Investigation of religions and Worldviews</u> d. provide a good reason for the views they have and the connections they make.</p> <p><u>Knowledge and Understanding of religions and Worldviews other than Christianity</u> c. describe some of the rules and guidance used by believers and how that might be applied in working with others from different traditions. d. describe the importance of key texts/writings in the tradition being studied and give an example of how they may be used.</p>	<p>Pupils will learn that Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit.</p> <p>Learn that Christians believe that the Father creates; he sends the son who saves his people, the Son sends the Holy Spirit to His followers.</p> <p>Explore the work of some artists that have created art to express this belief.</p> <p>Understand that Christians believe the Holy Spirit is God's power at work in the world and in their lives today enabling them to follow Jesus.</p> <p>Make links between some</p>	<p>Islam</p> <p><u>Investigation of religions and Worldviews</u> b. ask important questions about the practice of faith and compare some different possible answers. d. provide a good reason for the views they have and the connections they make.</p> <p><u>Knowledge and Understanding of Christianity</u> b. describe some of the different ways in which different Christians show their beliefs in creation, incarnation and salvation, including through arts, worship and helping others.</p> <p><u>Knowledge and Understanding of religions or worldviews other than Christianity</u> b. describe what some of the arts in</p>	<p>Understand that Creation and Fall, Incarnation, Gospel and Salvation are part of the Bible's 'big story' and that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</p> <p>Give examples of what the various events of Holy Week, such as the Last Supper, mean to Christians.</p> <p>Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</p> <p>Describe how Christians show their beliefs about Palm Sunday, Good Friday and</p>	<p><u>Investigation of religions and Worldviews</u> d. provide a good reason for the views they have and the connections they make.</p> <p><u>Knowledge and Understanding of Christianity</u> a. Describe what Christians might learn about Jesus from the Gospel stories of miracles and his resurrection. e. provide good reasons for the views they have and the connections they make.</p> <p><u>Knowledge and Understanding of religions or worldviews other than Christianity</u> a. Describe what believers might learn from the significant texts/writings being studied.</p>	<p>Children will learn how Christians place the concepts of God and creation on a timeline of the Bible's 'Big Story'.</p> <p>Understand links Christians make between Genesis 1 and what they believe about God and Creation.</p> <p>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 specific ways.)</p> <p>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.</p>
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		<p>Bible texts studied and the idea of God in Christianity.</p> <p>Express their ideas about what the God of Christianity is like.</p>	<p>the tradition being studied might mean to believers.</p> <p>e. provide good reasons for the views they have and the connections they make.</p>	<p>Easter Sunday in Worship.</p> <p>Make links between some of the stories and teachings of the Bible and life in the world today, expressing some of their own ideas clearly.</p> <p>(This unit links with AMV unit What can we learn from the life and teaching of Jesus? (B&E))</p>		
Year 5/6	<p>AMV Unit 11 What does it mean to belong to a religion? Islam</p> <p>B,D &E</p> <p>Supplementary questions:</p> <p>a) How do members of this faith celebrate and live out their beliefs in:</p> <p>i the journey of life?</p>	<p>UC Incarnation 2B.4a Was Jesus the Messiah? Christianity</p> <p>Explain the place of Incarnation and Messiah within the 'big story' of the Bible.</p> <p>Show how Christians put their beliefs about Jesus' incarnation into practice in</p>	<p>AMV 3 Why do Religious books and teachings matter? Islam Christianity</p> <p>C&F</p> <p>a) What different kinds of writing and story are there that are important to religions and beliefs?</p>	<p>UC 2B.6 Salvation What did Jesus do to save human beings? Christianity</p> <p>Talk about the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.</p>	<p>UC 2B.8 Kingdom of God What kind of King is Jesus? Christianity</p> <p>Explain connections between biblical texts and the concept of the Kingdom of God.</p> <p>Make clear connections between belief in</p>	<p>AMV Unit 8 What do people believe about life? Featured religions: Christianity & Islam</p> <p>A&E</p> <p>Supplementary questions:</p> <p>a) What feelings do people experience in relation to birth, change,</p>

