

RE Rolling Program of Units



For the Christian units of work: Core and dig deeper units have the same building blocks/ outcomes for learning. Please see the resources section in Understanding Christianity to see the change to the approach and pupil activities which deepen learning of the core concepts.

Understanding Christianity's approach to teaching about Christianity builds up pupils' encounters with these core concepts through biblical texts, placing the texts and concepts within the wider Bible story. Each unit addresses a concept, through some key questions, exploring core Bible texts, their impact for Christians, and possible implications for pupils. Each unit incorporates the three elements below:

Making sense of the text: developing pupils' skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of the meanings of texts for Christians.

Understanding the impact: examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world.

Making connections: evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.

Pupils' achievement can be assessed against the knowledge building blocks and against end-of-phase outcomes related to the elements above.

This approach offers coherence and progression in terms of pupils' knowledge, skills and understanding. It supports pupils' abilities to handle texts, as well as understanding how and why Christians interpret biblical texts differently. It takes seriously the role of the pupil as reader, bringing their own world to the text whilst giving them the opportunity to allow the text to enlarge their understanding of the world.

Year Group	Understanding Christianity God	Understanding Christianity Incarnation	Essex Explore Islam	Understanding Christianity Salvation	Judaism	Humanism
3 / 4	5/6 core	3/4 core	The Qur'an	3/ 4 core	The Synagogue	Unit 1
4 / 5	5/6 core	3 / 4 core		3/ 4 core		
5 / 6	5/6 core	5/6 core		5/6 core		
Year B						
Year Group	Understanding Christianity Kingdom of God	Understanding Christianity People of God	Essex Explore Hinduism	Essex Explore Buddhism	Understanding Christianity Creation / Fall	Understanding Christianity Gospel
3 / 4	3/4 core	3/4 core	Gods and Goddesses	The Buddha	3/4 core	3/4 core
4 / 5	3 / 4 core	3 / 4 core			3 / 4 core	3 / 4 core
5 / 6	5/6 core	5/6 core			5/6 core Dig deeper available	5/6 core
Year C						
Year Group	Understanding Christianity God	Understanding Christianity Incarnation	Essex Explore Islam	Understanding Christianity Salvation	Judaism	Sikhism
3 / 4	5/6 Core	3/ 4 Dig Deeper	Five Pillars of Faith	3/ 4 Dig Deeper	The Jewish Home and Moses	The Guru Granth Sahib
4 / 5	5/6 core recap Dig deeper	3 / 4 Dig Deeper		3 / 4 Dig Deeper		
5 / 6	5/6 Dig Deeper	5/6 Dig Deeper		5/6 Dig Deeper		
Year D						
Year Group	Understanding Christianity Kingdom of God	Understanding Christianity People of God	Essex Explore Hinduism	Essex Explore Buddhism	Understanding Christianity Creation / Fall	Understanding Christianity Gospel
3 / 4	3/ 4 Dig Deeper	3/ 4 Dig Deeper	Living as a Hindu	Living as a Buddhist	3/ 4 Dig Deeper	3/ 4 Dig Deeper
4 / 5	3 / 4 Dig Deeper	3 / 4 Dig Deeper			3 / 4 Dig Deeper	3 / 4 Dig Deeper
5 / 6	5/6 Dig Deeper	5/6 Dig Deeper			5/6 Dig Core	5/6 Dig Deeper

This is a summary of the CORE concepts that are explored as part of the 'big story' of salvation, as understood within Christianity. The Upper KS2 units explore all of the following concepts:

GOD Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit.

CREATION The universe and human life are God’s good creation. Humans are made in the image of God.

FALL Humans have a tendency to go their own way rather than keep their place in relation to their Creator. This attitude is called sin, and Genesis 3 gives an account of this rebellion, popularly called ‘the Fall’. This describes a catastrophic separation between God and humans, between humans and each other, and between humans and the environment. This idea that humans are ‘fallen’ and in need of rescue (or salvation) sets out the root cause of many problems for humanity.

PEOPLE OF GOD The Old Testament tells the story of God’s plan to reverse the impact of the Fall, to save humanity. It involves choosing a people who will model a restored relationship with God, who will attract all other people back to God. The Bible narrative includes the ups and downs of this plan, including the message of the prophets,¹ who tried to persuade people to stick with God. The plan appears to end in failure, with the people of God exiled and then returning, awaiting a ‘messiah’ – a rescuer.

