



Your word is a lamp to my feet and a *light to my path*" (Psalm 119:105)

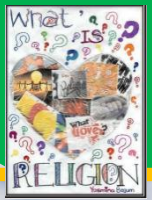
Main elements of cycle A units

SUM 1: Kingdom of God, MS1,2 UI1,2 MC1,2

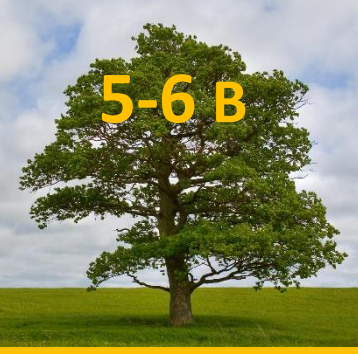
SUM 2: Gospel; religion and the individual, KU1,4 EI 1,5 GDS 5,6

SUM 1: Beliefs and Questions-

SUM 2: Family and community; Beliefs in action in the world: Short unit: art, architecture and charity;



5-6 B

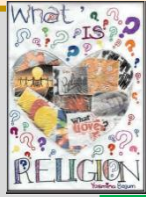


SPR 1: Creation/ Fall : science and belief

SPR 2: Salvation

SPR 1: Teachings, Wisdom and Authority-KU 1,3 EI 3,4 GDS3,4

SPR 2: Salvation: MS2,3,4 UI1,2 MC1



Y6 Making sense of the text

MS1.Explain connection between Biblical texts and ideas of God and 'Kingdom of God' using theological terms. MS2. Explain concepts in context of the timeline of the Big Story of the Bible, referring to other key concepts. MS3.Identify Biblical text types using technical terms MS4.Suggest meaning for texts, e.g. the narrative of Jesus' death and resurrection, including Jesus' death as sacrifice, birth as Prince of Peace, comparing interpretations and using theological terms

Y6 Understanding the impact

UI1.Make clear connections between Biblical texts studied and what Christians believe e.g about being the people of God and behaviours or Jesus' death as sacrifice and Holy Communion UI2. Explain how Christians put their belief into practice in different ways, making comparisons, for example belief about God e.g. comparing church design and how Christians put it into practice e.g. in confession or Kingdom of God as different forms of service to the community UI3.Comment on how Jesus as Prince of Peace makes sense of the wider story of the Bible

Y6 Making Connections

MC1.Identify ideas about concepts like sacrifice or Kingdom of God from the text ; comment on how far they are helpful / inspiring to pupils and the wider world, justifying answers. MC2. Weigh up the importance of God as holy and loving in today's world and Jesus as Prince of Peace &, if true, the difference it might make in people's lives, noting different opinion.

Y6 Know and understand

KU1. Explain 4 or more Christian beliefs and the impact of these on people lives, including about sacred writings, God and values KU2.Show that they understand a story of a survivor of Nazi hatred, comparing 2 stories, including how Jewish people responded to Nazi prejudice and hatred KU3.Explain clearly two viewpoints about why people need wise words to follow, including from within the same tradition KU4.Show that they understand what matters to Christians with justification

Y6 Express ideas and insights

E1. Consider at least 4 answers to questions about God including in the context of suffering EI2.Explain clearly with reasons why it is important to remember examples of hatred and prejudice, and why 'never again' is an important idea. EI3.Consider varied answers to questions about the value of holy writings and other sources of wisdom and therefore, with reasons, why Christians and Muslims revere their holy texts EI4.Explain thoughtfully with clear reasoning and at least 3 selected examples of wise words EI5.Explain with clear reasons referring to Biblical text and practices why they select one of the 4 elements of Christianity studied as the most important

Y6 Gain and deploy skills

GDS1.Apply the ideas of respect, harmony and goodness to the lives of those who rejected Nazi ideas. GDS2..Explain why remembrance of victims and survivors matters, comparing remembrance of 'upstanders' to other groups GDS3.Apply the idea of 'words of wisdom' for themselves, selecting examples with explanation GDS4.Explain similarities and differences between holy books/ writings from two religions GDS5.Explain with clear reasons and theological terms what matters about worshipping God to Christians 6.Explain similarities and differences between different celebrations within Christian worship, including differences between denominations.

