



All Saints CE Primary School & Nursery  
**Subject: Religious Education (RE)**

**Foundation Subject Overview**

**HOW DOES THIS SUBJECT FIT IN?**

**EYFS Framework: Understanding the World**

**KS1 National Curriculum:**

**KS2 National Curriculum:**

**Aims of Religious Education in our school**

- enable pupils to encounter Christianity as the religion that shaped British culture and heritage and influences the lives of millions of people today;
- develop a strong foundation of the Christian faith through knowledge and understanding that includes Christian beliefs and values, the Bible, Old Testament characters, the life and teachings of Jesus, prayer and worship, saints, the local church, the Christian community, living out the faith, rites of passage and Christian festivals;
- apply an understanding of Christianity to make reasoned and informed responses to life issues and moral choices;
- develop their knowledge and understanding of the other principal religions represented in the United Kingdom (Buddhism, Hinduism, Islam, Judaism and Sikhism), applying an understanding of religion to develop respect, empathy and sensitivity towards all people;
- develop the ability to reflect on their own beliefs, values and experiences and communicate issues of faith and truth;
- develop skills of critical analysis and evaluation and the promotion of understanding from different faith backgrounds and none.
- developing awareness of the fundamental questions of life arising from human experiences, and how religious beliefs and practices can relate to them;
- responding to the fundamental questions of life in the light of their experience and with reference to religious beliefs and practices;
- reflecting on their own beliefs, values and experiences in the light of their study;
- expressing their own personal viewpoints in a thoughtful, reasoned and considerate way;
- recognising the right of people to hold different beliefs within an ethnically and socially diverse society.

## What is taught when?

RE	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<b>Creation</b> Why is the word God so important to Christians <i>(Understanding Christianity)</i>	<b>Creation</b> Who made the world? <i>(Understanding Christianity – Core Learning)</i>	<b>Creation</b> Who made the world? <i>(Understanding Christianity – Digging Deeper)</i>	<b>Creation</b> What do Christians learn from the creation story? <i>(Understanding Christianity – Core Learning)</i>	<b>Creation</b> What do Christians learn from the creation story? <i>(Understanding Christianity – Digging Deeper)</i>	<b>Creation</b> Creation and science: conflicting or complementary? <i>(Understanding Christianity – Core Learning)</i>	<b>Creation</b> Creation and science: conflicting or complementary? <i>(Understanding Christianity – Digging Deeper)</i>
Autumn 2	<b>Incarnation</b> Why do Christians perform nativity plays at Christmas? <i>(Understanding Christianity)</i>	<b>Incarnation</b> Why does Christmas matter to Christians? <i>(Understanding Christianity – Core Learning)</i>	<b>Incarnation</b> Why does Christmas matter to Christians? <i>(Understanding Christianity – Digging Deeper)</i>	<b>Incarnation</b> What is the Trinity? <i>(Understanding Christianity – Core Learning)</i>	<b>Incarnation</b> What is the Trinity? <i>(Understanding Christianity – Digging Deeper)</i>	<b>Incarnation</b> Was Jesus the Messiah? <i>(Understanding Christianity – Core Learning)</i>	<b>Incarnation</b> Was Jesus the Messiah? <i>(Understanding Christianity – Digging Deeper)</i>
Spring 1	<b>Salvation</b> Why do Christians put a cross in an Easter garden? <i>(Understanding Christianity)</i>	<b>Gospel</b> What is the good news that Jesus brings? <i>(Understanding Christianity – Core Learning)</i>	<b>Gospel</b> What is the good news that Jesus brings? <i>(Understanding Christianity – Digging Deeper)</i>	<b>Gospel</b> What kind of world did Jesus want? <i>(Understanding Christianity – Core Learning)</i>	<b>Gospel</b> What kind of world did Jesus want? <i>(Understanding Christianity – Digging Deeper)</i>	<b>Gospel</b> What would Jesus do? <i>(Understanding Christianity – Core Learning)</i>	<b>Gospel</b> What would Jesus do? <i>(Understanding Christianity – Digging Deeper)</i>
Spring 2		<b>Salvation</b> Why does Easter matter to Christians? <i>(Understanding Christianity – Core Learning)</i>	<b>Salvation</b> Why does Easter matter to Christians? <i>(Understanding Christianity – Digging Deeper)</i>	<b>Salvation</b> Why do Christians call the day Jesus died ‘Good Friday’? <i>(Understanding Christianity – Core Learning)</i>	<b>Salvation</b> Why do Christians call the day Jesus died ‘Good Friday’? <i>(Understanding Christianity – Digging Deeper)</i>	<b>Salvation</b> What did Jesus do to save human beings? <i>(Understanding Christianity – Core Learning)</i>	<b>Salvation</b> What difference does the resurrection make for Christians? <i>(Understanding Christianity – Digging Deeper)</i>
Summer	What makes a place special? <i>(St Albans Diocese Unit)</i>	<b>God</b> What do Christians believe God is like? <i>(Understanding Christianity – Core &amp; Deeper Learning)</i>	<b>Islam</b> Who is Muslim and what do they believe? <i>(Bedfordshire Unit)</i>	<b>Sikhism</b> What does it mean to be a Sikh <i>(Bedfordshire Unit)</i>	<b>Hinduism</b> What does it mean to be a Hindu? <i>(Hertfordshire agreed syllabus 2012-17)</i>	<b>Judaism</b> What does it mean to be a Jew? <i>(Hertfordshire agreed syllabus 2012-17)</i>	<b>Buddhism</b> What does it mean to be a Buddhist? <i>(Hertfordshire agreed syllabus 2012-17)</i>

