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| Other core religions | Christianity | Whole school | Diversity | Thematic |
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| | Autumn Term | | Spring Term | | Summer Term | |
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| EYFS Nursery | Let's find out about Harvest <ul style="list-style-type: none"> Harvest - a celebration of food. Harvest is usually celebrated in a church and in schools. Harvest is about helping others who are less fortunate than us. Farmers work hard to harvest the crops. Harvest in the past – crops grown to help through the winter months as it is too hard to grow it in Winter. Harvesting food by hand only in the past. <p>Food harvested by hand and machinery now.</p> | Let's find out about Divali <ul style="list-style-type: none"> Diwali is a Hindu festival/celebration Diwali means 'rows of lighted lamps'. Diva candles – bright lights to celebrate. Rangoli patterns – colourful design on the floor of the front of the house to welcome visitors. Tradition of sharing sweets. Traditional Indian clothes are worn. Mehndi/henna patterns on hands. <p>Celebrate with fireworks.</p> | Let's find out about the Bible <ul style="list-style-type: none"> The Bible is an old special book for Christians, why? Look at a bible and its features – what is inside it? Prayers, songs, etc. Talk about the ten commandments/rules to follow as a Christian. Discuss commandment number 10, 'be happy with what you have'. What does it mean? <p>Let's hear some stories about Jesus</p> <ul style="list-style-type: none"> Calming the storm – share the story and discuss: <ul style="list-style-type: none"> Jesus as a saviour the miracle that happened. Walking on water – share the story and discuss: <ul style="list-style-type: none"> Everyone being amazed Jesus has faith <p>These stories highlight that Jesus must be the son of God.</p> | Let's find out about the Easter story <ul style="list-style-type: none"> Easter is a special time for Christians. Jesus' arrival to Jerusalem on Palm Sunday. People celebrated Jesus' arrival shouting 'hosannah' (Praise God). The hatred of Jesus by some. The Passover meal 'The Last Supper' with bread and wine. Jesus' death on the cross on the hill. Jesus placed in a tomb sealed with a large stone. Risen from the dead. Why do we celebrate Easter with chocolate eggs? New life/beginnings. | Let's find out about Christian baptism <ul style="list-style-type: none"> Baptisms are a very special occasion for Christians celebrated in a church. The role of the vicar Acceptance into the church and a sign of becoming a Christian. Anyone can be baptised but tends to be babies. Special people – God parents and their important role. Special outfit worn by the person being baptised. The font – vicar pours water and puts some of this water on the baby's head to show the baby is clean and pure. A candle – Provided to represent the baby being a light in God's world. The important words a vicar would | Let's find out about Raksha Bandhan <ul style="list-style-type: none"> A Hindu festival. A celebration of brothers and sisters. Meanings: Raksha = 'protection' Bandhan = 'to tie' A special bracelet (Rakhi) is tied around the wrist – sign of love and protection. The tying – sisters to brothers – a symbol of love and a sign that brothers will protect sisters. The ceremony – Sweets, divas and prayers. The giving of presents to sisters from brothers. <p>New traditions – More people are sharing the tying of bracelets, friends, mothers and daughters etc</p> |
| | | Let's find out about Christmas <p>- The Christmas story</p> <ul style="list-style-type: none"> Christmas is a special time for Christians because Christians believe in God. <p>Read the Christmas story and discuss the events that happened a long time ago.</p> | | | | |

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| | | | | | <p>say 'I baptise you in the name of the Father, and of the Son, and of the Holy Spirit, Amen'</p> <p>The special certificate.</p> | |
| EYFS Nursery Benchmark Assessment | <p>By the end of this unit most pupils should be able to:</p> <p>recall when we celebrate Harvest festival.</p> <ul style="list-style-type: none"> say why we celebrate Harvest. talk about the food in which we harvest. say where we usually celebrate Harvest. recall how we harvest foods now. | <p>By the end of this unit most pupils should be able to:</p> <ul style="list-style-type: none"> recall who celebrates Diwali. talk about some of the ways in which Hindu's celebrate Diwali. recall who celebrates Christmas and why. <p>talk about some of the key points of the Christmas story.</p> | <p>By the end of this unit most pupils should be able to:</p> <ul style="list-style-type: none"> recall the name of the special book that Christians read. in simple terms, talk about the main events of the story 'Calming the Storm'. <p>in simple terms, talk about the main events if the story 'Walking on Water'.</p> | <p>By the end of this unit most pupils should be able to:</p> <ul style="list-style-type: none"> recall who celebrates Easter and why. talk about the special people talk about some of the main points of the Easter story. <p>show some correspondence as to why we eat Easter eggs at Easter.</p> | <p>By the end of this unit most pupils should be able to:</p> <ul style="list-style-type: none"> recall where baptism takes place. talk about some of the important people. talk about what the baby wears. talk about some of the special objects. | <p>By the end of this unit most pupils should be able to:</p> <ul style="list-style-type: none"> recall who celebrates Rakhi Bandhan. articulate the use of the bracelets. talk about the ways in which the festival is celebrated. |
| EYFS Reception | <p>Let's find out about Shabbat</p> <p>What is Shabbat? An exciting day every weekend that Jewish people look forward to. Viewed as a gift from god</p> <ul style="list-style-type: none"> What do Jewish people do to celebrate? Take the day off and rest as they believe God created the world in six days and had the seventh off. Why is it celebrated? Belief in one God who wants his people to have happy and healthy lives, so they follow the ten commandments. How is Shabbat celebrated? Preparations of | <p>Let's find out about Christmas</p> <ul style="list-style-type: none"> The Christmas story Look at the various aspects of the Christmas story from the perspectives of the characters in the story. <ul style="list-style-type: none"> Mary Joseph Angel Gabriel Innkeeper Shepherds Wise Men Celebrations in churches Invite 2 visitors in from local churches to explore how the church celebrates | <p>Let's find out about holy books</p> <p>(e.g. Qur'an, Torah, Guru Granth Sahib)</p> <ul style="list-style-type: none"> Find out about the people who read the holy books from the various religions. Where they might read the book. What the book contains. Special arrangements for the book. (e.g. where goes at night, not being able to touch it direct etc) Why do people read the book? What do they do after they have read it. E.g. a Christian might | <p>Let's find out about Easter celebrations in churches</p> <ul style="list-style-type: none"> Arrange a visit to a local church. Find out how they celebrate Easter in that church? Look at artefacts that link to Easter. Talk about the Easter story in relation to what they find out in the visit. <p>Re-enact the story of Easter.</p> | <p>Let's find out about special buildings and how people worship there</p> <p>(e.g. mandir, church, synagogue, Buddhist rupas)</p> <ul style="list-style-type: none"> Over the Term arrange visits to the various special buildings in Hartlepool. <p>Find out the following</p> <ul style="list-style-type: none"> What is the building called? Who goes into the building? Why do people visit the building? What do the people do there and why? What can you see inside the building? What can you see from outside the building? | |

