

EYFS					
Study Unit:	Unit F1 Why is the word God special to Christians				
	Making Sense	Understanding Impact	Making Connections		
Expected	Retell the story of creation , talking about what they say about the world, God, human beings.	Say how and when Christians like to thank their creator.	Talk about things they find 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.		
Challenging			Talk about what people do to mess up the world and what they do to look after it.		
<p>Top facts each child needs to know:</p> <ol style="list-style-type: none"> 1. Christians believe God created the Earth. 2. Christians thank God for creation by praying and singing. 3. Christians can pray at anytime but often pray on a Sunday in Church. 					

EYFS					
Study Unit:	Unit F2 Why is Christmas special for Christians?				
	Making Sense	Understanding Impact	Making Connections		
Expected	Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus.	Recall simply what happens at a traditional Christian festival (Christmas)	Talk about people who are special to them. Say what makes their family and friends special to them.		
Challenging			Retell the nativity story making connections with personal experiences.		
<p>Top facts each child needs to know:</p> <ol style="list-style-type: none"> 1. Christmas is a Christian festival. 2. Christians believe that God came to Earth as Jesus. 3. Christmas celebrates the birth of Jesus. 4. Christians believe Jesus is the son of God. 					

EYFS					
Study Unit:	Unit F3 Why is Easter special for Christians?				
	Making Sense	Understanding Impact	Making Connections		
Expected	Say why Easter is a special time for Christians.	Talk about some ways Christians remember these stories at Easter. Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs...	Talk about ideas of new life in nature		
Challenging	Recognise and retell the story of Easter to an age appropriate level.				
<p>Top facts each child needs to know:</p> <ol style="list-style-type: none"> 1. Easter is a Christian festival 2. Holy week is the week leading to Easter 3. Palm crosses represent the cross that the Bible says Jesus died on. 4. Christians believe that Jesus came back to life and that is why Easter is a happy time for Christians. 					

EYFS					
Study Unit:	Unit F4: Being Special: where do we belong?				
	Making Sense	Understanding Impact	Making Connections		
Expected	Share and record occasions when things have happened in their lives that made them feel special.	Recall simply what happens at a traditional Christian infant baptism and dedication.	Retell religious stories making connections with personal experiences. (Story of John the Baptist baptising Jesus)		
Challenging		Recall simply what happens when a baby is welcomed into a religion other than Christianity.	Explain how the belief that God loves children is shown in Christianity. (Story of Jesus {Mathew 19.14} saying not to stop the children coming to see him.)		
<p>Top facts each child needs to know:</p> <ol style="list-style-type: none"> 1. We are all unique and valuable. 2. Jesus treated children as special. 3. Some Christians baptise their babies 4. Jews and Muslims have special ways to welcome babies to their community. 					

EYFS					
Study Unit:	Unit F5 Which places are special and why?				
	Making Sense	Understanding Impact	Making Connections		
Expected	Begin to recognise that for Christians, Muslims or Jews, these special places link to beliefs about God.	Recognise that some religious people have places which have special meaning for them.	Talk about somewhere that is special to themselves, and say why. Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. Express a personal response to the natural world.		
Challenging	Begin to recognise a mosque/church/synagogue.	Talk about things that are special and valued in a place of worship.			
<p>Top facts each child needs to know:</p> <ol style="list-style-type: none"> 1. Different faiths have special places 2. Most Christians attend Church which is a special place to them. 3. There is a church near the school called St James's 					

EYFS					
Study Unit:	Unit F6 Which stories are special and why?				
	Making Sense	Understanding Impact	Making Connections		
Expected	Talk about some religious stories. (David and Goliath is both Bible and Torah) Zachaeus, Luke 19 Bible being friends with 'unpopular people. Mohammed and the cat story. Identify a sacred text (Bible, Torah, Quran)	Talk about some of the things these stories teach believers.	Identify some of their own feelings in the stories they hear.		
Challenging	Recognise some religious words e.g. about God				
<p>Top facts each child needs to know:</p> <ol style="list-style-type: none"> 1. Christian's sacred text is the Bible. 2. Muslim's sacred text is the Quran 3. Jew's sacred text is the Torah 4. Sacred texts have stories that help believers know how to live and what God/Allah expects from them. 					