<b>EYFS</b>	
<b>Unit/Theme</b>	<b>Objectives</b>
<b>Understanding Christianity: Creation</b> Why is the word God so important to Christians?	<b>Children know that:</b> <ul style="list-style-type: none"> <li>• The word God is a name</li> <li>• Christians believe God is the creator of the universe</li> <li>• Christians believe God made our wonderful world so we should look after it.</li> </ul>
<b>Understanding Christianity Core Learning: Incarnation</b> Why do Christians perform nativity plays at Christmas?	<b>Children know that:</b> <ul style="list-style-type: none"> <li>• Christians believe God came to Earth in human form as Jesus</li> <li>• Christians believe Jesus came to show that all people are precious and special to God</li> </ul>
<b>Understanding Christianity Core Learning: Salvation</b> Why do Christians put a cross in an Easter garden?	<b>Children know that:</b> <ul style="list-style-type: none"> <li>• Christians remember Jesus' last week at Easter</li> <li>• Jesus' name means 'He saves'</li> <li>• Christians believe Jesus came to show God's love</li> <li>• Christians try to show love to others</li> </ul>
<b>Special Places:</b> What makes a place special?	<b>Children will be able to:</b> <ul style="list-style-type: none"> <li>• Talk about a special place and say why it is special to them</li> <li>• Use some descriptive words to describe a special place and the feeling it gives them (such as calm, happy, friendly)</li> <li>• Recognise and name special places to other people, such as a church, a mosque, a temple etc.</li> <li>• Name some artefacts in a church using the correct words (altar, pew, lectern, font, organ, bells etc.)</li> </ul>

<b>Year 1</b>	
<b>Unit/Theme</b>	<b>Objectives</b>
<b>Understanding Christianity Core Learning: Creation</b> Who made the world?	<ul style="list-style-type: none"> <li>• Pupils know that Christians believe that God created the universe. That the earth and everything in it are important to God. They know that the creation story includes a day of rest. They know that Harvest Festival is a time when Christians say thank you to God for creation.</li> <li>• Pupils know that Christians believe they should care for the world because it belongs to God. They can give an example</li> </ul>
<b>Understanding Christianity Core Learning: Incarnation</b> Why does Christmas matter to Christians?	<ul style="list-style-type: none"> <li>• Pupils know that Christians celebrate Jesus' birth. They are aware of Advent but can't explain its significance.</li> <li>• They know aspects of the birth narrative i.e. The Angel appeared to Mary, Mary and Joseph travelled to Bethlehem where Jesus was born as a baby and he was placed in a manger, Angels appeared to the shepherds.</li> </ul>