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| | <p>cleaning, cooking and shopping. Celebrated at home and services in the synagogue</p> <p>Traditions at home include;</p> <ul style="list-style-type: none"> - Shabbat candles - Kiddush cups - Challah bread - Blessings <p>Traditions in a synagogue include;</p> <ul style="list-style-type: none"> - Songs and prayers - Kiddush prayer - Hebrew bible <p>Food and drink</p> | <p>Christmas. (From a Church of England and another to ensure children gain a more balanced view of church a Christmas.</p> <p>What happens at your church at Christmas?</p> | <p>adopt that way of life after reading something.</p> <p>Let's hear some stories Jesus told</p> <p>(e.g. Lost Coin, Lost Sheep)</p> <p>Stories by Jesus are called parables.</p> <p>The stories Jesus told always have a moral to them (reason)</p> <ul style="list-style-type: none"> • The lost sheep • The lost coin • The Prodigal son <p>These stories depict Jesus cares for everyone.</p> <ul style="list-style-type: none"> • The Good Samaritan <p>This story is about caring for your neighbour/everyone.</p> <p>The wise man built his house upon the rock</p> | | |
| EYFS Reception Benchmark Assessment | <p>By the end of this unit most pupils should be able to:</p> <ul style="list-style-type: none"> • say who celebrates Shabbat. • recall how Jewish people prepare for the celebrations. • recall why Shabbat is celebrated. • recall some of the ways Jewish people celebrate Shabbat. | <p>By the end of this unit most pupils should be able to:</p> <ul style="list-style-type: none"> • recall the events from the Christmas story. • explain some of things that churches do to celebrate Christmas. <p>tell you some of things they might find in a church at Christmas time.</p> | <p>By the end of this unit most pupils should be able to:</p> <ul style="list-style-type: none"> • retell orally a simple version of a story Jesus told (use picture as a guide if needed) <p>very simply explain what Jesus was saying e.g be kind, care for people, be wise etc.</p> | <p>By the end of this unit most pupils should be able to:</p> <ul style="list-style-type: none"> • recall why we celebrate Easter. • tell you the main events of the Easter story • talk about what happens in a church at Easter. • talk about what special things they will see in a church at Easter. | <p>By the end of this unit most pupils should be able to:</p> <ul style="list-style-type: none"> • recognise some of the special buildings from a set of pictures. • recall who would visit each of the special buildings. • Remember why people visit the special buildings. • recall some of the things you will see in each of the special buildings. |

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| Y1 | <p>What can we learn about Christianity from visiting a church?</p> <p><i>What do Christians believe about God?</i></p> <ul style="list-style-type: none"> • Leaders: introduction to local church leader eg vicar/priest/minister. • The Church building as a place of worship and belonging - introduction to some features of churches eg cross, lectern, pulpit, altar. • Sunday worship in church eg vicar, reading Bible, singing, prayers, sermon, Eucharist, words and actions. • How Christians celebrate Harvest. • The natural world as God's creation; human responsibility to care for the world (brief introduction to Bible through Harvest) | <p>Why are gifts given at Christmas?</p> <ul style="list-style-type: none"> • To know what is meant by the idea of something 'precious' • To understand that some gifts cost nothing, but can be precious • To know about the story of the birth of Jesus • To understand that the concepts of giving and receiving are important in Christianity • To understand that religious ideas and personal feelings can be expressed in a variety of ways • To understand that Christians believe that Jesus is God's gift to the world • To understand the qualities that Christians believe Jesus gives us. • To understand how and why Christians celebrate Christmas. • To explore a religious story and talk about its meaning. | <p>Why is Jesus special to Christians?</p> <ul style="list-style-type: none"> • Introduction to Christian belief in Jesus as son of God. • Jesus as special and important shown through stories from his life: <ul style="list-style-type: none"> o Jesus as a healer (The Paralysed Man) o Jesus as a miracle worker (Calming the Storm) o Jesus as one who loved, cared, forgave and changed lives (Zacchaeus). • Jesus as a teacher: <ul style="list-style-type: none"> o Jesus using stories (parables) to give a message (The Lost Sheep) o the special teaching of Jesus – love God, love your neighbour as yourself. • Christian values today based on Jesus – love, care, forgiveness helping others. • Ways in which Christians show Jesus as special through symbols and images. | <p>What is the Easter story?</p> <ul style="list-style-type: none"> • To reflect on the idea of happy and sad. • To begin to know the Easter story and its significance to Jesus' life. • To be able to retell the Easter story. • To make an Easter garden and recognise symbols. • To recall the story of Easter and link it to the themes of happiness and sadness. • To recall their own happy and sad times. | <p>What can we find out about Hindu believe about God?</p> <ul style="list-style-type: none"> • To know that Hindus believe in one God who cannot be seen. • To know that Hindus believe God has many different faces. • To know what murtis look like. • To describe what they can see and feel and compare this to the way Hindus use their senses when worshipping God. • To know that all murtis of Ganesh are not exactly the same. • To know the story of how Ganesh got his elephant head. • To be able to use actions and sounds to tell the story. • To know what Hindus do during the public and private festivals to celebrate Ganesh. • To know how Hindus believe Ganesh helps them at times of change in their lives. • To identify times of change in their lives. | <p>How do Hindus worship?</p> <p>How do Hindus show belonging?</p> <ul style="list-style-type: none"> • To know how Hindus use all their senses in worship. • To be able to use their own senses to find out about Hindu worship. • To know that shrines are special places in a Hindu's homes. • To know how a shrine is cared for in a Hindu home. • To know that a mandir is a special place for Hindus. • To be able to describe the special features of the mandir. • To understand how an arti lamp is used by Hindus. • To know why it is an important part of worship. |
