



Apple Class - Cycle A						
	Autumn		Spring		Summer	
<p>Unit (Lincolnshire Syllabus and Understanding Christianity)</p>	<p>A - Myself LAS Unit: To recognise and explore feelings.</p>	<p>A - Special People To Me. LAS Unit: To recognise and respond appropriately to key figures in their lives. Why Do Christians Perform Nativity Plays At Christmas?</p>	<p>A-Our Special Books</p>	<p>A-Islam. God. What do Muslims believe about Allah?</p>	<p>A-Salvation Who do Christians put a cross in an Easter garden?</p>	<p>A-Places of Worship including Christianity Where do people of different religions go to worship and how do they worship?</p>
<p>Progression of Knowledge</p>	<p>Understand that people belong to religious communities. Use stories/picture books to explore some ways in which religion is important to some people; re-tell simple stories</p>	<p>Identify people/family members who are important to them and others. Know that God is important to Christians. Explore special people in religion, e.g. God, Allah, Jesus,</p>	<p>Identify books that are special to them and their families. Understand that people have special books that are different to their own, Know that the Bible is a special</p>	<p>Know that Muslims believe in one God, Allah who created the world exactly as he wanted it to be (harmony - Islam). Know that the Qur'an is a special book for Muslims and a source of authority.</p>	<p>There are people in religions who are special and who they are special to, e.g. Jesus is important to Christians. Christians believe Jesus came to show God's love.</p>	<p>Know and be able to explain the significance of some key features, objects and symbols in a Christian church, e.g. altar, cross/crucifix, font, candle Know and be able to explain the</p>

	<p>from Religious texts about people of importance to different religions.</p> <p>Talk respectfully about similarities and differences between different beliefs and celebrations (Easter, Diwali, Ramadan) and begin to use specific vocabulary.</p>	<p>Prophet Muhammad.</p> <p>Discuss similarities and differences between themselves and others and among families, communities, cultures and traditions.</p> <p>Know what the Bible says about Jesus' birth.</p> <p>Understand why the birth of Jesus is important to Christians.</p> <p>Remember and retell remember and retell the story of the birth of Jesus</p>	<p>book for Christians.</p> <p>Know that the Bible is full of lots of books and stories that teach us lessons (parables).</p> <p>Know that the Bible has 4 special books in it that tell us about Jesus' life.</p> <p>Know that the Qur'an is a special book for Muslims</p>	<p>Know the Prophet Muhammad is a special person to Muslims. - know at least one special story for Muslims (e.g. The Creation Story, Yunis and the Whale.</p> <p>To know how Allah is described in the Qur'an.</p>	<p>Christians try to show love to others, just as Jesus showed that he loved them</p> <p>Know that a cross is a special object for Christians</p> <p>Know the full Easter story - forgiveness, consequences, hope</p>	<p>significance of some key features, objects and symbols in a Muslim mosque, e.g. prayer mat, qibla, minaret.</p> <p>To know that a synagogue is a Jewish place of worship and begin to identify the key features, objects and symbols in a synagogue, e.g. Torah scroll, yad, Ner Tamid, tallit.</p> <p>To identify similarities and differences between Islamic and Christian features of worship.</p>
Vocab	Community, Christians, Muslims, Jews,	Special, unique, family, people, God, Allah,	Bible, God, Jesus, books, family. Special, reading, feelings,	God, Muslims, Allah, Qur'an, Prophet, Muhammad,	Christians, Easter, God, Jesus, Church, cross, Bible, Humans,	Places of worship, Christian, church, font, alter, cross, Islam, Muslims,



	beliefs, religions, feelings,	respect, Muslim, Qur'an, creation	memories, life lessons, parables	Tawhid, 99 names of Allah, Sha'adah	Christians, Me, You, Others, Believe, Special, Special times, Worship, Celebrate, Festival, Hope, Forgiveness, Created, Crucifixion, Resurrection, Created, Thankfulness, Christian	mosques, prayer mat, minaret, Jewish, Judaism, synagogue, Torah scroll, yad, Ner Tamid, tallit
Additional Needs	<p>Use of role play to explore concepts, ideas and feelings.</p> <p>Images of people who are special to them.</p> <p>Reinforcement of key vocabulary and concepts.</p> <p>Access to books which celebrate difference.</p>	<p>Use of role play to re-tell stories shared as part of RE, story time.</p> <p>Access to books which celebrate difference.</p> <p>Model how to handle books respectfully.</p> <p>Reinforcement of key vocabulary and concepts</p>	<p>Bank of vocabulary</p> <p>Access to lots of different books.</p> <p>Remind the children how we handle books respectfully.</p> <p>Quality religious artefacts.</p> <p>Adult scribes for written outcomes.</p>	<p>Bank of vocabulary/ specialist language for memory and consolidation.</p> <p>Use mind maps to recap core concepts</p> <p>Make use of role play and drama to re-tell religious stories.</p> <p>Use images as aid memoirs to</p>	<p>Use of role play to explore concepts, ideas and feelings.</p> <p>Use drama and props to retell stories.</p> <p>Reinforcement of key vocabulary and concepts.</p> <p>Explore the concept of special people through continuous provision and photographs.</p>	<p>Bank of vocabulary/ specialist language for memory and consolidation.</p> <p>Visit St Bartholomew's Church.</p> <p>Quality religious artefacts.</p> <p>Use images as aid memoirs when discussing places of worship and key features.</p>



				<p>support re-telling stories.</p> <p>Quality religious artefacts.</p> <p>Use I Pad to record/ evidence outcomes.</p> <p>Adult scribe for a written outcome.</p>	<p>Encourage children to talk about people who are special to them.</p> <p>Model correct use of vocabulary, sentence structure.</p>	<p>Use I Pad to record outcomes.</p> <p>Adult scribe for a written outcome.</p>
Sequence of Learning						
Step 1	<p>Identify their place at St Bart's.</p> <p>Belonging to our family.</p>	<p>Identify people/family members who are important to them and others.</p>	<p>Identify books that are special to them and their families.</p> <p>Children to share their special books with their friends</p> <p>Talk about why these are special.</p> <p>Adults to share their special book too.</p>	<p>Know that Muslims worship one God, Allah</p>	<p>What do you think or feel when you see a cross?</p> <p>Explore different types of cross.</p> <p>Explore the full Easter story - forgiveness & consequences, hope</p> <p>Explore what the creator of the world might be like, according to Christians</p>	<p>Understand that a church is a Christian place of worship and begin to identify the key features of a church, e.g. candle, font, alter.</p> <p>Visit Church</p>

<p>Step 2</p>	<p>Identify that they are part of a Christian Community.</p> <p>Visit Church, invite a visitor in to talk to the children.</p> <p>Welcome Service!</p>	<p>Know that God is important to Christians.</p>	<p>Know that the Bible is a special book for Christians.</p>	<p>Know that the Qur'an is the most important source of authority as it is believed to be the revealed word of Allah. Identify the ways in which it is treated with respect.</p>	<p>Know that a cross is a special object for Christians.</p> <p>Know that a prayer mat is a special object for Muslims.</p> <p>Compare the importance of these artefacts</p>	<p>Explore the features / objects / symbols found in a church and identify what they tell us about beliefs about God and how they are used in practice, e.g. the font.</p>
<p>Step 3</p>	<p>Use stories / picture books to explore some ways in which religion is important to some people;</p>	<p>Explore special people in religion, e.g. God, Jesus, Allah, Prophet Muhammad.</p> <p>Are there any connections between God and Allah?</p> <p>Discuss similarities and differences between themselves and others and among families, communities,</p>	<p>Know that the Bible is full of lots of books and stories that teach us lessons (parables).</p> <p>The Lost Sheep</p>	<p>Re - tell the story about the Prophet Muhammad receiving the Qur'an (the 'Night of Power').</p>	<p>Palm Sunday</p> <p>Show children a palm cross and look at it carefully. <i>Unpack lots of different items to help them learn about Palm Sunday</i></p> <p>Act out the story of Palm Sunday - you need a donkey, and Jesus. Tell/read the story.</p>	<p>Identify the different ways that Christians worship and consider the impact this has on the community, e.g. putting Christian faith into action</p>



		cultures and traditions.				
Step 4	Re—tell simple stories from Religious texts about people of importance to different religions.	Explore what the Bible says about Jesus' birth - the Nativity.	Know that the Bible is full of lots of books and stories that teach us lessons (parables). The Good Samaritan	Know that there are stories in the Qur'an that teach Muslims about what Allah is like. Re-tell the Creation story as told in the Qur'an.	Good Friday - How do Christians use crosses to celebrate Easter at home and at church? Good Friday - buy hot cross buns <i>for everyone to try.</i> Do you recognise the shape on top of the buns? Hot cross buns are traditionally eaten on Good Friday, the day Jesus died. This is a 'Jesus cross'.	Understand that a mosque is a Muslim place of worship and name the key features in a mosque, e.g. prayer mat, qibla, minaret Imam or Muslim visitor in school
Step 5	Talk respectfully about similarities and differences between different beliefs and celebrations (Easter, Diwali, Ramadan) and	Talk about why the birth of Jesus is important to Christians	Know that the Bible has 4 special books in it that tell us about Jesus' life. The Gospels	Know that there are stories in the Qur'an that teach Muslims about what Allah is like. Re-tell the story of Yunas and the Whale.	The Resurrection <i>We already know the sad story of Jesus dying, and the big surprise of him coming back to life afterwards.</i>	Explore the features found in a mosque and identify what they tell us about beliefs about Allah and how they are used in practice