<p><b>Understanding Christianity Core Learning: Gospel</b></p> <p>What is the good news that Jesus brings?</p>	<ul style="list-style-type: none"> <li>• Pupils will know that Christians believe that Jesus brings the good news that God loves them and he will forgive them when they go wrong. Pupils will know that Christians believe that you should also forgive others. Pupils know the story of the calling of Matthew the tax collector and that Jesus chose as his closest friends (disciples) many who were friendless.</li> <li>• Pupils know that Christians will pray to God</li> </ul>
<p><b>Understanding Christianity Core Learning: Salvation</b></p> <p>Why does Easter matter to Christians?</p>	<ul style="list-style-type: none"> <li>• Pupils will know that Easter is very important in the 'Big story' of the Bible.</li> <li>• Pupils will know some of the events of the Easter story. Pupils will know that Christians believe that Jesus is willing to forgive all people even those that put him on the cross.</li> <li>• Pupils will know that Christians believe in life after death.</li> <li>• Pupils will know some of the ways its local church celebrates Easter.</li> </ul>
<p><b>Understanding Christianity Core Learning: God</b></p> <p>What do Christians believe God is like?</p>	<ul style="list-style-type: none"> <li>• Pupils will know that Christians believe in God, and that they find out about God in the Bible.</li> <li>• Pupils will know that Christians believe God is loving, kind, fair, and also Lord and King; and there are some stories that show this.</li> <li>• Pupils will know that Christians worship God, and try to live in ways that please him.</li> </ul>

<b>Year 2</b>	
<b>Unit/Theme</b>	<b>Objectives</b>
<p><b>Understanding Christianity Digging Deeper: Creation</b></p> <p>Who made the world?</p>	<ul style="list-style-type: none"> <li>• Pupils know that Christians believe that God created the universe. That the earth and everything in it are important to God. Pupils can identify the sequence of the creation story and know the importance Christians attach to a day of rest.</li> <li>• Pupils know that Christians believe that God has a unique relationship with human beings as their creator and sustainer. They know that Christians believe they should give thanks to God for his creation and that Harvest Festival is a time to do this.</li> <li>• Pupils know that Christians believe they should care for the world because it belongs to God. They can give at least two examples.</li> </ul>
<p><b>Understanding Christianity Digging Deeper: Incarnation</b></p> <p>Why does Christmas matter to Christians?</p>	<ul style="list-style-type: none"> <li>• Pupils know that Christians celebrate Jesus' birth; Advent for Christians is a time for getting ready for Jesus' coming.</li> <li>• Pupils know that Christians believe that Jesus is God. They know the birth narrative i.e. The Angel appeared to Mary, Mary and Joseph travelled to Bethlehem where Jesus was born as a baby and he was placed in a manger. Angels appeared to the shepherds. The wise men brought gifts.</li> <li>• The Bible points out that his birth showed that he was extraordinary (e.g. he is worshipped as a king in Matthew) and that he came to bring good news (e.g. to the poor in Luke)</li> <li>• Pupils use the term incarnation. They can talk about examples of how this theme has been explore in art and music (including hymns) by Christians.</li> </ul>
<p><b>Understanding Christianity Core Learning: Gospel</b></p>	<ul style="list-style-type: none"> <li>• Pupils will know that Christians believe that Jesus brings the good news (Gospel) and that God loves them and he will forgive them when they go wrong.</li> <li>• Pupils will know that Christians believe that by forgiving they will find peace in their own lives, with others, and with God.</li> </ul>

