

YEAR B							
Vocabulary	Question	Ways of Knowing	Key Concepts	Common Misconceptions	Substantive Knowledge	Disciplinary Knowledge	Oracy
Belong WELCOME Special Love Care Together Feelings Family Friends Community	<u>Being special – where do we belong?</u> (Unit F4) How do we show respect for and welcome one another? How do we show love/care and know we are loved/cared for? How do we know what people are feeling? What things can we do better together rather than on our own? Where do you belong and how do you know you belong? What makes us feel special about being welcomed into a group of people?		Making Sense of Beliefs Retell religious stories. Understanding the Impact Recall simply what happens at a traditional Christian infant baptism and dedication Recall simply what happens when a baby is welcomed into a religion other than Christianity Making Connections Making connections with personal experiences Share and record occasions when things have happened in their lives that made them feel special	Belonging only means being with family, not understanding it can include friends, school, or clubs. Thinking that only big actions (gifts, parties) show love and care, rather than everyday kindness. Believing you can only belong if you are the same as others (same clothes, interests). Thinking feelings are good or bad rather than all feelings being normal. Not realising that others can feel differently from how we feel in the same situation. Believing that welcoming someone means letting them take your things rather than sharing and kindness. Thinking you can only play or work alone and that teamwork is not important. Associating being special only with being the best or winning. Not understanding that everyone is special, not just themselves. Believing they cannot belong to more than one group at the same time.	Belonging means being part of a family, friendship group, class, or faith community. People show love and care through kind words, helping, and spending time together. Special ceremonies (e.g., naming ceremonies, baptisms, Aqiqah) can welcome children into a community. Feelings can be recognised by facial expressions, body language, and words. Everyone has feelings, and these can change in different situations. Being kind, sharing, and listening help us to live well together. People often work together to achieve things that are difficult alone. Every person is special and unique, with their own interests and talents. Different families and communities show belonging in different ways (e.g., wearing special clothes, using special words, celebrating birthdays). Welcoming others helps them feel safe and valued within a group.	<u>Investigating:</u> Noticing and exploring how people show love and care in families and groups. Observing how people welcome and include others in different situations (classroom, home, faith communities). Asking simple questions about how people know they belong and feel special. Exploring artefacts (e.g., photos of baptisms, naming ceremonies) to find out how different people are welcomed. <u>Interpreting:</u> Recognising feelings through facial expressions, actions, and words in stories or real-life examples. Identifying symbols and simple actions used to show belonging (e.g., hugs, holding hands, special clothes, certificates). Listening to stories and talking about what they show about belonging and caring for others. Making links between how children are welcomed in different faith or family contexts and what these actions mean. <u>Evaluating:</u>	Expressing Ideas and Feelings I think... because... I feel happy when... I like this story because... This story makes me feel... I wonder why... I can tell you about... Asking Questions Who is this story about? What happened next? Why do you think that? Can you tell me more about...? What do you think this means? Making Connections This reminds me of... I know someone who... That is like when... I feel like that too because... Listening and Responding I heard you say... I agree with you because... That's interesting because... Can you explain that again?

						Talking about what makes them feel loved, welcomed, and part of a group. Considering why it is important to welcome others and care for them. Reflecting on how being part of a group helps them learn, play, and feel safe. Expressing ideas about what they think is important about belonging, and how they can help others feel included.	Reflecting I have learned that... This is important because... I would like to know more about... I think this is special because...
Christmas Jesus Nativity Bethlehem Angel Shepards Wise Men Gift Love Precious	<u>Why is Christmas special for Christians?</u> (Unit F2) What special stories about Jesus are in the Bible? Why do Christians perform Nativity plays at Christmas? Why do Christians celebrate Jesus' birthday? What special things do Christians do at Christmas to share God's love? What makes every single person unique and precious? How does the Christmas story tell Christians they are precious to God?		Making Sense of Beliefs Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus Retell religious stories Understanding the Impact Recall simply what happens at a traditional Christian festival (Christmas) Making Connections Talk about people who are special to them Say what makes their family and friends special to them Making connections with personal experiences	Christmas is only about giving and receiving presents. Jesus was born on 25th December exactly. The Nativity story is just a fairy tale, not important to Christians. Angels are like regular people or just make-believe characters. Shepherds and Wise Men were ordinary visitors without special meaning. Christmas is only about having fun and parties, not about love or kindness. Everyone celebrates Christmas in the same way. Jesus is only important as a baby,	The Bible contains special stories about the birth of Jesus, known as the Nativity story. Christians believe Jesus is the Son of God and was born to bring God's love to the world. The Nativity story includes key figures such as Mary, Joseph, angels, shepherds, and Wise Men. Christians celebrate Christmas as Jesus' birthday, marking God coming to earth in human form (Incarnation). Nativity plays help Christians remember and share the story of Jesus' birth. Christians show God's love at Christmas through kindness, giving, and family celebrations.	<u>Investigating:</u> Listen carefully to the Nativity story and identify key characters and events. Use pictures, storybooks, or videos to explore the Christmas story and related Christian practices. Recognise and describe different Christmas traditions linked to the story of Jesus' birth. Observe how Christians celebrate Christmas in school, home, or church settings. <u>Interpreting:</u> Talk about what the Nativity story tells Christians about Jesus and God's love. Use simple religious vocabulary (e.g., Son of God, angel, shepherd) to explain parts of the story. Understand the meaning behind	Expressing Ideas and Feelings I think... because... I feel happy when... I like this story because... This story makes me feel... I wonder why... I can tell you about... Asking Questions Who is this story about? What happened next? Why do you think that? Can you tell me more about...? What do you think this means? Making Connections This reminds me of... I know someone who... That is like when...

				not as an adult or in other stories. Being 'precious' means only some people are special to God, not everyone. The Christmas story is only for Christians and not relevant to others.	Every person is unique and precious to God, as shown through the Christmas story. The story teaches that Jesus' birth brings hope and joy to Christians. The angel's message to the shepherds highlights peace and goodwill to all people. Christmas traditions reflect Christian beliefs but can vary across cultures and communities.	Christian actions at Christmas, such as giving gifts or singing carols. Explain how the story shows that every person is precious to God. Evaluating: Reflect on why Christmas is a special time for Christians and what it means for them. Think about what parts of the story or celebrations they find meaningful and why. Consider how the Christmas story might influence how Christians treat others at this time. Express their own ideas about what makes Christmas special to them, whether or not they are Christian.	I feel like that too because... Listening and Responding I heard you say... I agree with you because... That's interesting because... Can you explain that again? Reflecting I have learned that... This is important because... I would like to know more about... I think this is special because...
God Creator Believe World Story Christian Jewish Nature Care Thankful	<u>Why is the word 'God' so important to Christians? (Unit F1)</u> What does the word 'God' mean? Which people believe in God? Which people believe God is the Creator of everything? What do Christians say about God as Creator? What is the story that Christians and Jews us to think about the Creator?		Making Sense of Beliefs Retell stories, talking about what they say about the world, God, human beings Understanding the Impact Say how and when Christians like to thank their Creator Making Connections Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world Think about the wonders of the natural world, expressing ideas and feelings	Thinking that only Christians believe in God, not understanding that other religions and some people also believe in God or a Creator. Assuming that the word 'God' means the same thing for everyone, without recognising different beliefs and understandings. Believing that God is a physical being like a person, rather than a spiritual or unseen presence. Thinking the story of Creation is just a fairy	The word 'God' is used by Christians to name the one who created the world and everything in it. Christians believe God is loving, powerful, and the Creator of all life. Many people, including Christians, Jews, and Muslims, believe in one God who made the universe. The Creation story in the Bible (Genesis 1) explains how God created the world in six days and rested on the seventh. Christians and Jews share the story of Creation and believe	<u>Investigating:</u> Explore and notice different words and names used for God by Christians. Recognise symbols and pictures that represent God or Creation. Ask and answer simple questions about what Christians believe about God. Observe and talk about how people show respect for God (e.g., in worship or prayer). <u>Interpreting:</u> Listen to and retell simple Creation stories from the Bible.	Expressing Ideas and Feelings I think... because... I feel happy when... I like this story because... This story makes me feel... I wonder why... I can tell you about... Asking Questions Who is this story about? What happened next? Why do you think that? Can you tell me more about...?

	What do Christians and other people (including non-religious) think about the world and how we should treat it?		Talk about what people do to mess up the world and what they do to look after it	tale or made-up story without meaning for believers. Not realising that Christians and Jews share some stories and beliefs about God. Assuming that everyone believes the world was made by God, not understanding that some people have different explanations (like science or no belief). Thinking that 'Creator' only means making things like art or objects, not understanding it means making the whole world and everything in it. Believing that caring for the world is not connected to beliefs about God or the Creator. Assuming that God only cares about people and not the natural world. Thinking that the word 'God' is just a name and not something very special and important to believers.	God made everything good. Christians believe the world is a special gift from God and should be cared for and respected. 'God' is more than a name; it represents a special, powerful being who is present everywhere. Christians pray to God and celebrate God's work through worship and thanks. Beliefs about God influence how Christians live, including caring for others and the environment. Different people have different beliefs about God and the world, and some do not believe in God at all.	Begin to understand that 'God' means something special to Christians. Identify simple ideas about God as Creator from stories and pictures. Recognise that different people may have different ideas about God and the world. Evaluating: Talk about what they like or find interesting about stories of God and Creation. Reflect on why the word 'God' might be important to Christians. Express ideas about how Christians show care for the world because of their beliefs. Begin to consider and respect different beliefs about God or the world.	What do you think this means? Making Connections This reminds me of... I know someone who... That is like when... I feel like that too because... Listening and Responding I heard you say... I agree with you because... That's interesting because... Can you explain that again? Reflecting I have learned that... This is important because... I would like to know more about... I think this is special because...
Easter Spring New life Jesus	<u>Why is Easter special for Christians?</u> (Unit F3) What happens at the end of Winter		Make Sense of Beliefs Recognise and retell stories connected with celebration of Easter Say why Easter is a special time for Christians	Thinking Easter is only about chocolate eggs and bunnies. Believing Easter is only about the Easter Bunny bringing gifts.	Easter is a Christian festival celebrating the resurrection of Jesus. Christians believe Jesus died on Good Friday and rose again on Easter Sunday.	<u>Investigating:</u> Notice and explore special objects, books, and stories linked to Easter (e.g., crosses, eggs, storybooks).	Expressing Ideas and Feelings I think... because... I feel happy when... I like this story because...

Resurrection Church Celebrate Easter eggs Alive Story	and the beginning of Spring? How do 'dead' plants and trees come alive again? What do Christians believe happened to Jesus? Why do Christians think this is such an important story? What do Christians do at Easter? Why do we have Easter eggs?		Understanding the Impact	Not realising Easter is a Christian festival connected to Jesus.	Easter happens in Spring, a time when many plants and trees begin to grow again.	Ask simple questions about what Christians do at Easter and why.	This story makes me feel...
			Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc. Talk about some ways Christians remember these stories at Easter.	Thinking Jesus' death means he was gone forever, not understanding resurrection. Believing Easter only happens in Spring because of chocolate eggs. Confusing the Easter story with Christmas or other celebrations. Thinking new life (e.g., flowers, chicks) is not connected to the Easter story for Christians. Assuming everyone celebrates Easter in the same way. Not understanding why Christians see Easter as a happy and sad time. Thinking Easter is just about holidays from school rather than having deeper meaning.	Christians see Easter as a sign of hope and new life. The Easter story is found in the Bible, in the New Testament Gospels. Christians believe Jesus' resurrection shows God's power and love. Easter is a time for Christians to remember Jesus and to celebrate his life. Easter eggs are used as a symbol of new life and resurrection. Churches may have special services, music, and celebrations at Easter. Christians may use the cross as a symbol at Easter to remember Jesus' death and resurrection.	Identify visual symbols of Easter (e.g., eggs, crosses, flowers) in stories and artefacts. Observe Spring changes in the world and connect them to ideas of new life. Interpreting: Listen to and retell the Easter story in simple terms (Jesus died, Christians believe he came alive again). Recognise that Easter is important for Christians as a happy and sad story. Talk about how Easter eggs and flowers can symbolise new life. Begin to understand that for Christians, Easter is about God's love and Jesus being alive again. Evaluating: Talk about what they find interesting or puzzling in the Easter story. Reflect on feelings of sadness and happiness within the Easter story. Share ideas about how new life in Spring makes them feel. Talk about why people celebrate Easter and whether celebrating is important. Begin to express their own ideas about new life, hope, and caring for living things.	I wonder why... I can tell you about... Asking Questions Who is this story about? What happened next? Why do you think that? Can you tell me more about...? What do you think this means? Making Connections This reminds me of... I know someone who... That is like when... I feel like that too because... Listening and Responding I heard you say... I agree with you because... That's interesting because... Can you explain that again? Reflecting I have learned that... This is important because... I would like to know more about... I think this is special because...