	<ul style="list-style-type: none"> ii their main festivals and practices? iii their faith communities? iv the wider world? <p>Within the different groups of this faith what are the most important similarities and key differences? Why do they differ? How do they seek to work together?</p> <p><u>Investigation of religions and Worldviews</u></p> <ul style="list-style-type: none"> c. ask important questions about social issues and suggest what might happen depending on different moral choices. d. provide good reasons for the views they have and the connections they make. <p><u>Knowledge and Understanding of religions or</u></p>	<p>different ways celebrating Christmas.</p> <p>Weight 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 makes in people’s lives.</p>	<ul style="list-style-type: none"> b) Where do the most special kinds of writings and stories come from? c) How do communities show that they value special books and writings? d) What are the moral messages that can be found in stories from religions and beliefs? e) How can I best express my beliefs and ideas? <p><u>Investigating Religions and worldviews</u></p> <ul style="list-style-type: none"> b) Ask important questions about social issues and suggest what might happen depending on different moral choices. <p><u>Knowledge and understanding of Christianity</u></p>	<p>Make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate Holy Communion/ Lord’s Supper.</p> <p>Weigh up the value and impact of ideas of sacrifice in their own lives and in the world today.</p>	<p>the kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.</p> <p>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 Christians.</p>	<p>death and the natural world?</p> <ul style="list-style-type: none"> b) What answers might be given by ourselves and by religions and beliefs to questions about: <ul style="list-style-type: none"> i the origin and meaning of life? ii our place in society and the natural world? iii the existence of God? iv the experience of suffering? v life after death? <p><u>Investigation of religions and Worldviews</u></p> <ul style="list-style-type: none"> a) describe and explain different
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	<p><u>worldviews other than Christianity</u></p> <p>b. describe and compare how important aspects of a religion or belief are celebrated and remembered by different communities.</p> <p>c. describe and compare different ways of demonstrating a commitment to a tradition of religion and belief.</p>		<p>c) Describe how Christians express beliefs about Jesus as 'Son of God' and 'Saviour' in worship and art.</p> <p><u>Other religion and/worldview</u></p> <p>a) Make links between some texts and symbols from religion and belief and guidance on how to live a good life.</p>			<p>ideas about God with reference to two religions or one religion and a non-religious worldview.</p> <p>d) provide good reasons for the views they have and the connections they make.</p> <p><u>Knowledge and Understanding of Christianity</u></p> <p>d) describe and compare different ideas Christians may have about salvation and life after death with reference to key texts.</p> <p>e. provide good reasons for the views they have and the connections they make.</p> <p><u>Knowledge and Understanding of religions or</u></p>
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						<u>worldviews other than Christianity</u> d)describe and compare different ideas from the tradition being studied about the meanings of life and death with reference to key texts.
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School visits during cycle A include a visit to Hindu Temple for Year 1-4 and Year5/6 visit a Mosque.

In addition to this all Year Group will visit All Saints' Church. Wraxall, to support their learning throughout the Year and Rev. Fran will support classes in school.

Wraxall CE Primary School RE

Cycle B

Term	1	2	3	4	5	6
Christian Value	Responsibility	Respect	Perseverance	Honesty	Friendship	Courage
PSHE Jigsaw Unit	Being in my world	Celebrating Difference	Dreams and Goals	Healthy me	Relationships	Changing Me
Reception	<p>AMV Unit 1 Who are we? Christianity Any religion/non-religion A&D Supplementary questions: c) Who and what is special to me? (People, places, experiences, feelings, stories, objects, beliefs, values) d) Who and what supports and guides us? (People, experiences, feelings, beliefs, values, ideas)</p> <p><u>PSED</u> <u>Self-confidence and self-awareness</u></p>	<p>AMV Unit 2 Why are some times Special? Judaism Hinduism Christianity B&E UC - F2 Incarnation Why do Christians perform Nativity plays at Christmas? Children learn that Christians believe God came to Earth in human form as Jesus. Children learn that Christians believe Jesus came to show that all people are precious and special to God.</p>	<p>AMV Unit 2 Why are some times Special? Non-religious Christianity B&E Supplementary questions: a) What special times and seasons can I remember? Why were these times special? b) Why are some festivals and celebrations special? <ul style="list-style-type: none"> When do they happen? What do they remember? What do people do and why? c) What special objects might be used in festivals and celebrations? d) How might some stories and practices</p>	<p>UC - F3 Salvation Why do Christians put a cross in an Easter garden? How can we help others when they need it? Christianity Children learn that Christians remember Jesus' last week at Easter. Children that learn Christians Believe Jesus' name means 'He saves' and Jesus came to show God's love. Children learn that Christians try to show love to others.</p>	<p>AMV Unit 3 Why Are some stories special? (Selected stories to link in with Year 1/2) Christianity Judaism C&F Supplementary questions: c) What people help, inspire and guide me? What makes them special? What do stories from the Bible say about Jesus? (His birth, friends and followers, miracles, parables)</p> <p><u>PSED</u> <u>Managing feelings and behaviour</u> Children talk about how they and others feel, talk about their own and others</p>	<p>UC - F1 God/Creation Why is the word 'God' so important to Christians? Christianity Children learn the word God is a name. Children learn Christians believe God is the Creator of the Universe. Children learn that Christians believe God made our wonderful world and so we should look after it.</p>