What is the good news that Jesus brings?	<ul style="list-style-type: none"> <li>• Pupils know the story of the calling of Matthew (including why the tax collector was unpopular, and how people reacted) the tax collector and that Jesus chose as his closest friends (disciples) many who were friendless.</li> <li>• Pupils know that Christians will pray to God prayers to say sorry to ask for things to say thank you.</li> </ul>
<b>Understanding Christianity Core Learning: Salvation</b> Why does Easter matter to Christians?	<ul style="list-style-type: none"> <li>• Pupils will know that Easter is very important in the 'Big story' of the Bible.</li> <li>• Pupils will know the outline of events inc: Entry in Jerusalem; The last Supper: Jesus arrest and betrayal: He was put on trial; He was crucified: He came back to life and appeared to Mary Magdalene.</li> <li>• Pupils will know that Christians believe that Jesus is willing to forgive all people even those that put him on the cross. That Jesus did this to build a bridge between man and God. By rising from the dead he gives Christians a hope in a new life.</li> <li>• Pupils will know that Christians believe in life after death.</li> <li>• Pupils will know some of the ways its local church celebrates Easter.</li> </ul>
<b>Understanding Christianity Core Learning: God</b> Who is Muslim and what do they believe?	<b>Pupils should be able to:</b> <ul style="list-style-type: none"> <li>• Identify some ways a Muslim might describe God</li> <li>• Retell a story about Allah and Prophet Muhammed (PBUH)</li> <li>• Identify some ways Muslims mark Ramadan and celebrate Eid al Fitr</li> <li>• Begin to show how important the Qu'Ran is to Muslims and give an example of the way Muslims treat the Qu'Ran</li> <li>• Respond sensitively to what matters to a Muslim and what matters to me</li> <li>• Suggest some questions about God that are hard to answer</li> </ul>

<b>Year 3</b>	
<b>Unit/Theme</b>	<b>Objectives</b>
<b>Understanding Christianity Core Learning: Creation</b> What do Christians learn from the creation story?	<ul style="list-style-type: none"> <li>• Pupils know that Christians believe that although God made the world humans spoiled that friendship with God, and that Christians call this the Fall.</li> <li>• Pupils are aware of the story of Adam and Eve but cannot give the detail.</li> <li>• Pupils know that Christians believe that God gives guidelines such as the 10 commandments and offers forgiveness when they fall short.</li> <li>• Pupils understand that many Christians believe they should be stewards or caretakers of God's creation.</li> </ul>
<b>Understanding Christianity Core Learning: Incarnation</b> What is the Trinity?	<ul style="list-style-type: none"> <li>• Pupils know that Christians believe God is Trinity: Father, Son and Holy Spirit. That Christians often try to describe God using symbols, similes, and metaphors, in song, story, poems and art and have created art to help to express this belief. They can talk about the Baptism of Christ but are not able to explain the story's significance. They can talk about some aspects of Christian Baptism</li> </ul>
<b>Understanding Christianity Core Learning: Gospel</b> What kind of world did Jesus want?	<ul style="list-style-type: none"> <li>• Pupils will know that Christians believe that through his teachings Jesus make people think about the way they live.</li> <li>• Pupils will know that it is claimed that Jesus could heal a Leper. Pupils will know what a parable is. Pupils are aware of the parable of the Good Samaritan but cannot recall the whole story</li> <li>• They can name the work of a Christian charity that tries to put this teaching into practice e.g. Christian Aid</li> </ul>

<p><b>Understanding Christianity Core Learning: Salvation</b></p> <p>Why do Christians call the day Jesus died 'Good Friday'?</p>	<ul style="list-style-type: none"> <li>• Pupils will know that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</li> <li>• Pupils will be able to say what some of the events of Holy week means for Christians.</li> <li>• Pupils know that most Christians believe that Jesus rose from the dead and so is alive today.</li> <li>• They know that for some Christians today standing up for your faith can risk persecution.</li> </ul>
<p><b>Sikhism:</b></p> <p>What does it mean to be a Sikh?</p>	<p><b>Pupils should learn to:</b></p> <ul style="list-style-type: none"> <li>• Explain the key beliefs of Sikhs and how these affect the way Sikhs choose to behave</li> <li>• Explain the importance of the Gurus in the Sikh Tradition</li> <li>• Recognise and describe how Guru Granth Sahib may provide inspiration or guidance to a Sikh believer</li> <li>• Explain using religious vocabulary the religious expression of beliefs shown through worship, festival, service and pilgrimage</li> <li>• Describe the forms of guidance a Sikh uses and compare them with forms of guidance experienced by pupils</li> <li>• Reflect on the beliefs, values, and practices that are important in their own lives and how these have an affect on people's lives.</li> </ul>

