

# OBS RE PROGRESSION (KNOWLEDGE AND SKILLS)



## EARLY LEARNING GOALS

### People, Culture and Communities.

Pupils should be taught to:

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

At Old Basford School we use Development Matters, Birth to Five Matters and the Early Learning Goals as guidance to support the carefully planned curriculum we have designed and created especially for the children in our school community. These documents provide an overview of how children learn and develop and they guide our team to make informed decisions based on what each individual child needs to learn and be able to do next.

### Understanding the World (Summary of Statutory Educational Programme)

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

### Continuous Provision

In continuous provision, children will: have the opportunity to explore different faiths and celebrations through books and small world play.

### Focused Learning

#### IMPORTANT QUESTIONS:

- 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?

## Understanding the World

Science / Geography / History / RE	Aut 1-Why is the word god important to Christians?	Aut 2- Why is Christmas special for Christians?	Spr 1- Being special Where do we belong?	Spr 2-Why is Easter special to Christians?	Sum 1- Which places are special and why?	Sum 2- Which stories are special and why?
Nursery Skills N1						
N2		To know that some celebrations are specific to some cultures, for example, Diwali is usually celebrated by Hindu's and Sikhs, Hanukah is celebrated by Jewish people and Christmas is celebrated by Christians.		To learn about Easter and how it is an important celebration for Christians.		
Reception Skills		To recognise differences and similarities between different cultures.  To understand that some places are special within the community.  To learn about the different stories related to Autumn festivals and explore the natural world around them.				

<b>Nursery Knowledge</b>						
N1						
N2			To understand that there are different celebrations for different cultures in our community. Christmas, Diwali, Eid		To understand why Easter is an important celebration for Christians.	
					To understand and respect differences between people.	
<b>Reception Knowledge</b>			To understand that there are different cultures and celebrations.			
			To know that some places are special within the community.			
			To know a range of festivals celebrated around the world.			
<b>Key Vocabulary</b>	<b>Tier 1:</b> R: Religious	R: church	R: pray, quiet, God, church, thankful, Jesus, believe		R: pray, quiet, Jesus, believe	
	<b>Tier 2:</b> R: Religious	R: friendship, special	R: bible, friendship, special, wonder		R: bible, special, wonder,	R: friendship, special
	<b>Tier 3:</b> R: Religious	R: worship, belief, faith, responsibility, unique, valuable	R: religion, celebration, festival, Torah worship, synagogue, belief, faith, holiness, sacred, value, leader, promise, responsibility, unique, mosque, valuable, symbol		R: religion, celebration, belief, faith, holiness, sacred, value, leader, promise, valuable, symbol	

### NOTTINGHAM AGREED SYLLABUS AIMS:

#### END OF KEY STAGE ONE:

#### KNOW ABOUT & UNDERSTAND:

- Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them;
- Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come;
- Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;

#### EXPRESS AND COMMUNICATE:

- Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;
- Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;
- Notice and respond sensitively to some similarities between different religions and worldviews;

#### GAIN & DEPLOY RE SKILLS:

- Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry;

Find out about and respond with ideas to examples of co-operation between people who are different;  
Find out about questions of right and wrong and begin to express their ideas and opinions in response.