	begin to use specific vocabulary.				<p><i>It is the story they heard in our Easter Service in church.</i> <i>Christians say Easter is a happy celebration because Jesus did not stay dead.</i></p> <p>Share the Easter story together using, for example: A Story Bible or Easter story book, or the Easter story cube</p>	(prayer mat, qibla, minaret).
Step 6	Assessment: How am I special and where do I belong?	<p>How do we remember and retell the story of the birth of Jesus?</p> <p>Assessment - Why Do Christians Perform Nativity Plays At Christmas?</p>	<p>Know that the Qur'an is a special book for Muslims</p> <p>Assessment - Why do we have special books?</p>	<p>Know that the Qur'an offers guidance to help Muslims follow the straight path, e.g. to make good choices, to ask for forgiveness, those who believe are always protected.</p> <p>Assessment - What do Muslims believe about Allah?</p>	<p>Assessment - Why do Christians put a cross in an Easter Garden?</p>	<p>Identify the similarities and differences between Islamic and Christian worship.</p> <p>Identify the importance of worship for those with a faith.</p> <p>Assessment - Where do people of different</p>



						religions go to worship and how do they worship?
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Apple Class - Cycle B						
	Autumn		Spring		Summer	
Unit (Lincolnshire Syllabus and Understanding Christianity)	LAS Unit Special Times for Me and Others	B- UC 1.3 Incarnation Why Does Christmas Matter To Christians?	B-Islam Community How do Muslims express their religion and beliefs?	B - Judaism (an in depth study of another world religion) What are the key beliefs in Judaism?	B-Our Beautiful World (Creation stories) LAS Unit: to explore and respond to the natural world.	B-Creation UC Why is the word God so Important to Christians?
Progression of Knowledge	Join in with family customs and routines and explore the idea of special times for themselves and others, such as birthdays, Harvest festival, Christmas. Listen to stories to find out about different beliefs and celebrations across different	Know that Christians believe that Jesus is God and that he was born as a baby in Bethlehem. Know that the Bible points out that his birth showed that He was extraordinary. Know that Christians celebrate Jesus'	Know how Muslims worship both at home and in the Mosque. Know how Muslims use significant objects, e.g. prayer beads, prayer mats, compass To identify which celebrations (Eidul-Fitr and Eidul-Adha) are	Know that Jews believe in one God who created the world and that the people of Israel (Jewish people) are God's chosen people. Know that Jewish people believe that God has entered into a series of contracts (covenants) with his chosen people.	Understand that people have special places that are different to their own. Identify special places within different religions, responding positively and respectfully. Explore different stories of creation.	The word God is a name. Christians believe God is the creator of the universe. Christians believe God made our wonderful world and so we should look after it. There are stories in the Bible that

	<p>cultures and communities.</p> <p>Talk respectfully about similarities and differences between different beliefs and celebrations (Easter, Diwali, Ramadan) and begin to use specific vocabulary</p>	<p>birth and that Advent for Christians is a time of getting ready for Jesus' coming.</p>	<p>important to Muslims and why?</p>	<p>Know what the Torah is and how it is treated. They will know key stories/figures in the Torah, e.g. Abraham, Moses and Noah and re - tell simple stories.</p>	<p>Explore beliefs about the natural world and how human beings should relate to it, e.g. thankfulness.</p> <p>Identify that people can learn about God and Allah from stories in Religious texts e.g. Yunas and the whale.</p>	<p>tell Christians about God.</p>
Vocab	<p>Special, Birthdays, Christmas, Eidul-Fitr and Eidul-Adha, mosque</p>	<p>Jesus, Gospels, Jesus, Christians, Advent, Nativity,</p>	<p>God, Muslims, Allah, Qur'an, Prophet, Muhammad, Mosque, Eidul-Fitr, Eidul-Adha. Ibadah,</p>	<p>Judaism, Jewish, Jews, God, People of Israel, Covenants, Torah, Synagogue, Yad, New Tamid, Tallit, Shabbat, Passover</p>	<p>World, creation, beliefs, special, thankfulness, stewardship</p>	<p>Christians, God, creator, Bible, Jesus,</p>
Additional Needs	<p>Use of role play to explore concepts, ideas and feelings. Reinforcement of key vocabulary and concepts.</p> <p>Experience special times as part of the school community, such as</p>	<p>Bank of vocabulary/ specialist language for memory and consolidation.</p> <p>A4 images of the Big Story of Christianity.</p>	<p>Bank of vocabulary/ specialist language for memory and consolidation.</p> <p>Use mind maps to recap core concepts</p>	<p>Bank of vocabulary/ specialist language for memory and consolidation.</p> <p>Use mind maps to recap core concepts.</p>	<p>Use of role play to explore concepts, ideas and feelings.</p> <p>Reinforcement of key vocabulary and concepts.</p> <p>Explore the concept of special places through</p>	<p>Use of role play to explore concepts, ideas and feelings.</p> <p>Use drama and props to re-tell stories.</p> <p>Reinforcement of key vocabulary and concepts.</p>



	<p>Harvest, Christmas shows, etc. Images of special times shared in school.</p> <p>Access to videos of special times to other people to explore key features, such as Ramadan, Diwali, etc.</p>	<p>Make use of role play and drama.</p> <p>Use I Pad to record/evidence outcomes.</p> <p>Read key stories from the Bible aloud.</p> <p>Storyboard of pictures as a scaffold for re-telling stories.</p> <p>Adult scribe for a written outcome</p>	<p>Make use of role play and drama.</p> <p>Images of labelled key features/word mat.</p> <p>Quality religious artefacts.</p> <p>Use I Pad to record/evidence outcomes.</p> <p>Access to video clips of different celebrations (enable children to re watch multiple times).</p> <p>Adult scribe for a written outcome.</p>	<p>Make use of role play and drama.</p> <p>Use I Pad to record/ evidence outcomes.</p> <p>Access to video clips of different celebrations (enable children to re watch multiple times).</p> <p>Quality religious artefacts. Adult scribe for a written outcome.</p>	<p>continuous provision, photographs, construction</p> <p>Encourage children to talk about their special places.</p>	<p>Images of people/place that are special to them.</p>
Sequence of Learning						
Step 1	<p>Identify special times that the children celebrate at home</p> <p>In school - Welcome Service</p>	<p>Recognise that stories about Jesus' life come from the Gospels.</p> <p>Re - tell simple stories learnt previously about Jesus in RE or as part of CW.</p>	<p>Identify how Muslims express their belief through worship, e.g. going to the mosque. Name the key features of a mosque</p>	<p>Know that Jews believe in one God and that the people of Israel (Jewish people) are God's chosen people.</p>	<p>Explore the world around them.</p> <p>Art Nature Walk Photos</p>	<p>Explore why Christians believe God is the creator of the universe.</p>



<p>Step 2</p>	<p>Identify special times for Christians - Christmas, Harvest, Easter</p>	<p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important to Christians.</p>	<p>Identify how Muslims express their belief through prayer.</p>	<p>Know that Jewish people believe that God has entered into a series of contracts (covenants) with his chosen people.</p>	<p>Explore different stories of creation.</p>	<p>Christians believe God made our wonderful world and so we should look after it.</p>
<p>Step 3</p>	<p>Listen to stories to find out about different beliefs and celebrations across different cultures and communities</p>	<p>Understand that Advent for Christians is a time of getting ready for Jesus' coming. Give examples of what happens during Advent.</p>	<p>Understand that Muslims express their belief by showing respect for teachers and elders. Identify how the Qur'an and Hadiths teach this.</p>	<p>Re-tell key stories from the Torah and identify key figure within it. Know the way The Torah is treated and how it is used in the Synagogue.</p>	<p>Explore beliefs about the natural world and how human beings should relate to it, e.g. thankfulness.</p>	<p>Explore why the word of God is so important to Christians. Christians believe God is behind all there is in the world.</p>
<p>Step 4</p>	<p>Listen to stories to find out about different beliefs and celebrations across different cultures and communities</p>	<p>Give examples of the ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</p>	<p>Know what Eid ul-Adha is, how it is celebrated and why it is important to Muslims.</p>	<p>Know that the Synagogue is a place of worship for Jewish people. Name key features of a synagogue, e.g. Torah, the Ner Tamid and the tallit</p>	<p>Know how we can care for the environment - religious and non-religious ways. How do people look after or harm the world.</p>	<p>Explore how God is the Creator and giver of life. God loves the world he has made and has put humans in charge of caring for his creation; it is a big responsibility - how can we help</p>
<p>Step 5</p>	<p>Talk respectfully about similarities and differences between different</p>	<p>Decide what they personally have to be thankful for at Christmas time</p>	<p>Identify what Eid - ul - Fitr is, how it is celebrated and why it is</p>	<p>Know that Shabbat is related to the day of rest in the Jewish</p>	<p>How do we care for animals around us? Are there different religious</p>	<p>Many Christians declare their faith in 'God the Father</p>



	beliefs and celebrations (Easter, Diwali, Ramadan) and begin to use specific vocabulary	and the rest of the year.	important to Muslims.	creation story. Discuss key practices associated with this weekly ritual, e.g. shared family meal, blessing, lighting candles.	or non-religious ways that people look after or harm animals.	almighty, maker of heaven and earth' when they say the creed together at church. Learn the song 'He's got the whole world in his hands'
Step 6	Assessment - What are special times for me and others? (religious/non-religious)	Re - tell the big story of Christianity, including the concepts taught to date (Creation, God, and Salvation) and adding Incarnation - Assessment - Why does Christmas matter to Christians?	Assessment - How do Muslims express their religion and beliefs?	Name and discuss key practises of Passover, retelling the story associated with the festivals and the beliefs that underpin it. Assessment- What are the key beliefs in Judaism?	Assessment - How do different people believe the world began? How do people believe we should treat animals and the world around us?	Assessment - Walk round the school and find something that needs doing. Write a letter to the school council together to ask them to do something - offer to help, too! Or Make your own book of 'Helping in school' using photos of your class doing things to make the school tidier and cleaner, and showing that you