Y5 Making sense of the text

MS1.Explain connection between Biblical texts and idea of God MS2. 'Explain the place e.g. the Incarnation in the context of the timeline of the Big Story of the Bible MS3.Identify Biblical text types e.g. Gospel and prophecy MS4.Begin to suggest meaning to texts, e.g. narrative of Jesus' death and resurrection, including Jesus' death as sacrifice, or Jesus' birth as Prince of Peace, comparing to some other interpretations

Y5 Understanding the impact

UI1.Make a connection between Biblical texts studied and what Christians believe about being the people of God or Jesus' death as sacrifice and Holy Communion UI2.Explain how Christians put their belief into practice e.g. between texts studied and what Christians believe about God e.g. church design and how Christians put it into practice e.g. in confession or Kingdom of God and service to the community UI3 Make connection between Christian belief about Prince of Peace and worship.

Y5 Making Connections

MC1.Identify ideas about sacrifice or Kingdom of God from the text and comment on how far they are helpful / inspiring including to non-Christians. MC2.Begin to weigh up how far God as Holy and loving is important in the world today and, if true, what a difference it might make in people's lives

Y5 Know and understand

KU1. Explain 3 or more Christian beliefs and the main impact of these including about sacred writings, God and values on people lives KU2.Show that they understand a story of a survivor of Nazi hatred, including at least 2 ways Jewish people responded to the prejudice and hatred of the Nazis KU3.Explain two viewpoints about why people need wise words to follow KU4.Show that they understand what matters to Christians

Y5 Express ideas and insights

E1. Consider at least 2 answers to questions about God, including in the context of a suffering EI2.Explain with reasons why it is important to remember examples of hatred and prejudice, and why 'never again' is an important idea. EI3.Consider at least 2 different answers to questions about the value of holy writings and other sources of wisdom and therefore, with main reasons, why Christians and Muslims revere their holy texts EI4.Explain thoughtfully with reasons their own ideas and at least 2 examples of wise words, EI5.Explain with reasons why they select one of the 4 elements of Christianity studied as the most important

Y5 Gain and deploy skills

GDS1. Begin to apply the ideas of respect, harmony and goodness to the lives of those who rejected Nazi ideas. GDS2.Explain why remembrance of victims and survivors matters, and the idea of 'upstanders' GDS3.Apply the idea of 'words of wisdom' for themselves, selecting an explained example GDS4.Explain main similarities between holy books or writings from two religions GDS5.Explain what matters about worshipping God to Christians GDS6.Explain similarities and differences between different celebrations within Christian worship

5-6 A



AUT 1: Beliefs in action: Kindertransport-KU1,2 EI1,2 GDS 1,2

AUT 2: God - MS1UI1,2MC2 Short unit: Christmas PeaceMS4,UI3,MC2

AUT 1:People of God-

AUT2: Belief in action in the world; Incarnation:

SUM 1: Worship and sacred places KU3,4 EI 3,4 GDS3,4

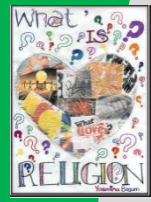
SUM 2: religion and community: Hinduism KU 3-5 EI4,5 GDS5

SUM 1: Kingdom of God; Impact of Pentecost

SUM 2: Creation/ fall: lessons from Creation story

SPR 1: Inspirational people from the past KU1,2 EI1,2 GDS1,2

SPR 2: Salvation: Good Friday MS1,2,4 UI 1-3,MC1-3



Y4 Making sense of the text

MS1.Identify the difference between the 'gospel' which tells the story of the life of Jesus and a letter MS2.Suggest what texts about Jesus' birth,miracles, Jesus entry to Jerusalem, death and resurrection or calling the disciples might mean and for Christians today MS3. Make links between story of Noah and Christian idea about covenant

Y4 Understanding the impact

UI1.Describe how Christians show their belief about God derived from Biblical texts the way they live and worship in community at Christmas and Easter, including Palm Sunday and Easter Sunday worship and symbolism of light UI2.Make links between concept of 'Gospel' and the Bible text UI3.Give examples of how Christians try to show love to all, including how members of clergy follow Jesus' teaching UI4 Make links between the promises of Noah and the promises by Christians at a wedding ceremony, and at other times e.g. baptism

Y4 Making Connections

MC1.Make links between Bible texts and the ideas about God they suggest, suggesting own ideas about what the God of Christianity is like. MC2. Ask questions and suggest different answers about how c Easter and Christmas stories may be important for Christians and non-Christians. MC3.Make links between the stories and teachings studied and life in the world today, e.g. the importance of love and life in today's world or between the promises of Noah and how we live in school and the wider world, including own ideas.