KS1				
Study Unit:	Unit 1.1 What do Christians believe God is like			
	Making Sense	Understanding Impact	Making Connections	NOTES
Expected	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.	Give an example of how Christians put their belief into practice in worship (e.g. by saying sorry to God).	Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.	
Challenging		Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others.	Give a reason for the ideas they have and the connections they make.	
Top facts each child needs to know: <ol style="list-style-type: none"> 1. Christians believe God is loving. 2. Christians believe God is forgiving. 3. Christians believe that God is like a good father that loves and protects his children. 4. We know these things because of bible stories. 				

KS1				
Study Unit:	Unit 1.2 Who do Christians say made the world (Creation)			
	Making Sense	Understanding Impact	Making Connections	NOTES
Expected	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.	Give at least one example of what Christians do to say 'thank you' to God for Creation.	Think, talk and ask questions about living in an amazing world.	
Challenging	Say what the story tells Christians about God Creation and the world.		Give a reason for the ideas they have and the connections between the Jewish/Christian Creation story and the world they live in.	
<p>Top facts each child needs to know:</p> <ol style="list-style-type: none"> 1. Christians believe that God created the world. 2. Jewish people and Christians share the same creation story. 3. Creation means making something that didn't exist before. 4. Christians thank God for creation by praying and by celebrating Harvest Festival. 				

KS1				
Study Unit:	Unit 1.3 Why does Christmas matter to Christians?			
	Making Sense	Understanding Impact	Making Connections	NOTES
Expected	Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.	Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas.	Think, talk and ask questions for people who are Christians and for people who are not. Decide what they personally have to be thankful for, giving a reason for their ideas.	
Challenging	Recognise that stories of Jesus' life come from the gospels.			
<p>Top facts each child needs to know:</p> <ol style="list-style-type: none"> 1. Jesus was born in Bethlehem. 2. Mary was Jesus's mother. 3. Joseph was Jesus's father 4. Christians believe that Jesus is the son of God. 				

KS1				
Study Unit: Unit 1.4 What is the 'Good News' Christians believe Jesus brings?				
	Making Sense	Understanding Impact	Making Connections	NOTES
Expected	Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' (Zacchaeus Luke 19: 1 to 10, Mathew the Tax Collector Mathew 9:9-13) Recognise that Jesus gives instructions to people about how to behave.	Give at least 2 examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bring good news to the friendless. Give at least 2 examples of how Christians put these beliefs into practice in the church community and their own lives (for example: charity and confession).	Think, talk and ask questions about whether Jesus' 'good news' is only good for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.	
Challenging	Give clear, simple accounts of what the Bible texts (such as the story of Matthew the tax collector) mean to Christians.			
<p>Top facts each child needs to know:</p> <ol style="list-style-type: none"> 1. Christians believe that Jesus came to help people get nearer to God 2. Christians believe that Jesus was God's son and that he taught them ways to live a better life. 3. Jesus chose some disciples that most other people wouldn't like. He accepted people with their flaws and this shows that God will accept people and love them even though they are not perfect. 4. God forgives people that say sorry for anything they have done wrong. 				

KS1				
Study Unit:	Unit 1.5 Why does Easter matter to Christians			
	Making Sense	Understanding Impact	Making Connections	NOTES
Expected	Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).	Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.	Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas giving a good reason for their ideas.	
Challenging	Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.			
<p>Top facts each child needs to know:</p> <ol style="list-style-type: none"> 1. Holy week leads up to Easter 2. Christians believe that Jesus died on the cross to 'save' people. 3. What forgiveness means. 4. How Easter symbols link to the story (Cross on hot cross buns, Easter eggs – new life, palm crosses) 				

