Curriculum Narrative: RE 2025-2026 (Stibbard)

	Autumn		Spring		Summer		
Values							
Nursery	**Children will notice differences between people and be encouraged to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities. Positive discussions about different appearances, skin colours and hair types. Children will have opportunities to celebrate and value cultural, religious and community events and experiences. They may choose to join our RE days.**						
		Whole School RE DAY Christmas		**Whole School RE DAY Easter**			**Whole School RE DAY Creation**
Nursery/YR	**Theology /Human Social Sciences** **Being A Christian** **Vocabulary**: Christian, God, Church, Cross, Family, Jesus, Symbol **Core Knowledge:** *•Christians act and look like any other person.* *• Christians believe God made the world.* *• God wants Christians to lok after each other and be kind.* *• God wants Christians to look after the world he made.* *• Christians worship in a place called a church* *• Churches can look different around the world.* *Christians believe Jesus is God's son* *• Jesus came to help people on earth* *• the cross is a christian symbol* **Skills:** *• Notice and ask questions about differences between people.* *• Show some awareness of religions* *• Begin to talk ab• out their own experiences and feelings* *• Begin to recall and discuss parts of religious stories* *• Can recognise some symbols of religion both verbal and visual,* *• Begin to talk about what they find interesting or puzzling and what makes themselves and other people happy/sad.* **Q4K:** What do people who believe in Jesus call themselves? Where do Christians go to worship? Who is Jesus?	**Theology /HSS** **Understanding Christianity Unit F2: Why do Christians perform nativity plays?** **Vocabulary**: Christian, Christmas, Nativity, Jesus, Son of God **Core Knowledge:** *• Christians believe God came to Earth in human form as Jesus.* *• Christians believe Jesus came to show that all people are precious and special to God.* *• Christians believe that Jesus was born as a baby in Bethlehem.* *• Christians celebrate Jesus' birth at Christmas.* **Skills:** *• Notice and ask questions about differences between people.* *• Show some awareness of religions* *• Begin to talk ab• out their own experiences and feelings* *• Begin to recall and discuss parts of religious stories* *• Can recognise some symbols of religion both verbal and visual,* *• Begin to talk about what they find interesting or puzzling and what makes themselves and other people happy/sad.* **Q4K:** What do Christians celebrate at Christmas? What is the Christmas story called? What did Jesus come to Earth to show Christians?	**Philosophy** **Should Noah trust in God?** **Vocabulary**: Noah, Ark, Flood animals, God, trust, listen, believe, persuade, sin, question, build good, bad, right wrong **Core Knowledge:** *• Noah and the ark is a story Christians believe shows how God was not happy with people on earth.* *• The story comes form the Bible, the special book for Christians.* *• Noah had to trust God and believe in what he asked him to do.* *• Noah's family had to trust and believe in Noah.* *• God tested Noah's trust and belief.* **Skills:** ***Philosophy*** *• Raise puzzling and interesting questions about religious and belief stories.* *• Raise puzzling and interesting questions about the world around them* *• Talk about what concerns them about different ways in which people behave* *• Say what matters to them or is of value.* *• Use their senses to investigate religion and belief.* **Q4K:** What did God ask Noah to do? What does the story tell us about good and bad? Was it hard or easy for Noah to listen to and trust God? Why?	**Theology /HSS** **Understanding Christianity Unit F3: Why do Christians put a cross in an Easter Garden?** **Vocabulary**: Christian, cross, crucifixion, Jesus, resurrection, salvation, Easter garden **Core Knowledge:** *• Christians remember Jesus' last week at Easter.* *• Jesus' name means 'He saves'* *• Christians believe Jesus came to show God's love* *• Christians try to show love to others.* *• Christians believe Jesus rose from the dead.* *• Easter is an important part of the Christian calendar* **Skills:** *• Notice and ask questions about differences between people.* *• Show some awareness of religions* *• Begin to talk ab• out their own experiences and feelings* *• Begin to recall and discuss parts of religious stories* *• Can recognise some symbols of religion both verbal and visual,* *• Begin to talk about what they find interesting or puzzling and what makes themselves and other people happy/sad.* **Q4K:** What happened to Jesus at Easter? What do Christians believe because of Easter? How do Christians try to live like Jesus did?	**Theology /HSS** **What's on my head?** **Vocabulary**: Christian, Mitre, Bishop, Kippah, Jew, Star of David, Hijab, Muslim, Turban, Sikh, **Core Knowledge:** *• A bishop leads the Christian church* *• A bishop wears a mitre* *• Bishops can be men and women* *• A christian place of worship is called a church* *• A kippah is worn by some male Jews* *• Jews believe in God but not Jesus* *• Jews worship in a synagogue* *• A hijab is worn by some Muslim women* *• Muslims believe in Allah (The One God)* *• A muslim place of worship is a mosque* *• A turban is worn by some men and women in Sikhism* *• Sikhs do not cut their hair as it is a gift from God when he created them* *• A Sikh place of worship is a Gurdwara* **Skills:** *• Notice and ask questions about differences between people.