INCARNATION The New Testament presents Jesus as the answer – the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans.

GOSPEL Jesus’ incarnation is ‘good news’ for all people. (‘Gospel’ means ‘good news’.) His life, teaching and ministry embody what it is like to be one of the people of God, what it means to live in relationship with God. Jesus’ example and teaching emphasise loving one’s neighbour – particularly the weak and vulnerable – as part of loving God.

SALVATION Jesus’ death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.

KINGDOM OF GOD This does not mean that no one sins anymore! The Bible talks in terms of God’s ‘Kingdom’ having begun in human hearts through Jesus. The idea of the ‘Kingdom of God’ reflects God’s ideal for human life in the world – a vision of life lived in the way God intended for human beings.

Christians look forward to a time when God’s rule is fulfilled at some future point, in a restored, transformed heaven and earth. Meanwhile, they seek to live this attractive life as in God’s Kingdom, following Jesus’ example, inspired and empowered by God’s Spirit.

Year A

Year Group	Understanding Christianity	Understanding Christianity	Essex Explore Islam	Understanding Christianity	Judaism	Humanism
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	God	Incarnation		Salvation		
3 / 4	<p>5/6 CORE What does it mean if God is holy and loving? Pupils will know that: • 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 being loving, forgiving, and full of grace. • Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love. • Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. • Christians believe getting to know God is like getting to know a person rather than learning information</p>	<p>3/4 CORE What is the Trinity? Pupils will know that: • Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit. • Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Christians worship God as Trinity. It is a huge idea to grasp, and artists have created art to help to express this belief. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</p>	<p>The Qur'an a) The revelation of the Qur'an to the Prophet Muhammad <u>Key learning objectives</u> - to enable pupils to: Reflect on places where they can go to think quietly and to be at peace (AT2) Appreciate the significance of the story of how the Qur'an was revealed to Muhammad (AT1) understand why Muhammad is important to Muslims (AT1) Understand how the words of the Qur'an came to be recorded (AT1)</p> <p>b) The content of the Qur'an: it contains many people and stories found in the Bible, including stories about Jesus (Isa) <u>Key learning objectives</u> - to enable pupils to: understand that Muslims treat the Qur'an with great reverence as they believe it contains the actual words of Allah (AT1)</p>	<p>3/ 4 CORE Why do Christians call the day Jesus died Good Friday? Pupils will know that: • Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. • The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. • Christians today trust that Jesus really did rise from the dead, and so is still alive today. • Christians remember and celebrate Jesus' last week, death and resurrection.</p>	<p>The Synagogue a) Features of the synagogue <u>Key learning objectives</u> - to enable pupils to: develop understanding of the function and significance of the synagogue (AT1) develop understanding of the main features of synagogues and their significance (AT1) develop understanding of key differences between Orthodox and Progressive/Liberal/Reform Jews (AT1) reflect on places that are special to them and the reasons why they are special (AT2)</p> <p>b) The Sefer Torah <u>Key learning objectives</u> - to enable pupils to: appreciate the significance of the Torah scroll for Jews and how this is reflected in the way it is 'dressed' and treated (AT1) develop understanding of the content of the Torah and its significance for Jews (AT1) learn about the celebrations associated with the festival of Simhat/Simchat Torah</p>	<p>Unit 1 a) The meaning of Humanism, the British Humanist Association and the Happy Human symbol <u>Key learning objectives</u> - to enable pupils to: understand in general terms what it means to be a Humanist (AT1) be informed about the British Humanist Association and the significance of the Happy Human symbol (AT1) reflect on what makes us human (AT2)</p> <p>b) Key Humanist beliefs and ideas <u>Key learning objectives</u> - to enable pupils to: understand key Humanist beliefs and ideas, including the Golden Rule, living a good and happy life, equality, atheism and agnosticism, having a scientific approach to life (AT1) reflect on the relevance of Humanist beliefs and ideas for their own lives and society (AT2)</p>
4 / 5	<p>5/6 CORE What does it mean if God is holy and loving? Pupils will know that: • Christians believe God is omnipotent, omniscient and eternal, and that this means</p>	<p>3 / 4 CORE What is the Trinity? Pupils will know that: • Christians believe Jesus is one of the three persons of the Trinity: God</p>	<p>Muslims treat the Qur'an with great reverence as they believe it contains the actual words of Allah (AT1)</p>	<p>3/ 4 CORE Why do Christians call the day Jesus died Good Friday? Pupils will know that: • Christians see Holy Week as the</p>		