KS1				
Study Unit: Unit 1.6 Who is Muslim and what do they believe?				
	Making Sense	Understanding Impact	Making Connections	NOTES
Expected	Recognise the words of the Shahadah and that it is very important for Muslims. Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean.	Give examples of how Muslims use the Shahadah to show what matters to them. Give examples of how Muslims put their beliefs about prayer into action.	Think, talk about and ask questions about Muslim beliefs and ways of living. Talk about what they think is good for Muslims about prayer, respect, celebration and self control, giving a good reason for their ideas.	
Challenging	Give examples of how stories (the story of the tiny ants) about the Prophet show what Muslims believe about Muhammed.	Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan).	Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.	
<p>Top facts each child needs to know:</p> <ol style="list-style-type: none"> 1. Know that Allah is the Muslim word for God 2. Muslims believe in one God 3. Muslims repeat the Shahadah 4. Muslims pray 5 times a day 5. There are 99 names for Allah 				

KS1				
Study Unit:	Unit 1.7 Who is Jewish and how do they live?			
	Making Sense	Understanding Impact	Making Connections	NOTES
Expected	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 Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanuka) 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)	Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish People, giving a good reason for their ideas.	
Challenging	Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.		Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.	
<p>Top facts each child needs to know:</p> <ol style="list-style-type: none"> 1. One God 2. Jews believe that they are God's favoured people. 3. Jews often write G_d to treat the name of God with respect. 4. Jews use objects at home to keep God in their thoughts. 5. Jews celebrate festivals to help them remember and reflect on their relationship with God 				

KS1				
Study Unit: Unit 1.8 What makes some places sacred to believers?				
	Making Sense	Understanding Impact	Making Connections	NOTES
Expected	<p>Recognise that there are special places where people go to worship and talk about what people do there.</p> <p>Identify at least 3 objects used in worship in two religions and give a simple account of how they are used and something that they mean.</p> <p>Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.</p>	<p>Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe.</p> <p>Give simple examples of how people worship at a church, mosque or synagogue.</p> <p>Talk about why some people like to belong to a sacred building or community.</p>	<p>Think, talk and ask good questions about what happens in a church, synagogue or mosque.</p>	
Challenging			<p>Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</p>	
<p>Top facts each child needs to know:</p> <ol style="list-style-type: none"> 1. Some Christians use churches as a place of worship and community. 2. Muslims use mosques as a place of worship and community 3. Or Jews use synagogues as a place of worship and community. 4. Special religious places provide a place for faith communities to learn, pray, reflect worship. 				

KS1				
Study Unit: Unit 1.9 How should we care for others and the world and why does it matter?				
	Making Sense	Understanding Impact	Making Connections	NOTES
Expected	<p>Identify a story or text that says something about each person being unique and valuable. (Matthew 6:26 Jesus blesses the children. Psalm 8 David praises God's creation and how special every person is in it.) (Use Whinnie the Pooh and Piglet to show how friends care for each other.)</p> <p>Introduce 'The Golden Rule' (Love one another)</p> <p>Give an example of a key belief some people find in one of these stories. (e.g. God loves all people)</p>	<p>Give an example of how people show that they care for others (e.g. giving to charity) making a link to one of the stories.</p> <p>Give examples of how Christians and Jews can show care for the natural Earth.</p> <p>Say why Christians and Jews might look after the natural world.</p>	<p>Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world.</p> <p>Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</p>	
Challenging	<p>Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world.</p>			
<p>Top facts each child needs to know:</p> <ol style="list-style-type: none"> 1. Everyone is unique and special. 2. Christians and Jews believe that God loves everyone. 3. The Golden Rule. 4. Believers and non-believers should look after the world. 				

KS1				
Study Unit:	Unit 1.10 What does it mean to belong to a faith community?			
	Making Sense	Understanding Impact	Making Connections	NOTES
Expected	Recognise that loving others is important in lots of communities. Say simply what Jesus and one other religious teacher taught about loving each other.	Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions, symbols mean.	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.	
Challenging			Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences.	
<p>Top facts each child needs to know:</p> <ol style="list-style-type: none"> 1. People belong to groups, we might call them communities. 2. Groups of people with something in common are a community. 3. People that share the many of the same religious beliefs are a faith community. 4. Faith communities share symbols and actions that unite them. 				