RE Progression Document



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Palm Class - Cycle A					
	Autumn		Spring		Summer
Unit (Lincolnshire Syllabus and Understanding Christianity)	A- God UC 1.1 (core) What do Christians believe God is like?	A-Creation UC 1.2 (core) Who do Christians believe made the world?	A-Islam - God How is Allah described in the Qur'an?	A-Islam Community. What do Muslims do to express their beliefs?	A-Places of Worship including Christianity.
Progression of Knowledge	<p>Know that Christians believe in God, and that they find out about God in the Bible. -</p> <p>Know that Christians believe God is loving, kind, fair and forgiving, and also Lord and King.</p> <p>Know that some stories show these Christian beliefs, e.g. The Parable of the Lost Son.</p> <p>Understand that Christians worship God and try to live</p>	<p>Know that Christians believe that God created the universe. - know that the Earth and everything in it are important to God.</p> <p>Know that Christians believe that God has a unique relationship with human beings as their Creator and Sustainer.</p> <p>Know that Christians believe that humans should care for</p>	<p>Know that Muslims believe in one God, Allah who created the world exactly as he wanted it to be (harmony - Islam).</p> <p>Know that the Qur'an is a special book for Muslims and a source of authority.</p> <p>Know the Prophet Muhammad is a special person to Muslims.</p> <p>Know at least one special story for Muslims (e.g. The Creation Story,</p>	<p>Know how Muslims worship both at home and in the Mosque.</p> <p>Know how Muslims use significant objects, e.g. prayer beads, prayer mats, compass</p> <p>Identify which celebrations (Eidul-Fitr and Eidul-Adha) are important to Muslims and why?</p>	<p>Know and be able to explain the significance of some key features, objects and symbols in a Christian church, e.g. altar, cross/crucifix, font, candle</p> <p>Know and be able to explain the significance of some key features, objects and symbols in a Muslim mosque, e.g. prayer mat, qibla, minaret.</p> <p>Know that a synagogue is a Jewish place of worship and begin to identify the key features, objects and symbols in a synagogue, e.g. Torah scroll, yad, Ner Tamid, tallit.</p> <p>Identify similarities and differences between Islamic and Christian features of worship</p>



	in ways that please him.	the world because it belongs to God.	Yunis and the Whale. Know how Allah is described in the Qur'an.		
Vocab	Christians, God, Bible, Lord, King, forgiveness, parable, Gospels, Jesus, Father, loving,	God, Christians, Bible, Creator, Genesis, Creation, sustainer	God, Muslims, Allah, Qur'an, Prophet, Muhammad, Tawhid, 99 names of Allah, Sha'adah	God, Muslims, Allah, Qur'an, Prophet, Muhammad, Mosque, Eidul-Fitr, Eidul-Adha. Ibadah,	Places of worship, Christian, church, font, alter, cross, Islam, Muslims, mosques, prayer mat, minaret, Jewish, Judaism, synagogue, Torah scroll, yad, Ner Tamid, tallit
Additional Needs	<p>Bank of vocabulary/ specialist language for memory and consolidation.</p> <p>Read key stories from the Bible aloud.</p> <p>Make use of role play and drama.</p> <p>Use I Pad to record/evidence outcomes.</p> <p>Storyboard of pictures as a</p>	<p>Bank of vocabulary/ specialist language for memory and consolidation.</p> <p>Read key stories from the Bible aloud.</p> <p>Make use of role play, drama and props to retell religious stories.</p> <p>Use I Pad to record outcomes.</p>	<p>Bank of vocabulary/ specialist language for memory and consolidation.</p> <p>Use mind maps to recap core concepts</p> <p>Make use of role play and drama to re-tell religious stories.</p> <p>Use images as aid memoirs to support re-telling stories.</p>	<p>Bank of vocabulary/ specialist language for memory and consolidation.</p> <p>Use mind maps to recap core concepts</p> <p>Make use of role play and drama.</p> <p>Images of labelled key features/word mat.</p> <p>Quality religious artefacts.</p>	<p>Bank of vocabulary/ specialist language for memory and consolidation.</p> <p>Visit St Bartholomew's Church.</p> <p>Quality religious artefacts.</p> <p>Use images as aid memoirs when discussing places of worship and key features.</p> <p>Use I Pad to record outcomes.</p> <p>Adult scribe for a written outcome.</p>



	<p>scaffold for re-telling stories.</p> <p>Use images as aid memoirs to support re-telling stories.</p> <p>Adult scribe for a written outcome.</p>	<p>Use images as aid memoirs to support retelling stories.</p> <p>Adult scribe for a written outcome.</p>	<p>Quality religious artefacts.</p> <p>Use I Pad to record/ evidence outcomes.</p> <p>Adult scribe for a written outcome.</p>	<p>Use I Pad to record/evidence outcomes.</p> <p>Access to video clips of different celebrations (enable children to re watch multiple times). Adult scribe for a written outcome</p>		
Sequence of Learning						
Step 1	<p>Understand what a parable is and that they can be found in the 4 Gospels of the Bible. Explore the 4 Gospels and that these men were Jesus' disciples</p>	<p>Explore what the creator of the world might be like, according to Christians</p>	<p>Know that Muslims worship one God, Allah.</p>	<p>Identify how Muslims express their belief through worship, e.g. going to the mosque. Name the key features of a mosque.</p>	<p>Understand that a church is a Christian place of worship and begin to identify the key features of a church, e.g. candle, font, alter.</p> <p>Visit St Bart's Church</p>	<p>Explore the features found in a mosque and identify what they tell us about beliefs about Allah and how they are used in practice (prayer mat, qibla, minaret).</p>
Step 2	<p>Re - tell the story of the parable of The Lost Son and recognise the link with the concept of God as a loving father.</p>	<p>Re-tell the story of Creation from Genesis 1.</p>	<p>Know that the Qur'an is the most important source of authority as it is believed to be the revealed word of Allah. Identify</p>	<p>Identify how Muslims express their belief through prayer.</p>	<p>Explore the features found in a church and identify what they tell us about beliefs about God and how they are</p>	<p>Identify the different ways that Muslims worship and consider the impact this has on the community,</p>



			the ways in which it is treated with respect		used in practice, e.g. the font	e.g. putting Muslim faith into action
Step 3	Give, clear simple accounts about what the story of The Lost Son means to Christians.	Know that 'Creation' is the beginning of the 'big story' of the Bible.	Re - tell the story about the Prophet Muhammad receiving the Qur'an (the 'Night of Power').	Understand that Muslims express their belief by showing respect for teachers and elders. Identify how the Qur'an and Hadiths teach this.	Explore the objects found in a church and identify what they tell us about beliefs about God and how they are used in practice, e.g. alter	Identify the similarities and differences between Islamic and Christian worship.
Step 4	Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God through prayer.	Discuss what the creation story tells Christians about God, creation and the world.	Know that there are stories in the Qur'an that teach Muslims about what Allah is like. Re-tell the Creation story as told in the Qur'an.	Know what Eid ul-Adha is, how it is celebrated and why it is important to Muslims.	Explore the symbols found in church and identify what they tell us about beliefs about God and how they are used in practice, e.g. candles	Understand that a synagogue is a Jewish place of worship and begin to identify the key features of a synagogue, e.g. Torah scroll, yad, Ner Tamid, tallit.
Step 5	Understand why forgiveness is important	Give at least one example of what Christians do to say thank you to God for the Creation.	Know that there are stories in the Qur'an that teach Muslims about what Allah is like. Re-tell the story of Yunas and the Whale.	Identify what Eid - ul - Fitr is, how it is celebrated and why it is important to Muslims.	Identify the different ways that Christians worship and consider the impact this has on the community, e.g. putting Christian faith into action	Identify the importance of worship for those with a faith.