### YEAR 1

AUT 1 – How should we care for the world, and for others and why does it matter?	AUT 2 – Why does Christmas matter to Christians?	SPR 1- Who do Christians say made the world?	SPR 2 – Who is Jewish and how do they live?	SUM 1 – What do Christians believe God is like?	SUM 2 – What does it mean to belong to a faith community.
<p>*encounter stories about different people being unique and valuable *making links to Christian and Jewish worldviews and the belief that God loves all people. *revise their knowledge of Genesis 1 and what this account of creation tells Christians and Jews about caring for the world. *think carefully about different ways that Christians and Jews care for people of the world, including giving to charities,. *consider why people who are religious and non-religious should care for others and look after the natural world.</p>	<p>*think about the terms secular and religious. *talk about the key events from the Christmas story in more detail. *find out about how Christmas is celebrated today and begin to consider which traditions are secular and which are religious. *focus on religious artwork, saying how and why it helps Christians today to celebrate the key events from the story.</p>	<p>*learn about the Christian creation story. *begin to understand that some Christians believe different things about creation. *begin to compare texts found within the creation story and start to think about how Christians might try to be stewards of the world. *consider how Christians may act in response to creation and why they may choose to praise God for it.</p>	<p>*learn about Jewish worldviews and ways of life. *learn about texts from the Torah and their importance for Jewish people today. *find out about the mezuzah and the Shema prayer and what they mean for believers. *find out about Shabbat and Chanukah *learn from stories found in the Torah and why they are important today.</p>	<p>* find out what parables are * learn about the parable of the Lost Son *learn about what it means for Christians to ask for *learn the story of Jonah and the Big Fish * find out about how many Christians put their beliefs into practice through worship.</p>	<p>*focus on what it means to belong to a faith community. *revisit knowledge from prior units about Muslims, Christians, and Jewish people, considering how members of these communities show that they belong. *encounter artefacts, places of worship and symbols. *consider where they belong and the communities to which they are a part of.</p>
<p><b>Key Vocabulary:</b> Genesis, Religious, Non- religious, Christian, Jews, community, World, Psalm, Stewardship, love</p>	<p><b>Key Vocabulary:</b> Advent, Secular, Religious, Birth, Celebration, Incarnation Jesus, Mary, Joseph, Shepherds</p>	<p><b>Key Vocabulary:</b> God, believe, Bible, Genesis, praise, Creation, World, Belief, Thank, Harvest</p>	<p><b>Key Vocabulary:</b> Shema, God, Chanukah, Dreidel, Star of David, Synagogue, Torah, Jewish, Mezuzah, Shabbat</p>	<p><b>Key Vocabulary:</b> Father, Parable, Jonah, God, Holy, Forgiving, Prodigal, Worship, Nineveh, loving</p>	<p><b>Key Vocabulary:</b> Faith, Baptism, Agigah, Parable, wedding, Community, Muhammad, Shabbat, Allah, Ichthus</p>