	<p>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 being loving, forgiving, and full of grace. • Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God’s love. • Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. • Christians believe getting to know God is like getting to know a person rather than learning information</p>	<p>the Father, God the Son and God the Holy Spirit. • Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Christians worship God as Trinity. It is a huge idea to grasp, and artists have created art to help to express this belief. • Christians believe the Holy Spirit is God’s power at work in the world and in their lives today, enabling them to follow Jesus.</p>	<p>reflect on how they treat things that are special to them (AT2) understand the role of madrassahs in helping Muslims learn to recite the Qur’an (AT1)</p> <p>learn about the content of the Qur’an, appreciating that it contains many people and stories found in the Bible, including stories about Jesus (Isa)</p>	<p>culmination of Jesus’ earthly life, leading to his death and resurrection. • The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. • Christians today trust that Jesus really did rise from the dead, and so is still alive today. • Christians remember and celebrate Jesus’ last week, death and resurrection.</p>	<p>and its significance (AT1) reflect on special objects and celebrations in their own lives (AT2)</p> <p>c) What happens inside the synagogue, including celebrating Shabbat <u>Key learning objectives</u> - to enable pupils to: develop their understanding of the threefold purpose of the synagogue as a place for study, meeting and prayer (AT1) develop understanding of the importance of Shabbat (AT1) develop understanding of what happens during the Shabbat service in the synagogue (AT1)</p>	<p>c) Humanist ceremonies marking key milestones in life <u>Key learning objectives</u> - to enable pupils to: learn about Humanist ceremonies marking birth, marriage and death (AT1) reflect on important milestones in their own lives and how they would like to live their own lives in the light of their learning about Humanism (AT2)</p>
5 / 6	<p>5/6 CORE What does it mean if God is holy and loving? Pupils will know that: • 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 being loving, forgiving, and full of grace. • Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God’s love. • Christians do not all agree</p>	<p>5/6 CORE Was Jesus the Messiah? Pupils will know that: • Jesus was Jewish. • Christians believe Jesus is God in the flesh. • They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. • The Old Testament talks about a ‘rescuer’ or ‘anointed one’ – a messiah. Some texts talk about what this</p>		<p>5/6 CORE What did Jesus do to save human beings? Pupils will 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. • The Gospels give accounts of Jesus’ death and resurrection. • The New Testament says that Jesus’ death was somehow ‘for us’. • Christians interpret this in a variety of</p>	<p>reflect on the sense of community and belonging gained through clubs an school (AT2)</p>	

	<p>about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. • Christians believe getting to know God is like getting to know a person rather than learning information</p>	<p>‘messiah’ would be like. • Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) • Christians see Jesus as their Saviour (see Salvation).</p>		<p>ways: for example, as a sacrifice for sin; as a victory over sin, death and the Devil; paying the punishment as a substitute for everyone’s sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom. • Christians remember Jesus’ sacrifice through the service of Holy Communion (also called the Lord’s Supper, the Eucharist or the Mass). • Belief in Jesus’ resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. • This belief gives Christians hope for life with God, starting now and continuing in a new life (Heaven). • Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.</p>		
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Year B