<p>Step 6</p>	<p>Assessment - What do Christians believe God is like?</p>	<p>Assessment - Identify the importance of helping others less fortunate than ourselves.</p> <p>Assessment - Who do Christians believe made the world?</p>	<p>Know that the Qur'an offers guidance to help Muslims follow the straight path, e.g. to make good choices, to ask for forgiveness, those who believe are always protected.</p> <p>Assessment - What do Muslims believe about Allah?</p>	<p>Assessment - How do Muslims express their religion and beliefs?</p>	<p>Understand that a mosque is a Muslim place of worship and name the key features in a mosque, e.g. prayer mat, qibla, minaret</p> <p>Islamic visitor in school</p>	<p>Assessment - Where do people of different religions go to worship and how do they worship?</p>
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<p>Palm Class - Cycle B</p>						
	<p>Autumn</p>		<p>Spring</p>		<p>Summer</p>	
<p>Unit (Lincolnshire Syllabus and Understanding Christianity)</p>	<p>B- Being Human - Islam.</p> <p>How does faith and belief affect the way Muslims live their lives?</p> <p>What Does the Qu'ran Say About How Muslims</p>	<p>B- Incarnation UC 1.3 (core)</p> <p>Why does Christmas matter to Christians?</p>	<p>B-Islam - Life Journey.</p> <p>What do Muslims do to celebrate birth?</p>	<p>B-Salvation UC</p> <p>Why does Easter Matter to Christians?</p>	<p>LAS (Additional Unit)</p> <p>Do you have to believe in God to be good?</p>	<p>B-Thankfulness including Christianity.</p> <p>How do different religions around the world show that they are thankful?</p>

	Should Treat Others?					
Progression of Knowledge	<p>Know that Muslims believe that Allah created everything in harmony and that it is the responsibility of humans to try to make sure everything is harmonious;</p> <p>Know some stories shared by the Prophets (e.g. the Prophet Nuh, the Prophet and the Camel)</p> <p>Know some examples of how Muslims try to promote harmony and show good character (akhlaq), e.g. giving zakat, following the Five Pillars of Islam.</p>	<p>know that Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</p> <p>know that the Bible points out that his birth showed that He was extraordinary.</p> <p>know that Christians celebrate Jesus' birth and that Advent for Christians is a time of getting ready for Jesus' coming.</p>	<p>Know that Muslims have special ways of celebrating and saying thank you to God for the arrival of a new baby.</p> <p>Know some of the Muslim rituals and practices associated with welcoming a new baby (whispering of the adhan, aqiqah ceremony)</p> <p>Know some of the Christian celebrations associated with welcoming a new baby (baptisms, Christenings).</p> <p>Know that welcoming a new baby is an important part of belonging to a Christian or Muslim</p>	<p>Know that Easter is very important in the 'big story' of the Bible.</p> <p>Know that Jesus showed that he was willing to forgive all people, even for putting him on the cross</p> <p>Know that Christians believe Jesus rose again, giving people hope of a new life.</p> <p>Know how God, Incarnation, Gospel and Salvation fit into the 'big story' of the Bible.</p>	<p>Know that the word 'good' means different things to different people.</p> <p>Understand what good looks like to them.</p> <p>Understand what 'bad' is might help us understand what is 'good'.</p> <p>Understand what 'good' looks like to Christians - link the ten commandments.</p> <p>Explore other world views about being good.</p>	<p>Know what it means to be thankful and make links about what they are thankful for.</p> <p>Know that Muslims celebrate Eid Al Fitr and name some key rituals and practises associated with this festival.</p> <p>Know that Christians give thanks to God at harvest time and identify the ways in which Christians celebrate harvest around the world.</p> <p>Know what Sukkot is and how it is celebrated.</p>



			community (church [Christianity]; ummah [Islam])			
Vocab	Muslims, Allah, Islam, harmony, harmonious, Prophets, Qur'an, Imam (faith), Sha'adah, Aklaq, Mahammad	Jesus, Gospels, Jesus, Christians, Advent, Nativity,	Muslims, Allah, Islam, harmony, harmonious, Prophets, Qur'an, aqiqah, Adhaan, Zakat, belonging, baptisms, Christenings,	God, Christians, Easter, salvation, Holy Week, Jesus, rescue, New Testament, heaven, sin, forgiveness, resurrection	Good, bad, Christian, Jesus, God, lessons, parables, footsteps,	Thankful, Eid Al Fitr, harvest, thanksgiving, Jewish, Sukkot, Hindu, Holi,
Additional Needs	<p>Bank of vocabulary/ specialist language for memory and consolidation.</p> <p>Mind maps to recap core concepts.</p> <p>Make use of role play and drama.</p> <p>Use I Pad to record/ evidence outcomes.</p> <p>Access to video clips of different celebrations (enable children to</p>	<p>Bank of vocabulary/ specialist language for memory and consolidation.</p> <p>A4 images of the Big Story of Christianity.</p> <p>Make use of role play and drama.</p> <p>Use I Pad to record/evidence outcomes.</p> <p>Read key stories from the Bible aloud.</p>	<p>Bank of vocabulary/ specialist language for memory and consolidation.</p> <p>Mind maps to recap core concepts.</p> <p>Make use of role play, drama and props to explore key features of religious ceremonies.</p> <p>Use I Pad to record outcomes.</p> <p>Use images as aid memoirs when</p>	<p>Bank of vocabulary/ specialist language for memory and consolidation.</p> <p>A4 images of the Big Story of Christianity.</p> <p>Use mind maps to recap core concepts.</p> <p>Make use of role play and drama.</p> <p>Use I Pad to record/evidence outcomes.</p>	<p>Bank of vocabulary/ specialist language for memory and consolidation.</p> <p>Mind maps to recap core concepts.</p> <p>Use I Pad to record/evidence outcomes.</p> <p>Read key stories from the Bible aloud.</p>	<p>Bank of vocabulary/ specialist language for memory and consolidation.</p> <p>Use mind maps to recap core concepts.</p> <p>Make use of role play and drama.</p> <p>Use I Pad to record/ evidence outcomes.</p> <p>Access to video clips of different celebrations (enable children to</p>



	re watch multiple times). Adult scribe for a written outcome.	Storyboard of pictures as a scaffold for re-telling stories. Adult scribe	learning about key ceremonies. Adult scribe for a written outcome.	Read key stories from the Bible aloud. Adult scribe for a written outcome.		re watch multiple times). Adult scribe for a written outcome.
Sequence of Learning						
Step 1	Identify that the statement of faith is important to Muslims (Sha'adah) and that this is one of the five pillars.	Recognise that stories about Jesus' life come from the Gospels. Re - tell simple stories learnt previously about Jesus in RE or as part of CW.	Understand that people around the world celebrate birth in different ways.	Understand and re- tell the Big Story of Christianity so far, e.g. Creation, The Fall. Understand that because of The Fall, people need to be rescued (Salvation).	Know that the word 'good' means different things to different people.	Identify what it means to be thankful and how people might show this. Know what they are thankful for and why.
Step 2	Know who the Prophet Muhammad was and why he is important to Muslims.	Give a clear, simple account of the story of Jesus' birth and why Jesus is important to Christians	Know that Muslims have special ways of celebrating and saying thank you to Allah for the arrival of a new baby.	Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)	Understand what good looks like to them. Explore other world views about being good.	Know that Eid Al Fitr is a day of thanksgiving for Muslims and to understand how it is celebrated and why.
Step 3	Know that Muslims follow the five pillars, one of which is Zakat (giving to those in	Understand that Advent for Christians is a time of getting ready for Jesus'	Describe the Muslim rituals and practices associated with welcoming a new	Recognise that Jesus gives instructions about how to behave (analysis stories	Understand what 'bad' is might help us understand what is 'good'.	Know that harvest is a festival of thanksgiving and identify how Christians around

	need) as a way of following the straight path..	coming. Give examples of what happens during Advent.	baby (whispering of the adhan, aqiqah ceremony).	from the New Testament to support this)		the world celebrate harvest it.
Step 4	Know what akhlaq is (moral conduct and character) and why it is important to Muslims	Give examples of the ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas	Identify that Christians have special ways of celebrating and saying thank you to God for the arrival of a new baby, including baptism/christening and services of thanksgiving	Give at least 3 examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.	Understand what 'good' looks like to Christians - link the ten commandments.	Identify that Sukkot is a Jewish Festival of thankfulness. Describe how Jews celebrate Sukkot.
Step 5	Learn about stories from the Qur'an and discuss how they teach Muslims about the importance of how to lead a good life (akhlaq)	Decide what they personally have to be thankful for at Christmas time and the rest of the year	Describe some of the Christian rituals and practices associated with welcoming a new baby (anointing with oil, sprinkling with blessed water, candle, appointing God parents, etc)	Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, etc.	Explore other world views about being good.	Identify that Holi is a Hindu Festival and to identify how this colourful festival is celebrated around the world.



<p>Step 6</p>	<p>Assessment How does faith and belief affect the way Muslims live their lives?</p>	<p>Re - tell the big story of Christianity, including the concepts taught to date (Creation, God, and Salvation) and adding Incarnation</p> <p>Assessment - Why does Christmas matter to Christians?</p>	<p>Understand that welcoming a new baby is an important part of belonging to a Christian or Muslim community.</p> <p>Assessment - What do Muslims do to celebrate birth?</p>	<p>Identify that through the death of Jesus, sin is dealt with, forgiveness is offered, and the relationship between God and humans is restored.</p> <p>Assessment - Why does Easter matter to Christians?</p>	<p>Assessment: Do you have to believe in God to be good?</p>	<p>Assessment - How do different religions around the world show that they are thankful?</p>
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Oak Class - Cycle A					
	Autumn		Spring		Summer
Unit (Lincolnshire Syllabus and Understanding Christianity)	A-Hinduism- God Deities and key figures. How are deities and key figures depicted in Hindu sacred texts and stories? How do symbols help Hindus understand the divine?	A-Islam - God Nature of Allah. What are some of the key concepts and beliefs in a Muslim worldview? What do Muslims believe about Allah (God)? What is the purpose of visual symbols in a mosque?	A-What is the Trinity? God/Incarnation.	A-Why Do Christians call the Day Jesus Died Good Friday? Salvation	LAS Additional Unit- Pilgrimage Including Christianity. Why do people go on pilgrimages?
				Consolidation Opportunity for The Trinity and Salvation	
Progression of Knowledge	Know that Hindus believe in one ultimate reality: Brahman - the life force in all things. Know about different Hindu beliefs. Understanding Dharma and Karma - duties	Know that Muslims believe in the oneness of God (tawhid) and its reflection in the shahadah (statement of faith). Understand that Muslims see God as the creator who has created the	Know that Creation and Fall, Incarnation, Gospel and Salvation all come on a timeline of the Bible's 'big story' Identify what a 'Gospel' is and where they can be found in the Bible.	Know what happened to Jesus at Easter and that Jesus' life is retold in the Gospel texts. Know that different crosses have different meanings linked to Jesus' life. Know what Christians believe happened on Palm Sunday, Good Friday and Easter Sunday in worship and how they show these beliefs.	Understand what a pilgrimage is and what it would involve. Know about some different pilgrimages in different religions. Know the environmental