### YEAR 2

AUT 1 – What is the good news Christians believe Jesus brings?	AUT 2 – What is the good news Christians believe Jesus brings? (Part 2)	SPR 1 – Who is a Muslim and how do they live?	SPR 2 – Why does Easter matter to Christians?	Unit 17 – Who is a Muslim and how do they live (Part 2)	Unit 18 – What makes some places special to believers?
<p>* learn about the concept of ‘Gospel’ and the good news of forgiveness, peace and love *learn about Matthew the Tax Collector *learn about the instructions that Jesus gives in the Bible and how Christians follow his example *take time to consider whether Jesus’ good news is only good news for Christians or whether there are things for people from different worldviews to consider.</p>	<p>* learn about the concept of ‘Gospel’ and the good news of forgiveness, peace and love *learn about Matthew the Tax Collector *learn about the instructions that Jesus gives in the Bible and how Christians follow his example *take time to consider whether Jesus’ good news is only good news for Christians or whether there are things for people from different worldviews to consider.</p>	<p>* find out about Islam, key beliefs, and ways of living for Muslims. *learn about some of the key Muslim beliefs about God found in the Shahadah and learn about the 99 names of Allah. *encounter stories about the Prophet and find out about what these teach Muslims today about ways of living. *learn about the five pillars of Islam and how these impact upon the lives of believers. *learn about the importance of prayer and what it means for Muslims all over the world.</p>	<p>* recognize that the concepts of God, Incarnation, Gospel and Salvation are all part of the big story of the Bible. * find out about the key events of Holy Week and Easter, making links with the Christian belief of salvation. * learn about how Christians show their beliefs about Jesus being their savior within celebrations and worship in church at Easter. *learn about the instructions that Christians believe that Jesus gave his followers about how to behave. *consider what the story of Easter means for Christians today and why they put their hope in heaven</p>	<p>* find out about Islam, key beliefs, and ways of living for Muslims. *learn about some of the key Muslim beliefs about God found in the Shahadah and learn about the 99 names of Allah. *encounter stories about the Prophet and find out about what these teach Muslims today about ways of living. *learn about the five pillars of Islam and how these impact upon the lives of believers. *learn about the importance of prayer and what it means for Muslims all over the world.</p>	<p>*find out about various places of worship and why they are important to many believers. They will *focus on the key features of churches, mosques and synagogues learning about how these can vary within different traditions. *consider the similarities that all places of worship have and how they support their local communities in practical ways.</p>
<p><b>Key Vocabulary:</b> Tax collector, peace, forgiveness, Apostles, Christians, Jesus, Matthew, Fishermen, Disciples</p>	<p><b>Key Vocabulary:</b> Tax collector, peace, forgiveness, Apostles, Christians, Jesus, Matthew, Fishermen, Disciples</p>	<p><b>Key Vocabulary:</b> Sawm, Salah, Tawhid, Ramadan, Prophet, Shahadah, Zakat, Muslim, Haij, Islam</p>	<p><b>Key Vocabulary:</b> Secular, Easter, Worship, Good Friday, Religious, God, Salvation, Saviour, Resurrection, Eternal Life</p>	<p><b>Key Vocabulary:</b> Sawm, Salah, Ramadan, Prophet, Zakat, Muslim, Haij, Islam, Shahadah, Allah</p>	<p><b>Key Vocabulary:</b> Worship, Jewish, Holy, Christian, Muslim, community, Mosque, Sacred, Church, Synagogue, Place of worship, Shabbat</p>

## NOTTINGHAM AGREED SYLLABUS AIMS:

### END OF KEY STAGE TWO:

#### KNOW ABOUT & UNDERSTAND:

- Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;
- Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;
- Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning;

#### EXPRESS AND COMMUNICATE:

- Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities;
- Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;
- Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews;

#### GAIN & DEPLOY RE SKILLS:

- Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;
- Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect;
- Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