Year Group	Understanding Christianity Kingdom of God	Understanding Christianity People of God	Essex Explore Hinduism	Essex Explore Buddhism	Understanding Christianity Creation / Fall	Understanding Christianity Gospel
3 / 4	<p>3/4 CORE When Jesus left, what was the impact of Pentecost? Pupils will know that: • Christians believe that Jesus inaugurated the ‘Kingdom of God’ - i.e. Jesus’ whole life was a demonstration of his belief that God is king, not just in heaven but here and now (‘Your kingdom come, your will be done on earth as it is in heaven’). • Christians believe Jesus is still alive, and rules in their hearts and lives through the Holy Spirit, if they let him. • Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus’ invisible kingdom visible by living lives that reflect the love of God. • Christians celebrate Pentecost as the beginning of the Church. • Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.</p>	<p>3/4 CORE What is it like to follow God? Pupils will know that: • The Old Testament tells the story of a particular group of people, the ‘children of Israel’ – known as the People of God – and their relationship with God. • The People of God try to live in the way God wants, following his commands and worshipping him. • They believe he promises to stay with them, and Bible stories show how God keeps his promises. • The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God and to attract all other nations to worshipping God. • Christians believe that, through Jesus, all people can become the People of God.</p>	<p>Gods and Goddesses Hindu gods and goddesses <u>Key learning objectives</u> - to enable pupils to: learn about different gods and goddesses by exploring the conventions of Hindu religious art (AT1)</p> <p>invent their own god or goddess and use the conventions of Hindu religious art to express their god’s attributes and qualities (AT2)</p> <p>b) Stories associated with Hindu gods and goddesses</p> <p><u>Key learning objectives</u> - to enable pupils to: familiarise themselves with stories about Hindu gods and goddesses (AT1) appreciate the meaning and significance of the stories for Hindus (AT1) reflect on the stories to see whether they</p>	<p>The Buddha</p> <p>a) The Buddha’s early life: his quest to find an answer to the problem of suffering <u>Key learning objectives</u> - to enable pupils to: engage with key elements in the story of the Buddha’s early life and his quest to find an answer to the problem of suffering(AT1) understand the significance of this story for Buddhists (AT1) explore issues related to suffering and giving things up (AT2)</p> <p>b) The Middle Way, enlightenment and Nirvana <u>Key learning objectives</u> - to enable pupils to: understand the Buddhist concepts of The Middle Way, enlightenment and Nirvana (AT1) consider the possible implications of these Buddhist concepts for their own lives (AT2)</p>	<p>3/4 CORE What do Christians learn from the Creation Story? Pupils will know that Christians believe: • God the Creator cares for the creation, including human beings. • As human beings are part of God’s good creation, they do best when they listen to God. • The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called ‘the Fall’). • This means that humans cannot get close to God without God’s help. • The Bible shows that God wants to help people to be close to him – he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. • Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.</p>	<p>3/4 CORE What kind of world did Jesus want? Pupils will know that: • Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first. • Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people. • Christians believe Jesus’ life shows what it means to love God (his Father) and love your neighbour. • Christians try to be like Jesus – they want to know him better and better. • Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.</p>

<p>4 / 5</p>	<p>3 / 4 CORE When Jesus left, what was the impact of Pentecost?</p> <p>Pupils will know that: • Christians believe that Jesus inaugurated the ‘Kingdom of God’ - i.e. Jesus’ whole life was a demonstration of his belief that God is king, not just in heaven but here and now (‘Your kingdom come, your will be done on earth as it is in heaven’). • Christians believe Jesus is still alive, and rules in their hearts and lives through the Holy Spirit, if they let him. • Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus’ invisible kingdom visible by living lives that reflect the love of God. • Christians celebrate Pentecost as the beginning of the Church. • Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.</p>	<p>3 / 4 CORE What is it like to follow God?</p> <p>Pupils will know that: • The Old Testament tells the story of a particular group of people, the ‘children of Israel’ – known as the People of God – and their relationship with God. • The People of God try to live in the way God wants, following his commands and worshipping him. • They believe he promises to stay with them, and Bible stories show how God keeps his promises. • The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God and to attract all other nations to worshipping God. • Christians believe that, through Jesus, all people can become the People of God.</p>	<p>have anything to say to the children about their own lives (AT2)</p> <p>c) Festivals associated with Hindu gods and goddesses <u>Key learning objectives</u> - to enable pupils to: learn how Hindus celebrate festivals associated with various gods and goddesses (AT1) appreciate the meaning and significance of these festivals for Hindus (AT1)</p> <p>undertake activities which will help them capture the spirit of different festivals (AT1)</p> <p>devise their own festivals celebrating something in their own lives (AT2)</p>		<p>3 / 4 CORE What do Christians learn from the Creation Story?</p> <p>Pupils will know that Christians believe: • God the Creator cares for the creation, including human beings. • As human beings are part of God’s good creation, they do best when they listen to God. • The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called ‘the Fall’). • This means that humans cannot get close to God without God’s help. • The Bible shows that God wants to help people to be close to him – he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. • Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.</p>	<p>3 / 4 CORE What kind of world did Jesus want?</p> <p>Pupils will know that: • Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first. • Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people. • Christians believe Jesus’ life shows what it means to love God (his Father) and love your neighbour. • Christians try to be like Jesus – they want to know him better and better. • Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.</p>
<p>5 / 6</p>	<p>5/6 CORE What kind of king was Jesus?</p>	<p>5/6 CORE</p>			<p>5/6 CORE DIG DEEPER available</p>	<p>5/6 CORE What would Jesus do?</p>