Special	<u>Which places are special and why?</u> (Unit F5) Where do you feel safe and why? Where do you feel happy and why? Where is special to me? Where is a special place for believers go? Where is a special place for believers go? What makes this place special?		Make Sense of Beliefs Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God.	Thinking a special place must be far away (when it can be a bedroom, garden, or classroom). Believing only religious people have special places.	Some places feel special because they help us feel safe, calm, or happy. Special places can include home, a bedroom, a garden, or a friend's house. Many people have special places that help them feel close to people they love. For believers, places of worship are special because they help them feel close to God or the divine. Christians often find churches special for worship, prayer, and learning about God. Muslims find the mosque special as a place to pray together and learn about Allah. Jews may find the synagogue special as a place to pray and learn about God and the Torah. Special places often have objects, symbols, or practices that help people feel connected to their beliefs. People visit special places to celebrate, pray, learn, or find comfort. Everyone can have a place that is special to them for different reasons, and these can be personal or shared with others.	Investigating Explore different places that are special to themselves and others. Look at photos, objects, videos of special places (homes, gardens, churches, mosques, synagogues). Listen to and ask questions about stories related to special places in faith communities. Notice and identify features in places of worship (candles, prayer mats, Torah scrolls). Share personal experiences of places they feel safe and happy. Interpreting Talk about why some places are special to themselves or to others. Discuss how people show respect in special places (quiet voices, removing shoes, sitting calmly). Recognise that for believers, special places help them feel close to God. Use story, role play, and discussion to explore what it feels like to visit a special place. Begin to see similarities and differences between their special places and those of others.	Expressing Ideas and Feelings I think... because... I feel happy when... I like this story because... This story makes me feel... I wonder why... I can tell you about... Asking Questions Who is this story about? What happened next? Why do you think that? Can you tell me more about...? What do you think this means? Making Connections This reminds me of... I know someone who... That is like when... I feel like that too because... Listening and Responding I heard you say... I agree with you because... That's interesting because... Can you explain that again? Reflecting I have learned that...
Safe							
Happy							
Place							
Church							
Mosque							
Temple							
Believer							
Worship							
Calm							

						Evaluating Express why certain places are special to them and how it makes them feel. Share opinions respectfully about why some places matter to others even if they are different from their own. Reflect on how to care for special places (tidying, looking after nature, showing respect). Consider what makes a place feel welcoming and why this is important. Talk about how everyone has places that are special to them and how this can help us understand one another.	This is important because... I would like to know more about... I think this is special because...
Story Bible Jesus Parable Learn Kindness Respect Help Special Different	<u>Which stories are special and why?</u> (Unit F6) What is your favourite story and why? What stories do you know about Jesus and what do you think Jesus was like? Do you know any Bible stories and who are they about? What happens in the stories and what can we learn from them? What stories do you know that tell you		Making Sense of Beliefs Talk about some religious stories Recognise some religious words, e.g. about God Identify a sacred text e.g. Bible, Torah Understanding the Impact Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good	Thinking all stories in books are true in the same way as facts. Believing only Christians or religious people have special stories. Thinking all stories from the Bible are about Jesus. Thinking stories are only for entertainment, not for learning lessons. Confusing fictional stories with religious stories, not realising the difference in purpose. Believing only one type of story can teach kindness or respect. Assuming that if a story is not their favourite, it is not special to anyone.	Stories can be special to people for different reasons (they teach lessons, connect to family or faith, bring comfort). Christians have special stories in the Bible, including stories about Jesus (e.g., calming the storm, feeding the 5000). Jewish people have special stories in the Torah, like the story of Moses. Stories can teach important values such as kindness, honesty, and caring for others. Stories can help people learn about God and how to live in	<u>Investigating:</u> Listen to and retell special stories from different religious and non-religious traditions. Explore stories from the Bible and other religious books through pictures, storytelling, and discussion. Notice and ask questions about the characters, events, and settings in stories. Recognise different types of stories, e.g., stories about people, animals, or special events. <u>Interpreting:</u>	Expressing Ideas and Feelings I think... because... I feel happy when... I like this story because... This story makes me feel... I wonder why... I can tell you about... Asking Questions Who is this story about? What happened next? Why do you think that? Can you tell me more about...?

	how you should behave towards other people? What are the similarities and difference between different people's special stories?		to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc Making Connections Identify some of their own feelings in the stories they hear	Thinking everyone has the same favourite story. Believing special stories are only read in religious buildings. Thinking they cannot learn from stories from other cultures or religions.	a way that is caring and respectful. Stories from religious traditions often include teachings about how to behave towards others. People may have different favourite stories, and these are special for personal or family reasons. Special stories are often told repeatedly and remembered carefully. Stories can be shared in homes, schools, religious buildings and communities. Listening to and retelling stories helps children develop empathy and understanding of others.	Talk about what the stories might mean or teach us about how to live. Identify simple messages or lessons in stories (e.g., kindness, sharing). Begin to understand how stories can show what people believe about God, the world, or how to behave. Express what they think about the stories and relate the stories to their own experiences. Evaluating: Share ideas about why certain stories are special or important to different people. Discuss what they like or find interesting about the stories and why. Begin to think about how stories can help people in their daily lives. Reflect on similarities and differences between their own favourite stories and those from other people or religions.	What do you think this means? Making Connections This reminds me of... I know someone who... That is like when... I feel like that too because... Listening and Responding I heard you say... I agree with you because... That's interesting because... Can you explain that again? Reflecting I have learned that... This is important because... I would like to know more about... I think this is special because...
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***Comprehensive working versions of these documents are available to school staff, outlining arrangements for fieldwork, educational trips, and associated resourcing.**

YEAR B							
Vocabulary	Question	Ways of Knowing	Key Concepts	Common Misconceptions	Substantive Knowledge	Disciplinary Knowledge	Oracy
God Creator Christian Thankful Harvest Sabbath Worship Stewardship Genesis Responsibility	<u>Who do Christians say made the world? (Unit 1.2)</u> What do Christians believe God made at the very beginning of the world? (Make sense of belief: retelling Genesis simply and recognising the 'big story' starting point.) Why is the Creation story important to Christians? (Make sense of belief: understanding what the story tells Christians about God, Creation, and the world.) How do Christians show they are thankful for the world God made? (Understand the impact: linking actions such as Harvest, caring for the world, prayers of thanks.) What do you find amazing about the world we live in? (Make connections: encouraging observation, wonder, and discussion about the world.) How can we help look after the world God made? (Make connections: linking beliefs about Creation with	Observation Looking at stories Exploring case studies Expressing ideas Coming to conclusions	<u>Making Sense of Beliefs</u> Retell the story of creation from Genesis 1:1 – 2:3 simply. Recognise that 'Creation' is the beginning of the 'big story' of the Bible. Say what the story tells Christians about God, Creation and the world. <u>Understanding the Impact</u> Give at least one example of what Christians do to say 'thank you' to God for Creation. <u>Making Connections</u> Think, talk and ask questions about living in an amazing world. Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.	God made everything like it is now instantly. Only Christians believe in Creation. Creation and science cannot go together. Harvest is only about thanking God for food. The world belongs to us so we can do what we like. Only adults can care for the world God made God made the world for Christians only Rest means doing nothing all the time Animals and plants aren't as important as people We can only say thank you to God in church	Christians believe God made the world and everything in it. The story of Creation is in Genesis (the first book of the Bible). Christians believe God made light, sky, land, sun, moon, stars, animals and people. Christians believe God made the world good and asked people to care for it. The Creation story teaches Christians that God is powerful and loving. The story shows that God made everything on purpose and that people are special to God. The story teaches that God wants people to care for the world and each other. The Creation story is the start of the 'big story' of the Bible. Christians pray to thank God for the world. Christians celebrate Harvest and bring food to church to thank God and help others. Christians may care for animals and nature as a way to say thank you to God. Christians sing songs of thanks. Christians believe the beautiful and interesting things in the	<u>Investigating:</u> Recall and retell the Creation story from Genesis simply and identify who Christians believe made the world. Explore what Christians do to say thank you for the world God made (Harvest, prayer, songs, caring actions). Observe and notice things in the world that Christians believe God made, sharing what they find amazing. Ask and respond to questions about the world and how Christians believe it began. <u>Interpreting:</u> Recognise that the Creation story is important for Christians because it teaches them about God's power and care. Identify what the Creation story teaches Christians about God (Creator, caring, powerful, loving). Recognise how Christians show their beliefs in caring for the world and being thankful. Interpret the idea that Christians believe people should look after the world because God made it. <u>Evaluating:</u> Talk about what they find wonderful about	I think God is like... because... I believe that the story of... shows us that... In my opinion, this parable means that... I feel that the message from this story is... This means that... because... In the story, when it says..., it is teaching us that... God is like a... because he shows us love, just like... The story of... teaches us about forgiveness because... Why do you think God...? How does this story help us understand...? What can we learn from this parable about...? How does this make you feel about...? In the Bible, it says...which shows that... For example, when the father forgave

	practical caring actions in their lives.) How does the Creation story help Christians think about how they should live in the world? (Make connections: linking the story to responsibility, gratitude, and how beliefs affect daily choices.)				world are gifts from God. Christians believe God wants people to care for the world. There are various ways to help look after the world such as recycling, planting trees, saving water and caring for animals. Christians call this 'stewardship' which means looking after God's world.	the world, linking it to how Christians feel thankful. Reflect on why Christians believe it is important to care for the world and think about what they can do themselves. Share their own ideas about how people should care for the world and consider what Christians believe. Express their own responses to the story using sentence stems such as "I wonder why...", "I think it is important to look after the world because..." Consider why Christians celebrate Harves and whether they think it is a good way to say thank you.	his son, it shows that... This story tells us that... because... I agree because... I think that too I see what you mean, but I think that... because... I understand your point, but I believe... because... I agree with you that... because it shows us... This reminds me of when... because... In the story, we see that... just like in... We can learn from this story that... which is similar to... The parable of... is similar to... because both teach us... This story makes me think about... because... After thinking about this, I feel that...
Love Care Belong Family Community Welcome Teaching	<u>What does it mean to belong to a faith or belief community?</u> <u>(Unit 1.10)</u> Why do people think it is important to love and care for others? (Make sense of beliefs: recognising that loving others is important in many communities.)	Interpreting art and images Looking at stories Observation Exploring case studies Looking at interviews	Making Sense of Beliefs Recognise that loving others is important in lots of communities. Say simply what Jesus and other religious leaders taught about loving other people. Understanding the Impact	Only religious people think it is important to love and care for others. Jesus taught people to love only their family and friends. All religious leaders teach the same things in the same way.	Many people believe it is important to be kind, care for others and show love. Different faiths teach that caring for others makes the world a better place. Love and care help people feel safe, value and happy in	<u>Investigating:</u> Listen carefully to stories about Jesus and other religious leaders and recall key parts. Identify and name people, places, objects and symbols used in baptisms, weddings and faith gatherings.	I think God is like... because... I believe that the story of... shows us that... In my opinion, this parable means that... I feel that the message from this story is...

Kindness Friendship Promise	What did Jesus teach about loving other people? (Make sense of beliefs: exploring simply what Jesus taught about love.) What do other religious leaders teach about loving others? (Make sense of beliefs: e.g., linking to teachings from a Jewish Rabbi or Muslim Imam on caring for others.) What happens when a baby is welcomed in a Christian or Jewish or Muslim family? (Understand the impact: exploring welcome ceremonies and what their actions and symbols mean.) How do people show they love each other when they get married? (Understand the impact: identifying ways people show love and belonging during weddings across traditions.) What does it mean to belong to a community, and why is it good to belong? (Make connections: discussing belonging within faith and other communities and why it matters.)		Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony and suggest what actions and symbols mean. Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious).	Babies are welcomed in the same way in all religions. You only show love to people by giving gifts. Weddings are only about the party or wearing special clothes. You have to belong to a religion to belong to a community.	families and communities. Jesus taught people to 'love your neighbour as yourself.' Jesus told stories like the Good Samaritan to show how to help and care for others, even those who are different from us. Jesus showed love by helping people, healing and being kind to others.	Observe and talk about examples of caring actions in stories, ceremonies and within their own lives. Ask questions about what happens when babies are welcomed or people get married in different faiths. Find out how people show they belong to communities e.g. by joining in activities or helping others.	This means that... because... In the story, when it says..., it is teaching us that... God is like a... because he shows us love, just like... The story of... teaches us about forgiveness because... Why do you think God...? How does this story help us understand...? What can we learn from this parable about...? How does this make you feel about...? In the Bible, it says...which shows that... For example, when the father forgave his son, it shows that... This story tells us that... because... I agree because... I think that too I see what you mean, but I think that... because... I understand your point, but I believe... because...
			Making Connections Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences. Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.	Belonging means you are exactly the same as everyone in that group or community. Children cannot show love and care, only adults can. Faith communities only care for their own members.	Jewish teaching (Rabbi) includes loving others and caring for neighbours (e.g. 'Love your neighbour as yourself' in the Torah). Muslim teaching (Imam) includes caring for others, giving charity (Zakat) and showing kindness. All three faiths encourage caring actions, kindness and helping people in need. Christian families may have a baptism or christening to welcome a baby into God's family. Jewish families may have a brit milah (ceremony for boys) and naming ceremonies. Muslim families may have aqiqah, where the baby's hair is cut	Interpretating: Recognise simple meanings in religious stories e.g. Jesus taught people to love everyone. Identify what actions and symbols mean e.g. water in baptism means being welcomed, rings in weddings mean promises. Talk about what it means to love and care for others and make links with stories heard in RE. Link words like love, care, promise, belonging with the examples from religious and everyday life. Understand that people show love in different ways and that faith communities have different but similar ceremonies. Evaluating: Express what they think is important about loving and caring for others using examples from faith stories and their own experiences.	

					and prayers are said to welcome the baby. These ceremonies show love, care, belonging and thankfulness for the new baby. People make promises to love and care for each other at weddings. In Christians weddings, rings are exchanged and prayers and blessings are shared. In Jewish weddings, couples stand under a chuppah and share blessings. In Muslim weddings, the couple signs a contract (nikkah) and prayers are said. Weddings are a way to celebrate love and commitment within faith and family communities. Belonging means being part of a group that cares for each other.	Give reasons why welcoming babies and getting married are important in families and faith communities. Reflect on how they belong to groups (family, class, clubs) and why it feels good to belong. Talk about why people think it is important to help and care for others in faith communities and everyday life. Discuss what they find special or important about ceremonies they have learned about and what it might mean to the people involved.	I agree with you that... because it shows us... This reminds me of when... because... In the story, we see that... just like in... We can learn from this story that... which is similar to... The parable of... is similar to... because both teach us... This story makes me think about... because... After thinking about this, I feel that...
God Parable Forgiveness Father Love Sorry Welcome Church Worship The Lost Son	<u>What do Christians believe God is like? (Unit 1.1)</u> What is a parable, and why did Jesus tell them? (Make sense of beliefs: introducing the concept of a parable simply.) Can you tell the story of The Lost Son, and what does it show about God? (Make sense of beliefs: retelling the parable and linking it to God as a forgiving Father.)	Looking stories Looking at interviews Evaluating arguments Reflection on your own position Coming to conclusions	<u>Making Sense of Beliefs</u> Identify what a parable is. Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father. Give clear, simple accounts of what the story means to Christians. <u>Understanding the Impact</u> Give at least two examples of a way in which Christians show their belief	Parables are real stories that actually happened. The Lost Son is about being naughty. God only loves people if they are good. Saying sorry isn't important if God forgives anyway. Forgiveness means there are no consequences. God is like a human father in every way.	A parable is a special story with hidden meaning. Jesus told parables to help people understand important things about God and how to live kindly. Parables use everyday examples to help people learn how to make good choices. The Lost Son is a story Jesus told where a son asks his father for his share of money	<u>Investigating:</u> Listen to and retell religion stories using key words such as parable, forgiveness and sorry. Recognise and identify core beliefs and practices in Christianity e.g. saying sorry, praying and welcoming others. Explore how stories and practices are important to believers. Ask simple questions about what Christians believe about God	I think God is like... because... I believe that the story of... shows us that... In my opinion, this parable means that... I feel that the message from this story is... This means that... because... In the story, when it says..., it is teaching us that...