### YEAR 3

AUT 1 – What is it like for someone to follow God?	AUT 2 – What is the trinity and why is it important to Christians?	SPR 1 – How do festivals and worship show what matters to a Muslim?	SPR 2 – How do festivals and family life show what matters to Jewish people?	SUM 1 – What do Christians learn from the creation story?	SUM 2 – How and why do people try to make the world a better place?
<ul style="list-style-type: none"> <li>*learn about the Old Testament people of God and how they lived their lives.</li> <li>*learn the story of Noah, considering what it was like for him to follow God.</li> <li>*learn about the covenant that Christians believe that Noah made with God, making links to the promises that Christians make at a wedding ceremony.</li> <li>*look at several texts that share stories from the Old Testament people of God in detail.</li> <li>*consider the importance of returning to the original text for meaning rather than learning the story from videos or children's books.</li> <li>*learn about the story of Abram/Abraham and the covenant that he made with God.</li> <li>*consider why following God might sometimes feel hard for believers.</li> </ul>	<ul style="list-style-type: none"> <li>find out about the baptism of Jesus and where this is found in the Bible.</li> <li>*study the text in detail and find out about what it means for Christians today.</li> <li>*investigate how Christians show their beliefs about God and the Trinity and how these impacts upon their lives.</li> <li>*find out about infant and believer's baptism in the church and what this means for Christians today.</li> </ul>	<ul style="list-style-type: none"> <li>*identify some beliefs about God in Islam, expressed in Surah 1.</li> <li>*make clear links between beliefs about God and ibadah (worship) and how this links to prayer, fasting, celebrating and the intention to live out the five pillars of Islam</li> <li>* ask questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits of these for all people.</li> </ul>	<ul style="list-style-type: none"> <li>*build on their knowledge about Jewish worldviews and way of life.</li> <li>*recap work on Shabbat and deepen it by considering how different Jews today mark it.</li> <li>*understand that Jews are diverse – beginning to use the language of Orthodox and Progressive.</li> <li>*explore Shabbat, Rosh Hashanah, Yom Kippur, and Pesach to build up their understanding of festivals and ideas of forgiveness, remembering, and freedom.</li> </ul>	<ul style="list-style-type: none"> <li>* familiarise themselves with the first Creation story from Genesis and key messages within it for many Christians about the world being good and how Christians are called to look after God's world.</li> <li>*think about the story of Adam and Eve and how the Fall fits into the 'Big Story' of the Bible.</li> </ul>	<ul style="list-style-type: none"> <li>* find out about how Jewish, Christian, Muslim, and non-religious people try to care for the world.</li> <li>* consider what motivates people from these worldviews to care for the world, basing their knowledge on scripture and religious teachings.</li> <li>*consider why the world is not always good and make simple links to religious (e.g Christian, Jewish, Muslim) and non-religious (e.g Humanist) worldviews.</li> <li>*will find out about the Jewish idea of Tikkun Olam and consider how charities like Tzedek help Jewish people to live out ideas and teachings, considering diversity of views.</li> <li>*raise their own questions about caring for the world and consider the responsibility that everyone must care for the world.</li> </ul>
<p><b>Key Vocabulary:</b>                      Promise, Abraham, Covenant, Righteous, Christians, Prophets, Abram, Noah, Wedding, Old Testament, Pilgrimage, Muslims, Holy, Church</p>	<p><b>Key Vocabulary:</b>                      Trinity, Holy spirit, Messiah, John the Baptist, Believer's Baptism, Pilgrimage, Muslims, Holy, Church, Father, Jesus, Scripture, Infant Baptism, Denomination</p>	<p><b>Key Vocabulary:</b>                      Quran, Salah, Ramadan, Sawm, Eid, Prophet, Muhammad, Allah, Fasting, Tawhid</p>	<p><b>Key Vocabulary:</b>                      Freedom, Torah, Yom Kippur, Orthodox, Pesach, Shabbat, Rosh Hashanah, Shema, Progressive, Forgiveness</p>	<p><b>Key Vocabulary:</b>                      Steward, Interpret, Genesis, Fall, Temptation, Creation, Catholic, Big Story, Responsibility, Sin, Pilgrimage, Muslims, Holy, Church</p>	<p><b>Key Vocabulary:</b>                      Tikkun Olam, Jewish, Christian, Muslim, Zakat, Stewardship, Steward, Salvation, Humanist, Golden Rule</p>