	<p>Pupils will know that: • Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. • The parables suggest that there will be a future Kingdom, where God's reign will be complete. • The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. • Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.</p>	<p>How can following God bring freedom and justice?</p> <p>Pupils will know that: • The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God. • The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin. • Christians apply this idea to living today by trying to serve God and to bring freedom to others, for example by loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. • Christians see the Christian Church as part of the ongoing story of the People of God, and</p>			<p>Creation and Science: conflicting or complementary?</p> <p>Pupils will know that: • There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. • These debates and controversies relate to the purpose and interpretation of the texts: for example, does reading Genesis as a poetic account conflict with scientific accounts? • There are many scientists through history and now who are Christians. • The discoveries of science make Christians wonder even more about the power and majesty of the Creator.</p>	<p>Pupils will know that: • Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin. • Christians see that Jesus' teachings and example cut across expectations – the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable. • Christians believe that Jesus' good news transforms lives now, but also points towards a restored, transformed life in the future (see Salvation and Kingdom of God). • Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community</p>
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try to live in a way that attracts others to God, for example as salt and light in the world.

Year C

Year Group	Understanding Christianity God	Understanding Christianity Incarnation	Essex Explore Islam	Understanding Christianity Salvation	Judaism	Sikhism
3 / 4	5/6 CORE	3/ 4 DIG DEEPER		3/ 4 DIG DEEPER		

	<p>What does it mean if God is holy and loving?</p> <p>Pupils will know that: • 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 being loving, forgiving, and full of grace. • Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love. • Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. • Christians believe getting to know God is like getting to know a person rather than learning information</p>	<p>What is the Trinity?</p> <p>Pupils will know that: • Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit. • Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Christians worship God as Trinity. It is a huge idea to grasp, and artists have created art to help to express this belief. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</p>	<p>Five Pillars of Faith</p> <p>a) First pillar: shahadah (declaration of faith) <u>Key learning objectives</u> - to enable pupils to: understand the meaning and significance of the shahadah for Muslims (AT1) reflect on the need for having good intentions (AT2)</p> <p>b) Second pillar: salah (worship of Allah) <u>Key learning objectives</u> - to enable pupils to: understand the origins and significance of the call to prayer (AT1) understand how the daily lives of Muslims are interspersed with regular prayers (AT1)</p> <p>reflect on daily rituals in their own lives and the need for discipline (AT2)</p> <p>understand the significance of wudu (ritual washing) as a preparation for prayer (AT1)</p>	<p>Why do Christians call the day Jesus died Good Friday?</p> <p>Pupils will know that: • Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. • The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. • Christians today trust that Jesus really did rise from the dead, and so is still alive today. • Christians remember and celebrate Jesus' last week, death and resurrection.</p>	<p>The Jewish Home and Moses</p> <p>a) The importance of the home in Jewish life: keeping a kosher home and observing dietary laws <u>Key learning objectives</u> - to enable pupils to: understand what it means to keep a kosher home and the significance of this for Jews (AT1) appreciate the importance of the home in Jewish life and practice (AT1) reflect on what is special about their own homes (AT2)</p> <p>b) The Shema and the Mezuzah <u>Key learning objectives</u> - to enable pupils to: learn about the Shema and the Mezuzah: what they are and why they are so important in Jewish life (AT1) reflect on the values, beliefs and hopes that are important in their own lives (AT2)</p> <p>c) Observing Shabbat in the home <u>Key learning objectives</u> - to enable pupils to: learn about the origins and</p>	<p>The Guru Granth Sahib</p> <p>a) The Guru Granth Sahib <u>Key learning objectives</u> - to enable pupils to: acquire key information about the Guru Granth Sahib (AT1)</p> <p>appreciate the significance of the Guru Granth Sahib for Sikhs as a 'living Guru' and how this is reflected in the way it is treated (AT1)</p> <p>reflect on sources of guidance in their own lives and produce their own sets of guiding principles (AT2)</p> <p>reflect on books that are important in their own lives (AT2)</p> <p>b) The Mool Mantra <u>Key learning objectives</u> - to enable pupils to: appreciate the significance of the Mool Mantra for Sikhs</p> <p>develop understanding of key</p>
4 / 5	<p>5/6 CORE recap DIG DEEPER</p> <p>What does it mean if God is holy and loving?</p> <p>Pupils will know that: • 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</p>	<p>3 /4 DIG DEEPER</p> <p>What is the Trinity?</p> <p>Pupils will know that: • Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit. • Christians believe the Father creates; he sends the Son who saves his</p>	<p>reflect on daily rituals in their own lives and the need for discipline (AT2)</p> <p>understand the significance of wudu (ritual washing) as a preparation for prayer (AT1)</p>	<p>3 /4 DIG DEEPER</p> <p>Why do Christians call the day Jesus died Good Friday?</p> <p>Pupils will know that: • Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. • The various events of Holy Week, such as the Last Supper, were</p>	<p>c) Observing Shabbat in the home <u>Key learning objectives</u> - to enable pupils to: learn about the origins and</p>	<p>develop understanding of key</p>