	What do Christians believe this story teaches them about God? (Make sense of beliefs: exploring that God is loving, forgiving, and welcomes people back.) How do Christians show they believe God is loving and forgiving? (Understand the impact: e.g., saying sorry, forgiving others, seeing God as welcoming them back.) What do Christians do in church to show they believe God forgives them? (Understand the impact: linking to worship practices, saying sorry, and seeking forgiveness.) What can we learn from the story of The Lost Son for ourselves? (Make connections: encouraging children to think about forgiveness, saying sorry, and welcoming others.)		in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others). Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God). Making Connections Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. Give a reason for the ideas they have and the connections they make.	Church is just for singing. Christians only show love in church. Forgiveness is easy and instant. The Lost Son is about money.	and leaves home, he spends all his money and became very poor, he decides to go back home and apologise. His father sees him coming and ran to welcome him home. This story shows that God is like the father in the story – kind, loving and ready to forgive when people say sorry. Christians believe God is loving, forgiving and welcoming. Christians pray to say sorry for mistakes. Christians try to forgive others like God forgives them. Christians try to welcome people and show kindness because God welcomes them. Christians pray together and say sorry for things they have done wrong. Christians may sing songs about God's love and forgiveness. In some churches, Christians take Holy Communion to remember Jesus' forgiveness.	e.g. Why do Christians think God forgives? Interpreting: Identify the meaning behind the parable. Makes links between the story and Christian beliefs. Use simple vocabulary to talk about feelings, values and beliefs. Recognise that some questions cause people to wonder and are difficult to answer. Evaluating: Talk about when they find interesting or puzzling in the story. Express their own ideas and opinions about forgiveness and saying sorry. Consider what they can learn from the parable. Make simple comparisons with their own experiences. Reflect on why forgiveness might be important to Christians and themselves.	God is like a... because he shows us love, just like... The story of... teaches us about forgiveness because... Why do you think God...? How does this story help us understand...? What can we learn from this parable about...? How does this make you feel about...? In the Bible, it says...which shows that... For example, when the father forgave his son, it shows that... This story tells us that... because... I agree because... I think that too I see what you mean, but I think that... because... I understand your point, but I believe... because... I agree with you that... because it shows us... This reminds me of when... because... In the story, we see that... just like in...
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							We can learn from this story that... which is similar to... The parable of... is similar to... because both teach us... This story makes me think about... because... After thinking about this, I feel that...
Jewish Shema Prayer Shabbat Challah Synagogue Chanukah Menorah Maccabees Blessing	<u>Who is Jewish and how do they live (Part 1)? (Unit 1.7)</u> What is the Shema, and why is it special to Jewish people? (Make sense of beliefs: Recognise the words of the Shema as a Jewish prayer) Can you say some of the words from the Shema? What do these words tell Jewish people about God? (Make sense of beliefs: Recognise the words of the Shema as a Jewish prayer) What happens during Shabbat, and why do Jewish people celebrate it every week? (Understand the impact: Give examples of how Jewish people celebrate special times e.g., Shabbat) What do Jewish people do to get	Observations Ask questions Examining text Exploring case studies Looking at stories Interpreting art and images Coming to conclusions	Make Sense of Beliefs Recognise the words of the Shema as a Jewish Prayer Retell simply some stories used in Jewish celebrations (e.g. Chanukah) Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. Understanding the Impact Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) Make links between Jewish ideas of God found in the stories and how people live Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat). Making Connections Talk about what they think is good about reflecting,	Thinking the Shema is a story rather than a prayer. Believing Jewish people only say the Shema at synagogue. Assuming all prayers in Judaism are the Shema. Thinking 'God is one' means there is only one kind of God, rather than it meaning there is only one God in Judaism. Believing Jewish people see God as a person rather than understanding God is unseen. Assuming Jewish people think God only cares about Jewish people. Believing Shabbat is a party rather than a day of rest and worship. Thinking Shabbat is only celebrated at synagogue rather than in homes too. Assuming Jewish people do nothing during Shabbat rather than understanding it is a day for rest, family and prayer.	The Shema is an important Jewish prayer from the Torah beginning with "Hear, O Israel: the Lord our God, the Lord is one." It is recited daily and reminds Jewish people that there is one God who they should love with all their heart. It is kept in mezuzahs on doorposts to remember God's commandments. The key words of the Shema are, "The Lord our God, the Lord is one." Jewish people believe God is one, God is holy and they should love God fully. It shows God wants a relationship with people and gives guidance for living. Shabbat is the Jewish day of rest and is celebrated from Friday sunset to Saturday sunset. Shabbat reminds Jewish people that God created the world in six days and rested on the seventh.	<u>Investigating:</u> Recognise and find out about Jewish beliefs and practices, including the Shema. Identify Jewish symbols and explore what they mean for Jewish people. Observe how Jewish families prepare for and celebrate Shabbat and Chanukah, recognising that these practices express Jewish beliefs. <u>Interpreting:</u> Talk about what the words of the Shema tell Jewish people about God (God is one, God is loved and God is holy). Identify how Jewish stories show Jewish beliefs about God helping, protecting and caring for people. Discuss why Jewish people rest on Shabbat, linking it to beliefs about God creating the world and resting. <u>Evaluating:</u> Reflect on why Jewish people celebrate	I think God is like... because... I believe that the story of... shows us that... In my opinion, this parable means that... I feel that the message from this story is... This means that... because... In the story, when it says..., it is teaching us that... God is like a... because he shows us love, just like... The story of... teaches us about forgiveness because... Why do you think God...? How does this story help us understand...?

	ready for Shabbat in their homes? (Understand the impact: Give examples of how Jewish people celebrate special times) What stories do Jewish people tell during Chanukah? (Make sense of beliefs: Retell simply some stories used in Jewish celebrations, e.g., Chanukah) How does the story of Chanukah help Jewish people remember what God is like? (Make sense of beliefs: Give examples of how stories remind Jews about what God is like)		thanking, praising and remembering for Jewish people, giving a good reason for their ideas. Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.	Thinking the preparations are the celebration itself rather than preparation for a special time. Believing only women prepare for Shabbat, rather than families preparing together. Assuming Shabbat only involves eating special food. Thinking Chanukah is the Jewish Christmas rather than its own festival. Confusing the story of Chanuka with other Jewish stories such as Passover. Believing Chanukah is only getting presents rather than remembering faith and miracles. Assuming the miracle is the oil is about magic. Believing the Maccabees won the battle just because they were strong. Thinking God only helps people in big battles.	Families light candles, share a special meal with challah bread and grape juice and attend synagogue services. Jewish people get ready for Shabbat by cleaning and tidying the home. Food is prepared before Shabbat begins as cooking is not done during Shabbat. They set the table with candles, challah bread and grape juice. Mothers or women often light the Shabbat candles and say a blessing to welcome Shabbat. Jewish people tell the story of the Maccabees, who fought for their right to practise their faith. The miracle of the oil lasting eight days in the Temple's menorah is remembered. Chanukah is celebrated for eight days with the lighting of the menorah, playing dreidel and sharing food. Chanukah reminds Jewish people that God helps them in difficult times and cares for them. God is seen as faithful and supportive. Helping them to keep practising their faith. The miracle of the oil shows God's presence and blessing in the lives of Jewish people.	Shabbat weekly and what it means for family life and rest. Consider why remembering stories and using symbols is important in Jewish life. Discuss what we can learn from Jewish practices, including the important of family time, resting and remembering stories that matter.	What can we learn from this parable about...? How does this make you feel about...? In the Bible, it says...which shows that... For example, when the father forgave his son, it shows that... This story tells us that... because... I agree because... I think that too I see what you mean, but I think that... because... I understand your point, but I believe... because... I agree with you that... because it shows us... This reminds me of when... because... In the story, we see that... just like in... We can learn from this story that... which is similar to... The parable of... is similar to... because both teach us... This story makes me think about... because... After thinking about this, I feel that...
			Make Sense of Beliefs			Investigating	

Chanukah	<u>Who is Jewish and how do they live (Part 2)? (Unit 1.7)</u> How do Jewish people celebrate Chanukah, and what special things do they do? (Understand the impact: Give examples of how Jewish people celebrate special times e.g., Chanukah) Why do some Jewish people put a mezuzah on their doors, and what does it remind them of? (Understand the impact: Give an example of how Jewish people might remember God in different ways) What do Jewish people believe about God, and how does it show in the way they live? (Understand the impact: Make links between Jewish ideas of God found in stories and how people live) Why is it important for Jewish people to remember, reflect, and thank God? (Make connections: Talk about what is good about reflecting, thanking, praising, remembering for Jewish people)	Observations	Recognise the words of the Shema as a Jewish prayer	All Jewish people celebrate Chanukah the same way.	Jewish people believe in one God. They believe God cares for them and wants them to live good lives.	Notice and talk about key features of Jewish life e.g. mezuzah, menorah, lighting candles.	I think God is like... because...
Menorah		Ask questions	Retell simply some stories used in Jewish celebrations (e.g. Chanukah)	Chanukah is the most important Jewish festival.	The Shema is a special Jewish prayer. It reminds Jewish people that God is one and they should love God with all their heart.	Ask and respond to questions about what Jewish people do during Shabbat and Chanukah.	I believe that the story of... shows us that...
Dreidel		Examining text	Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like	The menorah and the shamash candle are the same thing.	A mezuzah is places on doorposts in Jewish homes. It holds a scroll with the Shema prayer and reminds Jewish people of God as they come and go.	Recognise Jewish symbols and objects, naming them correctly e.g. Shema, Torah scroll, dreidel.	In my opinion, this parable means that...
Mezuzah		Exploring case studies		Jewish people prayer to a different God.	Shabbat is a special day of rest every week. Jewish people stop working, spend time with family, light candles, share meals and remember God's creation.	Explore stories like the Chanukah story to find out what Jewish people believe about God.	I feel that the message from this story is...
Shema		Looking at stories		A mezuzah is only a decoration.	Chanukah is a Jewish festival lasting eight days. It is about remembering the story of the oil that lasted eight days in the Temple and celebrates hope and dedication.	<u>Interpreting</u>	This means that... because...
Festival		Interpreting art and images	Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)	The mezuzah is on every wall or door in a Jewish home.	Jewish people only remember God during festivals.	Talk about what Jewish stories and practices mean to Jewish people e.g. God helps and cares for them.	In the story, when it says..., it is teaching us that...
Reflection		Coming to conclusions	Make links between Jewish ideas of God found in the stories and how people live	The Shema is a song, not a prayer.	Lighting the menorah is just about having candles or decorating the home.	Identify what the Shema tells Jewish people about God.	God is like a... because he shows us love, just like...
Miracle			Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)	Reflection and thanking God are only for Jewish people.	Jewish people light a menorah during Chanukah. They light one more candle each night using the shamash (helper candle).	Begin to explain why Jewish people light candles on Shabbat and Chanukah.	The story of... teaches us about forgiveness because...
Shamash						Recognise that stories and actions help Jewish people remember God.	Why do you think God...?
Blessing						<u>Evaluating</u>	How does this story help us understand...?
			Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas		The Chanukah story teaches about God's help and miracles. Jewish people remember God's faithfulness and bravery during difficult times.	Reflect on how Jewish practices e.g. saying prayers or lighting candles show their beliefs about God.	What can we learn from this parable about...?
			Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.		Jewish people remember, reflect and thank God in their daily lives. They do this through prayers, lighting candles, showing kindness and	Consider what is good about reflecting, thanking and remembering, linking to their own experiences.	How does this make you feel about...?
							In the Bible, it says...which shows that...
							For example, when the father forgave his son, it shows that...
							This story tells us that... because...