	<p>Children try new activities and say what they like. <u>Managing feelings and behaviour</u> Children talk about how they and others feel, talk about their own and others behavior and its consequences, knowing that some behavior is unacceptable. Children work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. <u>Making Relationships</u> Children play cooperatively, taking turns. They show sensitivity to others' needs and feelings. <u>Communication and Language</u></p>		<p>associated with religious and other festivals and celebrations relate to experiences and feelings in our own lives? <u>Communication and Language</u> Children listen attentively to stories. Children express themselves effectively. <u>Understanding the World</u> Children learn that there are similarities and differences between themselves and others, and among families, communities and traditions.</p>		<p>behavior and its consequences, knowing that some behavior is unacceptable. Children work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations <u>Communication and Language</u> Children express themselves effectively.</p>	
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	<p>Children express themselves effectively. <u>Understanding the World</u> Children learn that there are similarities and differences between themselves and others, and among families, communities and traditions.</p>					
Year 1/2	<p>AMV Unit 4 Where do we belong? Featured rel's: Christianity Judaism B&D <u>Investigation of religions and Worldviews</u> a. talk about what is important to them and to other people with respect for feelings. d. provide a good reason for the views they have and the</p>	<p>UC 1.3 Incarnation Why does Christmas matter to Christians? Christianity (Following Digging Deeper) Children will learn that Christians believe that Jesus is God and that he was born as a baby in Bethlehem. Recognise that stories of Jesus' life come from the Gospels.</p>	<p>AMV Unit 5 How do we celebrate our journey through life? Featured rel's: Christianity, Islam & Judaism C&E <u>Investigation of religions and Worldviews</u> b. talk about some things about people, that make people ask questions. d. provide a good reason for the views they have and the connections they make.</p>	<p>UC 1.5 Salvation Why does Easter matter to Christians? Christianity (Following Digging Deeper) Children will learn that Christians believe that incarnation and salvation are part of a 'big story' of the Bible. Tell stories of Holy Week and from the Bible and recognize a link with the idea of Salvation (Jesus rescuing people).</p>	<p>AMV Unit 6 How should we live our lives? Featured rel's: Christianity Judaism A&F <u>Investigation of religions and Worldviews</u> a. talk about what is important to them and to other people with respect for feelings. d. provide a good reason for the views they have and the</p>	<p>UC -1.4 Gospel What is the Good News Jesus brings? Christianity Children will learn that Christians believe Jesus brings good news for all people. Children will learn that Christians believe Jesus' teachings make people think hard about how</p>