Y4 Know and understand

KU1.Describe at least two stories about these key figures: Moses, Jesus and Muhammad. KU2.Connect clearly the idea of inspirational leaders to the stories they learn KU3. Describe at least 4 key features of each of three religious buildings, a mosque, mandir and church KU4.Connect clearly the key features of the buildings with beliefs about God and worship in each religion including mandir in comparison to worship at home. KU5.Describe Hindu beliefs about the gods and goddesses, with some comparisons

Y4 Express ideas and insights

E1.Ask and answer questions about leadership and inspiration, using details from the stories they learned EI2.Express clearly their own views about who is inspiring and why EI3. Ask and answer questions about at least three different ways the religious buildings are used by the different communities, especially in response to any similarities noticed and in comparing Hindu worship t home and the mandir EI4Respond thoughtfully e.g. to ideas about how Hindus celebrate or the task of designing a new religious building for their locality, taking account of what is known about Edwinstowe EI5.Express some 'deeper meanings' of the festivals they study, giving reasons why particular rituals are important to Hindus

Y4 Gain and deploy skills

GDS1.Consider ideas such as 'patriarch' 'prophet' or 'messiah' from the different religions: what do these words mean? Are they similar? Are there differences? GDS2.List similarities and differences between the key leaders studied GDS3. Consider ideas such as 'a friendly building', 'a house of God', 'a spiritual space' and say what they think makes these buildings special, beginning to note differences. GDS4.Discuss questions using some reasoning such as: why do we need religious buildings? What emotions do we feel in holy spaces? Is the whole earth really a holy space? Can people get close to God in holy buildings? GDS5.Explain similarities and differences between at least 2 Hindu festivals and between a 'big day' they celebrate and these festivals

SPR 1: Symbols of religious expression: pilgrimage

SPR 2:The journey of life and death Short Unit: Emotions at Easter

Y3 Making sense of the text

MS1.Identify the difference between the 'gospel' which tells the story of the life of Jesus and a letter MS2.Begin to suggest what texts about Jesus' birth,miracles, Jesus entry to Jerusalem, death and resurrection or calling the disciples might mean and for Christians today MS3.Begin to make links between story of Noah and Christian idea about covenant MS4.Place concepts of God and creation, Gospel and Salvation in context of Big Story

Y3 Understanding the impact

UI1.Begin to describe how Christians show their belief about God derived from Biblical texts the way they live and worship in community at Easter and Christmas UI2 Begin to make links between concept of 'Gospel' and the Bible text UI3.Give examples of how Christians try to show love to all UI4.Make simple links between the promises of Noah and the promises by Christians at a wedding ceremony,

Y3 Making Connections

MC1.Begin to make links between Bible texts and the ideas about God they suggest, suggesting own ideas about what the God of Christianity is like MC2.Begin to ask questions and suggest answers about how the Easter and Christmas stories may be important for Christians and non-Christians. MC3.Begin to make links between the stories and teachings studied and life in the world today, e.g. the importance of love and life in today's world or between the promises of Noah and how we live in school including some of own ideas.

Y3 Know and understand

KU1.Describe at least one story about each of these key figures: Moses, Jesus and Muhammad. KU2.Connect the idea of inspirational leaders to the stories they learn KU3. Describe 4 key features of each of three religious buildings, a mosque, mandir and church KU4.Connect the key features of the buildings with beliefs about God and worship in each religion including mandir. KU5.Describe Hindu beliefs about the gods and goddesses

Y3 Express ideas and insights

E1.Ask and answer questions about leadership and inspiration, using some details from the stories they learned EI2.Express their own views about who is inspiring and why EI3.Ask and answer questions about at least three different ways the religious buildings are used by the different communities including mandir and how Hindus worship in the home. EI4. Respond thoughtfully e.g. to the ways Hindus celebrate or the task of designing a new religious building for their locality EI6.Express at least 1 'deeper meaning' of the festivals they study, giving reasons why particular rituals are important to Hindus

Y3 Gain and deploy skills

GDS1.Consider ideas such as 'patriarch' 'prophet' or 'messiah' from the different religions: what do these words mean? Are they similar? GDS2.List similarities between the key leaders studied GDS3. Consider ideas such as 'a friendly building', 'a house of God', 'a spiritual space' and say what they think makes these buildings special, GDS4. Discuss questions such as: why do we need religious buildings? What emotions do we feel in holy spaces? Is the whole earth really a holy space? Can people get close to God in holy buildings? GDS5.List similarities and differences between two Hindu festivals and between a 'big day' they celebrate and these festivities