	What do you think about reflecting, thanking, and remembering? Do you think it could help us too? (Make connections: Give a reason for their ideas about reflecting, thanking, praising, remembering) What can we learn from the way Jewish people celebrate and remember God in their lives? (Make connections: Respond sensitively, exploring different ideas and links with their own lives)				celebrating special times. Festivals like Chanukah and practices like using a mezuzah help Jewish people feel connected to God and their family and community.	Offer simple reasons why Jewish people might choose to celebrate Shabbat or Chanukah. Express ideas about what they find interesting or important about how Jewish people live and worship.	I agree because... I think that too I see what you mean, but I think that... because... I understand your point, but I believe... because... I agree with you that... because it shows us... This reminds me of when... because... In the story, we see that... just like in... We can learn from this story that... which is similar to... The parable of... is similar to... because both teach us... This story makes me think about... because... After thinking about this, I feel that...
Creation Stewardship Charity Kindness Respect Genesis Responsibility Unique	<u>How should we care for the world and for others and why does it matter?</u> <u>(Unit 1.9)</u> What stories can we find that tell us every person is special and valuable? (Make sense of beliefs: Identify a story or text that says something about each person being unique and valuable)	Examining texts Looking at stories Exploring case studies Reflection on your own position Expressing ideas Constructing arguments	Making Sense of Beliefs Identify a story or text that says something about each person being unique and valuable Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world	Believing Genesis 1 is a scientific explanation rather than a religious story about God creating and caring for the world. Thinking only Christians and Jews care for the world and that other religions or non-religious people don't. Assuming God only made some people special rather than all people being valuable.	Many religious and non-religious stories teach that each person is unique and valuable. Christians believe that God made each person and knows them individually. Jews believe people are created in God's image, which makes them special. Christians and Jews believe God loves all people and wants	<u>Investigating:</u> Explore stories e.g. Genesis 1 or the Good Samaritan that show beliefs about people and the world. Identify how Christians and Jews celebrate and care for the world, including examples from real life. Observe and discuss practical actions people take to care for others e.g. charity work	I think God is like... because... I believe that the story of... shows us that... In my opinion, this parable means that... I feel that the message from this story is... This means that... because...

Community Care	What do some people believe these stories teach about God and people? (Make sense of beliefs: Give an example of a key belief found in one of these stories, e.g., that God loves all people) What does the Genesis 1 creation story tell Christians and Jews about the world? (Make sense of beliefs: Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world) How do people show they care for others? Can you think of an example, like giving to charity? (Understand the impact: Give an example of how people show that they care for others, making a link to one of the stories) How do Christians and Jews show that they care for the earth, and why do they do this? (Understand the impact: Give examples of how Christians and Jews can show care for the natural earth; say why they might look after the world) Why do you think it is important for everyone to care for		Understanding the Impact Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories Give examples of how Christians and Jews can show care for the natural earth Say why Christians and Jews might look after the natural world	Thinking you can only care for others by giving money rather than also by showing kindness and helping. Believing caring for others or the earth is something only adults can do. Confusing being kind with only being nice to friends. Thinking looking after the world is someone else's job like adults or God alone.	them to care for each other. God values everyone so people treat each other with kindness and respect. God made the world and everything in it and called it good. Humans are given responsibility to care for the earth and this is called stewardship. Christians and Jews believe the world is a gift from God. People can care by sharing, helping and showing kindness. Giving to charity is one way people care for others who need help. Christians and Jews may recycle, save energy, plant trees and look after animals. They believe God wants them to care for the world that He created. Everyone shares the responsibility to help others and care for the environment.	or environmental action. Notice symbols and practices used for others and the world e.g. recycling or praying. Interpreting: Retell and discuss what stories say about God creating and caring for the world and people being valuable. Recognise and talk about the meaning of caring actions within faith practices and daily life. Begin to see connections between stories, beliefs and actions in religious and non-religious contexts. Identify simple messages about love, care and responsibility from stories and actions discussed. Evaluating: Offer simple views on why people (religious and non-religious) should care for others and the world. Reflect on what children themselves think about caring for others and looking after the world. Express ideas about how caring for others makes people feel and how it affects communities. Discuss what they like or find challenging about caring for others or the world.	In the story, when it says..., it is teaching us that... God is like a... because he shows us love, just like... The story of... teaches us about forgiveness because... Why do you think God...? How does this story help us understand...? What can we learn from this parable about...? How does this make you feel about...? In the Bible, it says...which shows that... For example, when the father forgave his son, it shows that... This story tells us that... because... I agree because... I think that too I see what you mean, but I think that... because... I understand your point, but I believe... because... I agree with you that... because it shows us...
			Making Connections Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.	Believing caring for the world means big actions only. Assuming that the world will always be fine without human care. Thinking Christians and Jews do the same practices in the same way without differences. Believing that all people who follow these religions care for the world in the same way.			

	others and look after the world? (Make connections: Give good reasons why everyone, religious and non-religious, should care for others and the natural world)						This reminds me of when... because... In the story, we see that... just like in... We can learn from this story that... which is similar to... The parable of... is similar to... because both teach us... This story makes me think about... because... After thinking about this, I feel that...
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***Comprehensive working versions of these documents are available to school staff, outlining arrangements for fieldwork, educational trips, and associated resourcing.**

YEAR B							
Vocabulary	Question	Ways of Knowing	Key Concepts	Common Misconceptions	Substantive Knowledge	Disciplinary Knowledge	Oracy
Creation Genesis Stewardship Harvest Responsibility Worship Environment Sabbath Order	<u>What do Christians learn from the creation story? (Unit L2.1)</u> What do Christians believe God made at the very beginning of the world? (Make sense of belief: retelling Genesis simply and recognising the 'big story' starting point.) Why is the Creation story important to Christians? (Make sense of belief: understanding what the story tells Christians about God, Creation, and the world.) How do Christians show they are thankful for the world God made? (Understand the impact: linking actions such as Harvest, caring for the world, prayers of thanks.) What do you find amazing about the world we live in? (Make connections: encouraging observation, wonder, and discussion about the world.) How can we help look after the world God made? (Make connections: linking beliefs about	Observations Examining texts Expressing ideas Exploring case studies Ask questions	<u>Making Sense of Beliefs</u> Place the concepts of God and Creation on a timeline of the Bible's 'big story' Make clear links between Genesis 1 and what Christians believe about God and Creation Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world <u>Understanding the Impact</u> Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways) Describe how and why Christians might pray to God, say sorry and ask for forgiveness <u>Making Connections</u> Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today	Christians believe the world was made in exactly 7 human days. The Creation story is the only story Christians believe about how the world began. God made the world and then left it. Christians do not need to care for the world because God made it so its His responsibility. Harvest is just a school celebration. Only Christians think the world is amazing. God made certain things and not everything. The Creation story has no connection with how Christians live. Creation is just a story with no message. Christians don't believe in looking after the world because it will end anyway. Only Christians should look after the world.	Christians believe God created the heavens and the earth (Genesis 1) and everything in it: light, sky, lands, plants, sun, moon, stars, animals and humans. God created in an orderly sequence over six 'days' and rested on the seventh. Christians believe humans are made in God's image giving them a special role and value. It shows God as Creator, powerful and caring with a purpose for creation. The story shows all creation is good, which gives Christians a reason to care for it. It helps Christians understand humans' responsibility as stewards to care for the earth. The creation story is part of the big story of the Bible, showing God's relationship with creation. Christians pray prayers of thanks for the natural world. They celebrate Harvest festivals by bringing food to share and support others. Christians may care for the environment e.g. litter picking or recycling as a way of thanking God. Christians and others may notice the	<u>Investigating:</u> Asking questions about how the world began and why it is important. Identifying what Christians believe God made by exploring Genesis 1. Gathering information about Christian practices linked to Creation e.g. Harvest, prayers of thanks and environmental action. Exploring Christian and non-Christian views on caring for the world. <u>Interpreting:</u> Understanding how the Creation story fits into the 'big story' of the Bible. Interpreting what Christians believe the story tells them about God's nature (creator, powerful, caring). Recognising that belief in God as Creator influences Christian actions to care for the world. Making simple links between the Creation story and Christian beliefs about responsibility, gratitude and stewardship. <u>Evaluating:</u> Reflecting on why the Creation story is important to Christians and others. Considering different viewpoints on how the	I think God wants us to... because... I believe that Christians/Jews/Muslims think... because... This story helps me understand that God is... because... I feel that God would want us to... because... This story makes me think about how we should... When the Bible/Torah/Qur'an says..., it helps us to see that... This teaches me that we should... because... I wonder why God would... I think this parable is telling us... because... We can learn from this story that we should... I agree with you that God is... because in the story... I see what you mean about..., but I also think... because... This reminds me of when I... because... In the story of..., it shows us that... I think the message in this story is... because...

	Creation with practical caring actions in their lives.) How does the Creation story help Christians think about how they should live in the world? (Make connections: linking the story to responsibility, gratitude, and how beliefs affect daily choices.)				beauty, complexity and variety in nature. Christians may express wonder, gratitude and curiosity about the world. Christians may link their belief in God as Creator with practical actions e.g. reducing waster, protecting animals or planting trees. Non-Christians may also feel it is important to look after the world for future generations.	world should be cared for a why it matters. Giving reasons why Christians and non-Christians may believe it is important to care for people and the environment. Reflect on their own ideas about responsibility, wonder and gratitude towards the world. Offering reasons for their views on caring for the world, using what they have learned from the Creation story.	This story is important for Christians/Jews/Muslims because... I think this story helps people to... In my opinion, God is showing... in this story because... This story shows that forgiveness/love/kindness is important because... Why do you think Christians/Jews/Muslims believe...? How does this story help Christians/Jews/Muslims to...? What can we learn from this about how we live today? This story connects to what we learned about... because... After thinking about this story, I feel that we should... This part of the story shows us that... I wonder how this story helps people to feel... about God.
Exodus Passover Yom Kippur Forgiveness Teshuvah Seder	<u>How do festivals and worship show what matters to Jewish people?</u> <u>(Unit L2.10)</u> What do Jews believe about God, sin, and forgiveness, and why are these beliefs important? (Make sense of belief: Identify some Jewish beliefs about	Examining texts Making observations Looking at stories Interpreting art and images Reflecting on your own position	Making Sense of Beliefs Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship	Thinking all Jewish people believe and practise in exactly the same way. Assuming all Jewish festivals are only about fun or food or are all the same. Believing that sun and forgiveness are the same in all religions.	Jewish people believe in one God, who is loving, just and merciful. Sin affects a person's relationship with God and others but God offers forgiveness. Forgiveness is important because it restores relationships	<u>Investigating:</u> Ask and develop thoughtful questions about Jewish festivals and worship. Gather information about Jewish beliefs about God, sin and forgiveness using stories e.g. Exodus. Explore how Jewish people celebrate Passover, Yom Kippur	I think God wants us to... because... I believe that Christians/Jews/Muslims think... because... This story helps me understand that God is... because... I feel that God would want us to... because...

Sin Torah Reflection Covenant	God, sin and forgiveness and describe what they mean)	Exploring case studies	with the Jewish people	Thinking the Exodus story is just a myth or a fairy tale.	and helps people to improve.	and Shabbat in homes and Synagogues.	This story makes me think about how we should...
	What is the story of the Exodus, and what does it teach Jews about God and their relationship with Him? (Make sense of belief: Make clear links between the story of the Exodus and Jewish beliefs about God and His relationship with the Jewish people)	Coming to conclusions	Offer informed suggestions about the meaning of the Exodus story for Jews today	Thinking Passover and Yom Kippur are the same.	Jewish teachings emphasis teshuvah (repentance), which means saying sorry and making things right.	Identify key practices e.g. Seder meal, prayers, fasting and their significance.	When the Bible/Torah/Qur'an says..., it helps us to see that...
	Why is the story of the Exodus still important for Jewish people today? (Make sense of belief: Offer informed suggestions about the meaning of the Exodus story for Jews today) How do Jewish festivals (like Passover and Yom Kippur) show what Jews believe about God, forgiveness, freedom, and being God's people? (Understand the impact: Make simple links between Jewish beliefs about God and His people and how Jews live, e.g., celebrating forgiveness, salvation, and freedom at festivals) How do Jewish people celebrate festivals and show their beliefs at home		Understanding the Impact Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities Making Connections Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.	Believing Jewish festivals only happen in the synagogue. Not realising that festivals are linked to beliefs about God and the past. Assuming Jewish people celebrate these festivals in the same ways as Christians celebrate their festivals. Believing festivals are only about the past.	The Exodus tells how God freed the Israelites from slavery in Egypt. It shows God as a powerful, caring protector, who rescues his people. Exodus explained that Jews have a special covenant with God to follow His laws. Exodus teaches about freedom, trust in God and the importance of remembering God's actions. Exodus is remembered at Passover every year to celebrate freedom from slavery. Exodus reminds Jews of God's care and power which encourages their faith and hope. It strengthens Jewish identity and the sense of being part of God's people. Passover celebrates God's saving power and freedom from slavery; it involves rituals like the Seder meal. Yom Kippur is the Day of Atonement, focusing on repentance, forgiveness and repairing relationships with God and others. Festivals help Jews live out their beliefs through prayer,	Use artefacts, videos and visitors to observe how festivals are celebrated. Interpretating: Make links between Jewish stories e.g., Exodus and beliefs about God as a rescuer and provider. Explain how the practices during Passover and Yom Kippur reflect beliefs in freedom, forgiveness and covenant. Understand why remembering and retelling stories is important in Jewish life. Discuss what prayers, blessings and rituals during festivals communicate about Jewish faith. Explore how symbols e.g. mezuzah, challah bread, shofar express Jewish beliefs. Evaluating: Reflect on why festivals and worship matter to Jewish people today. Discuss how celebrating festivals helps Jewish people remember their history and values. Evaluate why forgiveness and freedom are central in Jewish festivals and	This teaches me that we should... because... I wonder why God would... I think this parable is telling us... because... We can learn from this story that we should... I agree with you that God is... because in the story... I see what you mean about..., but I also think... because... This reminds me of when I... because... In the story of..., it shows us that... I think the message in this story is... because... This story is important for Christians/Jews/Muslims because... I think this story helps people to... In my opinion, God is showing... in this story because... This story shows that forgiveness/love/kindness is important because... Why do you think Christians/Jews/Muslims believe...?