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| <p>Y1 Benchmark Assessment</p> | <p>By the end of this unit most pupils should be able to:</p> <ul style="list-style-type: none"> • recognise and name some features of a church eg cross, altar, pew, window • recognise and name some ways in which Christians worship in the church on Sunday eg prayer, hymns, Bible reading • recognise some of the ways a vicar leads Sunday worship • recall the Christian story of Creation • recognise some features of a church Harvest festival • talk about what they find interesting or puzzling in a church <p>NB Opportunities will be given in this unit for pupils to reflect on their own ideas, feelings and experiences in relation to their learning about visiting a church. They will have the opportunity to reflect on their own feelings about being quiet, being in a special place. This work contributes to pupils' own personal development (SMSC development) but should not be assessed.</p> | <p>By the end of the unit most pupils should be able to:</p> <ul style="list-style-type: none"> • Children to have identified aspects of their own experience and feelings in relation to giving and receiving gifts. • Children to be able to talk about the birth of Jesus, and to be able to relate parts of the story to the ideas of giving and receiving. • Children to be able to talk about what is of value to Christians and how this may be expressed in actions. • For children to have been able to reflect on their own feelings about giving and receiving. Children can talk about a Christian story. • Children understand why Christians celebrate Christmas. <p>NB Opportunities will be given to reflect on their own ideas, feelings and experiences in relation to gift giving and Christmas.</p> | <p>By the end of the unit most pupils should be able to:</p> <ul style="list-style-type: none"> • state that Christians see Jesus as special and link to the birth of Jesus • know that Jesus travelled around telling people about God • retell the story of The Lost Sheep • know that Jesus befriended Zacchaeus and Zacchaeus changed his life and became kind • Jesus showed power by calming the storm, healing a paralysed man (retell one of these stories) • recognise how Jesus is shown as special in pictures/statues/icons • know that Christians believe Jesus is God's son • ask questions, give own view and simple reasons to back up view. <p>Please note: this unit introduces pupils to the Christian belief in Jesus as special, the son of God, who had a ministry and followers and a special relationship with God. It does not need to include a lot of detail. Pupils will return to learning about Jesus at KS2 and in secondary school.</p> <p>NB: Pupils should be given the opportunity to engage in Personal Reflection but this should not be assessed. Personal Reflection makes a vital contribution to pupils'</p> | <p>By the end of the unit most pupils should be able to:</p> <ul style="list-style-type: none"> • To reflect on the happy parts and sad parts of the Easter story and think about how Jesus would have felt at significant parts of the Easter story. • To be able to retell the Easter story and understand its significance to Jesus' life and the resurrection. • To understand how Christians celebrate Easter and the resurrection of Easter. • To recall the story of Easter and link it to the themes of happiness and sadness. • To reflect on happy and sad times in their life and compare it to how Jesus may have felt at significant parts of the Easter story. <p>NB: To reflect, give opinions and discuss their own experiences about Easter and to be able to compare their experiences to those of a Christian.</p> | <p>By the end of the unit most pupils should be able to:</p> <ul style="list-style-type: none"> • Children know that Hindus believe God has many different aces. • Children can describe what a murtis looks like. • Children know that Ganesh can be represented in different ways. • Children can use drama to tell the story of Ganesh. • Children can say what Hindu festivals are like. • Children can identify times of change in their own life. • Children can recognise when Hindus believe Ganesh helps them. <p>NB Opportunities will be given for children to express their opinions and reflect on their own ideas when finding out about the ways Hindus worship.</p> | <p>By the end of the unit most pupils should be able to:</p> <ul style="list-style-type: none"> • Children will be able to discuss how Hindu's use the five sense when they worship, look at and explain how they do this. • Children will be able to explain that sometimes a Hindu temple is referred to as a shrine and understand what would be in a Hindu shrine. • Children know what would be in a Hindu Mandir. • Children will know what and arti lamp is and why it is used in Hindu worship. <p>NB Opportunities will be given for children to express their opinions and reflect on what is in the Hindu Mandir and make comparisons to other religions.</p> |
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| | | | | spiritual, moral, social and cultural development. | | | |
| Y2 | <p>What can we learn about our local faith communities?</p> <ul style="list-style-type: none"> To understand what religions are common in Hartlepool. To know the places of worship for the different religions. To be able to compare similarities and differences between the different religions in Hartlepool. | <p>How do Hindus celebrate Diwali?</p> <ul style="list-style-type: none"> To understand that there are six main religions. To understand that there are six main religions. To understand that Hartlepool has different Faith Communities – Christianity. To understand that there are six main religions. To understand that Hartlepool has different Faith Communities – Islam. To understand how Hindus celebrate Diwali. To understand that Hindus celebrate in a variety of ways at home and in the mandir. To understand why the story | <p>How and why is light important at Christmas?</p> <ul style="list-style-type: none"> To know why light is important. To understand ways in which light is used at Christmas. To know what the symbols of light are in the birth story and what they mean in birth stories. To know what a Christingle is and why its important to Christians To understand the symbols of a Christingle. | <p>Why is the Bible special to Christians?</p> <ul style="list-style-type: none"> The Bible as the holy book for Christians, treated with respect e.g. read from in Church worship, lectern, special Bibles. Belief in God as loving, caring, having authority; God as Father, loving parent. Belief in God as shown in the Bible: God as One, creator: (Genesis 1 and 2: Creation). Belief in the natural world as God's creation; human responsibility to care for the world. How Christians care for God's creation (link to Worship concept – Harvest). | <p>How do Christians celebrate Easter?</p> <ul style="list-style-type: none"> To understand that the Bible is a library of books. To understand that the Bible is made up of different genres of books. To be able to explain different reasons for using the Bible. To be able to identify how the Bible is used by Christians. | <p>What does it mean to belong to Christianity?</p> <ul style="list-style-type: none"> To understand how we belong to different groups. To know how belonging is expressed. To understand the concept of belonging to families. To understand that religious people have ways of showing how they belong together To understand that there are a number of religions in the world. To understand that religious people feel they belong to a faith. To know that Baptism is an important ceremony for Christians. To understand a Baptism is a ceremony that welcomes babies into the Christian faith. To know that confirmation is an important ceremony for Christians. To understand that confirmation is a ceremony that confirms children and young adults belief in the Christian faith To know that communion is an important ceremony for some Christians. To understand that communion is a ceremony | <p>What can we learn about the story of Saint Hilda?</p> <ul style="list-style-type: none"> To understand who St Hilda was. To know why St Hilda was important to Christians. To know other Saints that are linked to St Hilda. To know the places that are important to St Hilda. To know where in Hartlepool St Hilda was linked to and why. To know why St Hilda is linked to Durham Cathedral. |