	<p>Understand the Trimurti</p> <p>Know that the aum symbol and lotus flower are significant parts of the Hindu Creation Story.</p>	<p>universe to be in harmony.</p> <p>Know that Muslims believe God made human beings to be 'abd' (servant) and khalifa (regent) to help him keep things in harmony; has set out a straight path (shariah) to help maintain this harmony and offered guidance to help humans follow this path.</p> <p>Know that Muslims believe in the Five Pillars of Islam. Understand the role of the mosque in Muslim belief and practice.</p> <p>Know that Muslims worship in a Mosque and identify the key features.</p>	<p>Know that Christians believe God is Trinity: Father, Son and Holy Spirit.</p> <p>Know that water has an important part to play in the Trinity with the Baptism of Jesus and cleansing of sins.</p> <p>Know 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 as they are welcomed into the Christian family through Baptism.</p> <p>Describe how Christians show their beliefs about God the Trinity in worship (in</p>	<p>Understand how Christians mark the Easter events in their church communities.</p> <p>Know that various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to do.</p> <p>Know Christians today believe that Jesus really did rise from the dead, and so is still alive today.</p> <p>Know that Christians remember and celebrate Jesus' last week, death and resurrection.</p> <p>Know what Christians do to remember Jesus' life.</p>	<p>impact of pilgrimage.</p>
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		<p>Know the ways in which mosques engage with the local community.</p>	<p>baptism and prayer, for example) and in the way they live.</p> <p>Know that 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.</p> <p>Understand that Christians worship God as Trinity.</p> <p>Know that Christians find that understanding God is challenging; people spend their whole lives learning more and more about God.</p>		
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<p>Vocab</p>	<p>Hinduism, life, ultimate, reality, Brahman, Dharma (duties), aum, lotus flower, mandir, The Trimurti, The Creation Story</p>	<p>Islam, Muslim, Mosque, Tawhid, Muslims, 'abd (servants) and khalifa (regents), muslim (harmonious), Shariah (straight path), Qur'an, Prophets.</p>	<p>Christianity, God the Father, God the Son, God the Holy Spirit, Trinity, Incarnation, Bible, belief, prayer, Gospel, symbolism, baptism,</p>	<p>Christianity, God, Jesus, creation, the fall, incarnation, Holy Week, disciples, Easter, Good Friday</p>	<p>Christianity, Islam, Hinduism, Christians, Muslims, Hindus, pilgrimage, Jerusalem,</p>
<p>Additional Needs</p>	<p>Bank of vocabulary for memory and consolidation.</p> <p>IPads to access RE definition app to access key vocabulary and meaning.</p> <p>Create and revisit mind maps of core concepts at the start of each lesson.</p> <p>Adults to read texts aloud and support text analysis through individual or group discussions.</p>	<p>Bank of vocabulary for memory and consolidation.</p> <p>IPads to access RE definition app to access key vocabulary and meaning.</p> <p>Create and revisit mind maps of core concepts at the start of each lesson.</p> <p>Adults to read texts aloud and support text analysis through individual or group discussions.</p>	<p>Bank of vocabulary for memory and consolidation.</p> <p>IPads to access RE definition app to access key vocabulary and meaning.</p> <p>Create and revisit mind maps of core concepts at the start of each lesson.</p> <p>Adults to read texts aloud and support text analysis through individual or group discussions.</p>	<p>Bank of vocabulary for memory and consolidation.</p> <p>Create and revisit mind maps of core concepts.</p> <p>Adults to read texts aloud and support text analysis through individual or group discussions.</p> <p>Use of pictures as an aid memoire when learning about core concepts.</p> <p>Adult scribe for written outcomes.</p> <p>Make use of role play and drama.</p> <p>Create storyboards to help sequence the events of Holy Week.</p> <p>Use I Pad to record/evidence outcomes in creative ways.</p>	<p>Bank of vocabulary for memory and consolidation.</p> <p>Revisit core concepts from previously taught units of work.</p> <p>Create a mind map about pilgrimage and where people of faith might visit.</p> <p>Adults to facilitate and support individual or group discussions.</p>



	Use of pictures as an aid memoire when learning about core concepts. Large images of art studied to support children	Use of pictures as an aid memoire when learning about core concepts.	Use of pictures as an aid memoire when learning about core concepts. Adult scribe for a written outcome. Large images of art studied to support children	A4 images of the Big Story of Christianity	Adults scribe for written outcomes. Use I Pad to record/evidence outcomes in creative ways.
Sequence of Learning					
Step 1	Know that Hindus believe in one ultimate reality: Brahman - the life force in all things. Link to sacred texts and symbols.	Understand the oneness of God (tawhid) and its reflection in the Shahadah (Statement of faith)	Consider the symbolism of water in Christianity. Interpret prayers read during baptisms.	Interpret the core concepts of Creation, Fall, Incarnation and Gospel and identify how they fit into 'The Big Story' in Christianity.	To understand what a pilgrimage is. To explore religious and non-religious pilgrimages.
Step 2	Know about different Hindu beliefs and compare these with other faiths (prior learning).	Know that Muslims believe that Allah created the universe to be in harmony (muslim).	Know what a Gospel is and where they can be found in the Bible. Understand the importance of Jesus' baptism as	Understand what happened during Holy week.	To explore Jerusalem as a place of significance for Jews, Christians and Muslims.

	Link to sacred texts and symbols.		recounted in Matthew.			
Step 3	Understanding Dharma and Karma - duties Link to sacred texts and symbols.	Know that Muslims believe that Allah has set out a straight path (shariah) for humans to follow to help keep things in harmony.	Identify how Christians, show their beliefs about the Trinity in both adult and child baptisms	Understand how Mary and the disciples felt during Holy week.		To describe why Christians go on pilgrimages and how this impacts their lives.
Step 4	Understand the Trimurti Link to sacred texts and symbols.	Identify that the Islamic holy book is the Qur'an and identify Allah's attributes as described in the Qur'an.	Interpret what texts about the Holy Trinity might mean. Understand what is meant by God the Holy Spirit.	Identify how Christians mark the Easter events in their church communities.		To explore pilgrimage in Hinduism.
Step 5	Know that the aum symbol and lotus flower are significant parts of the Hindu Creation Story	Name and describe the Five Pillars in Islam and how they ensure that muslim (harmony) is achieved as Allah intended.	Identify what the Grace of God means to Christians. Express their understanding of the Holy Trinity in a piece of art work (design and make).	Describe how Christians show their believes about Palm Sunday, Good Friday and Easter Sunday in worship.		To evaluate the impact of pilgrimages on the natural world.
Step 6	Assessment - How are deities and key figures	Identify the role of the mosque in	Express their understanding of the Holy Trinity in	Make links between some of the stories and	Assessment - Why do Christians call the	To compare and contrast



	<p>depicted in Hindu sacred texts and stories?</p> <p>How do symbols help Hindus understand the divine?</p>	<p>Muslim belief and practise.</p> <p>Assessment - What do Muslims believe about Allah?</p>	<p>a piece of art work (design and make).</p> <p>Assessment - What is the Holy Trinity?</p>	<p>teachings in the Bible and life in the world today.</p>	<p>day Jesus died, Good Friday.?</p>	<p>pilgrimages in key world religions.</p> <p>Assessment: Why do people go on pilgrimages?</p>
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Oak Class - Cycle B						
	Autumn		Spring		Summer	
<p>Unit (Lincolnshire Syllabus and Understanding Christianity)</p>	<p>B-Hinduism - Community</p> <p>How do Hindus do to express their faith and beliefs?</p>	<p>B-Why Do We Celebrate? Big Question.</p>	<p>B-Islam - Community. How is Muslim Worship expressed Collectively?</p>	<p>B-What Do Christians learn From the Creation Story?</p>	<p>Understanding Christianity- Gospel (core) What kind of world did Jesus want?</p>	<p>B-What Does It mean To Live A Good Life?</p>
<p>Progression of Knowledge</p>	<p>Know about key worship practices in Hindu worldviews at the mandir and at home, including the puja ceremony and the importance of murtis.</p>	<p>Know that religious people celebrate key moments in different ways.</p> <p>Know that celebration can be about remembering both happy things and sad things.</p>	<p>Know what Ummah is (the global community of Islam). Know the role of the mosque in providing education (the madrassah), welfare (by distributing zakat) and engaging with</p>	<p>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</p>	<p>Know that Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first.</p>	<p>-Consider whether you need to believe in God to be good. - Think about how understanding what 'bad' is might help us understand what 'good' is and what it is not.</p>