YEAR 4					
AUT 1 – How and why do people mark the significant events of life?	AUT 2 – What kind of world did Jesus want?	SPR 1 – What do Hindus believe God is like?	SPR 2 – Why do Christians call the day that Jesus died ‘Good Friday’?	SUM 1 – What does it mean to be a Hindu in Britain today?	SUM 2 – For Christians, when Jesus left; what was the impact of Pentecost?
<p>*learn about the concept of ‘Gospel’ which tells the story of the life and teaching of Jesus.</p> <p>*learn about the calling of the first disciples and how Christians today try to follow Jesus.</p> <p>*find out about Jesus’ actions towards other people and what example these set for the actions of Christians today.</p> <p>*learn about links between the teachings within Bible and what the meaning of Jesus’ good news for Christians is.</p> <p>*learn about the parable of the Good Samaritan and the importance of charity within the lives of many Christian people.</p>	<p>*find out about the events of Pentecost found in the Bible, considering which events would be needed to retell the story for someone else.</p> <p>*begin to consider what the events found in Acts 2 might have meant for the first Christians and what they mean for Christians today.</p> <p>*make links between the description of the day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God.</p> <p>*learn how Christians today show their beliefs about the Holy Spirit in worship and the way that they live their lives.</p>	<p>*introduce Hindu Dharma to pupils,</p> <p>*act as philosophers considering how Hindus might see the world.</p> <p>*look at the concepts of Brahman to build up understanding. They</p> <p>*use some stories, examine some Hindu texts and consider how deities exemplify qualities of Brahman.</p>	<p>*learn about how the Christian Salvation story fits into the big story of the Bible.</p> <p>*find out about the main events of holy week and offer suggestions about how people at the time might have felt and responded to these key events. Pupils will study texts from the Bible that retell the key events of holy week and suggest what these mean for Christians today. Later in the unit, pupils will find out about how Christians today remember, celebrate and respond to the events of holy week and Easter. They will begin to make links between some of these events and life in the world today, suggesting why some Christians live their lives in the way that they do.</p>	<p>*build on their understanding of Brahman and look at lived reality through examining Puja at home, worship in the mandir and the festival of Diwali.</p> <p>*reflect on the idea of dharma through two stories which will sow seeds for examining this concept in more depth in Upper Key Stage 2.</p>	<p>*learn about the beliefs of people from different worldviews surrounding commitment and promises.</p> <p>*discuss the meaning and importance of ceremonies of commitment for religious and non-religious people.</p> <p>*take time to consider the links between ideas of love, commitment and promises within the ceremonies that they study.</p> <p>*learn about several rites of passage and use their knowledge to reflect upon whether it is good for everyone to see life as a journey, and to mark the milestones.</p>
<p><b>Key Vocabulary:</b> Vicar, Parable, Samaritan, Gospel, Evangelist, Jesus, Disciples, Follower, Clergy, Galilee</p>	<p><b>Key Vocabulary:</b> Pentecost, Holy Spirit, Disciples, Lord’s Prayer, Baptised, Tongues, Acts, Trinity, Apostles</p>	<p><b>Key Vocabulary:</b> Hindu, Brahman, Deity, Namaste, Shiva, Aum, Atman, Lakshmi, Vishnu, Brahma</p>	<p><b>Key Vocabulary:</b> Salvation, Jerusalem, Resurrection, Forgiveness, Crucifixion, Palm Sunday, Disciples, Sin, Easter, Calvary</p>	<p><b>Key Vocabulary:</b> Hindu, Puja, Ramayana, Shrine, Rama, Dharma, Deity, Mandir, Diwali, Sita</p>	<p><b>Key Vocabulary:</b> Significant, Journey, Baptism, Commitment, Marriage, Bar Mitzvah, Bat Mitzvah, Ceremony, Wedding, Sacred thread</p>