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| | | of Rama and Sita is important to the celebration of Diwali. | | | | <p>that confirms Christian's belief in Jesus Christ.</p> <ul style="list-style-type: none"> To know that a wedding is an important ceremony for some Christians. | |
| Y2 Benchmark Assessment | <p>By the end of this unit most pupils should be able to:</p> <ul style="list-style-type: none"> Children will know some of the religions are common in Hartlepool. Children will begin to know some of the places of worship for the different religions in Hartlepool. Children will be able to compare similarities and differences between the different religions in Hartlepool. | <p>By the end of this unit most pupils should be able to:</p> <ul style="list-style-type: none"> Children know that there are six main religions. Children know that there are six main religions. Children know that Christianity is a religion that can be found in Hartlepool. Children know that there are six main religions. Children know that Islam is a religion that can be found in Hartlepool. Children know how Hindus celebrate Diwali. Children know that Hindus celebrate in a variety of ways at home and in the mandir. | <p>By the end of this unit most pupils should be able to:</p> <ul style="list-style-type: none"> Children understand why light is important. Children can explain how light is used at Christmas. Children understand the symbols of light in the birth story. Children know what a Christingle is and why it's important to Christians. Children know what the symbols of the Christingle and what they represent and mean. <p>NB Opportunities will be given in this unit for pupils to reflect on their own ideas, feelings and experiences in relation to their learning about the reason for light</p> | <p>By the end of this unit most pupils should be able to:</p> <ul style="list-style-type: none"> have simple knowledge of some Christian beliefs about the Bible and its importance retell religious stories and have simple knowledge of their significance suggest meanings for religious actions and symbols express their views and give simple reasons to support these, in response to the religious material they learn about recognise that some questions cause people to wonder and are difficult to answer <p>NB Opportunities will be given in this unit for pupils to reflect on their own ideas, feelings and experiences in relation to their learning about the Christian bible. This work contributes to pupils' own personal development (SMSC development) but should not be assessed.</p> | <p>By the end of this unit most pupils should be able to:</p> <ul style="list-style-type: none"> Children know that The Bible is made up of a variety of books. Children can give some examples of the different books. Children know that there is an Old and New Testament. Children understand that The Bible is made up of different types of writing. Children can use some of the features of a particular genre to retell a story from the Bible. Children can recall ways the Bible is used. Children can recall ways in which the Bible is used. Children can recognise that some questions are difficult to answer. Children can identify the impact the Bible has on Christians. <p>NB Opportunities will be given in this unit for pupils to reflect on their own ideas, feelings and experiences in relation to their learning about the Easter story. This work contributes to pupils' own personal development (SMSC development) but should not be assessed.</p> | <p>By the end of this unit most pupils should be able to:</p> <ul style="list-style-type: none"> children to be able to identify ways in which they show belonging. children to be able to suggest ways in which members of a religious family might show they belong together. children to know that religious people belong to a faith children to be able to identify an example of something that is worn by a Christian to show that they belong children to be able to explain what happens in a ceremony that celebrates a birth children to be able to explain the significance of the symbols in a Baptism ceremony. children to be able to explain what happens in a ceremony that celebrates the belief in the Christian Church. children to know what happens in a communion ceremony and what the host and wine represent. children to understand that vows made during a | <p>By the end of this unit most pupils should be able to:</p> <ul style="list-style-type: none"> Children will know who St Hilda was. Children will know some reasons why St Hilda was important to Christians. Children will know the names of some Saints that are linked to St Hilda. Children will know the places in the North East that are important to St Hilda. Children will know where in Hartlepool St Hilda was linked to and why. Children will know why St Hilda is linked to Durham Cathedral. <p>NB Opportunities will be given in this unit for pupils to reflect on their own ideas, feelings and experiences in relation to their learning about St Hilda and her importance to the local area. This work contributes to pupils' own personal development (SMSC development) but should not be assessed.</p> |

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| | | <ul style="list-style-type: none">Children know who Rama and Sita are.Children know what Diwali is.Children know why Rama and Sita is important to the celebration of Diwali. <p>NB Opportunities will be given in this unit for pupils to reflect on their own ideas, feelings and experiences in relation to their learning about the Hindu religion and Diwali. This work contributes to pupils' own personal development (SMSC development) but should not be assessed.</p> | being important to Christians. This work contributes to pupils' own personal development (SMSC development) but should not be assessed. | | | wedding ceremony are promises between the couple who are being married. | |
| Y3 | <p>What do Sikhs believe about God? Belief</p> <ul style="list-style-type: none">One God: Creator, Sustainer, Truth, without image, without fear, timeless.Description of God in the Mool Mantar/Mool Mantra, symbolised in Ik Onkar.Equality: all humans being equal in the sight of God.Service to others. <p>Why are the Gurus inspirational to Sikhs? Authority</p> <ul style="list-style-type: none">Introduction to the 10 human Gurus with special reference to Guru Nanak and Guru Gobind | <p>How and why is Advent important to Christians?</p> <p>Impact of belief</p> <ul style="list-style-type: none">The significance of rituals/objects/symbols associated with Christian worship, Christmas (including Advent and Epiphany)How church buildings, symbolic objects and actions are used to express beliefs and feelings e.g. Christingle, advent candles <p>Authority</p> <ul style="list-style-type: none">The significance of Jesus as the Son of God in Christian belief | <p>What can we learn about Christian worship and beliefs by visiting churches?</p> <ul style="list-style-type: none">The nature of God shown through metaphors and symbols in church; the otherness of God (transcendent) who inspires awe, wonder and devotion.How buildings, symbolic objects and actions are used to express beliefs and feelings.Introduction to diversity of practice in Sunday worship in the local area. | <p>What do Christians remember on Palm Sunday?</p> <p>Belief</p> <p>Developing understanding of the nature of God and key Christian beliefs: Palm Sunday (the Sunday before Easter Sunday represents the day Jesus returned to Jerusalem)</p> <ul style="list-style-type: none">Jesus as the Son of God - the significance of the incarnation, ministry, death and resurrection, showing the special nature of Jesus and what this means for Christians today [Incarnation and Salvation]. | <p>Why do Sikhs go to the Gurdwara? Expression of belief</p> <ul style="list-style-type: none">The Gurdwara as a place of worship, community and service to others (eg through the shared langar meal).How beliefs and feelings are expressed through Baisakhi.The 5 Ks and their significance.The amrit ceremony as an expression of commitment, belonging and identity. <p>How do Sikhs show commitment and belonging to the faith? Impact of belief</p> <ul style="list-style-type: none">How Sikhs follow and live by Sikh moral codes and the impact these have for individuals and the community eg sharing with others (vand chhakna), service (sewa), equality shown through the langar meal.Introduction to how Sikh values will affect views on moral issues eg the environment, care for others. | | |