LKS2				
Study Unit: Unit L2.1 What do Christians learn from the creation story? (Creation)				
	Making Sense	Understanding Impact	Making Connections	NOTES
Expected	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.	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).	Ask questions and suggest answers about what might be important in the creation story for Christians and non-Christians living today.	
Challenging	Recognise that the story of 'the fall' in Genesis 3 gives an explanation of why things go wrong in the world.	Describe how and why Christians might pray to God, say sorry and ask for forgiveness.		
<p>Top facts each child needs to know:</p> <ol style="list-style-type: none"> 1. Creation is the first story in the Bible. 2. Christians and Jews believe that God created the world. 3. Christians thank God for creation by: praying, singing and supporting environmental charities. 4. Christians believe that creation was perfect until humans disobeyed God. Adam and Eve is a story that explains this. 5. The Fall means Adam and Eve 'fell' away from their relationship with God. 				

LKS2				
Study Unit: Unit L2.2 What is it like for someone to follow God? (People of God)				
	Making Sense	Understanding Impact	Making Connections	NOTES
Expected	Make clear links between the story of Noah and the idea of covenant. (A covenant is a promise – God promised Noah that he would never flood the Earth again and sent a rainbow as a symbol of his promise.)	Make simple links between promise in the story of Noah and promises that Christians make at a wedding ceremony.	Make links between the story of Noah and how we live in school and the wider world.	
Challenging			Explain why keeping promises matter and possible consequences of breaking promises.	
<p>Top facts each child needs to know:</p> <ol style="list-style-type: none"> 1. A covenant is a promise 2. God made a promise to Noah 3. Promises make relationships stronger. 				

LKS2					
Study Unit:	Unit L2.3 What is the 'Trinity' and why is it important to Christians? (God/Incarnation				
	Making Sense		Understanding Impact	Making Connections	NOTES
Expected	Recognise what a Gospel is and give an example of the kinds of stories it contains (stories about Jesus' life. Give examples of what these texts mean to some Christians today.	Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live.	Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.		
Challenging	Offer suggestions about what texts about baptism and Trinity mean.				
<p>Top facts each child needs to know:</p> <ol style="list-style-type: none"> 1. In the New Testament there are 4 Gospels. 2. The Gospels tell the story of the life of Jesus from different points of view. 3. The trinity are God the Father, God the Son and God the Holy Spirit. 					

LKS2				
Study Unit:	Unit L2.4 What kind of a world did Jesus want?			
	Making Sense	Understanding Impact	Making Connections	NOTES
Expected	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'.	Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.		
Challenging	Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian.		Make links between the importance of love in the Bible stories studied (Jesus calling his disciples, the story of the Leper).	
<p>Top facts each child needs to know:</p> <ol style="list-style-type: none"> 1. Jesus said we should 'love one another'. 2. Jesus' actions demonstrate how Christians should behave. 				

LKS2				
Study Unit:	Unit L2.5 Why do Christians call the day Jesus died 'Good Friday'?			
	Making Sense	Understanding Impact	Making Connections	NOTES
Expected	Recognise the word 'Salvation' and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live. Offer informed suggestions about what the events of Holy Week mean to Christians.	Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities. Describe how Christians show their beliefs about Jesus in worship in different ways.	Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday'.	
Challenging	Give examples of what Christians say about the importance of the events of Holy Week.		Give good reasons for their suggestions as to why Christians call the day Jesus died 'Good Friday'.	
<p>Top facts each child needs to know:</p> <ol style="list-style-type: none"> 1. Christians believe that people are separate from God because of sin. 2. Christians believe Jesus came to show people how to live a good life and get nearer to God. (To be saved.) 3. (Reiterated from unit 1.5) Holy week leads up to Easter. 4. Palm Sunday marks Jesus' entering Jerusalem. 5. Jesus was killed on Good Friday. 				