## Year 4

Unit/Theme	Objectives
<p><b>Understanding Christianity Digging Deeper: Creation</b></p> <p>What do Christians learn from the creation story?</p>	<ul style="list-style-type: none"> <li>• Pupils know that Christians believe that although God made the world the Bible tells in Genesis 3 how humans spoiled that friendship with God, and that Christians call this the Fall.</li> <li>• Pupils know the story of Adam and Eve including Gods command not to eat the fruit, the serpent tempting Eve, Adam and Eve hiding from God, Adam and Eve expelled from paradise.</li> <li>• Pupils know that Christians believe that God wants to help people to get close to him again. He gives them guidelines such as the 10 commandments and offers forgiveness when they fall short.</li> <li>• Pupils understand that many Christians believe they are asked to be stewards or caretakers of God's creation and they know about examples where Christians have tried to put this idea in to practice e.g. Forest Churches, A Rocha movement.</li> <li>• They know that some people don't believe that God made the world.</li> </ul>
<p><b>Understanding Christianity Core Learning: Incarnation</b></p> <p>What is the Trinity?</p>	<ul style="list-style-type: none"> <li>• Pupils know that Christians believe God is Trinity: Father, Son and Holy Spirit. The Father creates; he sends the Son who saves his people; and the Holy Spirit on his people. Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus</li> <li>• Pupils know that Christians often try to describe God using symbols, similes, and metaphors, in song, story, poems and art and have created art to help to express this belief.</li> <li>• Pupils know the story of Jesus Baptism (Matthew 3; 11-17) including that Jesus was baptised by John the Baptist that a voice came from above and the dove appeared. They know the symbolism this suggests.</li> <li>• Pupils can describe a Christian Baptism (child and adult) including the terminology of 'in the name of the father, the son and the Holy spirit'</li> </ul>
<p><b>Understanding Christianity Core Learning: Gospel</b></p>	<ul style="list-style-type: none"> <li>• Pupils will know that Christians believe that through his teachings Jesus challenges everyone about the way they live.</li> <li>• Pupils will know that Jesus first disciples left their jobs and families to follow Jesus.</li> </ul>

What kind of world did Jesus want?	<ul style="list-style-type: none"> <li>• Pupils will know that it is claimed that Jesus could heal a leper. By doing this Christians believe that showed love for those that others ignore. They can relate this to the activities of the local church and of Christian charities.</li> <li>• Pupils will know what a parable is. Pupils can retell the parable of the Good Samaritan (including the man being attacked, the Levite and the priest passing by, the Samaritan stopping to help, and that Jesus asked who was this man's neighbour).</li> <li>• They can describe the work of a Christian charity that tries to put this teaching into practice e.g. Christian Aid. They should know that people of other faiths and of none also run charity work.</li> </ul>
<b>Understanding Christianity Core Learning: Salvation</b> Why do Christians call the day Jesus died 'Good Friday'?	<ul style="list-style-type: none"> <li>• Pupils will know that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</li> <li>• Pupils will be able to say what each event of Holy week means for Christians today inc: Palm Sunday: washing disciples' feet at the Last Supper: Bread and wine at the Last Supper; Judas' betrayal; Peter's denial; the Crucifixion; the Resurrection.</li> <li>• Pupils know that most Christians believe that Jesus rose from the dead and so is alive today. They can explain why Christians call this Good Friday</li> <li>• They know that for some Christians today standing up for your faith can risk ridicule and even persecution.</li> </ul>
<b>Hinduism</b> What does it mean to be a Hindu?	<b>Children should learn to:</b> <ul style="list-style-type: none"> <li>• Understand there are many books that are sacred to Hindus, name some of them and recall a story they have read/listened to (Vedas, Ramayana, Mahabharata)</li> <li>• Explore the main rituals within an act of worship for a Hindu, and begin to identify the impact the teachings of Hinduism have on believer's lives. Compare this with their own religious, cultural and family traditions</li> <li>• To explore and reflect on the ideas of right and wrong and their own and others' responses to them</li> <li>• Name and describe some of the artefacts used by Hindus in their worship at home, explain how they are used (bell, incense, arti lamp, Ganesha statue/image, kum kum powder, flowers/fruit/water)</li> <li>• Name and describe the importance of festivals and associated stories celebrated by Hindus (Ganesh Chaturthi, Holi, Diwali) (stories about Krishna, Prince Prahlada and Vishnu)</li> </ul>