YEAR 5					
AUT 1 – What does it mean if Christians believe God is Holy and loving?	AUT 2 - What does it mean to be a Muslim in Britain today?	SPR 1 – Why is the Torah so important to Jewish people?	SPR 2 – How can following God bring freedom and justice?	SUM 1 – What matters most to Humanists and Christians?	SUM 2 - Creation and science, conflicting or complimentary?
<p>*learn about what Christians believe God is like, exploring key texts from the Bible, using ways of knowing that theologians use.</p> <p>*study passages from the book of Isaiah and Psalm 103 (Old Testament) and the book of 1 John (New Testament) to work out some ways the Bible says that God is both holy and loving.</p> <p>*learn how to use key vocabulary such as ‘omnipotent, omniscient and eternal’ to describe the Christian view of God.</p> <p>*link their learning in this topic to other concepts studied to suggest why Christians believe that God is forgiving and loving, showing the</p>	<p>*extend their learning about Muslim beliefs about God, the Prophet and the Holy Qur’an.</p> <p>*find out about Muslim sources of authority and how they guide daily living for believers.</p> <p>*learn about ibadah and links to the Five Pillars, festivals, and places of worship.</p> <p>*learn about submission, obedience, generosity, self-control and worship; making clear links to how these are lived out in the lives of Muslims today.</p> <p>*spend time finding out about the lived experience of Muslims in Britain today.</p>	<p>*build on their learning about the Jewish worldview and way of life.</p> <p>*build on their understanding that Jews are a diverse group of people by investigating Census data and reflecting on the different cultural heritages of British Jews.</p> <p>*investigate the centrality of Torah through examining how a Sefer Torah is constructed, it’s place within the synagogue and how different Jews may interpret the Torah in diverse ways.</p> <p>*consider how interpretation of Torah influences dietary choices.</p> <p>*reflect on how Jewish practice is being adapted in the light of current thinking on gender and climate.</p>	<p>* find out about the importance of creation within the ‘Big Story’ of the Bible.</p> <p>*study Genesis 1 and find out about how different Christians may interpret this text in different ways.</p> <p>*spend time discussing and weighing up whether Genesis 1 is conflicting or complementary with what science says.</p> <p>*encounter scientists who are religious and those who are not, and discuss how they may or may not find science and faith compatible.</p> <p>*encounter different theological theories that some Christians use to interpret the creation story, suggesting why these may be helpful for believers.</p>	<p>*find out about the story of the Exodus, sequencing key events and considering different interpretations.</p> <p>*make clear connections between Bible texts studied and what Christians believe about how God can help during difficult times and how they should behave.</p> <p>*explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.</p> <p>*investigate the ten commandments, considering why the People of God were given these and what they mean for believers today.</p>	<p>*think carefully about actions, sources of authority, values, religious and non-religious worldviews.</p> <p>*make links with sources of authority that tell people how to be good.</p> <p>* spend time thinking about the similarities and difference between Christian and Humanist ideas about being good and how people live.</p> <p>*consider what it means to follow a moral code; carefully thinking about why this might be both helpful and difficult.</p>