LKS2				
Study Unit: Unit L2.6 For Christians what was the impact of Pentecost?				
	Making Sense	Understanding Impact	Making Connections	NOTES
Expected	Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth. Give examples of what Pentecost means to some Christians now.	Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God and how Christians live now. Describe how Christians show their beliefs about the Holy Spirit in worship.	Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.	
Challenging	Offer informed suggestions about what the events of Pentecost in Acts 2 might mean.			
<p>Top facts each child needs to know:</p> <ol style="list-style-type: none"> 1. Christians believe Pentecost is the coming of the Holy Spirit. 2. Christians believe The Holy Spirit is an energy from God that supports Christians in living a Christian life. 3. Christians believe that God has 3 parts: God the Father, God the Son and God the Holy Spirit. 4. Pentecost is the birthday of the Christian church. 				

LKS2				
Study Unit: Unit L2.7 What do Hindus believe that God is like? (Brahman/atman)				
	Making Sense	Understanding Impact	Making Connections	NOTES
Expected	Identify some Hindu deities and say how they help Hindus describe God. Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God.	Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali). Identify some different ways in which Hindus worship.	Make links between the Hindu idea of everyone having a spark of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.	
Challenging	Offer informed suggestions about what Hindu Murtis express about God.		Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today.	
<p>Top facts each child needs to know:</p> <ol style="list-style-type: none"> 1. Hindus believe in one God, Brahman. 2. Hindus worship deities that represent different aspects of Brahman. 3. Hindus believe that we all have a spark of God within us. 				

LKS2				
Study Unit: Unit L2.8 What does it mean to be a Hindu in Britain today? (Dharma)				
	Making Sense	Understanding Impact	Making Connections	NOTES
Expected	Describe how Hindus show their faith within their families in Britain today. (e.g. Puja) Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir, in festivals such as Diwali).	Identify the terms Dharma, Sanataan and Hinduism and say what they mean. Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' dharma.	Raise questions and suggest answers about what is good about being a Hindu in Britain today and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.	
Challenging	Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain or between Britain and parts of India).			
<p>Top facts each child needs to know:</p> <ol style="list-style-type: none"> 1. Puja is worshipping at home. 2. Hindus worship as a community. 3. Diwali is a Hindu festival. 4. Hinduism impacts on all areas of a believers life, dharma. 5. Hinduism is also called 'Sanatan Dharma' which means 'eternal way'. 				

LKS2				
Study Unit: Unit L2.9 How do festivals and worship show what matters to a Muslim (Ibadah)				
	Making Sense	Understanding Impact	Making Connections	NOTES
Expected	Identify some beliefs about God in Islam, expressed in Surah 1. Make clear links between beliefs about God and ibadah.	Give examples of ibadah in Islam (prayer, fasting, celebrating) and describe what they involve. Make links between Muslim beliefs about God and a range of ways in which Muslims worship (prayer and fasting as a family and as a community, at home and in the mosque.	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.	
Challenging			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.	
<p>Top facts each child needs to know:</p> <ol style="list-style-type: none"> 1. Muslim means one who willingly submits to God's will. 2. Ibadah means worship and beliefin action. 3. The Qur'an is the Muslim holy book. 4. Muslims worship in a mosque 5. One of the five pillars of faith is fasting. 				

LKS2				
Study Unit: Unit L2.10 How do festivals and family life show what matters to Jews?				
	Making Sense	Understanding Impact	Making Connections	NOTES
Expected	Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. Make clear links between the story of Exodus and Jewish beliefs about God and his relationship with the Jewish people.	Make simple links between Jewish beliefs about God and his people and how Jews live (celebrating forgiveness, salvation and freedom at festivals). Describe how Jews show their beliefs through worship in festivals , both at home and in wider communities.	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.	
Challenging	Offer informed suggestions about the meaning of the Exodus story for Jews today.			
<p>Top facts each child needs to know:</p> <ol style="list-style-type: none"> 1. Jews believe they are Gods chosen people. 2. Rosh Hashanah is the Jewish new year festival. 3. Yom Kippur is a day to seek forgiveness. 4. Pesach is a festival to celebrate their delivery from slavery in Egypt. 5. The Jewish people were given the 10 Commandments. 				

