



Foundation Stage

Reception	Autumn	Spring	Summer
1	<p>Celebrations Aims- Listen to and respond to a range of faith stories in a variety of ways and talk about celebrations of special occasions in their own lives, the lives of others and religious communities.</p>	<p>Creation -Why is the word 'God 'so important to Christians? Aims-</p> <ul style="list-style-type: none"> Learn about what God is like through the creation story. Use imagination and curiosity to develop their wonder of the world and ask questions about it that are philosophically challenging and consider answers. 	<p>Special Places- Our special places, religious special places.(Summer 1 and 2) Aims-</p> <ul style="list-style-type: none"> Listen to and respond to a range of faith stories, learn about key figures. Explore local places which are important for people including a religious family and own special places.
2	<p>Incarnation-Why do Christians perform nativity plays at Christmas? How and why Christians share the celebration. Aims- To learn that Christians believe Jesus was God born as a baby who came to earth as the friend and rescuer of human beings</p>	<p>Salvation- Why do Christians put a cross in an Easter garden? Aims-</p> <ul style="list-style-type: none"> Understand some of the main beliefs of Christianity. Explore what Christians believe about Jesus and that Jesus is their saviour. 	

Key Stage 1

Year 1 and 2	Autumn	Spring	Summer
1	<p>Signs and symbols Reflect on thankfulness at harvest (Spiritual Development) Signs and symbols in everyday life, symbols of the 6 principal faiths. Christian signs and symbols. Aims-</p> <ul style="list-style-type: none"> Recognise how and why symbols express religious meaning, appreciating some similarities between communities. 	<p>Religious leaders- Qualities of a good leader Leaders from different religions; Vicar, Rabbi, Iman. Roles and responsibilities. Biblical leaders e.g Moses, Jesus. Aims-</p> <ul style="list-style-type: none"> Learn about authority figures that influence their lives and find out about religious leaders and their work within local faith communities. Reflect on how spiritual and moral values relate to own behaviour. 	<p>What do Christians believe God is like? God. Easy questions, difficult answers What is God like? How do Christians show their belief in God as loving and forgiving? Aims-</p> <ul style="list-style-type: none"> Learn about beliefs including belief in God/Gods and relationships, considering their own experience. Learn about how Christians put their beliefs into practice. Ask and respond to questions

	<ul style="list-style-type: none"> • Explore how religious beliefs and ideas can be expressed through the arts. • Learn about and where possible handle items of religious significance. Listen to and talk with people who belong to a faith community and about how belonging affects their life. 		
2	<p><u>Incarnation</u>- Why does Christmas matter to Christians? Why do Christians believe Jesus came from God? How do Christians celebrate Jesus' birth? Why is Christmas a time of giving? Aims-</p> <ul style="list-style-type: none"> • Make sense of the text. Recognise the link between the story of Jesus' birth and Incarnation. • Learn about a variety of ways of celebrating and the meaning of special occasions in faith communities, the importance for those participating, and how and why religious people care for each other. • Focus on the Christian belief in the importance of 'giving' rather than receiving. • Reflect on how spiritual and moral values influence their behaviour and choices and those of others. 	<p><u>Salvation</u> Year 1- Why does Easter matter to Christians? New life, emotions of Easter. Aims- Understand that Christians believe Jesus rose again, giving people hope of a new life.</p> <p>Year 2- Why does Easter matter to Christians? Aims- Learn about Holy Week and make a link with the idea of Salvation (Jesus rescuing people)</p>	<p><u>Pentecost</u> <u>What is God like? Easy questions, difficult answers</u> What do Bible stories teach Christians about what God is like? Questions for God. Puzzling questions. How Christians answer puzzling questions through Bible stories and prayer.</p> <p>Aims- as above</p> <ul style="list-style-type: none"> • Recognise links between stories from the Bible and the concept of God. • Talk about things that are puzzling • Recognise that some questions are difficult to answer • Suggest religious answers • Recognise questions with no definite answer?