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| | <p>Singh and the formation of the Khalsa.</p> <ul style="list-style-type: none"> The Guru Granth Sahib: the importance of the holy book as a living Guru, how the Guru Granth Sahib is treated with reverence and respect (through ritual, ceremony, artefacts). | <p>shown through key events in his life: birth</p> <p>Expressions of belief</p> <ul style="list-style-type: none"> How belief in God will affect Christians e.g. advent and Christmas How the Bible has an impact on the lives of individuals and communities. | <ul style="list-style-type: none"> Prayer and its importance for Christians including aids to prayer. | <p>Authority</p> <ul style="list-style-type: none"> The significance of Jesus as the Son of God in Christian belief shown through key events in his life: entry into Jerusalem, arrest, trial, crucifixion, resurrection. <p>Expression of belief</p> <ul style="list-style-type: none"> The significance of rituals/objects/symbols associated with Christian worship: Easter (including Lent, Holy Week) How church buildings, symbolic objects and actions are used to express beliefs and feelings e.g palm crosses and ashes, no flowers in a church during lent | |
| Y3 Benchmark Assessment | <p>By the end of the unit most pupils should be able to:</p> <ul style="list-style-type: none"> be able to describe some of the beliefs, teachings and expressions of beliefs within the religion Sikhism and how these have an impact for individuals and communities begin to form a framework of connections between Sikhism beliefs and how they are linked to the belief of the Gurus. To understand the significance of the Gurus. begin to compare similarities and differences between Sikhism and Christianity. | <p>By the end of the unit most pupils should be able to:</p> <ul style="list-style-type: none"> be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities - advent, story of Jesus's birth, Epiphany begin to form a framework of connections between these concepts by making some links between them - such as why Christians have advent and celebrate Christmas. | <p>By the end of the unit most pupils should be able to:</p> <ul style="list-style-type: none"> recognise there are different types of churches (denominations) and identify the names of the different denominations/churches they have visited eg Roman Catholic church, Baptist Church, Salvation Army citadel describe some of the objects/actions found in churches and how they are used in worship describe simply the meaning of these objects/actions give their views to questions raised (eg Do objects matter?) and give plausible reasons to back up their views. | <p>By the end of the unit most pupils should be able to:</p> <ul style="list-style-type: none"> be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities - palm Sunday, Jesus arrest, death and resurrection begin to form a framework of connections between these concepts by making some links between them - such as why Christians acknowledge Palm | <p>By the end of the unit most pupils should be able to:</p> <ul style="list-style-type: none"> be able to describe some of the beliefs, teachings and expressions of beliefs within the religion Sikhism. They will know why Sikhs visit the Gurdwara and become familiar with some of the rituals in the Gurdwara. begin to form a framework of connections between these concepts by making some links between them such as knowing how Sikhs show commitment and belonging to the faith. identify some patterns between or within religions by comparing similarities and differences between Sikhism and Christianity. pupils can raise questions, express their opinions and support these with plausible reasons about Sikhism. To begin to recognise the Sikhs may have different opinions to them. |

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| | <ul style="list-style-type: none">pupils can raise questions, express their opinions and support these with plausible reasons about Sikhism. To begin to recognise the Sikhs may have different opinions to them. <p>NB: Children should be given the opportunity to engage in Personal Reflection but this should not be assessed.</p> | <ul style="list-style-type: none">identify some patterns between or within religions such as all Christians celebrate Christmas and advent at the same time every yearpupils can express their opinions about Christians belief of advent and Jesus’s birth and understand that other religions don’t celebrate this event due to their difference of beliefs. <p>NB: Children should be given the opportunity to engage in Personal Reflection but this should not be assessed.</p> | <p>NB: Children should be given the opportunity to engage in Personal Reflection but this should not be assessed.</p> | <p>Sunday, Maundy (Holy) Thursday, Good Friday, Easter Sunday.</p> <ul style="list-style-type: none">identify some patterns between or within religions such as all Christians acknowledge Palm Sunday and celebrate Easter at the same time every yearpupils can express their opinions about Christians belief of Jesus’s death and resurrection and understand that other religions don’t celebrate this event due to their difference of beliefs. <p>NB: Children should be given the opportunity to engage in Personal Reflection but this should not be assessed.</p> | | |
| Y4 | <p>What do we know about the Bible and why is it important to Christians?</p> <p>Based on programmes of study from the Agreed Syllabus.</p> <ul style="list-style-type: none">The Bible as the sacred book; its importance and impact on Christians today.Different types of writing – Old and New Testament.How the Bible is used in private and communal worship and everyday living.Introduction to literal and non-literal interpretations of the Bible. | <p>Why do Christians call Jesus the ‘light of the world’?</p> <p>Based on programmes of study from the Agreed Syllabus.</p> <ul style="list-style-type: none">The significance of Jesus as the Son of God in Christian belief shown through key events in his life: birth, baptism, temptation, ministry, entry into Jerusalem, arrest, trial, crucifixion, resurrection.The ministry of Jesus and Christian beliefs about Jesus: Jesus as teacher - including selected parables Jesus as miracle worker - healing miracles, nature miracles | <p>What do Christians believe about Jesus?</p> <p>Based on programmes of study from the Agreed Syllabus.</p> <p>Developing knowledge about the significance of Jesus, key events in the life of Jesus, his teaching and ministry, impact of Jesus on lives of Christians today:</p> <ul style="list-style-type: none">Jesus as Son of God; death and resurrection of Jesus and its meaning for Christians.Jesus as significant shown through key events in his life (birth, temptations, baptism, ministry, entry to Jerusalem, arrest, crucifixion, resurrection).Jesus as teacher - teachings of Jesus including selected parables. | <p>Why is Lent such an important period for Christians?