	<p>Fall) but also being loving, forgiving, and full of grace.</p> <ul style="list-style-type: none"> • Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God’s love. • Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. • Christians believe getting to know God is like getting to know a person rather than learning information 	<p>people; the Son sends the Holy Spirit to his followers. • Christians worship God as Trinity. It is a huge idea to grasp, and artists have created art to help to express this belief. • Christians believe the Holy Spirit is God’s power at work in the world and in their lives today, enabling them to follow Jesus.</p>	<p>understand the significance of the different positions adopted during prayer (AT1)</p> <p><i>N.B. Most of the material found here on salah is duplicated in the study unit on ‘Holy Places in Islam’ (section c. What happens inside the mosque). Salah can be covered equally well through either study unit.</i></p>	<p>important in showing the disciples what Jesus came to earth to do. • Christians today trust that Jesus really did rise from the dead, and so is still alive today. • Christians remember and celebrate Jesus’ last week, death and resurrection.</p>	<p>importance of Shabbat (AT1)</p> <ul style="list-style-type: none"> reflect on the importance of rest in their own lives (AT2) learn about the family ceremonies marking the beginning and end of Shabbat (AT1) reflect on their own feelings associated with the beginning and end of the week end (AT2) <p>Learn about what happens during Shabbat and what is not permitted during Shabbat (AT1)</p>	<p>beliefs about the nature of God as expressed in the Mool Mantra (AT1)</p> <ul style="list-style-type: none"> reflect on and express their own beliefs and disbeliefs about God (AT2) <p>c) Features of the gurdwara: what happens inside, the langar and the importance of equality</p> <p><u>Key learning objectives</u> - to enable pupils to: develop understanding of the function and significance of the gurdwaras for Sikhs (AT1)</p> <p>develop understanding of the main features of gurdwaras, including the langar, and their significance (AT1)</p> <p>develop understanding of what happens inside gurdwaras, including worship and the langar (AT1)</p> <p>develop understanding of the importance of equality in Sikhism (AT1)</p>
5 / 6	<p>5/6 DIG DEEPER</p> <p>What does it mean if God is holy and loving?</p> <p>Pupils will know that: • 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 being loving, forgiving, and full of grace. • Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God’s love. • Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. • Christians believe getting to know God is like getting to</p>	<p>5/6 DIG DEEPER</p> <p>Was Jesus the Messiah?</p> <p>Pupils will know that: • Jesus was Jewish. • Christians believe Jesus is God in the flesh. • They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. • The Old Testament talks about a ‘rescuer’ or ‘anointed one’ – a messiah. Some texts talk about what this ‘messiah’ would be like. • Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish</p>	<p>c) Third pillar: zakah (‘poor due’)</p> <p><u>Key learning objectives</u> - to enable pupils to: understand the meaning and significance of zakah for Muslims (AT1)</p> <p>reflect on the work of different charities (AT2)</p> <p>d) Fourth pillar: sawm (fasting during Ramadan)</p> <p><u>Key learning objectives</u> - to enable pupils to: understand the significance of sawm, Ramadan and the festival of Id ul-Fitr for Muslims (AT1)</p>	<p>5/6 CORE</p> <p>What did Jesus do to save human beings?</p> <p>Pupils will 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. • The Gospels give accounts of Jesus’ death and resurrection. • The New Testament says that Jesus’ death was somehow ‘for us’. • Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the Devil; paying the punishment as a</p>		