	and in the wider community? (Understand the impact: Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities) Why might it be important for Jewish people and others to remember the past and look forward to the future? (Make connections: Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future, making links with values of reflection, saying sorry, being forgiven, gratitude, freedom, and justice in pupils' own lives)				reflection and community. They reinforce values like forgiveness, gratitude and responsibility. At home, families prepare special meals, say prayers and follow customs to remember stories and teachings. In synagogues and communities, Jews come together to worship, pray and learn. Symbols like the mezuzah on doorposts remind them of God's presence. Celebrations are both joyful and serious, mixing tradition with personal faith. Remembering the past keeps stories, identity and lessons alive, teaching values like forgiveness and justice. Looking forward encourages hope, responsibility and commitment to God's teachings. Reflection on past mistakes supports personal growth and between relationships. These practices help build a caring, hopeful community.	link these ideas to their own experiences. Consider what can be learned from Jewish practices of reflection and gratitude for their own lives. Offer views about why remembering the past and looking forward is valuable for everyone.	How does this story help Christians/Jews/Muslims to...? What can we learn from this about how we live today? This story connects to what we learned about... because... After thinking about this story, I feel that we should... This part of the story shows us that... I wonder how this story helps people to feel... about God.
Covenant Faithful Obedience Forgiveness Trust	<u>What is it like for someone to follow God?</u> <u>(Unit L2.2)</u> What is a covenant, and how is it shown in the story of Noah? (Make sense of belief: Make clear links between the	Examining texts Constructing arguments Coming to conclusions	Making Sense of Beliefs Make clear links between the story of Noah and the idea of covenant Understanding the Impact Make simple links between promises in the story of Noah and promises that	Thinking a covenant is only a promise for humans and not God. Believing that the rainbow is just a sign of rain stopping to everyone.	A covenant is a special promise or agreement between God and people. In the story of Noah (Genesis 6-9), God made a covenant with Noah after the flood. God promised never to flood the whole earth again and gave the	<u>Investigating:</u> Ask thoughtful questions about what it means to follow God e.g. what promises did Noah make? Identify and find key parts of the Noah story (Genesis 6-9) that show promises and covenants.	I think God wants us to... because... I believe that Christians/Jews/Muslims think... because... This story helps me understand that God is... because...

Symbol	story of Noah and the idea of covenant)		Christians make at a wedding ceremony	Assuming covenants only happened in biblical times and have no relevance today.	rainbow as a sign of this promise.	Explore Christian practices e.g. prayer, worship, promises at baptism and weddings that demonstrate following God.	I feel that God would want us to... because...
Responsibility			Making Connections		Noah promised to trust God and follow him.		This story makes me think about how we should...
Community	Why did God make a promise to Noah, and what was that promise?		Make links between the story of Noah and how we live in school and the wider world	Believing God promised never to let it rain again.	God made a promise to Noah because Noah trusted and obeyed God even when others did not.	Gather examples of how people try to follow God today in their everyday lives.	When the Bible/Torah/Qur'an says..., it helps us to see that...
Worship	(Make sense of belief: Make clear links between the story of Noah and the idea of covenant)			Thinking Noah was perfect and that God only makes promises to perfect people.	God told Noah to care for the earth and all living things.	Interpreting:	This teaches me that we should... because...
Guidance	What promises do Christians make at a wedding, and how are these similar to God's promise to Noah?			Confusing the promise with other Bible stories.	At Christian weddings, couples make promises (vows) to love, honour and stay faithful to each other.	Describe what a covenant means in the Noah story and how Christians understand it today.	I wonder why God would...
	(Understand the impact: Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony)			Thinking wedding promises are the same as God's promises.	These promises show commitments and trust like God's promise to Noah.	Explain how the rainbow is a sign of God's promise in the Bible.	I think this parable is telling us... because...
	How do Christians try to keep their promises to God, and why is this important for them?			Believing only Christians make promises in weddings.	Christians believe keeping promises shows love, like God shows love to His people.	Make links between the story of Noah and Christian promises, including at weddings and baptisms.	We can learn from this story that we should...
	(Understand the impact: Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony)			Assuming wedding promises are only about love.	This is important because Christians believe it shows love, faithfulness and trust in God.	Recognise symbols, actions and words using to show promises in Christian communities.	I agree with you that God is... because in the story...
	What can we learn from the story of Noah about how to live and make good choices?			Thinking Christians never break promises to God.	Christians see keeping promises as part of living God's way.	Explore what Christians believe about true, obedience and faithfulness and why these are important in following God.	I see what you mean about..., but I also think... because...
	(Make connections: Make links between the story of Noah and how we live in school and the wider world)			Believing Christians only keep promises by praying.	Noah teaches Christians to trust and obey God, care for the world and animals and to do what is right.	Evaluating:	This reminds me of when I... because...
				Assuming keeping promises is just to avoid punishment.	Making and keeping promises helps to build trust and respect with others. It helps us care for one another and the world as well as showing responsibility.	Reflect on why keeping promises matters for Christians and what this teaches about following God.	In the story of..., it shows us that...
				Thinking the story of Noah is only about animals and the ark.		Discuss whether following God's way like Noah did can make a difference in people's lives and communities today.	I think the message in this story is... because...
				Believing Noah was saved because he was special.		Consider what promises we make in our own lives (school,	This story is important for Christians/Jews/Muslims because...
							I think this story helps people to...
							In my opinion, God is showing... in this story because...
							This story shows that forgiveness/love/kindness is important because...

	How might the idea of making promises and keeping them help us in school and in our community? (Make connections: Make links between the story of Noah and how we live in school and the wider world)			Assuming making good choices means life will be easy. Believing promises are only important in religious contexts. Thinking promises are easy to keep. Assuming making promises is unnecessary.		friendship, home) and how we keep them. Express personal responses to questions such as, 'Is it always easy to keep promises?', 'How does making a promise change the way we live?' and 'What can we learn from Noah's trust in God?' Evaluate how stories like Noah's inspire Christians to care for the world, live responsibly and trust God.	Why do you think Christians/Jews/Muslims believe...? How does this story help Christians/Jews/Muslims to...? What can we learn from this about how we live today? This story connects to what we learned about... because... After thinking about this story, I feel that we should... This part of the story shows us that... I wonder how this story helps people to feel... about God.
Allah Islam Fasting Surah Qur'an Ibadah Salah Mosque Eid Ramadan	<u>How do festivals and worship show what matters to a Muslim? (Unit L2.9)</u> What does Surah 1 teach Muslims about God? (Make sense of belief: Identify some beliefs about God in Islam, expressed in Surah 1) Why do Muslims believe God is worth worshipping, and how do they show this? (Make sense of belief: Make clear links between beliefs about God and ibadah [worship]) What is ibadah, and what different forms can it take in the lives of Muslims?	Examining texts Making observations Exploring case studies Constructing arguments Coming to conclusions	<u>Make Sense of Beliefs</u> Identify some beliefs about God in Islam, expressed in Surah 1 Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God) <u>Understanding the Impact</u> Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at	All Muslims worship in exactly the same way. Muslims worship Muhammad. Surah 1 is the same as a Bible verse. Ibadah only means prayer in the mosque. Fasting during Ramadan is about not eating only. All Muslims celebrate the same festivals in the same way. Muslims cannot eat at all during Ramadan. Worship only happens in mosques. Muslims are forced to fast or pray. Living in harmony with God means Muslims	Muslims believe in Allah, the One God, who is merciful, compassionate and powerful. Surah 1 (Al-Fatiha) is a special prayer in the Qur'an recited daily, which praises Allah and asks for guidance. Allah is the Creator and Muslims seek to live in submission to God's will. Ibadah means worship and service to Allah, which includes the 5 pillars. Everyday actions can also be ibadah if done to please Allah such as helping others or being kind. Prayer helps Muslims feel close to God, shows thankfulness and	<u>Investigating:</u> Ask and frame questions about what Muslims believe about God, worship and festivals. Find out how Muslims worship at home and in mosque e.g. prayer times, wudu, direction of prayer. Identify and describe features of Muslim festivals such as Eid al-Fitr and Eid al-Adha. Investigate stories and texts e.g. Surah 1, stories of the Prophet Muhammad, Ibrahim to see what they show about God and worship. Use artefacts (prayer mats, Qur'an stands, Eid cards) to explore how Muslims show their beliefs.	I think God wants us to... because... I believe that Christians/Jews/Muslims think... because... This story helps me understand that God is... because... I feel that God would want us to... because... This story makes me think about how we should... When the Bible/Torah/Qur'an says..., it helps us to see that... This teaches me that we should... because... I wonder why God would...

	(Understand the impact: Give examples of ibadah in Islam [prayer, fasting, celebrating] and describe what they involve) How do Muslim beliefs about God influence how they worship, both at home and in the mosque? (Understand the impact: Make links between Muslim beliefs about God and ways in which Muslims worship) Why might self-control and submission to God be important for Muslims? (Make connections: Raise questions and suggest answers about the value of submission and self-control to Muslims) How could the idea of living in harmony with God and others help everyone in the world today? (Make connections: Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other, giving good reasons)		home and in the mosque) Making Connections Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas	don't care about others.	reminds them of their faith. Fasting during Ramadan teaches self-control, gratitude and compassion for those in need. They are both a reminder of God's blessings and to seek forgiveness. E-d al-Fitr celebrates the end of Ramadan with prayers, charity and family gatherings, showing thankfulness to God. Eid al-Adha remembers Prophet Ibrahim's obedience to God and includes sharing meat with family and the poo, showing trust and generosity. Festivals are times for community worship, gratitude and reflection on faith. Muslims pray at home (often on a prayer mat facing Mecca) and in mosques, where they gather as a community. Mosques have features such as prayer halls, places for washing (wudu) and the mihrab showing the direction of Mecca. Worship at home and in mosque helps Muslims feel connected to God and each other. Muslims believe submission to Allah's guidance helps them to live good lives. Self-control during fasting and daily life is important in showing	Interpreting: Make clear links between Muslim beliefs about God e.g. Allah as One, merciful and practices e.g. salah and fasting. Interpret how Muslims express submission to God through ibadah and how this shapes daily life. Interpret the meanings of festivals e.g. Eid al-Fitr as celebrating gratitude and self-discipline after Ramadan. Explore symbolism e.g. fasting as spiritual cleansing, wudu as preparation for prayer. Discuss how prayer and worship connect Muslims to God and to their community. Evaluating: Consider why worship and festivals are important to Muslims, using examples from practices and stories. Reflect on the benefits and challenges of fasting and daily prayers for Muslims. Compare and contrast the ways different people show thankfulness and reflect on what matters in life. Raise and explore questions such as 'Why do Muslims value submission to God?', 'How might worship shape someone's choices?' and 'Why might festivals help people feel connected?'	I think this parable is telling us... because... We can learn from this story that we should... I agree with you that God is... because in the story... I see what you mean about..., but I also think... because... This reminds me of when I... because... In the story of..., it shows us that... I think the message in this story is... because... This story is important for Christians/Jews/Muslims because... I think this story helps people to... In my opinion, God is showing... in this story because... This story shows that forgiveness/love/kindness is important because... Why do you think Christians/Jews/Muslims believe...? How does this story help Christians/Jews/Muslims to...? What can we learn from this about how we live today? This story connects to what we learned about... because...
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					obedience and faithfulness. These practices remind Muslims to be kind, honest and fair to others.	Give informed opinions on what others could learn from Muslim values of gratitude, community and worship. Evaluate how values of self-control and harmony with God and others can support wellbeing in wider-life.	After thinking about this story, I feel that we should... This part of the story shows us that... I wonder how this story helps people to feel... about God.
Gospel Disciple Parable Compassion Love your neighbour Kingdom of God Outcasts Charity Faith Justice	<u>What kind of world did Jesus want? (Unit L2.4)</u> What is a Gospel, and what does it teach us about Jesus' life and message? (Make sense of belief: Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus) How did Jesus call his first disciples, and what did he mean by asking them to be 'fishers of people'? (Make sense of belief: Make clear links between the calling of the first disciples and how Christians today try to follow Jesus) Why did Jesus spend time with people others ignored or rejected? (Make sense of belief: Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian)	Examining texts Constructing arguments Looking at interviews Expressing ideas	<u>Make Sense of Beliefs</u> Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian <u>Understanding the Impact</u> Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways <u>Making Connections</u> Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas	Thinking the Gospels are just stories with no connection to Jesus' real teachings or the Christian faith today. Believing the Gospels were written by Jesus himself. Thinking the Gospels are the whole Bible. Assuming the disciples were perfect and never made mistakes. Thinking only adults can be disciples or follow Jesus. Believing 'fishers of people' means catching people physically. Thinking Jesus only spent time with rich or powerful people. Believing Jesus ignore people who were ill or rejected when in fact he actively included them. Assuming outcasts deserved rejection rather than understanding Jesus' message of love for all. Believing only church leaders need to show love. Thinking showing love means only being kind to friends.	Gospel means good news and refers to the first four books in the New Testament: Matthew, Mark, Luke and John. Gospels tell the life, teachings, death and resurrection of Jesus. Christians believe the Gospels show Jesus teaching about God's Kingdom, love, forgiveness, justice and peace. Jesus called ordinary people like fishermen (Peter, Andrew, James, John) to follow him. 'Fishers of people' means inviting others to learn about God's love and follow Jesus' way. The call shows that anyone can follow Jesus not just religious leaders. Jesus spent time with tax collectors, people who were ill and those seen as 'unclean' to show that everyone is valuable to God. His actions demonstrated compassion, forgiveness and justice, challenging unfair rules and attitudes.	<u>Investigating</u> Identify what a Gospel is and explore texts that come from the Gospels. Ask and investigate what Jesus did and said about caring for others, fairness, forgiveness and love. Find out how Jesus called his disciples and who they were. Research examples of Christian leaders and communities following Jesus' teachings today. Investigate what it means to be 'fishers of people' and how Christians live this out. Use simple methods to gather information (story reading, videos, visitors, artefacts) to learn about Christian beliefs and practices. <u>Interpreting</u> Interpret parables and Gospel stories to understand what Jesus taught about God's kingdom. Suggest meanings behind Jesus' actions such as spending time with outcasts and welcoming everyone.	I think God wants us to... because... I believe that Christians/Jews/Muslims think... because... This story helps me understand that God is... because... I feel that God would want us to... because... This story makes me think about how we should... When the Bible/Torah/Qur'an says..., it helps us to see that... This teaches me that we should... because... I wonder why God would... I think this parable is telling us... because... We can learn from this story that we should... I agree with you that God is... because in the story... I see what you mean about..., but I also think... because... This reminds me of when I... because...