AUT 1: People of God MS 3,4 UI3,4 MC 3

AUT 2:Gospel what kind of world did Jesus want? MS1,2,4 UI1-3, MC1,3 Short unit: Christmas light MS1, UI1 MC 1,2,3

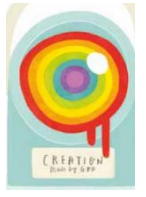
AUT 1: religion, family and community: prayer

AUT 2: Spiritual expression: music. Incarnation

R.E: we aim to equip pupils with the Knowledge and understanding of Christianity amongst a range of world views, so that they can develop their own identity and values and participate positively in society



I praise you because you made me in an amazing and wonderful way.  
 What you have done is wonderful  
 I know this very well. (Psalm 139:14)



God



Fall



People of God



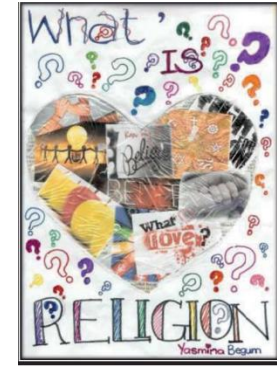
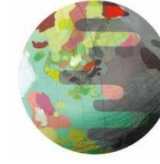
Gospel

Incarnation



Salvation

Kingdom of God



Notts. Agreed Syllabus 2021-2026

Understanding Christianity Themes

SUM 1: Stories of Jesus

SUM 2: Gospel: what is the Good News Jesus brings?

SUM 1: Creation MS3,UI3, MC1,3

SUM 2: Believing: Jewish ideas about God, creation and humanity KU7,EI5,GDS6,7

Y2 Making sense of the text	Y2 Understanding the impact	Y2 Making Connections	Y2 Know and understand	Express ideas and insights	Y2 Gain and deploy skills
<p>MS1. Give account of birth of Jesus, including symbolism of gifts and explain why it matters to Christians.</p> <p>MS2. Understand that Salvation and Incarnation are part of the big story.</p> <p>MS3. Tell the stories of Creation, of Holy week and Easter and see link between God and the world or concept of salvation</p>	<p>UI1. Give at least 2 eg of ways that Christians use the nativity story in church and home e.g. gift giving.</p> <p>UI2. Give at least 3 examples of how Christians show belief about Jesus' death and resurrection in Worship</p> <p>UI3. Give more than one example of what Christians do to say thank you for the Creation.</p>	<p>MC1. Think and ask questions about can learn anything from the story for themselves</p> <p>MC2. Think and talk about whether the story helps them think about sadness, hope and heaven, starting to explore different ideas.</p> <p>MC3. Ask questions about living in an amazing world.</p>	<p>KU1. Recall and name the main character in at least 2 stories they have heard</p> <p>KU2. Retell a story e.g. about caring or Jesus' baptism</p> <p>KU3. Suggest a meaning for more than one symbol, song, story or artefact from Judaism and Christianity</p> <p>KU4. Recognise that different people see different meanings in some religious stories like the Creation, even when they belong to the same faith.</p> <p>KU5. Suggest more than one reason why it matters to people to belong to groups and communities</p> <p>KU6. Recognise that holy buildings are connected to beliefs about worshipping God, and say more than one way the design/ contents help this.</p> <p>KU7. Recall and name at least 3 key words about Jewish beliefs (e.g. God the Creator, Almighty, Eternal)</p>	<p>EI1. Ask thoughtful questions about how adults and children show care for others or Christenings and believers' baptisms what happens and why in holy buildings</p> <p>EI2. Respond to ideas and values such as care, kindness and generosity with own ideas</p> <p>EI3. Recount how a baby or young adult is welcomed into the Christian community</p> <p>EI4. Recount clearly their visit to a holy building, e.g. by talking about photographs taken there.</p> <p>EI5. Ask at least 2 questions about God for themselves—the bigger the better</p>	<p>GDS1. Express two ideas of their own about a religious story of caring or about belonging to God—is this important? For Christians?</p> <p>GDS2. Give 2 examples of how a person can show their values</p> <p>GDS3. Give 2 examples of their own community life and say why it matters: what groups do you belong to? What do you like about belonging?</p> <p>GDS4. Express clearly an idea of their own about why some people go to holy buildings</p> <p>GDS5. Give an example of an outdoor sacred space and talk clearly about own ideas of sacred spaces.</p> <p>GDS6. Express clearly an idea of their own about God</p> <p>GDS7. Find out at least 2 more things about Jewish beliefs and ways of talking about God.</p>