	know a person rather than learning information	people do not think Jesus is the Messiah.) • Christians see Jesus as their Saviour (see Salvation).	reflect on the need to exercise self-control in their own lives (AT2) e) Fifth pillar: hajj (pilgrimage to Makkah) <u>Key learning objectives</u> - to enable pupils to: understand the various rituals that take place during hajj and the significance of this pilgrimage for Muslims (AT1) reflect on feelings associated with journeys they have experienced (AT2)	substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom. • Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). • Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. • This belief gives Christians hope for life with God, starting now and continuing in a new life (Heaven). • Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.		reflect on special buildings in the local area; places that are special to them personally; and feelings associated with such places (AT2)
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Year D

Year Group	Understanding Christianity Kingdom of God	Understanding Christianity People of God	Essex Explore Hinduism	Essex Explore Buddhism	Understanding Christianity Creation / Fall	Understanding Christianity Gospel
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<p>3 / 4</p>	<p>3/4 CORE When Jesus left, what was the impact of Pentecost? Pupils will know that: • Christians believe that Jesus inaugurated the ‘Kingdom of God’ - i.e. Jesus’ whole life was a demonstration of his belief that God is king, not just in heaven but here and now (‘Your kingdom come, your will be done on earth as it is in heaven’). • Christians believe Jesus is still alive, and rules in their hearts and lives through the Holy Spirit, if they let him. • Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus’ invisible kingdom visible by living lives that reflect the love of God. • Christians celebrate Pentecost as the beginning of the Church. • Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.</p>	<p>3/ 4 DIG DEEPER What is it like to follow God? Pupils will know that: • The Old Testament tells the story of a particular group of people, the ‘children of Israel’ – known as the People of God – and their relationship with God. • The People of God try to live in the way God wants, following his commands and worshipping him. • They believe he promises to stay with them, and Bible stories show how God keeps his promises. • The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God and to attract all other nations to worshipping God. • Christians believe that, through Jesus, all people can become the People of God.</p>	<p>Living as a Hindu</p> <p>) The home shrine and puja (worship) in the home <u>Key learning objectives</u> - to enable pupils to: understand of the significance of the home shrine for Hindu families (AT1)</p> <p>develop understanding of the meaning and significance of artefacts found in Hindu family shrines (AT1)</p> <p>develop understanding of what takes place during a typical family puja (AT1)</p> <p>reflect on objects that are special to them and the reasons why they are special (AT2)</p> <p>b) Features of the mandir (temple) and congregational puja</p> <p><u>Key learning objectives</u> - to enable pupils to:</p>	<p>Living as a Buddhist</p> <p>) The Noble Eightfold Path <u>Key learning objectives</u> - to enable pupils to: understand that Buddhists see life as a journey towards Nirvana (AT1)</p> <p>understand the elements of the Noble Eightfold Path and their implications for living (AT1)</p> <p>understand the importance for Buddhists of living with clarity, calmness and peace of mind (AT1)</p> <p>reflect on their own life journeys and appreciate the need for calmness and peace in life (AT2)</p> <p>b) The Buddha image and Buddhist shrines <u>Key learning objectives</u> - to enable pupils to: understand the significance of the Buddha image and</p>	<p>3/ 4 DIG DEEPER</p> <p>What do Christians learn from the Creation Story? Pupils will know that Christians believe: • God the Creator cares for the creation, including human beings. • As human beings are part of God’s good creation, they do best when they listen to God. • The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called ‘the Fall’). • This means that humans cannot get close to God without God’s help. • The Bible shows that God wants to help people to be close to him – he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. • Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.</p>	<p>3/ 4 DIG DEEPER</p> <p>What kind of world did Jesus want? Pupils will know that: • Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first. • Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people. • Christians believe Jesus’ life shows what it means to love God (his Father) and love your neighbour. • Christians try to be like Jesus – they want to know him better and better. • Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.</p>
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			<p>develop understanding of the significance of mandirs for Hindus (AT1)</p> <p>develop understanding of the meaning and significance of the main features of mandirs (AT1)</p> <p>develop understanding of what happens inside mandirs, including congregational puja (AT1)</p> <p>reflect on buildings that are special to them and the reasons why they are special (AT2)</p> <p>c) Reincarnation and the concepts of moksha, dharma and karma <u>Key learning objectives</u> - to enable pupils to: develop understanding of what is meant by concepts of reincarnation, dharma, karma and moksha and how these relate to each other (AT1) understand that Hindus regard life as</p>	<p>Buddhist shrines for Buddhists (AT1)</p> <p>understand the main features of Buddhist shrines and their symbolism (AT1)</p> <p>create a quiet area in the classroom (AT2)</p> <p>design their own shrines for someone they respect (AT2)</p> <p>reflect on 'shrines' in their own homes (AT2)</p> <p>c) Buddhist devotional practices, including meditation <u>Key learning objectives</u> - to enable pupils to: understand key features of Buddhist devotional practice, including making offerings and chanting mantras (AT1)</p> <p>understand the significance of prayer flags and prayer wheels in Tibetan Buddhism (AT1)</p> <p>understand the importance of meditation in Buddhism (AT1)</p>		
4 / 5	<p>3/4 CORE When Jesus left, what was the impact of Pentecost? Pupils will know that: • Christians believe that Jesus inaugurated the 'Kingdom of God' - i.e. Jesus' whole life was a demonstration of his belief that God is king, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven'). • Christians believe Jesus is still alive, and rules in their hearts and lives through the Holy Spirit, if they let him. • Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible kingdom visible by living lives that reflect the love of God. • Christians celebrate Pentecost as the beginning of the Church. • Staying connected to Jesus means that the fruit of the</p>	<p>3 /4 DIG DEEPER What is it like to follow God? Pupils will know that: • The Old Testament tells the story of a particular group of people, the 'children of Israel' – known as the People of God – and their relationship with God. • The People of God try to live in the way God wants, following his commands and worshipping him. • They believe he promises to stay with them, and Bible stories show how God keeps his promises. • The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God and to</p>	<p>3 /4 DIG DEEPER What do Christians learn from the Creation Story? Pupils will know that Christians believe: • God the Creator cares for the creation, including human beings. • As human beings are part of God's good creation, they do best when they listen to God. • The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall'). • This means that humans cannot get close to God without God's help. • The Bible shows that God wants to help people to be close to him – he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and</p>	<p>3 /4 DIG DEEPER What kind of world did Jesus want? Pupils will know that: • Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first. • Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people. • Christians believe Jesus' life shows what it means to love God (his Father) and love your neighbour. • Christians try to be like Jesus – they want to know him better and better. • Christians try to put his teaching and</p>		