	How do Christians today try to show love for all people, including people others might ignore? (Understand the impact: Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways) How do Christian leaders and communities try to follow Jesus' example today? (Understand the impact: Further explore how Christian leaders live out Jesus' teachings in worship, service, and daily choices) Why do Christians believe it is important to show love to others, and how might this help the world today? (Make connections: Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas)			Assuming worship and prayer are the only ways to follow Jesus. Confusing love with liking someone. Thinking 'love your neighbour' only applies to literal neighbours. Believing justice means punishing others. Believing Jesus' teachings are only for the past and not modern day. Assuming following Jesus is just going to church. Thinking children cannot contribute to creating a kind world.	Christians believe Jesus came to help everyone, especially those who were left out. Christians follow Jesus' teachings by helping the poor, caring for the sick, visiting lonely people and standing up for justice. Churches may support food banks, charities and community care projects. Leaders encourage kindness and service in everyday life. Christian leaders preach about Jesus' teachings, lead prayers, organise community support and help people learn about God. Churches often teach about loving your neighbour, forgiving others and working for peace. Christians believe it is important to live like Jesus not just talk about him. Jesus taught the Great Commandment: Love God and love your neighbour as yourself.	Make clear links between Jesus' teachings on love and how Christians today try to live. Discuss what Jesus' call to the disciples means for Christians today. Identify symbolic actions e.g. serving others, prayer charity and link them to Gospel teachings. Recognise how Christian worship and service express beliefs about loving others. Evaluating Raise questions about what kind of world Jesus wanted and what would help the world today. Reflect on how Jesus' teachings about love and justice might affect daily life in school and community. Weigh up different ideas about how to treat others and the impact of forgiveness and kindness. Discuss whether it is good to include those others reject and how this feels. Consider what Christians can learn from Jesus about responsibility, love and service. Offer personal reflections on whether love and kindness can help make the world fairer.	In the story of..., it shows us that... I think the message in this story is... because... This story is important for Christians/Jews/Muslims because... I think this story helps people to... In my opinion, God is showing... in this story because... This story shows that forgiveness/love/kindness is important because... Why do you think Christians/Jews/Muslims believe...? How does this story help Christians/Jews/Muslims to...? What can we learn from this about how we live today? This story connects to what we learned about... because... After thinking about this story, I feel that we should... This part of the story shows us that... I wonder how this story helps people to feel... about God.
			Making Sense of Beliefs	The world is always a bad place.	Many religions teach that the world is not	Investigating:	

Ten Commandments	<u>How and why do people try to make the world a better place?</u> <u>(Unit L2.12)</u>	Making observations	Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)	Only religious people try to make the world better.	perfect because of human choices or actions, often called sin or wrongdoing. For example, Christianity teaches that sin separates people from God and causes suffering and unfairness.	Ask questions about why the world might be seen as not always good.	I think God wants us to... because...
Tikkun Olam		Asking questions		All religious people believe the same things about helping the world.		Explore stories, teachings, and examples from different religions and worldviews about caring for others and the world.	I believe that Christians/Jews/Muslims think... because...
Charity	Why do some people believe the world is not always a good place? (Make sense of belief: Identify beliefs about why the world is not always a good place, e.g., Christian ideas of sin)	Examining texts	Make links between religious beliefs and teachings and why people try to live and make the world a better place	Helping the world means only giving money.	People recognize problems like poverty, war, injustice, and environmental damage as evidence that the world needs care and improvement.	Gather information about religious practices like Tikkun Olam, charity giving, and other actions people take to help others.	This story helps me understand that God is... because...
Justice		Looking at stories					
Compassion		Exploring case studies		People always agree on the best ways to help.			I feel that God would want us to... because...
Belief		Reflecting on your position		Tikkun Olam means fixing the world by yourself.			This story makes me think about how we should...
Zakah							
Humanists	What teachings do different religions and worldviews give about helping to make the world a better place? (Make sense of belief: Make links between religious beliefs and teachings and why people try to make the world a better place)		Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. Tikkun Olam and the charity Tzedek)	Only famous people or big groups can make a difference.	Many religions encourage caring for others and the world as part of their beliefs. For example: Christianity teaches love, kindness, and justice (e.g., the Parable of the Good Samaritan); Judaism has the concept of Tikkun Olam, which means "repairing the world."; Islam teaches Zakat (charity) and compassion.	Research individuals and groups who work to improve the world, noting their beliefs and motivations.	When the Bible/Torah/Qur'an says..., it helps us to see that...
Teachings						Identify different ways people put their beliefs into action in local and global contexts.	This teaches me that we should... because...
Sin			Describe some examples of how people try to live (e.g. individuals and organisations)				I wonder why God would...
			Identify some differences in how people put their beliefs into action			<u>Interpreting:</u>	I think this parable is telling us... because...
						Explain meanings behind religious ideas such as sin, forgiveness, charity, and justice.	We can learn from this story that we should...
	How do Jewish people try to make the world better through actions like tikkun olam and giving to charity? (Understand the impact: Make simple links between teachings about how to live and ways people try to make the world a better place)				Non-religious worldviews like humanism also promote helping others and improving society based on human responsibility.	Make links between religious teachings and the ways people try to improve the world.	I agree with you that God is... because in the story...
					Tikkun Olam is a key Jewish teaching encouraging acts of kindness, justice, and social action to "repair" or improve the world.	Understand different perspectives on how best to make the world a better place.	I see what you mean about..., but I also think... because...
	Can you give examples of individuals or groups who try to make the world better because of what they believe?		Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.		Giving to charity (tzedakah) is an important way Jewish people show responsibility to help those in need.	Recognise motivations behind people's actions, including faith and ethical beliefs.	This reminds me of when I... because...
					These actions express their beliefs about justice, kindness, and	Discuss how beliefs shape behaviour and attitudes towards caring for others and the environment.	In the story of..., it shows us that...
							I think the message in this story is... because...
							This story is important for Christians/Jews/Muslims because...

	(Understand the impact: Describe examples of how people try to live, including individuals and organisations) Why do people sometimes choose different ways to put their beliefs into action? (Understand the impact: Identify differences in how people put their beliefs into action) What do you think are the best ways to help make the world a better place, and how do these link to religious or non-religious ideas? (Make connections: Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views)				living according to God's commandments. Many individuals and groups work to improve the world motivated by religious or ethical beliefs: Martin Luther King Jr. fought for civil rights inspired by Christian beliefs; charity organisations like Christian Aid, Islamic Relief, or Jewish agencies work worldwide to support the poor and vulnerable; local community groups or faith groups often organise food banks, clean-ups, or peace-building activities. People have different ideas about how to help based on their beliefs, culture, resources, and personal experiences. Some focus on practical help (e.g., feeding the hungry), others on raising awareness or campaigning for justice. Different religions or denominations might emphasize particular practices or approaches. Many believe kindness, fairness, respect, and practical help are important for making the world better. Religious teachings and ethical values often highlight loving others, justice, compassion, forgiveness, and stewardship of the earth as reasons and motivations to act.	Evaluating: Consider reasons why people might choose different actions to help the world. Reflect on the impact of these actions on individuals and communities. Evaluate the importance of religious and non-religious ideas in encouraging people to care for others. Express own views about what actions can best help make the world a better place. Discuss the challenges people might face in acting on their beliefs and how these could be overcome.	I think this story helps people to... In my opinion, God is showing... in this story because... This story shows that forgiveness/love/kindness is important because... Why do you think Christians/Jews/Muslims believe...? How does this story help Christians/Jews/Muslims to...? What can we learn from this about how we live today? This story connects to what we learned about... because... After thinking about this story, I feel that we should... This part of the story shows us that... I wonder how this story helps people to feel... about God.
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					People may express these values in different ways but share common goals of peace, care, and fairness.		
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***Comprehensive working versions of these documents are available to school staff, outlining arrangements for fieldwork, educational trips, and associated resourcing.**

YEAR B							
Vocabulary	Question	Ways of Knowing	Key Concepts	Common Misconceptions	Substantive Knowledge	Disciplinary Knowledge	Oracy
Tawhid Prophet Muhammad Qur'an Five Pillars Ibadah Shahadah Salah Zakat Sawm Ummah	<u>What does it mean to be a Muslim in Britain today? (Unit 2.8)</u> What do Muslims believe about God (Allah) and why is this belief (Tawhid) important in their daily lives? (Make sense of belief: Identify and explain beliefs about God) Why is the Prophet Muhammad important to Muslims, and how do his teachings guide Muslims in Britain today? (Make sense of belief: Identify and explain beliefs about the Prophet) How does the Qur'an guide Muslims in how to live, and what are some examples of this in everyday life in Britain? (Make sense of belief: Qur'an as message; describe ways Muslim sources guide living) How do the Five Pillars of Islam help Muslims put their beliefs into action, and how might Muslims practise these in Britain today? (Understand the impact: Connect beliefs with ibadah,	Looking at data Exploring case studies Looking at interviews Examining texts Observation	Making Sense of Beliefs Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message) Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet) Understanding the Impact Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) Give evidence and examples to show how Muslims put their beliefs into practice in different ways Making Connections Make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Cornwall today Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and	Muslims worship a different God than Christians and Jews. Tawhid is just a word with no impact on life. Muslims worship Muhammad. His teachings are only for people in the past. The Qur'an is just a history book. Muslims read the Qur'an in any language. All Muslims practise the Five Pillars in exactly the same way. The Five Pillars are just rules with no meaning. All Muslims live the same way in Britain Muslims cannot celebrate British culture or live fully in British society. These value are only important for Muslims. Practising faith makes Muslims less free.	Muslims believe in one God (Allah), who is compassionate, merciful and the creator of all (Tawhid). God is beyond human form; worship is for God alone, Tawhid influences daily decisions, worship and the rejection of idolatry. Muhammad is regarded as the final prophet who received the Qur'an. His life (Sunnah) and sayings (Hadith) guide Muslims in how to live, pray and treat others. Muslims often say 'peace be upon him' when mentioning his name to show respect not to worship him. The Qur'an is the holy book of Islam and is believed to be the world of God revealed in Arabic. The Qur'an provides guidance on worship, behaviour, caring for others and justice. The Five Pillars help Muslims live out their faith and they are – Shahadah (declaration of faith), Salah (praying 5 times a day), Zakat (giving to charity), Sawm (fasting during Ramadan) and Hajj (pilgrimage to Makkah once in a lifetime if able). In Britain, Muslims adjust their practices	<u>Investigating:</u> Ask increasingly deep questions about Muslim beliefs and practices in Britain today. Identify and gather information from a range of sources (Qur'an excerpts, Muslim voices, videos, artefacts like prayer mats or fasting charts). Recognise diversity within the Muslim community in Britain (cultural, denominational and contextual differences). Explore how beliefs are lived out (prayer times, wearing hijab, attending mosques, celebrating Eid in a British context). Use key vocabulary e.g. Tawhid, Shahadah, Salah confidently when exploring these beliefs. <u>Interpreting:</u> Interpret the significance of Tawhid (oneness of God) and how this shapes worship and daily actions. Understand and explain the Five Pillars of Islam as a framework for Muslim life. Explore how the Qur'an guides moral decisions and daily life for Muslims in Britain.	I think God is like... because... I believe that this teaching shows us that... This verse from the Qur'an/Bible/Torah means... because... In my opinion, this teaching helps people to... The story of... teaches us about... because... This means that... because... When the text says..., it is teaching us that... This story makes me think about... because... This reminds me of when... because... I feel that this value is important because... I agree with you because... I see what you mean, but I think... because... I understand your idea, but I believe... because... I would like to add that... This teaching could help people to... The value of... is shown in this teaching because... I think the prophet/leader in this story was trying to

	give examples of practice) What might it be like to be a Muslim living in Britain or Cornwall today, and what challenges or opportunities could they experience? (Make connections: Reflect on and articulate what it is like to be a Muslim in Britain) Do you think values like generosity, self-control, and worship are important only for Muslims, or can they be valuable for everyone? Why? (Make connections: Weigh up the value of submission, obedience, generosity, self-control, and worship for Muslims and others)		articulate responses on how far they are valuable to people who are not Muslims Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views		according to their context e.g. prayer in schools or workplaces. Muslims live in Britain and live diverse lives whilst following their faith. Many Muslims in Britain attend mosques, Islamic schools and community events. They celebrate Eid al-Fitr and Eid al-Adha with community and family. Muslims in Britain may face challenges such as Islamophobia but contribute actively to society.	Discuss the role of Prophet Muhammad as an exemplar and how Muslims follow his Sunnah and Hadith in everyday choices. Make connections between Muslim beliefs and practices and their impact on identity, community life and social actions in UK. <u>Evaluating:</u> Reflect on what it might be like to be a Muslim in Britain or Cornwall today, considering both challenges (misunderstanding and discrimination) and opportunities (community cohesion and interfaith work). Weigh up the value of Muslim practices (prayer, fasting, giving to charity) for Muslims and consider how these practices influence personal discipline and generosity. Evaluate whether values like generosity, self-control and worship are relevant for everyone including religious and non-religious perspectives. Reflect on similarities and differences between Muslim practices and those in other worldviews and beliefs studied. Consider how understanding Muslim beliefs and practices can support respectful coexistence in a diverse society.	show that... This story is similar to... because... For example, when... it shows us that... The teaching about... might help people in the world today because... Why do you think God/the prophet/Jesus... ? How does this teaching help Muslims/Christians/Jews...? What can we learn from this story about...? What would happen if everyone followed this teaching? This teaching makes me wonder if... After thinking about this, I feel that...
Messiah		Looking at texts	Making Sense of Beliefs		"Messiah" means "Anointed One" in	<u>Investigating:</u>	