	<p>Know that performing bhakti (worship/devotion) is one way of fulfilling dharma.</p> <p>Know about the key practices associated with the festivals of Diwali and Raksha Bandhan.</p> <p>Know about the ways in which the stories and practices associated with Diwali and Raksha Bandhan connected with idea of fulfilling dharma.</p>	<p>Know that confirmation is a Christian celebration of someone deciding to commit to following Jesus and belonging to the Christian community.</p> <p>Know the practices associated with Christian confirmation.</p>	<p>the wider local community.</p> <p>Know that Eid ul-Fitr - marks the end of the month of Ramadan and the fast (sawm); -</p> <p>Know the significance of Hajj for Muslims.</p>	<p>Describe what Christians do because they believe God is the Creator (For example, wonder at how amazing God's creation is: care for the earth in some specific ways.</p>	<p>Know that Christians try to put his teaching and example into practice in lots of ways, such as giving to charity.</p>	<p>Give examples about what it means to be good in religious and non - religious worldviews, e.g. in Christianity</p> <p>'Love your neighbour as yourself' to exemplify how to act towards others.</p> <p>In Islam, the importance of charity (Zakat)</p>
Vocab	Hindu, Hinduism, Brahman, Ultimate Reality, Life Force, atman (soul), deities, Trimurti: Brahma, Vishnu and Shiva, Samsara (cycle of life), Karma,	Celebration, celebrate, Birthdays, religious festivals, births, wedding celebrations, humanism, Christianity, Humanism, naming	Islam, Muslim, Tawhid, mosque, Ummah, madrassah (education), zakat, Eid ul-Fitr, Ramadan, Sawm, Hajj, Umrah, Wudu, Salat.	Christians, God, Jesus, creator, sustainer, stewards, The Fall, ten commandments, Bible, Genesis	Christianity, God, Jesus, Gospel, Good News, disciples,	Christianity, Islam, Hinduism, God, Allah, deities, good,

	Sanatana Dharma, moksha (liberation), Mandir, Puja, bhajan, aarti ceremony, prahshad, murtis, Diwali, Holi, Raksha Bandan.	ceremonies, holy communion				
Additional Needs	<p>Bank of vocabulary for memory and consolidation.</p> <p>IPads to access RE definition app to access key vocabulary and meaning.</p> <p>Create and revisit mind maps of core concepts at the start of each lesson.</p> <p>Adults to read texts aloud. Adults to support text analysis through individual or group discussions.</p>	<p>Bank of vocabulary for memory and consolidation.</p> <p>Adults to facilitate individual or group discussions about events that are celebrated.</p> <p>Create a mind map about the events discussed and revisit.</p> <p>Adults scribe for written outcomes.</p> <p>Use I Pad to record/evidence outcomes in creative ways, e.g.</p>	<p>Bank of vocabulary for memory and consolidation.</p> <p>IPads to access RE definition app to access key vocabulary and meaning.</p> <p>Create and revisit mind maps of core concepts at the start of each lesson.</p> <p>Adults to read texts aloud and support text analysis through individual or group discussions.</p>	<p>Bank of vocabulary for memory and consolidation.</p> <p>A4 images of the Big Story of Christianity for individual use.</p> <p>Adults to read texts aloud and support text analysis through individual or group discussions.</p> <p>Access to differentiated texts from Genesis.</p> <p>Use of pictures as an aid memoire</p>	<p>A4 images of the Big Story of Christianity for individual use.</p> <p>Adults to read texts aloud.</p> <p>Adults to facilitate and support individual or group discussions.</p> <p>Access to differentiated texts from the gospels.</p> <p>Create and revisit mind maps to explore core concepts.</p>	<p>Bank of vocabulary for memory and consolidation.</p> <p>Adults to facilitate and support individual and/or group discussions.</p> <p>Adult scribe for written outcomes.</p> <p>Make use of role play and drama to consider moral dilemmas.</p> <p>Create storyboards to help sequence the narratives.</p>



	<p>Access to differentiated texts from the gospels. High quality labelled artefacts.</p> <p>Use of pictures as an aid memoire when learning about core concepts and festivals.</p> <p>Adult scribe for a written outcome.</p> <p>Access to videos watched as part of direct teaching, e.g. how Hindus worship in the Mandir.</p> <p>Use I Pad to record/evidence outcomes in creative ways.</p>	<p>record verbal response to assessment question.</p> <p>Use of drama and roleplay to explore emotions, special events and times in peoples lives.</p>	<p>High quality labelled artefacts.</p> <p>Use of pictures as an aid memoire when using stories and learning about core concepts.</p> <p>Adult scribe for a written outcome.</p> <p>Access to videos watched as part of direct teaching, e.g. Eid</p>	<p>when learning about core concepts.</p> <p>Adult scribe for written outcomes.</p> <p>Make use of role play and drama.</p> <p>Create storyboards to help sequence events.</p> <p>Use I Pad to record/evidence outcomes in creative ways</p>	<p>Adults scribe for written outcomes.</p> <p>Make use of role play and drama.</p> <p>Create storyboards to help sequence events.</p> <p>Use I Pad to record/evidence outcomes in creative ways.</p>	<p>Use I Pad to record/evidence outcomes in creative ways.</p>
Sequence of Learning						
Step 1	Identify how Hindu worship is	Identify the different	Identify what ummah is in Islam	Place the concepts of God and	Understand what a gospel is and	Understand that the word 'good'



	expressed personally in the home, including the puja ceremony and the importance of Murtis.	events/times of life that are celebrated, e.g. Birthdays, events of national significant (Royal weddings), sporting events (Olympics), key religious festivals, birth of a baby, etc.	and why it is important to Muslims.	Creation on a timeline of the Bible's 'Big Story'	explore some of the gospels	means different things to different people.
Step 2	Identify how Hindu worship is expressed collectively at the Mandir.	Know that different celebrations and events evoke different emotions in people.	Identify the role of the mosque as a centre of the community.	Explore God as the creator and explore how Christians can be God's Stewards.	Explore what Christians can learn from Jesus' teachings	Articulate what 'good' is in Christianity.
Step 3	Identify how Hindus celebrate Diwali and how this impacts on their daily lives.	Identify the key features of wedding celebrations from religious (Judaism, Hinduism and Christianity) and non - religious worldviews (Humanism), and identify the similarities and differences	Identify the importance of Salat, as one The Five Pillars of Islam.	Explore the fall in Christianity and learn about Adam and Eve's mistakes.	Make links between parables and what they tell us about Jesus' teachings.	Identify and articulate what 'good' is in Islam.



<p>Step 4</p>	<p>Explore how worship and celebrations (Holi) build a sense of community.</p>	<p>Know the key features of how people with religious (Christians, Hindus, Muslims, Jews) and non - religious worldviews (Humanists) would welcome a baby, e.g. naming ceremony, Christening, Baptism, etc</p>	<p>Understand the significance of Hajj (Pilgrimage to Mekkah)/Umrah for Muslims.</p>	<p>Explore the ten commandments and the importance of acknowledging our mistakes</p>	<p>Make links between the Good Samaritan story and the importance of charity in Christian life.</p>	<p>Identify and articulate what 'good' is in Hinduism.</p>
<p>Step 5</p>	<p>Explore how worship and celebrations (Raksha Bandhan) build a sense of community</p>	<p>Identify key features of Confirmation in Christianity and how this links with communal events, e.g. Holy Communion.</p>	<p>Identify that Sawm (fasting during the month of Ramadan) is one of the Five Pillars of Islam and identify its significance</p>	<p>Make connections with the Creation Story and the messages Christians can learn from it.</p>	<p>Explore what kind of world Jesus wanted.</p>	<p>Identify how people of faith (Muslims, Christians, Hindus) and non - religious people cope when bad things happen.</p>
<p>Step 6</p>	<p>Identify sacred places to Hindus and what pilgrimages mean to people of faith.</p> <p>Assessment - How do Hindus express their</p>	<p>Explore how religious and non - religious people deal with difficult times.</p> <p>Assessment: Why do we celebrate?</p>	<p>Explore how worship and celebrations (Eid) build a sense of community.</p> <p>Assessment - How do Muslims express their</p>	<p>Assessment - What do Christians learn from the creation Story?</p>	<p>Assessment - What kind of world did Jesus want?</p>	<p>Identify how people of faith (Muslims, Christians, Hindus) and non - religious people cope when bad things happen.</p>

RE Progression Document



	religion and belief?		religion and belief?			Assessment: What does it mean means to have a good life?
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Willow Class - Cycle A						
	Autumn		Spring		Summer	
Unit (Lincolnshire Syllabus and Understanding Christianity)	Hinduism-Being Human.	Judaism A systematic study of Jewish World Views	Incarnation UC 2b.4 Was Jesus the Messiah?	Salvation UC 2b.7 What Difference Does the Resurrection Make for Christians?	LAS Additional Unit: Forgiveness	LAS Additional Unit: Expressing beliefs through the Arts How do religious and non-religious people express their beliefs creatively?
Progression of Knowledge	<p>Know that Hindus believe that the atman (soul) travels through samsara (the cycle of birth, life, death and rebirth) and that its ultimate goal is to achieve moksha (liberation).</p> <p>Know that Hindus believe that the way to achieve moksha is for the atman to fulfil its dharma (duty) in each cycle of life.</p>	<p>Know that they believe in one God.</p> <p>Know the stories of Noah, Abraham and Moses and how they connect to the covenant.</p> <p>Know that the Mizvot (commandments) and the way they connect to the covenant. How do Jewish people keep the Mizvot?</p> <p>Know that Jewish people worship and</p>	<p>Jesus was Jewish.</p> <p>Christians believe Jesus is God in the flesh.</p> <p>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.</p> <p>The Old Testament talks about a 'rescuer' or 'anointed one' —</p>	<p>Know that 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.</p> <p>Know that the Gospels give accounts of Jesus' death and resurrection.</p>	<p>What forgiveness means and the value of forgiveness in both religious non - religious world view.</p> <p>What forgiveness means to Christians and how this fits into the 'Big Story' of Christianity.</p>	<p>Know that there are lots of different ways in which humans communicate meaning (e.g. language, art, music, dance, drama, computer coding, mathematical equations, etc.)</p> <p>Know that it can sometimes be difficult to communicate meaning clearly (e.g. when the same word, e.g. 'field', means</p>