	Spirit can grow in the lives of Christians.	attract all other nations to worshipping God. • Christians believe that, through Jesus, all people can become the People of God.	a succession of different incarnations until moksha is achieved (AT1) learn about the four paths to moksha (AT1)	develop personal awareness of the benefits of meditation (AT2)	offers forgiveness even when they keep on falling short. • Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.	example into practice in lots of ways, from church worship to social justice.
5 / 6	5/6 DIG DEEPER What kind of king was Jesus? Pupils will know that: • Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. • The parables suggest that there will be a future Kingdom, where God's reign will be complete. • The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. • Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.	5/6 DIG DEEPER How can following God bring freedom and justice? Pupils will know that: • The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God. • The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin. • Christians apply this idea to living today by trying to serve God and to bring freedom to others,	reflect on the nature of the soul (AT2) reflect on and respond to the question: what do you think happens when we die? (AT2)		5/6 DIG DEEPER Creation and Science: conflicting or complementary? Pupils will know that: • There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. • These debates and controversies relate to the purpose and interpretation of the texts: for example, does reading Genesis as a poetic account conflict with scientific accounts? • There are many scientists through history and now who are Christians. • The discoveries of science make Christians wonder even more about the power and majesty of the Creator.	5/6 DIG DEEPER What would Jesus do? Pupils will know that: • Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin. • Christians see that Jesus' teachings and example cut across expectations – the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable. • Christians believe that Jesus' good news transforms lives now, but also points towards a restored, transformed life in the future (see Salvation and Kingdom of God). • Christians believe that they should bring this good

		<p>for example by loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. • Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God, for example as salt and light in the world.</p>				<p>news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community</p>
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