* *• Show some awareness of religions* *• Begin to talk ab• out their own experiences and feelings* *• Begin to recall and discuss parts of religious stories* *• Can recognise some symbols of religion both verbal and visual,* *• Begin to talk about what they find interesting or puzzling and what makes themselves and other people happy/sad.* **Q4K:** Who wears a mitre? Why do some people cover their heads? Do you have a special item of clothing that you wear?	**Theology /HSS** **Celebrations and Festivals** **Core Knowledge:** *• Eid al Fitr is the most important festival celebrated by Muslims at the end of Ramadan* *•Easter is the most important event for Christians.* *Easter is when christians celebrate Jesus being resurrected.* *• Purim is an important Jewish festival which celebrates being saved.* *• Purim is about being safe in your belief* *• Vaisakhi is a harvest festival in Sikhism* *• Vaisakhi is an important celebration for Sikhs* **Skills:** *• Notice and ask questions about differences between people.* *• Show some awareness of religions* *• Begin to talk ab• out their own experiences and feelings* *• Begin to recall and discuss parts of religious stories* *• Can recognise some symbols of religion both verbal and visual,* *• Begin to talk about what they find interesting or puzzling and what makes themselves and other people happy/sad.* **Q4K:** What happens during Purim? Why do people celebrate/have festivals? Have you taken part in any festivals/celebrations?	**Theology /Philosophy** **Understanding Christianity Unit F1: Why is God so important to Christians?** **Vocabulary**: care, Christian, God, origin, universe, world, Genesis **Core Knowledge:** *• The word God is a name* *• Christians believe God is the creator of the universe* *• Christians believe God made our wonderful world and so we should look after it.* **Skills:** *• Notice and ask questions about differences between people.* *• Show some awareness of religions* *• Begin to talk about their own experiences and feelings* *• Begin to recall and discuss parts of religious stories* *• Can recognise some symbols of religion both verbal and visual,* *• Begin to talk about what they find interesting or puzzling and what makes themselves and other people happy/sad.x* **Q4K:** What is the name that Christians give their creator? What do Christians believe God made? Why might God make things that are 'bad'?
Y1	**Theology - Judaism**	**Year 1 & 2**	**Philosophy -**	**Year 1 & 2**	**Theology- Christianity**	**HSS- Christianity/Islam**	**Year 1 & 2**

	What do Jewish people remember on Shabbat? **Vocabulary**: Havdalah candles, challah bread, creation, Jew, Jewish, Judaisim, Kiddush cup, Menorah, Shabbat, Synagogue **Core Knowledge:** *• The Jewish story of creation and relate it to observing Shabbat.* *• Jews believe in one God and that He is the creator.* *• How Shabbat is celebrated as a weekly tradition for Jewish families.* *• The symbolism of the key artefacts used during Shabbat.* **Skills:** Theology: Give a clear simple account of at least one narrative, story or important text used by at least one religion or worldview. Recognise that narratives, stories and tests used by at least one religion or worldview contain beliefs. Give an example of how Jewish people used beliefs to guide their daily lives. **Q4K:** What do Jewish people remember on Shabbat? How do Jewish families celebrate Shabbat? What do the following artefacts represent? Challah bread, Kiddush cup, Havdalah candle	**Theology - Christianity (CORE)** **Understanding Christianity** **Unit 2A.3: Why does Christmas matter to Christians?** **Vocabulary**: Advent, Christmas, Jesus, Nativity, salvation, Son of God, thankfulness **Core Knowledge:** *• The Christian belief that God became human in Jesus.* *• The Nativity narratives are in the books of Luke and Matthew in the Bible.* *• How incarnation and salvation relate to one another for Christians.* *• Jesus is an important and historical figure to Christians.* *• Christians use the nativity story to influence their actions at Christmas, e.g. thankfulness and giving.* *• The bible points out that his birth showed he was extraordinary (e.g. he is worshipped as a king, in Matthew) and that he came to bring good news (e.g. to the poor, in Luke)* *• Adbent for Christians is a time for getting ready for Jesus' coming* **Skills: See skills for appropriate disciplines/year groups in other units listed.** **Q4K:** Who do Christians believe Jesus is? What happened in the Christmas story? How does the nativity story influence how Christians celebrate Christmas?	**Christianity/Hinduism/Judaism** **What do my senses tell me about the world of religion and belief?** **Vocabulary**: Because, belief, reason, religion, sense, worship **Core Knowledge:** *• The five senses.* *Core knowledge will depend on the resources available.* *• Worship practices, eg, Hindu Puja* *• Visual art, eg, crucifix* *• Artefacts, eg, prayer mat* *• Story, eg, Parable o6f the Sower* *• Music, eg, Hillsong Kids* **Skills:** Philosophy - Ask questions about the world around them and talk about these questions. Begin to make connections between using their senses and what they know about the world around them. Give a simple reason using the word 'because' when talking about religion and belief. Using religious and belief stories, talk about how beliefs impact on how people behave. **Q4K:** Can you name at least one artefact used during Hindu worship? How do Hindus use their senses during Puja? How would you use the senses to welcome someone?	**Theology /Philosophy - Christianity(CORE)** **Understanding Christianity** **Unit 1.5: Why does Easter matter to Christians?