SPR 1: Symbols – KU3,6, EI1,4 GDS 4,5

SPR 2: : Salvation: Why does Easter matter? MS2,3 UI2, MC1,2



SPR 1: God: What do Christians believe God is like? MS 1 UI1, MC 1

SPR 2/SUM 1: Jewish and Christian Stories,

Y1 Making sense of the text	Y1 Understanding the impact	Y1 Making Connections	Y1 Know and understand	Y1 Express ideas and insights	Y1 Gain and deploy skills
<p>MS1. Give simple account of birth of Jesus and start to explain why it matters to Christians.</p> <p>MS2. Start to understand that Salvation and Incarnation are part of the big story.</p> <p>MS3. Start to tell the story of Holy week and Easter and begin to see link with concept of salvation and the Creation story as the start of the 'Big Story'.</p>	<p>UI1. Give at least 1 example of the ways that Christians use the nativity story in church and home</p> <p>UI2. Give at least 1 example of how Christians show belief about Jesus' death and resurrection in worship.</p> <p>UI3. Give an example of what Christians do to say thank you for the Creation.</p>	<p>MC1. Begin to think and ask questions about how learn and use anything from the story for themselves</p> <p>MC2. Start to think and talk about whether the story helps them think about sadness and heaven.</p> <p>MC3. Start to ask questions about living in an amazing world.</p>	<p>KU1. Recall and name the main character in a story they have heard</p> <p>KU2. Retell a story e.g. about caring or Jesus' baptism or the Creation simply</p> <p>KU3. Suggest a meaning for a symbol, song, story or artefact from Judaism and Christianity</p> <p>KU4. Recognise that different people see different meanings in some religious stories like the Creation</p> <p>KU5. Suggest a reason why it matters to people to belong to groups and communities</p> <p>KU6. Recognise that holy buildings are connected to beliefs about worshipping God, and talk about these connections</p> <p>KU7. Recall and name at least 2 key words about Jewish beliefs (e.g. God the Creator, Almighty, Eternal)</p>	<p>EI1. Ask questions about how we show we care for others or Christenings and believers' baptisms or what happens and why in holy buildings</p> <p>EI2. Respond to ideas and values such as care, kindness and generosity with own simple ideas.</p> <p>EI3. Recount 2 elements of how a baby or young adult is welcomed into the Christian community</p> <p>EI4. Recount their visit to a holy building, e.g. by talking about photographs taken there.</p> <p>EI5. Ask at least 1 question about God for themselves—the bigger the better</p>	<p>GDS1. Express an idea of their own about a religious story of caring or about belonging to God—is this important? For Christians?</p> <p>GDS2. Give an example of how a person can show their values</p> <p>GDS3. Give an example of their own community life and say why it matters: what groups do you belong to? What do you like about belonging?</p> <p>GDS4. Express own idea about why some people go to holy buildings</p> <p>GDS5. Give an example of an outdoor sacred space and talk about own ideas of sacred spaces.</p> <p>GDS6. Express an idea of their own about God</p> <p>GDS7. Find out another idea about Jewish beliefs and ways of talking about God.</p>

AUT 1: Myself: caring for others KU1,2 EI1,2 GDS1,2

AUT 2: Belonging:— KU3,EI1,3,GDS1,3 Short unit: Christmas gifts MS1,UI1, MC1

AUT 1: Celebrations and Festivals: Leaders: What makes some people inspiring?

AUT 2: Leaders cont + Incarnation: Why does Christmas matter to Christians?—



**Making sense of the text:**  
 Developing skills of reading and interpreting Biblical texts

**Understanding the Impact:**  
 Examining ways in which Christians respond to Biblical texts and how they put their beliefs into action in diverse ways within the Christian community and in the world.

**Making Connections:**  
 Evaluating, reflecting on and connecting the texts/ concepts studied with pupils' own lives.

Which stories are special and why?  
 Which people are special and why?  
 What places are special and why?  
 What times are special and why?  
 Belonging: who are we and how do we belong?  
 Our wonderful world: how can we care for living things and the earth?

Autumn:  
 Friends and family  
 Celebrations  
 Christmas

Spring:  
 Jesus' Stories  
 Old and New testament stories showing God's Love  
 Easter

Summer:  
 Jesus' miracles  
 Stories which tell us we are precious to God  
 Special places  
 Church visit

Christian Values and Themes

- Love
- Justice
- Endurance
- Forgiveness
- Dignity
- Thankfulness
- People of Influence

**R.E:** we aim to equip pupils with the Knowledge and understanding of Christianity amongst a range of world views, so that they can develop their own identity and values and participate positively in society.