</p> <p>Based on programmes of study from the Agreed Syllabus.</p> <ul style="list-style-type: none">Jesus as the Son of God - the significance of the incarnation, ministry, death and resurrection, showing the special nature of Jesus and what this means for Christians today [Incarnation and Salvation].Jesus as important as shown through his birth, death and resurrection - Christmas and Easter. [Incarnation and Salvation]Stories about the life and ministry of Jesus - as healer, miracle worker, teacher (eg through parables), one who | <p>How & why do religious people show care for others?</p> <p>Based on programmes of study from Agreed Syllabus.</p> <ul style="list-style-type: none">How Christians today follow the commandment of Jesus (love God and love your neighbour as you love yourself) and the Ten Commandments; how Christians demonstrate love, charity, forgiveness in action e.g. work of local church, organisations and Christian charities (e.g. Salvation Army, CAFOD) and individual Christians.How Sikhs follow and live by Sikh moral codes and how these are shown by individuals and the community | <p>Why do people visit Durham Cathedral today?</p> <p>Based on programmes of study from the Agreed Syllabus.</p> <ul style="list-style-type: none">The significance of Durham Cathedral (and other important Christian places in the North East) as a place for worship, pilgrimage and understanding of Christian heritage.How Durham Cathedral building and the objects, arts, sculptures and stained-glass windows within are used to express beliefs, ideas and feelings |

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| | | <p>Jesus having power to change lives eg disciples</p> <ul style="list-style-type: none"> • Introduction to the special nature of Jesus shown through his special birth [Incarnation], life and ministry, death and resurrection [Salvation] • Jesus as important as shown through his birth, death and resurrection - Christmas and Easter. [Incarnation and Salvation] • Stories about the life and ministry of Jesus - as healer, miracle worker, teacher (eg through parables), one who helped and cared for others. Key teaching of Jesus - love God, love your neighbour as yourself. | <ul style="list-style-type: none"> • The power of Jesus to change lives. | <p>helped and cared for others. Key teaching of Jesus - love God, love your neighbour as yourself.</p> <ul style="list-style-type: none"> • The ministry of Jesus and Christian beliefs about Jesus: <p>Jesus as teacher - including selected parables</p> <p>Jesus as miracle worker - healing miracles, nature miracles</p> <p>Jesus having power to change lives eg disciples</p> <ul style="list-style-type: none"> • Stories about the life and ministry of Jesus - as healer, miracle worker, teacher (eg through parables), one who helped and cared for others. Key teaching of Jesus - love God, love your neighbour as yourself. | <p>e.g. langar meal, vand chhakna (sharing), sewa (selfless service).</p> <ul style="list-style-type: none"> • How Jews show commitment, belonging to faith community and care for others e.g. tzedaka (charity), contribution to work of synagogue and helping others e.g. Jewish charities, caring for those in the community, Mitzvah Day. | <ul style="list-style-type: none"> • The significance of worship and prayer at Durham Cathedral and its importance • Other ways in which Durham Cathedral is used for and by the community <p>In addition, schools may explore some of the following areas as part of their enquiry.</p> <ul style="list-style-type: none"> • How beliefs are expressed through pilgrimage e.g., Durham Cathedral, Lindisfarne Holy Land, to Lourdes (also could include Walsingham, Rome, other places of Christian pilgrimage) • The impact of local Christian places of significance (e.g. Durham Cathedral, Lindisfarne, Jarrow, Monkwearmouth, Hartlepool, Whitby) for people today. • How Christian faith impacted on the lives of the northern saints (e.g. St Aidan, St Hild, St Cuthbert, Venerable Bede) and the significance of their lives then and now. |
| Y4 Benchmark assessment | <p>By the end of this unit most pupils should be able to:</p> <ul style="list-style-type: none"> • describe what is in the Bible (different types of writing, Old and New Testament) and how it is used • show understanding of how the Bible helps Christians and why it is important to them | <p>By the end of this unit most pupils should be able to:</p> <ul style="list-style-type: none"> • Understand why Jesus is so significantly important the Christianity religion. • Understand that Christians think Jesus is the light on the world. • Understand why and begin to explain why they think Jesus is the light of the world. | <p>By the end of this unit most pupils should be able to:</p> <ul style="list-style-type: none"> • describe some of the events in the life of Jesus – calling the disciples, his baptism, the temptations, performing miracles, what Jesus taught, how he changed lives • describe some of the Christian beliefs about Jesus shown through these events – Jesus as powerful, Jesus as having | <p>By the end of this unit most pupils should be able to:</p> <ul style="list-style-type: none"> • Children will know what lent is and its significance. • Children will know why Christians have lent. • Children will begin to become familiar with some Bible stories that build up to Jesus' death and | <p>By the end of this unit most pupils should be able to:</p> <ul style="list-style-type: none"> • describe some ways in which Christians, Jews, Sikhs help others and the difference this makes to people • link this to appropriate religious teaching and beliefs • begin to form a framework of connections between concepts [Belief, | <p>By the end of this unit most pupils should be able to:</p> <ul style="list-style-type: none"> • describe some of the features of Durham Cathedral and their significance • describe some of the ways in which the Cathedral is used for Christian worship and pilgrimage • describe some of the ways in which the Cathedral is used for community use and |

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| | <ul style="list-style-type: none"> describe some similarities and differences in how the Bible is interpreted give responses to questions raised about the Bible eg does something have to have happened to be true? describe the Big Story of Christianity shown through the Bible. <p>NB Opportunities will be given in this unit for pupils to reflect on their own ideas, feelings and experiences in relation to their learning about the Bible for Christians. This work contributes to pupils' own personal development (SMSC development) but should not be assessed.</p> | <ul style="list-style-type: none"> Understand how this belief has an impact the Christian way of life. To understand the New Testament refers to Jesus as the light of the world and to become familiar with some of these stories. Begin to express their opinions and support these with plausible reasons. To recognise that other people may have different opinions and begin to learn to respect other people's opinions. <p>NB Opportunities will be given in this unit for pupils to reflect on their own ideas, feelings and experiences in relation to their learning about Christian belief about Jesus. This work contributes to pupils' own personal development (SMSC development) but should not be assessed.