Incarnation	<u>Why do Christians believe Jesus was the Messiah? (Unit 2.3)</u> Where does the idea of Jesus as the Messiah fit within the 'big story' of the Bible? (Make sense of belief: Explain the place of Incarnation and Messiah within the Bible's big story) What does the word 'Messiah' mean, and why do Christians believe Jesus was the promised Messiah? (Make sense of belief: Explain connections between biblical texts and Messiah using theological terms) What do prophecy texts in the Old Testament say about the coming Messiah, and how do Gospel stories show Jesus fulfilling these prophecies? (Make sense of belief: Identify Gospel and prophecy texts using technical terms) How do Christians celebrate Christmas as a way of showing their belief that Jesus is the Messiah and God's Son? (Understand the impact: Show how Christians put beliefs about Jesus' Incarnation into	Constructing arguments Coming to conclusions Examining texts Observation	Explain the place of Incarnation and Messiah within the 'big story' of the Bible	Children think the Messiah is another name for Jesus or his last name.	Hebrew, "Christ" in Greek.	Identify key texts in the Bible (e.g., prophecies in Isaiah, Gospel birth narratives) about the Messiah.	I think God is like... because...
Prophecy			Identify Gospel and prophecy texts, using technical terms	Pupils may think Christianity started instantly at Jesus' birth.	In the Old Testament, the Messiah was promised as a future king and saviour for God's people.	Explore the meaning of key theological vocabulary (Messiah, Incarnation, prophecy, salvation).	I believe that this teaching shows us that...
Gospel			Explain connections between biblical texts, Incarnation and Messiah, using theological terms	Pupils may think the Old Testament directly says, 'Jesus will come.'	The Old Testament contains prophecies (e.g., Isaiah 9:6-7, Micah 5:2) describing a coming Messiah who would bring peace, justice, and salvation.	Investigate how Christians celebrate Jesus as the Messiah at Christmas and Easter.	This verse from the Qur'an/Bible/Torah means... because...
Salvation			Understanding the Impact Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible	Confusing Incarnation with resurrection or just Christmas celebrations.	Christians believe Jesus fulfilled these prophecies through his birth, life, teachings, death, and resurrection.	Ask relevant questions about why Christians believe Jesus is the Messiah and where this belief fits in the Bible's big story.	In my opinion, this teaching helps people to...
Covenant				Thinking the Gospel is a single book rather than four.	Incarnation means God becoming human in the person of Jesus.	Examine visual sources (art, icons, Christmas symbols) that show Jesus as Messiah.	The story of... teaches us about... because...
Fulfilment			Making Connections Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.	Pupils may think all prophecies were fulfilled at Jesus' birth.	Celebrated at Christmas, when Christians remember Jesus' birth as the Son of God.	Gather information about Jewish expectations of the Messiah compared to Christian beliefs.	This means that... because...
Anointed				Believing that other religions deny Jesus' existence.	Creation → Fall → People of God → Jesus (Incarnation, Messiah) → Salvation → Kingdom of God.	Interpreting: Make connections between Old Testament prophecy texts and New Testament Gospel accounts, using examples to illustrate links.	When the text says..., it is teaching us that...
Redemption				Pupils may focus on cultural Christmas rather than its religious meaning.	Jesus as Messiah is central in God's rescue plan for humanity.	Interpret Christian beliefs about Jesus' role as Messiah within the context of the Bible's big story (Creation, Fall, People of God, Jesus, Salvation).	This story makes me think about... because...
Testament				Thinking these words are unrelated.	The Gospels (Matthew, Mark, Luke, John) tell the story of Jesus' life, teachings, death, and resurrection.	Understand how Christians use these beliefs in worship (prayers, songs, creeds) to express faith in Jesus as Messiah.	This reminds me of when... because...
				Not understanding the Bible's structure.	Christians believe these show Jesus fulfilling Old Testament prophecies about the Messiah.		I feel that this value is important because...
					Christians believe Jesus came to save people from sin.		I agree with you because...
							I see what you mean, but I think... because...
							I understand your idea, but I believe... because...
							I would like to add that...
							This teaching could help people to...
							The value of... is shown in this teaching because...
							I think the prophet/leader in this story was trying to show that...
							This story is similar to... because...

	practice in Christmas) How does the idea that Jesus is the Messiah make sense when looking at the whole Bible story, from Creation to the New Testament? (Understand the impact: Comment on how Jesus as Messiah fits within the wider Bible story) If Christians believe Jesus is the Messiah, how might this belief make a difference to the way they live and to the world today? (Make connections: Weigh up the importance of Jesus as the Messiah and the difference it might make in people's lives)				Jesus' actions (healing, forgiving, teaching) show him as the Messiah who brings God's love and forgiveness. His death and resurrection are seen as the ultimate fulfilment of his role as Messiah. Christians celebrate Jesus' birth at Christmas, recognising him as the promised Saviour and Messiah. Christians believe Jesus' role as Messiah includes offering forgiveness, restoring relationship with God, and bringing salvation. Christians try to follow Jesus' teachings and example, living out love, forgiveness, and justice because they believe he is the Messiah. Belief in Jesus as Messiah influences worship, prayer, and celebrations (e.g., Christmas, Easter). Jesus as Messiah connects the Old Testament and New Testament. His coming is seen as the fulfilment of God's promises to his people.	Analyse how Christians see Jesus' life and actions as fulfilling prophecy (e.g., birth in Bethlehem, healing, forgiving sins). Identify symbols and rituals in Christian festivals (Christmas, Easter) that show belief in Jesus as the Messiah. Interpret how Jesus as Messiah connects to Christian teachings on salvation, forgiveness, and hope. Evaluating: Reflect on why Christians believe Jesus is the Messiah and what difference this belief makes in their lives. Evaluate the impact of this belief on Christian practices, celebrations, and moral choices. Consider whether and how the belief in Jesus as Messiah might be relevant for non-Christians or people of other faiths. Weigh up the importance of Jesus as Messiah in the Bible's big story from Creation to the New Testament. Discuss questions such as: Does it matter if Jesus is the Messiah? How does this belief help Christians live today? What challenges might Christians face in believing Jesus is the Messiah? Express reasoned personal views on	For example, when... it shows us that... The teaching about... might help people in the world today because... Why do you think God/the prophet/Jesus... ? How does this teaching help Muslims/Christians/Jews...? What can we learn from this story about...? What would happen if everyone followed this teaching? This teaching makes me wonder if... After thinking about this, I feel that...
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						whether the world needs 'Messiah' figures today, linking to Christian beliefs studied.	
Holy	<u>What does it mean if God is Holy and Loving?</u> (Unit 2.1) What do Christians mean when they say God is 'holy' and 'loving'? (Make sense of belief: Use and explain theological terms clearly) What different types of texts in the Bible describe God as holy and loving, and how do Christians learn about God from these texts? (Make sense of belief: Identify types of biblical texts, using technical terms) How do Bible stories and verses help Christians understand God as both holy and loving at the same time? (Make sense of belief: Explain connections between Bible texts and Christian ideas of God) How do cathedrals and churches show Christian beliefs that God is holy, and how do Christians show love for God in their worship? (Understand the impact: Connect Bible texts with	Examining Texts	Making Sense of Beliefs Identify some different types of biblical texts, using technical terms accurately Explain connections between biblical texts and Christian ideas of God, using theological terms	Holy means God is distant and cannot be close to people.	Christians believe God is holy, meaning God is perfect, pure, and set apart.	<u>Investigating:</u> Identify and select Bible texts that describe God as holy and loving (e.g., Isaiah 6, Psalm 103, 1 John 4). Recognise different types of biblical texts (poetry, prophecy, narrative, letters) and how Christians use them to learn about God. Explore how cathedrals, churches, and Christian worship practices express beliefs about God's holiness and love. Ask and frame focused questions about Christian beliefs and practices relating to God's holiness and love. <u>Interpreting:</u> Explain what Christians mean by "holy" and "loving" using theological vocabulary accurately. Describe how Christians understand God to be both holy (set apart, pure, powerful) and loving (caring, forgiving, close). Interpret Bible stories and verses to explain Christian ideas about God's nature. Make links between Christian beliefs about God and how these are reflected in	I think God is like... because...
Loving		Expressing ideas		Holy and loving are opposites.	Christians believe God is loving, meaning God cares for people and the world deeply.		I believe that this teaching shows us that...
Omnipotent		Constructing arguments	Understanding the Impact Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed Show how Christians put their beliefs into practice in worship	Christians only see God as loving because of Jesus.	Christians believe these two qualities (holy and loving) are both true of God at the same time.		This verse from the Qur'an/Bible/Torah means... because...
Omnibenevolent		Reflecting on your opinions		Churches and cathedrals are just big buildings and not linked to beliefs.	The Bible is made up of different types of texts (poetry, law, prophecy, Gospels, letters) that teach about God.		In my opinion, this teaching helps people to...
Reverence		Coming to conclusion	Making Connections Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.	The Bible is one type of books.	Key Bible texts describing God as holy include Isaiah 6:1–8 and Revelation 4.		The story of... teaches us about... because...
Worship				God's love means people can do whatever they like.	Key Bible texts describing God as loving include Psalm 103 and 1 John 4:7–21.		This means that... because...
Cathedral				God's holiness means God will not forgive.	Christians believe Jesus shows God's love by forgiving, healing, and welcoming people.		When the text says..., it is teaching us that...
Bible				Trinity means Christians believe in three Gods and they are different.	Cathedrals and churches are designed to reflect Christian beliefs about God's holiness and love (light, space, symbols).		This story makes me think about... because...
Trinity				Worship only happens in church.	Christians worship God to show love and respect, through prayer, singing, reading the Bible, and serving others.		This reminds me of when... because...
Salvation				Only adults can worship God.	Christians believe that because God is holy and loving, they should try to live in a way that		I feel that this value is important because...
							I agree with you because...
							I see what you mean, but I think... because...
							I understand your idea, but I believe... because...
							I would like to add that...
							This teaching could help people to...
							The value of... is shown in this teaching because...
							I think the prophet/leader in this story was trying to

	Christian beliefs and practices, including cathedral design and worship) How might Christians' belief that God is holy and loving affect the way they live and treat other people? (Understand the impact: Show how beliefs about God shape Christian living) Do you think the idea of God being holy and loving can make a difference in the world today? Why or why not? (Make connections: Weigh up how these beliefs might influence people and the world)				reflects love and respect for others.	worship, symbols, and architecture. Reflect on how Christians use stories, symbols, and acts of worship to deepen their understanding of God's holiness and love. Evaluating: Weigh up how belief in God's holiness and love influences Christian behaviour and decision-making. Raise questions about the relevance of God being holy and loving in the modern world, considering examples of how it might shape attitudes and actions. Discuss and express personal views on whether the idea of God being holy and loving can make a difference in the world. Consider the impact of these beliefs on community, relationships, and social justice. Evaluate different viewpoints on the nature of God, giving reasons linked to evidence from Christian texts and practices.	show that... This story is similar to... because... For example, when... it shows us that... The teaching about... might help people in the world today because... Why do you think God/the prophet/Jesus... ? How does this teaching help Muslims/Christians/Jews...? What can we learn from this story about...? What would happen if everyone followed this teaching? This teaching makes me wonder if... After thinking about this, I feel that...
Torah Mitzvot Synagogue Kashrut Shabbat	<u>Why is the Torah so important to Jewish people? (Unit 2.9)</u> What do Jewish people believe about God, and how does this link to why the Torah is important to them?	Looking at data Examining texts Looking at interviews Observations	Make Sense of Beliefs Identify and explain Jewish beliefs about God Give examples of some texts that say what God is like and explain how Jewish people interpret them	The Torah is just a storybook, not a sacred law. All Jewish people follow exactly the same practices and interpretations of the Torah. The Torah is only important in the	The Torah is the central sacred text in Judaism, containing laws, teachings, and stories believed to be given by God. Jewish people believe in one God who revealed the Torah to Moses on Mount Sinai.	<u>Investigating:</u> Identify key Jewish beliefs about God and the Torah through a range of sources (texts, artifacts, community practices). Gather information about how the Torah is treated and used in	I think God is like... because... I believe that this teaching shows us that... This verse from the Qur'an/Bible/Torah means... because...