	<p>connections they make.</p> <p><u>Knowledge and Understanding of Christianity</u></p> <p>a. recall some ways in which Christmas and Easter are celebrated in different ways by different Christians.</p> <p>e. provide a good reason for the view they have and the connections they make.</p> <p><u>Knowledge and Understanding of religions or worldviews other than Christianity</u></p> <p>a. recall stories about an inspirational person.</p> <p>e. provide a good reason for the view they have and the connections they make.</p>	<p>Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</p> <p>Decide what they personally have to be thankful for at Christmas time.</p>	<p><u>Knowledge and Understanding of Christianity</u></p> <p>a. recall some ways in which Christmas and Easter are celebrated in different ways by different Christians.</p> <p>e. provide a good reason for the view they have and the connections they make.</p> <p><u>Knowledge and Understanding of religions or worldviews other than Christianity</u></p> <p>c. say how stories in a selected tradition are inspirational for believers.</p> <p>e. provide a good reason for the view they have and the connections they make.</p>	<p>Recognise that Jesus gives instructions about how to behave.</p> <p>Give examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</p> <p>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.</p>	<p>connections they make.</p> <p><u>Knowledge and Understanding of Christianity</u></p> <p>d. say something about how and why Christians try to help others.</p> <p>e. provide a good reason for the view they have and the connections they make.</p> <p><u>Knowledge and Understanding of religions or worldviews other than Christianity</u></p> <p>d. say something about how and why followers of this tradition try to help others.</p> <p>e. provide a good reason for the view they have and the connections they make.</p>	<p>to live and show them the right way.</p> <p>Give examples how Christians put these beliefs into practice in the church community and their own lives.</p> <p>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.</p>
Year 3/4	AMV Unit 10 What does it mean to belong	UC LSK2 Unit 2A.2 People of God What is it	AMV Unit 1 What is important to me? Christianity Judaism	UC LKS2 Unit 2A.4: Gospel What Kind of	AMV Unit 7 How do people express their beliefs, identity and	UC LKS2 Unit 2A.6 Kingdom of God

	<p>to a religion? Judaism</p> <p>B,D&E How might Jewish people show their commitment to their faith?</p> <p>What rituals or ceremonies might a Jewish person be asked to celebrate in order to be a member of their faith?</p> <p>How might a Jewish person be expected to serve their community and other people?</p> <p>Why are there different groups of Jewish people?</p> <p>What are the similarities and differences between groups?</p> <p>How do Jewish people in different parts of the world practice differently – and what do they have in common?</p>	<p>like to follow God? Children will learn that the Old Testament tells the story of a particular group of people, the children of Israel – the People of God – and their relationship with God.</p> <p>Children will learn that the people believe he promises to stay with them and the Bible stories show how they believe God keeps his promises.</p> <p>Find out how Christians believe that, through Jesus all people can become the People of God. The People of God try to live in the way God wants, following his commands and worshipping him.</p>	<p>A&D</p> <p>a)Who am I and what does it mean to be human? (Physical and non-physical aspects of human identity) b)Where do I belong? (My school, home, family, tradition, cultures, organisations including those involving religion and belief, local community, the UK, the global community)</p> <p><u>Religions and Worldviews:</u> b) ask important questions about the practice of faith and compare some different possible answers. <u>Christianity:</u> c) describe a way in which some Christians work together locally. <u>Other religion/worldview:</u> a) describe what believers might learn from the significant texts/ writings being studied.</p>	<p>World Did Jesus Want? Understand what the Gospels are and that they tell the story of Jesus' life and teachings.</p> <p>Make simple links between Bible texts and the concept of 'Gospel' (Good News).</p> <p>Talk about how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.</p> <p>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.</p>	<p>experience? All religions</p> <p>C & D</p> <p>a) How do people express their beliefs, identity and experiences using signs, symbols and wider arts, e.g. art, buildings, dance, music, painting, poetry, ritual and story? Why do some people of faith not use the arts to represent certain things?</p> <p>b) How and why are 'universal' symbols like colour, light, darkness, wind, sound, water, fire and silence used in religious beliefs?</p> <p><u>Religions and Worldviews</u></p> <p>a) Compare different ideas about God and humanity in the traditions studied. <u>Christianity</u></p>	<p>When Jesus left, what was the impact of Pentecost?</p> <p>Children will learn that Christians celebrate Pentecost as the beginning of the Church and believe that Jesus is still alive, and rules in their hearts and lives through the Holy Spirit if they let him.</p> <p>Give examples of what Pentecost means to some Christians now.</p> <p>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</p>
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	<p>What difference might it make to a Jewish person to belong to one community rather than another?</p> <p>How do some Jewish groups seek to work together?</p> <p><u>Investigation of religions and Worldviews</u> d. provide a good reason for the views they have and the connections they make.</p> <p><u>Knowledge and Understanding of religions and Worldviews other than Christianity</u> c. describe some of the rules and guidance used by believers and how that might be applied in working with others from different traditions. d. describe the importance of key texts/writings in the tradition being studied and give an</p>	<p>Make links between the text and how we live our lives in school and the wider world.</p> <p>(This unit matches with AMV Unit Who am I? (A&D)</p>			<p>b) Describe some of the different ways in which different Christians show their beliefs in creation, incarnation and salvation, including through the arts, worship and helping others.</p> <p><u>Other Religions/ worldviews</u> b. describe what some of the arts in the tradition being studied might mean to believers.</p>	<p>of their own ideas.</p>
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	example of how they may be used.					
Year 5/6	<p>UC 2B.1 God What does it mean if God is holy and loving? Christianity Explain connections between biblical texts and Christian ideas of God, using theological terms.</p> <p>Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.</p> <p>Show how Christians put their beliefs into practice in worship.</p> <p>Weigh up how Biblical ideas and teachings about God as holy and loving might make a difference in the world today,</p>	<p>AMV Unit 7 How do people express their beliefs, identity and experience? Christianity Hinduism C&D Supplementary questions:</p> <p>a) How do people express their beliefs, identity and experiences using signs, symbols and the wider arts, e.g. art, buildings, dance, drama, music, painting, poetry, ritual, and story? Why do some people of faith not use the arts to represent certain things?</p> <p>b) How and why are 'universal' symbols like colour, light,</p>	<p>AMV Unit What does it mean to belong to a Religion –Sikhism B,D &E Supplementary questions:</p> <p>d) How do members of this faith celebrate and live out their beliefs in:</p> <p>i the journey of life? ii their main festivals and practices? iii their faith communities? iv the wider world?</p> <p>Within the different groups of this faith what are the most important similarities and key differences? Why do they differ? How do they seek to work together?</p> <p><u>Investigation of religions and Worldviews</u></p>	<p>UC 2B.2 Creation & Fall Creation and Science: conflicting or complementary?</p> <p>Outline the importance of Creation on the timeline of the 'big story' of the Bible.</p> <p>Identify what type of text some Christians say Genesis 1 is, and its purpose.</p> <p>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.</p> <p>Make connections between Genesis 1 and Christian belief about God as Creator.</p>	<p>AMV Unit 6 How should we make moral choices? All religions A&F</p> <p>a) What are moral questions? b) What are the consequences of the moral choices we make? c) What people and organisations help in making moral choices? d) What are the most important moral values and teachings? e) How do we decide what is right and wrong?</p> <p><u>Religions and Worldviews</u> c. ask important questions about social issues and suggest what might happen depending on different moral choices. <u>Christianity</u> a. Make links between Jesus' life and teaching and different forms of</p>	<p>UC 2B.3 People of God How can following God bring freedom and justice? Christianity Judaism</p> <p>Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.</p> <p>Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.</p> <p>Explain ways in which some Christians put their beliefs into</p>