</p> | <p>authority, Jesus as the son of god, Jesus changing lives</p> <ul style="list-style-type: none"> show how these beliefs have an impact on the lives of Christians today ask questions connected with their learning, express an opinion and give plausible reasons to back their opinion up. <p>NB Opportunities will be given in this unit for pupils to reflect on their own ideas, feelings and experiences in relation to their learning about Christian belief about Jesus. This work contributes to pupils' own personal development (SMSC development) but should not be assessed.</p> | <p>reincarnation and why they are significant.</p> <ul style="list-style-type: none"> Children will understand some Christian lent traditions and their significance. The significance of rituals/objects/symbols associated with Christian worship, Christmas (including Advent and Epiphany), Easter (including Lent, Holy Week), Pentecost. To understand the significance of Jesus as the Son of God. <p>NB Opportunities will be given in this unit for pupils to reflect on their own values, feelings and experiences in relation to care and compassion. This work contributes to pupils' own personal development (SMSC development) but should not be assessed.</p> | <p>Authority, Expressions of Belief, Impact of Belief]</p> <ul style="list-style-type: none"> identify some patterns between the religious and non-religious worldviews studied by comparing similarities and differences ask and explore relevant questions (eg Who should care for others? Do only religious people show care?), express their opinions and support these with plausible reasons recognise that others may hold different opinions. <p>NB Opportunities will be given in this unit for pupils to reflect on their own values, feelings and experiences in relation to care and compassion. This work contributes to pupils' own personal development (SMSC development) but should not be assessed.</p> | <p>cultural expression e.g. through exhibitions, the Miner's memorial, special events</p> <ul style="list-style-type: none"> describe the significance and influence of St Cuthbert and The Venerable Bede (and other northern saints) on Christian worship, pilgrimage and life today know about the varying reasons why Durham Cathedral is visited today raise questions and discuss ideas, giving opinions with reasons in relation to their study about Durham Cathedral e.g. should a Cathedral be open to all whether they are religious or not? Is a Cathedral more a place for tourists than a place of worship?. <p>NB Opportunities will be given in this unit for pupils to reflect on their own ideas, feelings and experiences in relation to their learning about the cathedral. This work contributes to pupils' own personal development (SMSC development) but should not be assessed.</p> |
| Y5 | <p>What do Muslims believe about God?</p> <ul style="list-style-type: none"> To explain the key beliefs held by Muslims. To explain what the Muslim holy book is and how it is used. To recognise the main symbol associated with Islam. <p>Why is Mohammed important to Muslims?</p> | <p>What are the themes of Christmas?</p> <ul style="list-style-type: none"> To list what Christmas means to Christians and others. To explain the importance of love at Christmas time in Christianity To explain how God took human form and explain the importance | <p>What do Christians believe about God? Based on programmes of study from the Agreed Syllabus.</p> <ul style="list-style-type: none"> The nature of God as creator, ruler, provider, just, loving. Shown through metaphors for God: Potter, Father, Rock, Shepherd, Shield. | <p>Why is the Last Supper so important to Christians?</p> <ul style="list-style-type: none"> To reflect on personal celebrations throughout the year. To consolidate the important days leading up to and during Holy Week. To understand, in detail, the important days during Holy Week. | <p>How do Muslims show their faith through actions?</p> | <p>What can we learn about our local faith communities?</p> |

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| | <ul style="list-style-type: none"> • To explain where Islam was founded and who founded the Muslim faith. • To name and explain the key Muslim festivals. <p>Why do Muslims go to the mosque?</p> <ul style="list-style-type: none"> • To explain the key features in a Muslim's place of worship. | <p>of this vulnerability in modern situations.</p> <ul style="list-style-type: none"> • To compare Christian and secular Christmas cards. • To analyse the meaning of a popular Christmas carol. • To participate in a class debate about whether the true meaning of Christmas is lost. | <ul style="list-style-type: none"> • The otherness of God (transcendent) who inspires awe, wonder, devotion. • Introduction to Trinity: creator God, loving God, powerful God. • How belief in God will affect Christians e.g. prayer. • Introduction to how Christian values will affect views on moral issues – environment. | <ul style="list-style-type: none"> • To explain the events during the Last Supper and what they signify to Christians. • To infer the thoughts and feelings of those who took part in the Last Supper. • To reflect on the crucifixion of Jesus and how the Last Supper influenced this event. | | |
| Y5 Benchmark Assessment | <p>By the end of this unit most children will be able to:</p> <ul style="list-style-type: none"> • Create a jigsaw to show a map of where Islam was founded. • Name some of the prophets as well as the key prophet in Islam. • Fill in missing words using calligraphy to list the main Muslim beliefs. • Label key parts of a mosque. • Use question prompts to create a documentary about Muslim festivals. • Use keywords to create a presentation about the Muslim holy book. • Design a new symbol for Islam. | <p>By the end of this unit most children will be able to:</p> <ul style="list-style-type: none"> • create word art with 15 Christmas topic words on • use key words to create a role play to explain Christian acts of love at Christmas • use title boxes to create a poster to explain how people can help refugees • create a design for a Christian Christmas card • analyse 'We Three Kings' and explain the meaning of the lyrics • use key words to take part in a class debate on whether the true meaning of Christmas is lost. | <p>By the end of this unit most pupils should be able to:</p> <ul style="list-style-type: none"> • demonstrate detailed knowledge and understanding of the links between Christian beliefs in God and Biblical metaphor, symbols/other forms of Christian expression • demonstrate detailed understanding of how such beliefs have an impact on the lives of Christians; • suggest meanings for some of the ways in which beliefs about God are represented in art/symbolism • respond to the questions about Christian belief in God. In relation to these questions and religious material studied, they will express their own views, supporting them with sound reasons. They can show understanding of different views and be able to give reasons to support an opposing view (i.e. they can see both sides of an argument). | <p>By the end of this unit most pupils should be able to:</p> <ul style="list-style-type: none"> • write about a special event during the year and why it is special to them • recall all the important days leading up to and during Holy Week • demonstrate details understanding of the important days during Holy Week and why they are important to Christians • define the important vocabulary used during the Last Supper • use inference skills to draw the Last Supper, thinking carefully about the events that happened during the meal • analyse the meaning behind the crucifixion and how this affects Christians | | |