Scroll Covenant Rabbi Orthodox Progressive (Reform or Liberal)	(Make sense of belief: Identify and explain Jewish beliefs about God) What does the Torah say God is like, and how do Jewish people understand these texts? (Make sense of belief: Give examples of texts and explain how Jewish people interpret them) How do Jewish people show respect and care for the Torah in the synagogue and at home? (Understand the impact: Connect beliefs about the Torah with how it is treated and used) How do Jewish commandments in the Torah guide Jewish people in how they live (for example, keeping kosher or celebrating Shabbat)? (Understand the impact: Connect commandments with Jewish living) How do different Jewish communities (Orthodox and Progressive) show their beliefs about the Torah in the way they live and worship? (Understand the impact: Give evidence and examples showing		Understanding the Impact Make clear connections between Jewish beliefs about the Torah and how they use and treat it Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)	synagogue, not at home or in everyday life. Keeping kosher and observing Shabbat are just cultural customs, not connected to religious commandments. The Torah is a single book like the Bible, rather than a scroll made up of multiple books. Jewish commandments (mitzvot) are optional and not central to Jewish life. Only Orthodox Jews value the Torah and follow its teachings. Rabbis have the same role as priests in other religions.	The Torah describes God as just, loving, and holy, guiding how Jewish people should live. The Torah is treated with great respect, often kept in a special scroll and housed in the synagogue's Ark. Jewish commandments (mitzvot) in the Torah instruct followers on daily life, such as keeping kosher and observing Shabbat. Different Jewish communities, such as Orthodox and Progressive, interpret and observe the Torah in diverse ways. Tradition, ritual, community, study, and worship are all central to Jewish life and help keep the teachings of the Torah alive. The Torah is not just a historical document but a living guide influencing ethical behavior and identity. Torah study is an important religious practice that deepens understanding and connection to God's will. The Torah scroll is handwritten on parchment and used in religious services as a symbol of Jewish heritage and faith.	different settings (synagogue, home). Explore different Jewish communities and their approaches to the Torah and commandments. Observe rituals and worship practices related to the Torah in a synagogue or through multimedia resources. Interpreting: Explain how Jewish people understand and interpret the texts of the Torah and its significance. Describe the meaning and symbolism behind Torah rituals, scroll care, and religious practices. Make connections between the commandments in the Torah and the way Jewish people live their daily lives. Compare how Orthodox and Progressive Jewish communities interpret and practice their faith in relation to the Torah. Evaluating: Reflect on the importance of tradition, ritual, and community in maintaining Jewish identity and faith. Consider the value of the Torah and Jewish practices for both Jewish people and wider society. Weigh up the significance of the Torah as a sacred text	In my opinion, this teaching helps people to... The story of... teaches us about... because... This means that... because... When the text says..., it is teaching us that... This story makes me think about... because... This reminds me of when... because... I feel that this value is important because... I agree with you because... I see what you mean, but I think... because... I understand your idea, but I believe... because... I would like to add that... This teaching could help people to... The value of... is shown in this teaching because... I think the prophet/leader in this story was trying to show that... This story is similar to... because... For example, when... it shows us that... The teaching about... might help people in the world today because... Why do you think God/the prophet/Jesus...
			Making Connections Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.	The Torah was written all at once recently, rather than developed over time and carefully preserved. Jewish beliefs about God and the Torah are exactly the same as Christian or Muslim beliefs.			

	how Jewish people put beliefs into practice in different ways) Why are tradition, ritual, community, study and worship important to many Jewish people today, and can these be valuable to people who are not Jewish? (Make connections: Consider and weigh up the value of these practices for Jews and others)					compared to other religious or cultural texts. Discuss how learning about the Torah might impact pupils' understanding of respect, law, and spirituality in their own lives.	? How does this teaching help Muslims/Christians/Jews...? What can we learn from this story about...? What would happen if everyone followed this teaching? This teaching makes me wonder if... After thinking about this, I feel that...
Humanism Non-religious Values Ethics Science Atheism Secular Morality Census Afterlife	<u>What does it mean to be a Humanist in Britain today?</u> (Unit 2.11) How many people in Britain describe themselves as non-religious or Humanist, and how do we know this? (Make sense of belief: Identify data around numbers of non-religious people using Census or survey data) What do Humanists believe is important in life, and what values motivate them to make the world a better place? (Make sense of belief: Identify core Humanist values) Why do Humanists value science, and why do they reject the existence of God or an afterlife?	Looking at data Observation Constructing arguments Evaluating arguments Looking at interviews Examining texts Coming to conclusions	<u>Make Sense of Beliefs</u> Identify some data around numbers of nonreligious people and specifically Humanists using, for example, Census data Identify some of the core values that motivate some Humanists to strive to make the world a better place Give examples of reasons why Humanists value science and why they reject the existence of God <u>Understanding the Impact</u> Give examples of ways in which Humanists put their beliefs and values into practice Give evidence and examples to show some differences in how people can be non-religious,	All non-religious people are Humanists. Humanists do not have any morals or values because they don't believe in God. Humanists reject all spirituality and meaning in life. Humanism is just another religion. Humanists deny the importance of community and relationships. Humanists do not care about the environment or helping others. Humanists believe science can answer every question about life and death. Being Humanist means being anti-religious or disrespectful to religious beliefs. Humanists don't celebrate ceremonies like weddings or funerals.	Humanism is a non-religious worldview that emphasizes human reason, ethics, and justice. Many people in Britain identify as non-religious, with a significant number identifying specifically as Humanists. Census and survey data help track the number of non-religious and Humanist people in Britain. Humanists believe in living ethical lives based on reason, empathy, and a concern for human well-being. Core Humanist values include respect for others, fairness, compassion, and the pursuit of knowledge. Humanists value science as a reliable way to understand the natural world.	<u>Investigating</u> Identify and investigate what Humanism is as a worldview. Gather data about the number of people who identify as non-religious or Humanist in Britain today using Census and survey information. Investigate key Humanist values and how they compare with values from religious and other non-religious worldviews. Explore examples of how Humanists live out their beliefs through organisations (e.g., Humanists UK) and in everyday choices. Investigate how Humanists use science to understand the world and why they reject supernatural explanations.	I think God is like... because... I believe that this teaching shows us that... This verse from the Qur'an/Bible/Torah means... because... In my opinion, this teaching helps people to... The story of... teaches us about... because... This means that... because... When the text says..., it is teaching us that... This story makes me think about... because... This reminds me of when... because... I feel that this value is important because...

	(Make sense of belief: Give reasons why Humanists value science and reject the existence of God) How do Humanists put their beliefs and values into practice in everyday life in Britain? (Understand the impact: Give examples of how Humanists live out their values) What are some of the differences between being a Humanist and being non-religious in other ways? (Understand the impact: Show differences in how people can be non-religious, including Humanists and others) Without believing in God or an afterlife, what motivates Humanists to be kind and do good in the world, and how does this compare with what motivates you in your life? (Make connections: Think and discuss what motivates Humanists and connect belief and behaviour in pupils' own lives)		including Humanists and others Making Connections Think, talk and ask questions about what motivates Humanists to do good in the world, in the absence of religious teachings or rules, and without belief in a higher power or an afterlife Make connections between belief and behaviour in their own lives, in the light of their learning	Humanism promotes selfishness because it doesn't believe in an afterlife.	Humanists do not believe in God, the supernatural, or an afterlife. Humanists practice their beliefs through acts of kindness, community involvement, and promoting human rights. There are differences between Humanists and other non-religious people; not all non-religious people identify as Humanists. Humanists find motivation to do good through empathy, reason, and a desire to make the world a better place, not through religious belief.	Examine differences between Humanists and other non-religious groups. Interpreting Interpret Humanist beliefs about living ethical lives without belief in God or an afterlife. Interpret the significance Humanists place on reason, empathy, and science in guiding their actions. Explain how Humanist ceremonies (e.g., naming ceremonies, weddings, funerals) reflect Humanist beliefs and values. Connect Humanist values with their actions in promoting human rights, equality, and care for the world. Interpret how Humanists find purpose and meaning in life without religious beliefs. Explore Humanist perspectives on moral questions and how these are justified without reference to religious authority. Evaluating Evaluate why Humanists believe it is important to live ethically without belief in God or an afterlife. Weigh up the importance of science and reason for Humanists compared with religious perspectives.	I agree with you because... I see what you mean, but I think... because... I understand your idea, but I believe... because... I would like to add that... This teaching could help people to... The value of... is shown in this teaching because... I think the prophet/leader in this story was trying to show that... This story is similar to... because... For example, when... it shows us that... The teaching about... might help people in the world today because... Why do you think God/the prophet/Jesus...? How does this teaching help Muslims/Christians/Jews...? What can we learn from this story about...? What would happen if everyone followed this teaching? This teaching makes me wonder if... After thinking about this, I feel that...
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						Consider and evaluate the motivations Humanists have for being kind and doing good in the world. Reflect on the impact of Humanist values on wider society and how they contribute to making the world a better place. Compare Humanist motivations and practices with pupils' own beliefs about what is important in life. Evaluate the benefits and challenges of living without religious belief while seeking meaning and purpose.	
Racism Equality Justice Prejudice Discrimination Community Love your neighbour Activism Human Rights Diversity	<u>What can be done to reduce racism? Can religion help? (Unit 2.13)</u> What is racism, and why is it a challenge in our world today? (Sets context for the enquiry, clarifies pupil understanding of racism) How do people use religious and non-religious texts or teachings to respond to racism and to encourage fairness and equality? (Make sense of belief: Describe examples of using texts/teachings to respond to racism) What do different religions teach about treating all people fairly, and	Exploring case studies Reflecting on your own position Ask questions Expressing ideas	Making Sense of Beliefs Describe examples of ways in which people use texts/ teachings to make sense of responses to racism and how to approach the challenges it presents Understanding the Impact Make clear connections between the challenges racism presents and how people of religious and non-religious worldviews respond to these, both within and beyond their own communities. Making Connections Interpret case studies of how people holding both religious and non-religious worldviews have approached	Racism only happens in other countries, not in Britain. Racism is just about being unkind, not about unfair systems and structures. All religious people automatically fight against racism. Only people of certain races can be racist. Religion always helps reduce racism without any challenges. Racism is just about skin colour and not about culture or ethnicity. Non-religious people do not care about fairness or equality. You cannot challenge racism if you are a child. Racism is only about individual actions, not	The definition of racism as discrimination or prejudice based on race, ethnicity, or skin colour. Understanding racism as a local, national, and global issue in today's world. Religious teachings about equality, dignity, and fairness (e.g., "love your neighbour" in Christianity, equality in Islam, Sikh belief in the oneness of humanity). Examples of religious and non-religious texts and teachings that challenge racism and encourage fairness. Stories of individuals who have acted against racism, such as Martin Luther King Jr, Malcolm X, and other anti-racism campaigners.	<u>Investigating:</u> Ask and explore questions about racism and fairness in society and local contexts. Identify and investigate a range of religious and non-religious texts, teachings, and stories related to equality and anti-racism. Gather and organise evidence about how different individuals and communities respond to racism. Use a variety of sources (news stories, religious texts, speeches, local initiatives) to research how racism is challenged. <u>Interpreting:</u> Interpret key religious teachings about equality, dignity, and	I think God is like... because... I believe that this teaching shows us that... This verse from the Qur'an/Bible/Torah means... because... In my opinion, this teaching helps people to... The story of... teaches us about... because... This means that... because... When the text says..., it is teaching us that... This story makes me think about... because... This reminds me of when... because... I feel that this value is important because...

	how might these teachings help people respond to racism? (Make sense of belief: Explore teachings such as 'love your neighbour' and equality in Islam, Sikhism, etc.) How have people with religious and non-religious worldviews acted to challenge racism in their communities? Can you give examples? (Understand the impact: Connect challenges of racism with how people of different worldviews respond) What can we learn from people and groups (religious or non-religious) who have worked to reduce racism, like Martin Luther King Jr, Malcolm X, or local anti-racism projects? (Make connections: Interpret case studies of approaches to racism) Do you think religion can help reduce racism? Why or why not? What can you do to help reduce racism in your school or community? (Make connections: Offer a reasoned response to the unit question with		racism, reflecting on and articulating lessons people might gain from these. Offer a reasoned response to the unit question, with evidence and examples, expressing insights of their own	wider community issues. All people within a religion think the same about racism.	Awareness of local anti-racism projects and how communities work together to reduce racism. Recognition that religious and non-religious people can be motivated by their beliefs and values to challenge racism. Understanding how religion can inspire people to act for justice, but also recognising that religion can be misused. The concept of human rights and how they relate to anti-racism work. Practical ways individuals and communities can contribute to reducing racism.	human worth (e.g., "love your neighbour," Islamic teachings on brotherhood, Sikh beliefs about equality). Explain the meaning and relevance of anti-racism teachings within religious and non-religious worldviews. Make connections between stories of anti-racism figures (e.g., Martin Luther King Jr) and their religious or non-religious motivations. Interpret how religious communities might express beliefs about equality through actions and community projects. Evaluating: Evaluate the effectiveness of religious and non-religious responses to racism in different contexts. Consider and weigh up the value of teachings on equality and justice for reducing racism in the world today. Reflect on whether religious teachings can help reduce racism, giving reasons for different viewpoints. Formulate personal responses on how pupils themselves can act to reduce racism in school and community, linking this with beliefs and values explored.	I agree with you because... I see what you mean, but I think... because... I understand your idea, but I believe... because... I would like to add that... This teaching could help people to... The value of... is shown in this teaching because... I think the prophet/leader in this story was trying to show that... This story is similar to... because... For example, when... it shows us that... The teaching about... might help people in the world today because... Why do you think God/the prophet/Jesus... ? How does this teaching help Muslims/Christians/Jews...? What can we learn from this story about...? What would happen if everyone followed this teaching? This teaching makes me wonder if... After thinking about this, I feel that...
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	evidence and examples)						
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***Comprehensive working versions of these documents are available to school staff, outlining arrangements for fieldwork, educational trips, and associated resourcing.**