Year 5	
Unit/Theme	Objectives
<b>Understanding Christianity Core Learning: Creation</b> Creation and science: conflicting or complementary?	<ul style="list-style-type: none"> <li>• Pupils know that there is much debate and controversy around the relationship between Creation stories in Genesis and scientific accounts. They know that there are many scientists who are also Christians.</li> <li>• Pupils know that some of this controversy is connected with the way in which the Genesis text is interpreted. And that not all Christians agree on this issue.</li> <li>• Pupils know and have heard Psalm 8 and make a link to the Christian belief that we should care for the world</li> </ul>
<b>Understanding Christianity Core Learning: Incarnation</b> Was Jesus the Messiah?	<ul style="list-style-type: none"> <li>• Pupils know that Jesus was Jewish and that the old testament talked of a Messiah who would rescue his people. They know that Christians believe Jesus was this Messiah and that Christians believe he is their saviour. They can give an opinion on the question 'Was Jesus the Messiah'?</li> </ul>

<p><b>Understanding Christianity Core Learning: Gospel</b></p> <p>What would Jesus do?</p>	<ul style="list-style-type: none"> <li>• Pupils will know that Christians believe that the Gospel of Jesus is not just about setting a good example but also about making the world better.</li> <li>• Pupils will be aware of a number of Jesus teachings: The wise and foolish builder's/the sermon on the mount/the healing of the centurion's servant/Jesus and the moneylenders/the woman caught in adultery. Pupils will be able to make a link to activities undertaken by Christian groups and by the church.</li> <li>•</li> </ul>
<p><b>Understanding Christianity Core Learning: Salvation</b></p> <p>What did Jesus do to save human beings?</p>	<ul style="list-style-type: none"> <li>• Pupils will know that the book of Luke gives an account of a number of resurrection appearances. (Luke 24). They can describe some of these appearances; Pupils know that most Christians believe that Jesus resurrection means that death isn't the end and they have hope to be with God in heaven. Pupils are aware of some modern and traditional songs worship songs that reflect this.</li> <li>• They know a number of Good Friday and Easter Sunday celebrations across a range of denominational settings.</li> <li>• They can say what might happen at a Christian funeral.</li> </ul>
<p><b>Judaism:</b></p> <p>What does it mean to be a Jew?</p>	<p><b>Pupils should learn to:</b></p> <ul style="list-style-type: none"> <li>• Understand the shared past of Judaism and Christianity, recalling Old Testament stories (such as Daniel &amp; The Lion's Den)</li> <li>• Understand something of the diversity within Judaism and compare this to that within Christianity (Orthodox, Liberal and Progressive / Methodist, Baptist, United Reformed)</li> <li>• Explore the importance of the scriptures in giving laws for Jews to follow – The Torah. Understand the impact these rules have on the way Jews choose to live in their daily lives</li> <li>• Recognise and recall key figures in the Jewish religion – Esther (Purim), Moses (Exodus/Passover). Explain the significance of the Seder meal.</li> <li>• Explore the responsibilities of a religious leader (Christian Priest/Rabbi) and compare the differences/similarities of the roles these leaders play within the religion</li> </ul>