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| | | | <p>NB Opportunities will be given in this unit for pupils to reflect on their own ideas, feelings and experiences in relation to their learning about Christian belief in God and develop empathy for people with differing beliefs and experiences. This work contributes to pupils' own personal development (SMSC development) but should not be assessed.</p> | | | |
| Y6 | <p>Why do we use rituals today?</p> <ul style="list-style-type: none"> Christianity: how symbolic objects and actions are used to express belief through introduction to Eucharist, death and resurrection of Jesus and its meaning for Christians. Islam: salah (ritual prayer), submission to God Judaism: how beliefs and feelings are expressed through the practices of Pesach. | <p>What do the gospels tell us about the birth of Jesus?</p> <ul style="list-style-type: none"> To recall key events in The Christmas Story To explain what interpretation means. To investigate similarities and differences between Matthew and Luke's version of the nativity. To explain the key truth within both versions of The Christmas Story in the gospels. To explain the meaning of advent and how Christians prepare. To explain how Christians in different countries celebrate Christmas differently. | <p>How and why do religious people care about the environment?</p> <p>Introduction of how Christian, Buddhist and Muslim values will affect views on the environment (Impact of Belief).</p> <p>Knowledge and Understanding of Religion</p> <p>Pupils will understand some of the beliefs and teachings of Christianity, Buddhism and Islam which relate to the natural world.</p> <p>They will consider the impact these have for differing individuals and communities.</p> <p>Critical Thinking</p> <p>In response to questions raised about religious beliefs and the environment, pupils will express views and give reasons to back these up.</p> <p>Personal Reflection</p> <p>Pupils will be given the opportunity to reflect on their own ideas, feelings and thoughts on care for the natural world and make responses.</p> | <p>Why are Good Friday and Easter Day the most important days for Christians?</p> <ul style="list-style-type: none"> To remember key events in Holy Week and begin to question them. To understand the terms 'free will' and 'determinism' and relate these terms to the crucifixion. To question if Jesus' life was part of a plan and relate these thoughts to life. To analyse events in Holy Week to justify a line of argument. To understand the term - atonement' and relate it to commitments in life. To relate the experience of Jesus and the idea of a life plan to own life choices. | <p>So, what do we now know about Christianity?</p> <p>STATUTORY BRIDGING UNIT</p> <p>Recapping and developing knowledge and understanding of Christianity:</p> <ul style="list-style-type: none"> BELIEF: The Trinity, Jesus, concept of forgiveness AUTHORITY: importance of the Bible for Christians EXPRESSIONS OF BELIEF: different types of Christian worship, objects used in worship IMPACT OF BELIEF: how Christians are for others OR living in a Christian monastic community. | |

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| <p>Y6 Benchmark Assessment</p> | <p>By the end of this unit most pupils should be able to:</p> <ul style="list-style-type: none"> • show knowledge and understanding of what a ritual is and why rituals can be important today • show detailed knowledge and understanding of the features and beliefs expressed in Christian Eucharist, Muslim ritual prayer (salah), the Jewish Pesach meal • show similarities and differences between the religions studied in relation to ritual, meaning and significance • show detailed knowledge of how the concepts connect (Belief, Authority, Expressions and Impact of Belief) in relation to ritual to form a framework for understanding religion • raise and explore questions relating to the study of rituals (eg Do rituals matter today?), expressing their opinions, giving sound reasons and appreciating some other should different views (Critical Thinking). <p>NB Opportunities will be given in this unit for pupils to reflect on their own feelings and experiences in relation to ritual, ceremonies, symbols and remembrance. This work contributes to pupils' own personal development (SMSC development) but should not be assessed.</p> <p>NB. This unit focuses specifically on ritual and this theme is exemplified through the religions Christianity, Islam</p> | <p>By the end of this unit most children will be able to:</p> <ul style="list-style-type: none"> • recall The Christmas Story on a storyboard using pictures, and then create their own captions; • draw their own comparisons between the two gospel accounts of The Christmas Story; • identify which Gospel each part of The Christmas Story comes from and evaluate the importance of the details to Christians; • make a Christingle and then answer questions about Christingles; • use key words to create a role play explaining a Russian Christian story | <p>By the end of this unit most pupils should be able to:</p> <ul style="list-style-type: none"> • demonstrate detailed knowledge and understanding of the teachings of Christianity, Buddhism and Islam in relation to care of the natural world by humans • show understanding of some of the ways Christians, Buddhists and Muslims may act on these teachings and describe the impact this may have for them and for others • describe some of the similarities and differences between these teachings and actions across Christianity, Buddhism and Islam • ask questions raised by these teachings and actions within Christianity, Buddhism and Islam. They will express views on these questions, give sound(*) reasons to support these views and give reasons to support opposing views • reflect on their own feelings and values in relation to care for the natural world. | <p>By the end of this unit most children will be able to:</p> <ul style="list-style-type: none"> • Use key words to create a timeline of events in Holy Week. • Order real life and hypothetical events from total 'free will' to 'determinism'. • Use prompts for support to rate events in their own life from 'free will' to 'determinism'. • Sort the events from Luke's Gospel by drawing pictures and ordering them. • Reflect on their own commitments in life and the difference it makes to their life. • Relate their own moral choices to the life and choices of Jesus. | <p>By the end of this unit most pupils should be able to:</p> <ul style="list-style-type: none"> • demonstrate more detailed knowledge and understanding of some of the beliefs and features of Christianity through the RE concepts • demonstrate more detailed knowledge and understanding of BELIEF in Christianity (God, Jesus, love, forgiveness) • demonstrate more detailed knowledge and understanding of AUTHORITY in Christianity and how this links to beliefs (Bible, Jesus) • demonstrate more detailed knowledge and understanding of EXPRESSIONS OF BELIEF in Christianity (worship, ritual, symbols) • demonstrate more detailed knowledge and understanding of IMPACT OF BELIEF in Christianity (e.g. through Christian attitudes of love and care for others). |
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| | and Judaism. It is not necessary for pupils to have a lot of background knowledge of these religions (they will be core religions at KS3) but to learn specifically about Eucharist, salah and Pesach as key significant rituals and expressions of worship within these religions. | | | | |
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