LKS2				
Study Unit:	Unit L2.11 How and why do people mark the significant events of life?			
	Making Sense	Understanding Impact	Making Connections	NOTES
Expected	Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean. Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today.	Describe what happens in ceremonies of commitment and say what these rituals mean. Make simple links between beliefs about love and commitment and how people in at least two religious traditions live.	Raise questions and suggest answers about whether it is good for everyone to see life as a journey and to mark the milestones. Make links between ideas of love, commitment and promises in religious and non-religious ceremonies.	
Challenging			Give good reasons why they think ceremonies of commitment are or are not available today.	
<p>Top facts each child needs to know:</p> <ol style="list-style-type: none"> 1. Key milestones in life, school, leaving school, baptism, marriage. 2. Many consider life as a journey. 3. Many milestones in life are marked by a ceremony. 				

LKS2				
Study Unit: Unit L2.12 How and why do people try to make the world a better place?				
	Making Sense	Understanding Impact	Making Connections	NOTES
Expected	Identify some beliefs about why the world is not always a good place. Make links between religious beliefs and teachings and why people try to live and 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. Describe some examples of how people try to live. Identify some differences in how people put their beliefs into action.	Raise questions and suggest answers about why the world is not always a good place, and what the best ways are of making it better. Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas.	
Challenging			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.	
<p>Top facts each child needs to know:</p> <ol style="list-style-type: none"> 1. Religions offer guidance or rules on how to live. 2. Non-religious people also follow rules. 3. Many people take action to make the world better. 4. We can all do something to make the world a better place (pick up litter, raise money for charity, treat each other with respect.) 				

UKS2				
Study Unit:	U2.1: What does it mean for Christians to believe that God is holy and loving? (God)			
	Making Sense	Understanding Impact	Making Connections	NOTES
Expected	Identify some different types of biblical texts, using technical terms accurately.	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 practise in worship.	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.	
Challenging	Explain connections between biblical texts and Christian ideas of God, using theological terms			
<p>Top facts each child needs to know:</p> <ol style="list-style-type: none"> 1. Christians believe God is all powerful (omnipotent); everywhere (omnipresent); all loving (omnibenevolent). 2. Christians built Cathedrals to the glory of God. 3. God is holy. (What does holy mean?). 				

UKS2				
Study Unit: U2.2 Creation and Science: conflicting or complimentary? (creation)				
	Making Sense	Understanding Impact	Making Connections	NOTES
Expected	Identify what type of texts some Christians say Genesis 1 is, and its purpose.	Make clear connections between Genesis 1 and Christian belief as God as creator. Show understanding of why many Christians find Science and faith go together.	Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a Scientific account, giving good reasons for their views.	
Challenging	Taking account of the context, suggest what Genesis 1 might mean and compare their ideas with ways in which Christians interpret it. Showing awareness of different interpretations.			
<p>Top facts each child needs to know:</p> <ol style="list-style-type: none"> 1. Christians believe that God created the world. 2. Most Christians believe that the creation story is a story to explain simply how God created the world. 3. The Scientific view is that there was a 'Big Bang' and that we developed through evolution. 4. Most Christians accept the above, but believe God made these happen. 				

UKS2				
Study Unit:	U2.3 Why do Christians believe that Jesus is the Messiah? (incarnation)			
	Making Sense	Understanding Impact	Making Connections	NOTES
Expected	<p>Explain the place of incarnation and the Messiah within the big story of the Bible.</p> <p>Identify Gospel and prophecy texts, using technical terms.</p>	<p>Show how Christians put their beliefs about Jesus' incarnation into practise in different ways in celebrating Christmas.</p> <p>Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</p>	<p>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.</p>	
Challenging	<p>Explain connections between Biblical texts, incarnation and Messiah, using theological terms.</p>			
<p>Top facts each child needs to know:</p> <ol style="list-style-type: none"> 1. For Christians, Jesus is the answer, the Messiah and saviour. 2. He will repair the effects of sin and bring humans back to God again. 3. Incarnation means that Jesus is God in the flesh. 4. Through Jesus God came to live amongst humans. 				