	<p>Know that there are different ways in which Hindus seek to fulfil their dharma.</p> <p>Know that Hindus follow the principle of non-violence (ahimsa) and know some examples of what this looks like in practice (e.g. the work of Mahatma Gandhi)</p>	<p>learn in a synagogue.</p> <p>Know that Jewish people worship and practice in the home.</p> <p>Explore Jewish festivals, such as Pesach, Sukkot and Hanukkah</p>	<p>a messiah. Some texts talk about what this 'messiah' would be like.</p> <p>Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)</p> <p>Christians see Jesus as their Saviour (See Salvation).</p>	<p>Understand that belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.</p> <p>Know that this belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).</p>		<p>different things in different contexts or when it is difficult to capture an emotion/feeling in words)</p> <p>Know some examples of creative expression that seek to communicate religious beliefs (e.g. Methodist Modern Art Collection, Islamic calligraphy, Christian gospel music)</p>
Vocab	<p>Brahman, Trimurti, samsara, atman, karma, moksha, dharma, Hindus, samsara, moksha, sharma, ahimsa, deities, devotion, puja, aarti, moral duty</p>	<p>Jewish, Jew, God, Mizvot (commandments), synagogue, Noah, Moses, Abraham, worship, learn, practice, covenant, Deuteronomy, Pesach, Sukkot, Hannukah, Torah,</p>	<p>Christians, God, Jesus, Trinity, Incarnation, Salvation, Old Testament, rescuer, Messiah, Jewish people, resurrection, Holy Spirit, sin, injustice,</p>	<p>Gospel, resurrection, Jesus, God, The Holy Trinity, salvation, incarnation, Good Friday, Easter Sunday, Messiah,</p>	<p>Forgiveness, compassion, tolerance, mercy, reconciliation, salvation, Christianity, Islam, Hinduism</p>	<p>Creativity, expression of beliefs, imagination, inspiration, inventiveness, vision, innovation,</p>



		Ark, Ner Tamid, Yad, Tallit	crucified, Gospel, majesty, Lord			
Additional Needs	<p>Bank of vocabulary for memory and consolidation.</p> <p>Create a mind map about core concepts in Hinduism and revisit.</p> <p>Adults scribe for written outcomes.</p> <p>Use I Pad to record/evidence outcomes in creative ways, e.g. record verbal response to assessment question, broadcasts, Stop motion animation, etc.</p> <p>Use of drama and roleplay to explore the cycle of samsara.</p>	<p>Bank of vocabulary for memory and consolidation.</p> <p>Create a mind map about core concepts in Judaism and revisit.</p> <p>Use I Pad to record/evidence outcomes in creative ways, e.g. record verbal response to assessment question, broadcasts, Stop motion animation, etc.</p> <p>Adults to read texts aloud and support text analysis through individual or group discussions.</p>	<p>Bank of vocabulary and definitions for memory and consolidation.</p> <p>IPads to access RE definition app to access key vocabulary and meaning.</p> <p>Create and revisit mind maps of core concepts at the start of each lesson.</p> <p>Adults to read texts aloud and support text analysis through individual or group discussions.</p> <p>Differentiated texts.</p> <p>Adult scribe for a written outcome.</p>	<p>Bank of vocabulary and definitions for memory and consolidation.</p> <p>IPads to access RE definition app to access key vocabulary and meaning.</p> <p>Create and revisit mind maps of core concepts at the start of each lesson.</p> <p>Adults to read texts aloud and support text analysis through individual or group discussions.</p> <p>Differentiated texts.</p> <p>Adult scribe for a written outcome.</p>	<p>Bank of vocabulary for memory and consolidation.</p> <p>Adults to facilitate individual or group discussions about forgiveness across Christianity, Islam and Hinduism.</p> <p>Adults scribe for written outcomes.</p> <p>Use I Pad to record/evidence outcomes in creative ways, e.g. record verbal response to assessment question, create broadcasts, Stop motion animation, etc.</p> <p>Use of drama and roleplay to explore emotions.</p>	<p>Adults to facilitate individual or group discussions about the expression of beliefs.</p> <p>Adults scribe for written outcomes.</p> <p>Use I Pad to record/evidence outcomes in creative ways, e.g. record verbal response to assessment question, create broadcasts, Stop motion animation, etc.</p> <p>Use of drama and roleplay to explore emotions, express emotions and beliefs.</p> <p>Access to Ipads to listen to lyrics</p>



	<p>High quality artefacts.</p> <p>Use of storyboards to create narratives for moral dilemmas</p>	<p>Differentiated texts.</p> <p>IPads to access RE definition app to access key vocabulary and meaning.</p>	<p>Use I Pad to record/evidence outcomes in creative ways, e.g. new broadcasts.</p> <p>A4 images of the Big Story of Christianity for individual use.</p> <p>Use of St Bart's Church.</p>	<p>Use I Pad to record/evidence outcomes in creative ways, e.g. new broadcasts.</p> <p>A4 images of the Big Story of Christianity for individual use.</p> <p>Use of St Bart's Church.</p> <p>Use of drama and roleplay to explore emotions, special events and times in peoples lives.</p>		<p>from songs, poems multiple times if there are barriers to reading.</p> <p>Adults to read aloud.</p> <p>Large images of art studied to support children with visual impairments</p>
Sequence of Learning						
Step 1	<p>Recap key beliefs (see KS2 Compulsory Unit: God - Hinduism): Brahman, the Trimurti, samsara, atman, karma, moksha, dharma</p>	<p>Understand that Jewish people believe in one God, the creator of the world.</p> <p>Introduce the Shema (Jewish statement of belief; Deuteronomy 6:4): O Israel, the Lord</p>	<p>Understand the concept of 'Messiah' and how this fits into the 'big story' of Christianity.</p>	<p>Identify that the Gospels give accounts of Jesus' death and resurrection.</p>	<p>Identify what the term 'forgiveness' means.</p>	<p>Understand the importance of creativity as a way of expressing beliefs, meaning, knowledge and emotions. To identify how they prefer to express themselves</p>



		our God, the Lord is One."				
		The Jewish Creation Story				
Step 2	Identify that Brahman is central to Hinduism and to explain how Hindus show devotion to Brahman.	<p>Know that key people were chosen as people of God and the Covenant</p> <p>What is the covenant?</p> <p>Explore the story of Abraham</p> <p>Genesis 17</p> <p>The Ten Commandments</p>	Analysise and interpret prophecy texts from the Bible to begin to identify the idea of Jesus as the Messiah.	Identify how Christians view the resurrection of Jesus	Explain the challenges of forgiveness for the one forgiving and the one being forgiven.	Identify the ways in which human beings communicate meaning (e.g. language, art, music, drama, dance, etc) and how different forms of expression are suited to particular contexts
Step 3	Understand how devotion to deities are shown through rituals in the home, e.g. puja and aarti	<p>Know that Jews worship and learn in a synagogue</p> <p>Introduce pupils to the key features and artefacts to be found in a Jewish synagogue; where</p>	<p>Explain connections between biblical texts, Incarnation and Messiah, using theological terms.</p> <p>To explain the differences between Gospel</p>	Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.	Explore the concept of forgiveness in Christianity through Biblical texts and the concept of salvation.	Understand how religious people express their beliefs through music, e.g. Christian worship music (Hillsong), church choirs, Hindus through dance and Muslims

		possible, try to show them examples from a range of synagogues to show diversity within Judaism:	and prophecy texts.			adhaan (call to prayer).
Step 4	To identify what karma is and how it drives the cycle of samsara	Know how Jews worship and practice at home Make connections between Shabbat and Jewish beliefs about God and the story of creation	To identify how Christians put their beliefs about Jesus' Incarnation into practise by celebrating Christmas. To identify that for Christians, Christmas is a time of celebrating the arrival of the Messiah.	To explain why some people find belief in the Resurrection makes sense and inspires them.	To explain the concept of forgiveness in Hinduism and how this links to core beliefs	To explore religious art and art exploring religious themes in Christianity, e.g. Da Vinci's The Last Supper, Resurrection by Dr Oliver Pfaff, The baptism of Christ - Daniel Bonnell To understand how Christians express their beliefs through the arts.
Step 5	Identify what Dharma is and how it relates to beliefs about samsara, the atman and moksha; duty to self, Brahman, fellow human beings,	Introduce one or more Jewish festivals, focusing on different ways in which Jewish people celebrate these festivals and the ways in which these	Consider 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	Understand what the term salvation means and identify how it 'fits' into the 'Big story' of Christianity.	Explore the concept of forgiveness in Islam and how this links to core beliefs.	Create a personal expression of belief (song, poem, dance, art, etc), using the design, make and evaluate sequence. This can be explored as a