<h2 style="margin: 0;">Year 6</h2>	
<b>Unit/Theme</b>	<b>Objectives</b>
<p><b>Understanding Christianity Digging Deeper: Creation</b></p> <p>Creation and science: conflicting or complementary?</p>	<ul style="list-style-type: none"> <li>• Pupils know that there is much debate and controversy around the relationship between creation stories in Genesis and scientific accounts. They can outline both points of view. They know that there are many scientists who are also Christians.</li> <li>• Pupils know that the discoveries of science often make Christians even more in awe of the power and majesty of God.</li> <li>• Pupils know that some of this controversy is connected with the way in which the Genesis text is interpreted and the genre of writing it is considered to be; i.e. poetic account or historical account.</li> <li>• Pupils know that not all Christians believe the same about the relationship between Creation and science.</li> <li>• Pupils know and understand the significance of Psalm 8 for the Christian belief in stewardship.</li> </ul>
<p><b>Understanding Christianity Core Learning: Incarnation</b></p> <p>Was Jesus the Messiah?</p>	<ul style="list-style-type: none"> <li>• Pupils know that Jesus was Jewish. They understand that 'Christ' is the Greek word for 'anointed one', or 'Messiah'. And that the Old Testament talks about a 'rescuer' or 'anointed one' – a Messiah. That Isaiah 9 v2-7 texts talks about what this 'Messiah' would be like.</li> </ul>



	<ul style="list-style-type: none"> <li>• Pupils know that most Christians believe Jesus is God incarnate and 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.</li> <li>• Pupils understand that Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) That Christians see Jesus as their Saviour (See Salvation). They can give their own view to answer the questions ‘Was Jesus the Messiah?’ supported by a reasoned argument</li> </ul>
<p><b>Understanding Christianity Core Learning: Gospel</b></p> <p>What would Jesus do?</p>	<ul style="list-style-type: none"> <li>• Pupils will know that Christians believe that the Gospel of Jesus is not just about setting a good example but also about healing the damage done (by sin) in the world.</li> <li>• Pupils will know a range of Jesus teachings: The wise and foolish builder’s/the sermon on the mount/the healing of the centurion’s servant/Jesus and the moneylenders/the woman caught in adultery. (select specific detail to retell).</li> <li>• Pupils will be able to relate these teachings to activities undertaken by Christian groups and by the church to bring these teachings to life in their churches and communities.</li> <li>• Pupils will know that although these texts are fixed the way that different Christians have interpreted them over the years and in different cultures will vary.</li> </ul>
<p><b>Understanding Christianity Core Learning: Salvation</b></p> <p>What difference does the resurrection make for Christians?</p>	<ul style="list-style-type: none"> <li>• Pupils will know that the book of Luke gives an account of a number of resurrection appearances. (Luke 24). They can describe these appearances; to the women at the Tomb, The road to Emmaus and to the disciples on the beach.</li> <li>• Pupils know that most Christians believe that Jesus resurrection means that death isn’t the end and that they have hope in a new life with God in heaven. Pupils can explain how this is reflected in Christian worship in both modern and traditional songs.</li> <li>• They can describe a number (add specifics) of Good Friday and Easter Sunday celebrations across a range of denominational settings.</li> <li>• They can explain why certain things might happen at a Christian funeral.</li> </ul>
<p><b>Buddhism</b></p> <p>What does it mean to be a Buddhist?</p>	<p><b>Pupils should learn to:</b></p> <ul style="list-style-type: none"> <li>• Use appropriate religious and moral vocabulary to describe and identify key features of Buddhism, including beliefs, teachings and their meaning (non-violence, loving-kindness, meditation, refraining from alcohol and smoking)</li> <li>• Explore and identify the key aspects of Buddhism that influence the way they live their daily lives (Noble Eightfold Path) and compare them with equivalent aspects of Christianity (The Ten Commandments).</li> <li>• Use and interpret information about religions from a range of sources to identify similarities and differences in religious practices/lifestyles both within and beyond religions (Buddha, rupa, Prince Siddhartha, Nirvana, enlightenment)</li> <li>• Understand the role of the Dalai Lama within the Buddhist faith and explore questions about matters of right and wrong – posing and answering them, reflecting on the ideas of right and wrong – and others’ response to them.</li> </ul>

## Resources

Understanding Christianity

REToday Books

Hertfordshire Agreed Syllabus Units (2012-2017)

Bedfordshire Agreed Syllabus Units (2015)