	<p>developing insights of their own.</p>	<p>darkness, wind, sound, water, fire and silence used in religions and beliefs?</p> <p>c) Why are the arts really important for some religions and beliefs?</p> <p>How might I express my ideas, feelings and beliefs in a variety of different ways?</p> <p><u>Investigation of religions and Worldviews</u></p> <p>a. describe and explain different ideas about God with reference to two religions or one religion and a non-religious worldview.</p> <p>d. provide good reasons for the views they have and the connections they make.</p> <p><u>Knowledge and Understanding of Christianity</u></p>	<p>c. ask important questions about social issues and suggest what might happen depending on different moral choices.</p> <p>d. provide good reasons for the views they have and the connections they make.</p> <p><u>Knowledge and Understanding of religions or worldviews other than Christianity</u></p> <p>b. describe and compare how important aspects of a religion or belief are celebrated and remembered by different communities.</p> <p>c. describe and compare different ways of demonstrating a commitment to a tradition of religion and belief.</p>	<p>Show an understanding of why many Christians find science and faith go together.</p> <p>Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>Weigh up how far the Genesis 1 creation narrative is in conflict or is complementary, with a scientific account.</p>	<p>Christian action, such as in rituals and charitable acts.</p> <p><u>Other religions/worldviews</u></p> <p>a. Make links between some texts and symbols from religion and belief and guidance on how to live a good life.</p> <p>UC2B:5 Gospel – What would Jesus do?</p>	<p>practice by trying to bring freedom to others.</p> <p>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.</p> <p>(This unit links with AMV Unit What does it mean to belong to a Religion? Christianity (B&D))</p>
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School visits during cycle B include a visit to a Synagogue for Year 1-4.

In addition to this all Year Group will visit All Saints' Church. Wraxall, to support their learning throughout the Year and the Rev. from All Saints' Church will support classes in school.