<p>impact that sin can have on the lives of believers.</p> <p>*explain that for most Christians, getting to know God is like getting to know a person.</p>			<p>*understand that whilst some people see science and religion as opposites, others do not.</p>		
<p><b>Key Vocabulary:</b> Holy, Omnipresent, Omniscient, Believer, Eternal, Loving, Omnipotent, Isaiah, John, Testament</p>	<p><b>Key Vocabulary:</b> Muslim, Ibadah, Submission, Ramadan, Shahadah, Salah, Sawm, Zakah, Hajj, Pilgrimage</p>	<p><b>Key Vocabulary:</b> Synagogue, Kosher, Progressive, Kashrut, Torah, Sefer Torah, Orthodox, Secular, Pesach (Passover)</p>	<p><b>Key Vocabulary:</b> Literal, Creator, Conflicting, Interpretation, Theory, Science, Genesis, Big bang theory, Complementary, Creation</p>	<p><b>Key Vocabulary:</b> People of God, Children of Israel, Freedom, Justice, Moses, Exodus, Slavery, Egypt, Pharaoh, Rescue</p>	<p><b>Key Vocabulary:</b> Humanist, Non-religious, Belief, Moral, Golden rule, Humanism, Worldview, Christian, Values, Authority</p>
<b>YEAR 6</b>					
<b>AUT 1 – CHRISTIANS AND HOW TO LIVE: WHAT WOULD JESUS DO?</b>	<b>AUT 2 – WHY DO CHRISTIANS BELIEVE THAT JESUS WAS THE MESSIAH?</b>	<b>SPR 1 – BELIEFS IN ACTION IN THE WORLD (KINDERTRANSPORT)</b>	<b>SPR 2- WHAT DIFFERENCE DOES THE RESURRECTION MAKE TO CHRISTIANS?</b>	<b>SUM 1 – WHY DO HINDUS WANT TO BE GOOD?</b>	<b>SUM 2 – WHY DO SOME PEOPLE BELIEVE IN GOD AND SOME NOT? HOW DOES FAITH HELP PEOPLE WHY LIFE GETS HARD?</b>
<p>*learn about the four gospels, noting some of the similarities and differences between them.</p> <p>*learn about the context of the gospels and the Christian tradition that Matthew, Mark and Luke wrote using eyewitness accounts to the life and teachings of Jesus whereas John used some different sources and includes long reflections on Jesus' teaching.</p> <p>*learn about the differences between Jesus' direct teaching and his teaching through parables and other stories that he told.</p> <p>*talk about the meanings of different biblical texts and what they mean for Christians today.</p> <p>*focus on what Christians believe the 'good news' of Jesus is, giving examples of the example of Jesus' behaviour that Christians try to follow.</p> <p>*spend time discussing how Christian communities today act and how this is based on Jesus' teachings.</p>	<p>* learn about the concept of 'incarnation' and how it fits within the big story of the Bible.</p> <p>* study key texts that recount the story of Jesus' birth and the links Christians make to Old Testament prophecies.</p> <p>*study and discuss selected texts alongside key Christian beliefs, using theological terms.</p> <p>*consider the idea of Jesus fulfilling the expectations of the Messiah, within Christian tradition, and consider the importance of this for Christians today.</p>	<p><b>Enquiry Questions:</b> What was the Kindertransport? Who resisted and rescued? How can we be Upstanders today?</p>	<p>* study the 'big story' of the Bible, explaining the place of incarnation and salvation.</p> <p>*study accounts of Jesus' death and resurrection comparing their thoughts with the different ways that Christians may interpret these texts.</p> <p>*spend time researching the connections between Luke 24 and the Christian concepts of sacrifice, resurrection, salvation, incarnation and hope.</p> <p>*consider how worship on Good Friday and Easter Sunday may vary, thinking about how Christians put their beliefs into practice in different ways.</p> <p>*make links between the resurrection and forgiveness.</p> <p>*learn about Christian funerals and how these link to the promise of eternal life because of Jesus' sacrifice on the cross.</p>	<p>*build on their learning about the Hindu worldview and way of life with particular progression from the units on 'what do Hindus believe God is like?' and 'what does it mean to be a Hindu in Britain today?'</p> <p>*build on their understanding of dharma.</p> <p>*interpret the story of the man in the well from the Mahabharata.</p> <p>*investigate the key concepts of Karma, Dharma and samsara and how this might affect how a Hindu chooses to live their life using the example of two charities.</p>	<p>*build on their understanding of the idea of God from some of the systematic units.</p> <p>*put this in the context of both global and local beliefs.</p> <p>*examine the rising number of people who identify as 'no religion' and learn to use the terms atheist, agnostic and theist with confidence.</p> <p>*examine the idea of God using a psychological and theological lens, before offering reasons for why people may choose not to believe or to believe in God.</p>
<p><b>Key Vocabulary:</b> Gospel, Theology, Luke, Matthew, Mark, Interpretation, Leprosy, Christ-like, Parables, Commandments</p>	<p><b>Key Vocabulary:</b> Messiah, Incarnation, Saviour, Immanuel, Micah, Theological, Prophecy, Gospel, Prophet, Isaiah</p>	<p><b>Key concepts and words:</b> Religion, harmony, respect, persecution, prejudice, Beth Shalom, remembrance, bystander, upstander.</p>	<p><b>Key Vocabulary:</b> Theological, Gospel, Eternal life, Incarnation, Funeral, Salvation, Resurrection, Interpret, Sacrifice, Biblical</p>	<p><b>Key Vocabulary:</b> Dharma, Samsara, Reincarnation, Atman, Duty, Karma, Moksha, Brahman, Ahimsa, Deity</p>	<p><b>Key Vocabulary:</b> Theist, Atheist, Psychology, Evidence, Psychologist, Agnostic, Humanist, Philosophy, Reason, Theologian</p>