Key Stage 2

Year 3 and 4 Christianity and Sikhism	Autumn	Spring	Summer
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<p>1</p>	<p><u>Incarnation/God- What is the Trinity?</u> How the Christian idea of Trinity is shown at the Baptism of Jesus, in Baptism, worship, prayer and in the way Christians live. How Christianity to understand God better by using symbols, similes and metaphors, in song, story, poems and art. Expression of own ideas about what the God of Christianity is like. Aims- To make sense of Biblical text, make connections and learn that Christians worship God as Trinity.</p>	<p><u>Epiphany</u> <u>Investigating concepts of belonging and commitment in Christianity and Sikhism.</u> Signs of belonging in Sikhism. Baisaikhi. The 5 k's. Celebrations of belonging in Christianity and Sikhism. Baptism and naming ceremonies. Aims- To learn about;</p> <ul style="list-style-type: none"> • Stories of the lives of key religious people and their significance in own and believers' lives today. • Similarities and differences between religions. • The use of symbolic verbal and non-verbal expression. • Examples of personal beliefs influencing behaviour. Important landmarks in life. • Belonging to a group, commitment to a faith group. • Festivals with common themes but meaning unique to each faith. 	<p><u>Gospel</u> What is the 'good news' of Jesus' teachings for Christians? Journeys. Why people make journeys to spiritual/religious places. Gurdwara visit. Aims- To make simple links between;</p> <ul style="list-style-type: none"> • Bible texts and the concept of 'Gospel' (good news) • Some of Jesus' teachings and life in the world today. <p>To learn about places of religious importance, how they are used and their meaning and significance.</p>
<p>2</p>	<p><u>INCARNATION/ GOD-Christmas</u> How the different gospels describe the birth of Jesus? "The word became flesh"- what John's gospel tell us about Jesus and God? How Christians show their beliefs about God and the Trinity in the way they live. Express their own ideas about God. What Christmas is really about for Christians. Aims- To link the text with the concepts of Incarnation and Trinity and what people believe about God in the world today, expressing some ideas of their own clearly.</p>	<p><u>Sharing food/service</u> The Sikh Langar. The Last Supper. Holy Communion. How is food used to celebrate the Easter story? Pancakes, hot cross buns, Simnel cake, Easter eggs. Aims- To learn about;</p> <ul style="list-style-type: none"> • how religious practices stem from beliefs and similarities and differences between religions • the main rituals within acts of worship • Recognise that shared feelings are part of worship. • Reflect on; stories of the lives of key religious people, the significance of these in their own and believers' lives today and on how religious festivals are celebrated. • Consider religious festivals with common themes but meaning unique to each faith. 	<p><u>Kingdom of God.</u> When Jesus left what was the impact of Pentecost? Why is Pentecost important to Christians today? What difference did the giving of the Holy Spirit at Pentecost make to Christians, then and now? How do Christians show their belief about the Holy Spirit in worship and in the way they live? Aims- To make links between;</p> <ul style="list-style-type: none"> • The story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. • 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.

Year 5 and 6 Christianity and Hinduism	Autumn	Spring	Summer
1	<p><u>Christianity, Hinduism</u> How do people express ideas about God? The origins of Christianity and Hinduism. Expression through helping the needy (harvest).</p> <p>Aims-</p> <ul style="list-style-type: none"> • Describe key aspects of religions and traditions that influence beliefs and values of others. • Consider the way members of faith communities describe their understanding of God or Gods. • Learn about stories of the lives of key religious people. • Learn about the significance of expressive and visual arts for practices and the use of symbolic verbal and non-verbal expression to convey meaning. 	<p><u>Epiphany</u> <u>God- loving and holy?</u></p> <p>What the Bible says about God, Christian beliefs about God. Investigating how people express their ideas about God through worship and Church architecture.</p> <p>Aims-</p> <ul style="list-style-type: none"> • Learn about stories of the lives of key religious people. • Make connections between biblical texts and Christian ideas of God, using theological terms. • Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. 	<p><u>Gospel- What would Jesus do?</u></p> <p>What were Jesus' foundations for living? How do Christians follow Jesus' 'Gospel' teachings in their lives? What is the impact of Jesus' teaching and life?</p> <p>Aims-</p> <ul style="list-style-type: none"> • Identify features of Gospel texts • Make clear connections between Gospel texts, Jesus' 'good news' and how Christians live in the Christian community. • Relate Gospel ideas, teachings or beliefs 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.
2	<p><u>Incarnation. Was Jesus the Messiah?</u></p> <p>What evidence of Jesus as the Messiah is there in Matthew's Gospel? How do Christians express their beliefs about Jesus as the Messiah?</p> <p>Aims-</p> <ul style="list-style-type: none"> • Identify Gospel and prophecy texts, using technical terms. • Make clear connections between the texts and what Christians believe about Jesus as Messiah using theological terms. 	<p><u>Salvation</u></p> <p>Year 5-What did Jesus do to save human beings? Aim-To make connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/ Lord's Supper.</p> <p>Year 6- What difference does the resurrection make to Christians?</p> <p><u>Aims</u></p> <ul style="list-style-type: none"> • Make connections between the Christian concept of the resurrection and what Christians believe about hope and life after death, and how they show this in their church communities. • Weigh up how far biblical teachings and beliefs about life after death might make a difference to people in the world today, developing responses and insights of their own 	<p><u>Journeys to special places</u></p> <p>Spiritual purpose of pilgrimage (examples from Christianity and other religions). Why do some religions describe life as a journey? Hindu Temple visit.</p> <p>Aims-</p> <ul style="list-style-type: none"> • Learn about religious perspectives on the 'Journey of life'. • Give opportunities to discuss religious and philosophical questions, giving reasons for own and other's beliefs. • Learn about individual beliefs and consider the ways people describe their understanding of God/gods.