UKS2				
Study Unit:	U2.4 How do Christians decide how to live? 'What would Jesus do?' (Gospel)			
	Making Sense	Understanding Impact	Making Connections	NOTES
Expected	Identify features of Gospel texts, E.g. teachings, parables and narrative. Taking account of the content suggest meaning of Gospel texts studied and compare their own ideas with ways in which Christians interpret Biblical texts.	Make clear connections between Gospel texts, Jesus' 'Good news, and how Christians live in the Christian community and in their individual lives.'	Make connections between Christian teachings (e.g. about peace, forgiveness, healing), and the issues, problems and opportunities in the world today, including their own lives.	
Challenging	Articulate their own responses to the issues studied, recognising different points of view.#			
<p>Top facts each child needs to know:</p> <ol style="list-style-type: none"> 1. Christians believe Jesus taught Christians the right way to live. 2. Jesus used stories and teachings to illustrate how to live. 3. People of no faith can still seek to live a good life. 				

UKS2				
Study Unit:	U2.5 What do Christians believe Jesus did to 'save' people? (Salvation)			
	Making Sense	Understanding Impact	Making Connections	NOTES
Expected	Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. Explain what Christians mean when they say that Jesus' death was a sacrifice.	Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's supper. Show how Christians put their beliefs into practice in different ways.	Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.	
Challenging			Articulate their own responses to the idea of sacrifice, recognising different points of view.	
<p>Top facts each child needs to know:</p> <ol style="list-style-type: none"> 1. Christians believe that Jesus' death was a sacrifice. 2. A sacrifice is giving up your wants/needs for the interest of another's wants/needs. 3. Communion is a Christian form of worship that helps them to remember Jesus' sacrifice. 4. Two or more symbols used within communion (e.g. bread represents body, wine represents blood) 5. A martyr is someone that dies for something or someone that they believe in. 				

UKS2				
Study Unit:	U2.6 For Christians, what kind of king was Jesus? (Kingdom of God)			
	Making Sense	Understanding Impact	Making Connections	NOTES
Expected	Explain connections between biblical texts and the concept of the Kingdom of God.	Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice. Show how Christians put their beliefs into practice in different ways.	Relate the Christian 'Kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today.	
Challenging	Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.		Articulate their responses to the idea of the importance of love and service in the world today.	
<p>Top facts each child needs to know:</p> <ol style="list-style-type: none"> 1. Christians believe the 'Kingdom of God' is a better world. 2. Jesus is considered a 'different' type of king (tempted by the devil in the wilderness he refuses the offer to have dominion [power] over all nations. 3. Christians believe Jesus came to Earth to try and make it more like Heaven, to bring people nearer to God. 4. Christians believe Jesus was a servant king, he put others ahead of himself and served them. 				

UKS2				
Study Unit: U2.7 Why do Hindus try to be good? (Karma/dharma/samsara/moksha)				
	Making Sense	Understanding Impact	Making Connections	NOTES
Expected	Identify and explain Hindu beliefs, dharma, karma, samsara, moksha, using technical terms accurately. Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha etc.	Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live. Give evidence and examples to show how Hindus put their beliefs into practice in different ways.	Make connections between Hindu beliefs studied and explain how and why they are important to Hindus.	
Challenging			Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.	
<p>Top facts each child needs to know:</p> <ol style="list-style-type: none"> 1. Dharma means social and moral duty. 2. Karma means cause and effect, the sum of a Hindu's actions will determine his or her future existence. 3. Samsara describes the cycle of birth, death and rebirth (reincarnation). 4. Moksha describes the ultimate goal of all Hindus to escape the cycle of Samsara and to be finally reunited with Brahman (The one God) 				

UKS2				
Study Unit: U2.8 What does it mean to be a Muslim in Britain today? (Tawhid/Iman/Ibadah)				
	Making Sense	Understanding Impact	Making Connections	NOTES
Expected	Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid;; Muhammed as the messenger, Qur'an as the message). Describe ways in which Muslim sources of authority guide Muslim living.	Make clear connections between Muslim beliefs and ibadah (e.g. five pillars of faith, festivals, mosques, art) Give evidence and examples to show how Muslims put their beliefs into practice in different ways.	Make connections between Muslim beliefs and Muslim ways of living today. Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.	
Challenging			Consider and weigh up the value of; submission, obedience, generosity, self control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims.	
<p>Top facts each child needs to know:</p> <ol style="list-style-type: none"> 1. How many mosques are in Bolton and that they are not all the same. 2. Hajj is pilgrimage. 3. The festival of Eid-ul-Ahda celebrates Ibrahim's faith being tested when he was asked to sacrifice Ismail. 4. The design and purpose of a Mosque reflect Muslim beliefs. 				