	<p>other living beings and society.</p> <p>To explain how Hindus show their moral duty towards self, deities, fellow human beings and society.</p>	<p>festivals link with Jewish beliefs in one God and about being the chosen people of God.</p>	<p>that might make in people's lives.</p>			<p>series of 3 lessons or a themed day.</p>
<p>Step 6</p>	<p>Know that Hindus follow the principle of non-violence (ahimsa) and know some examples of what this looks like in practice (e.g. the work of Mahatma Gandhi - Vegetarianism)</p> <p>Assessment - How does faith and belief affect the way people live</p>	<p>Links to Christianity, Historical links WW2</p> <p>Assessment What do Jewish people believe about God? Who are the patriarchs and why are they important to Jewish people? How do Jewish people express their beliefs through worship in diverse ways? How do Jewish people express their beliefs</p>	<p>Assessment - Was Jesus the Messiah?</p>	<p>To understand what the term salvation means and identify how it 'fits' into the 'Big story' of Christianity.</p> <p>Assessment: What Difference Does the Resurrection Make for Christians?</p>	<p>Assessment - What does it mean to forgive?</p>	<p>Assessment - How do religious and non-religious people express their beliefs creatively?</p>



		through daily life in diverse ways?				
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Willow Class - Cycle B						
	Autumn		Spring		Summer	
Unit (Lincolnshire Syllabus and Understanding Christianity)	LAS (Compulsory) Life Journey— Hinduism How do Hindus show they belong?	LAS (Compulsory) Life Journey— Islam How do Muslims show they belong?	God UC 2b.1 (Core) What does it mean if God is loving and holy? (Digging Deeper)	LAS (Additional) Big Questions How do we know what it means to have a good life?	Creation UC 2b.2 (Core) Creation and Science: conflicting or complimentary?	Creation UC 2b.2 (Digging deeper) Creation and Science: conflicting or complimentary?
Progression of Knowledge	Know that Hindus believe it is important to fulfil your dharma (duty). Know that there are rites of passage (samskaras) that mark the journey of a human life and that carrying out these samskaras is part of fulfilling your dharma.	Know that Muslims believe that it is important to belong to the global community of Muslims (ummah) because this is one way of being in harmony. Know that part of belonging to this ummah is to take part in certain rites of passage. Know that there are rites of passage associated	Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace.	Consider whether you need to believe in God to be good. Think about how understanding what 'bad' is might help us understand what 'good' is and what it is not. Know what it means to be good in religious and non - religious worldviews, e.g. in Christianity 'Love your neighbour as	Know that there is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. Know that these debates and controversies relate to the purpose and interpretation of the texts. For	Know that there are many scientists throughout history and now who are Christians. Know that the discoveries of science make Christians wonder even more about the power and majesty of the Creator.



	Know that there are samskaras associated with birth, initiation, marriage and death. -Know some of the key practices associated with these samskaras.	with birth, initiation, marriage and death. -Know some of the key practices associated with these rites of passage	Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible	yourself' to exemplify how to act towards others. In Islam, the importance of charity (Zakat	example, does reading Genesis as a poetic account conflict with scientific accounts?	
Vocab	Hinduism, Hindus, Brahman, Atman, Samsara, Dharma and karma, samskaras, Rites of Passage, namkarna (birth - naming ceremony) jatakarma, karnavedah, mundane, upananyana, vivaha (marriage), antyeshti (death)	Muslims, Islam, ummah, harmony, adhaan, aqiqah, zakat, mahr, Madrasahs, Makkah	Christians, God, omnipotent, omniscient, eternal, worship, holy, loving, sin, injustice, forgiving, Bible, Incarnation, Salvation,	Christianity, Islam, Hinduism, God, Allah, deities, good,	Christianity, God, Jesus, Trinity, Creation, Creator, sustainer, Genesis, controversy, conflict, power, majesty, cosmology, evolution, stewardship, scientists, engineering.	
Additional Needs	Bank of vocabulary for memory and consolidation. IPads to access RE definition app to access key	Bank of vocabulary for memory and consolidation. IPads to access RE definition app to access key	Bank of vocabulary and definitions for memory and consolidation. Create and revisit mind maps of core concepts at the	Bank of vocabulary for memory and consolidation. Adults to facilitate and support individual	Bank of vocabulary and definitions for memory and consolidation. IPads to access RE definition app to access key vocabulary and meaning. Create and revisit mind maps of core concepts at the start of each lesson.	

	<p>vocabulary and meaning.</p> <p>Create mind map of core concepts and revisit.</p> <p>Adults to support text analysis through individual or group discussions.</p> <p>Access to differentiated texts.</p> <p>High quality labelled artefacts. Use of pictures as an aid memoire when learning about key features of rites of passage.</p> <p>Adults to scribe for a written outcome.</p> <p>Access to videos watched as part of</p>	<p>vocabulary and meaning.</p> <p>Create mind map of core concepts and revisit.</p> <p>Adults to support text analysis through individual or group discussions.</p> <p>Access to differentiated texts.</p> <p>Use of drama/role play/pictures as an aid memoire when learning about key features of rites of passage, ceremonies, etc.</p> <p>Adults to scribe written outcomes.</p> <p>Access to videos watched as part of direct teaching,</p>	<p>start of each lesson.</p> <p>Adults to read texts aloud and support text analysis through individual or group discussions.</p> <p>Differentiated texts.</p> <p>Adult scribe for a written outcome.</p> <p>Use I Pad to record/evidence outcomes in creative ways, e.g. new broadcasts.</p> <p>A4 images of the Big Story of Christianity for individual use.</p> <p>Use of St Bart's Church</p>	<p>and/or group discussions.</p> <p>Adult scribe for written outcomes.</p> <p>Make use of role play and drama to consider moral dilemmas. Create storyboards to help sequence the narratives.</p> <p>Use IPad to record/evidence outcomes in creative ways.</p>	<p>Adults to read texts aloud and support text analysis through individual or group discussions.</p> <p>Differentiated texts.</p> <p>Adult scribe for a written outcome.</p> <p>Use I Pad to record/evidence outcomes in creative ways, e.g. news broadcasts, stop motion animation, etc. A4 images of the Big Story of Christianity for individual use.</p> <p>Use of drama and roleplay to explore theories of creation.</p> <p>Access to iPads to listen to responses about creation from Christians and Scientists multiple times.</p>
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	<p>direct teaching, e.g. Hindu weddings</p> <p>Use I Pad to record/evidence outcomes in creative ways, e.g. new broadcasts.</p>	<p>e.g. Islamic weddings</p> <p>Use I Pad to record/evidence outcomes in creative ways, e.g. new broadcasts.</p>				
Sequence of Learning						
Step 1	<p>Recap key beliefs of God and Community (see previous learning).</p>	<p>Revisit the core concepts of God and community within Islam.</p>	<p>Understand that Christians believe that God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.</p>	<p>Understand that the word 'good' means different things to different people.</p>	<p>Outline the importance of Creation on the timeline of the 'big story' of the Bible</p>	<p>Identify the purpose of Psalm 8.</p> <p>Explain the meaning behind Psalm 8.</p>
Step 2	<p>Understand core beliefs in Hinduism and how they link to one another (Brahman, Atman, Samsara, Dharma and karma).</p> <p>Identify that Samskaras are rites of passage that mark the move from one</p>	<p>Explore how birth ceremonies in Islam show belonging, e.g. reciting the adhaan, shaving the baby's head and the aqiqah ceremony - links between this, zakat [charitable giving] and Muslims beliefs about harmony</p>	<p>Explain connections between biblical texts and Christian ideas of God as loving and holy.</p>	<p>Articulate what 'good' is in Christianity.</p>	<p>Research and understand the concepts of Cosmology and Evolution.</p>	<p>Make clear connections between Psalm 8 and some ways Christians respond to God as the creator.</p>

	phase of life to the next.					
Step 3	Explore the first rite of passage, Birth (namkarna and jatakarma - naming ceremony and welcome ceremony), identifying the key features and how it connects to beliefs about Brahman, Atman, Samsara, Dharma and karma	Identify how marriage rituals and the role of cultural traditions in Muslim weddings show a sense of belonging.	Express creatively the connections between biblical texts and Christian ideas of God, using theological terms (Art outcome).	Identify and articulate what 'good' is in Islam	Understand different interpretations of Creation, both religious and scientific.	Respond to the ideas from Psalm 8 that humans have great responsibility for the Earth and how this links to stewardship.
Step 4	Explore the key features of Initiation (upanayana - sacred thread ceremony) and how it connects to beliefs about Brahman, Atman, Samsara, Dharma and karma.	Explore the key features of death and how the rituals build a sense of belonging, e.g. all Muslims are buried, not cremated, are buried facing Makkah, to ensure muslim (harmony).	make clear connections between Bible texts studied and what Christians believe about God, e.g. through how churches are designed.	Identify and articulate what 'good' is in Hinduism	Identify where people might look for answers about creation, e.g. Genesis for Christians. Identify where people might look for answers about creation, e.g. Genesis for Christians.	Consider how well humans are responding to the responsibility given to them in Psalm 8.
Step 5	Explore the key features of marriage (vivaha)	Explore the role of madrasahs and how this relates to	Understand how Christians put their beliefs into	Identify how people of faith (Muslims,	Identify the main ideas about God as a creator, making	Identify that there are many scientists



	and how it connects to beliefs about Brahman, Atman, Samsara, Dharma and karma	ideas about community and belonging.	practice in worship.	Christians, Hindus) and non - religious people cope when bad things happen.	clear connections between Genesis and Christian beliefs about God.	throughout history who are/were Christians. Show how Christians worship their Creator, look after Creation and other people; and where science fits into their work, e.g. Christians in Science and Christians in Engineering
Step 6	Explore the key features of death (antyeshti) and how it connects to beliefs about Brahman, Atman, Samsara, Dharma and karma. Assessment: How do Hindus show they belong?	Assessment - How do Muslims and Hindus show they belong?	understand how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. Assessment - What does it mean if God is holy and loving?	Consider what it means to live a good life, both religious and non - religious. Assessment: How do we know what it means to have a good life?	Reflect on the world we live in regardless of how you believe it came about.	Assessment - Creation and Science: conflicting or complimentary?