*Note: Many Muslims say the words 'Peace be upon him' after saying the name of the Prophet Muhammed. This is sometimes abbreviated to PBUH when written down.

UKS2				
Study Unit:	U2.9 Why is the Torah so important to Jewish people? (God/Torah)			
	Making Sense	Understanding Impact	Making Connections	NOTES
Expected	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.	Make clear connections between Jewish commandments and how Jews live (Kosher laws for example) Give evidence and examples to show different ways that some Jewish people put their beliefs into practice (orthodox and progressive for example)	Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today.	
Challenging			Consider and weigh up the value of 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.	
<p>Top facts each child needs to know:</p> <ol style="list-style-type: none"> 1. The Jewish community is diverse. 2. Jews believe in one God. 3. Jews believe one should worship God with all one's heart. 4. The Torah is treated with respect and ritual. 5. The Torah has 613 rules that Jews should follow including what they can and cannot eat. 				

UKS2				
Study Unit:	U2.10 What matters most to Humanists and Christians?			
	Making Sense	Understanding Impact	Making Connections	NOTES
Expected	Identify and explain Humanist and Christian beliefs about why people are good and bad. Make links with sources of authority that tell people how to be good (Christian ideas of 'being made in the image of God' but 'fallen' and Humanists saying people can be good without God).	Make clear connections between Christian and Humanist ideas about being good and how people live. Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.	Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.	
Challenging			Raise important questions and suggest answers about how and why people should be good.	
<p>Top facts each child needs to know:</p> <ol style="list-style-type: none"> 1. Humanists do not believe in God. 2. Both Humanists and Christians want the world to be a better place. 3. Humanists and Christians have some common values but the beliefs behind these values differ. 4. 				

UKS2				
Study Unit:	U2.11 Why do some people believe in God and some not?			
	Making Sense	Understanding Impact	Making Connections	NOTES
Expected	<p>Define the terms: theist, atheist and agnostic and give examples of statements that reflect these beliefs.</p> <p>Identify and explain what religious and non-religious people believe about God, saying where their ideas come from.</p> <p>Give examples of reasons why people do or do not believe in God.</p>	<p>Make clear connections between what people believe about God and the impact of this belief on how they live.</p> <p>Give evidence and examples to show how Christians sometimes disagree about what God is like.</p>	<p>Reflect on and articulate some ways in which believing in God is valuable in the lives of believers and some ways it might be challenging.</p> <p>Make connections between belief and behaviour in their own lives.</p>	
Challenging			<p>Consider and weigh up different views on atheism, agnosticism and atheism, expressing insights of their own about why people believe in God or not.</p>	
<p>Top facts each child needs to know:</p> <ol style="list-style-type: none"> 1. Atheists do not believe in a God. 2. Agnostics do not believe in a specific God but are open to the idea of a higher power or spiritual guidance 3. Theists believe in one or more Gods. 				

UKS2				
Study Unit:	U2.12 How does faith help people when life gets hard?			
	Making Sense	Understanding Impact	Making Connections	NOTES
Expected	Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life. Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences.	Make clear connections between what people believe about God and how they respond to challenges in life (suffering for example). Give examples of ways in which beliefs about resurrection/judgement/Heaven karma/reincarnation make a difference to how someone lives.	Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these.	
Challenging			Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.	
<p>Top facts each child needs to know:</p> <ol style="list-style-type: none"> 1. All people face challenges in life, death, sickness,suffering. 2. Gratitude can lead to a happier life whether or not one has a faith. 3. Most religious traditions teach about some form of life after death. 4. There are different views about what an 'afterlife' might look like. 5. Faith can help believers when life gets hard. 				