** **Vocabulary**: Christian, cross, crucifixion, Jesus, resurrection, salvation **Core Knowledge:** *• The Easter narrative in the Bible.* *• Christians believe Jesus' died on a cross (crucifixion) to save people (salvation).* *• Christians believe Jesus came back to life (resurrection).* *• Christians believe Jesus rose from the dead so Easter gives people hope of a new life, now and in the future.* *• Christians believe Jesus builds a bridge between God and Humans.* *• Easter is very important in the 'big story' of the bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross.* **Skills: See skills for appropriate disciplines/year groups in other units listed.** **Q4K:** Where would you find the Easter narrative in the bible? What do Christians believe happened to Jesus at Easter? Why does the Easter story give Christains hope?	**What do Jesus' parables teach Christians about belonging to the Christian family?** **Vocabulary**: Parable, meaning, belonging, family **Core Knowledge:** *•Explore what it means to belong to a family/chosen family.* *•Begin to discuss what it means to belong to a Christian family.* *•The bibles teachings about belonging.* *•The parable of the lost sheep* *•The parable of the prodigal son* **Skills:** Theology: Give a clear simple account of at least one narrative, story or important text used by at least one religion or worldview. Recognise that narratives, stories and tests used by at least one religion or worldview contain beliefs. Give an example of how Christians used beliefs to guide their daily lives. **Q4K:** What stories teach Christains about belonging? What happens in the story of the Lost sheep? Why did Jesus tell this story? Choose the best two reasons.	**How do celebrations bring a community together?** **Vocabulary**: Celebration, Christian, Christmas, community, Easter, Eid-ul-Adha, Eid-ul-Fitr, festival, Muslim, religion **Core Knowledge:** *• To explain how Christians celebrate Christmas/Easter.* *• To explain how Muslims celebrate (Eid-ul-Fitr and Eid-ul-Adha).* *• To understand how these festivals help to bring the religious communities together.* **Skills:** Human Social Sciences: Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews. Recognise some of the symbols, artefacts and practises used by people of different religions and beliefs in the local area. Recognise that beliefs can have an impact on a believer's daily life, their family or local community. **Q4K**: Name 2 religious communities. What do Muslims do to celebrate Eid-ul-Fitr? Why do Christians celebrate together within their religious community?	**Theology /HSS -Christianity (CORE)** **Understanding Christianity** **Unit 1.2: Who made the world?** **Vocabulary**: care, Christian, God, origin, universe, world, Genesis **Core Knowledge:** *• God created the universe* *The Earth and everything in it are important to God* *• God has a unique relationship with human beings as their Creator and Sustainer* *• Humans should care for the world because it belongs to God.* **Skills: See skills for appropriate disciplines/year groups in other units listed.** **Q4K:** What do we call the stories in a religion about how the world was made? What do Christians say about how the world was made? Can you say how/why you might look after the world?
Y2	**Theology** **Why is light an important symbol for Christians/Hindus/Jews?** **Vocabulary**: Diwali, Hannukiah, Hanukkah, Menorah, Shabbat, Symbolism, Worship **Core Knowledge:** *• The Christian belief that Jesus is the Light of The World (John 8:12).* *• How the Diwali story reflects Hindu beliefs about good and evil.* *• How the Hanukkah story reflects Jewish beliefs about God as provider.* *• The symbolic meaning of lighting the Shabbat Candle.* **Skills:** Theology: Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief. Recognise different types of writing from within one text. Recognise that some beliefs connect together and begin to talk about these connections. Give an example of how Christian/Hindu beliefs influence daily life. . **Q4K:** What is an important symbol for Jews, Hindus and Christians? Can you tell me about a story where light is an important symbol? Why do Christians believe that Jesus is the Light of the World?		**Philosophy** **Why do people have different views about the idea of God?** **Vocabulary**: Agnostic, Allah, Atheist, Brahman, God, Humanist, Theist. **Core Knowledge:** *• The word 'God' is a name.* *• The key beliefs about God from at least two different religions/worldviews.* *• How a person's behaviour is connected to their view of God.* *• Two different stories/narratives that illustrate beliefs about God.* **Skills:** **Philosophy:** Talk about the questions a story or practise from a religion or worldview might make them ask about the world around them. Talk about what people mean when they say they 'know' something. Give a reason to say why someone might hold a particular belief using the word 'because'. Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions. **Q4K:** What do we call people who do not believe in a God? How many names for God do Muslims have compared to Christians? Why might someone believe/not believe in God?		**HSS** **How do Christians belong to their faith family?** **Vocabulary**: Baptism, belonging, chalice, christening, communion, faith, font, worship **Core Knowledge:** *• Identify how Christians beliefs impact on their worship and sense of belonging.* *• Identify some Christians symbols and artefacts.* *• Identify different ways in which Christians show they belong to their faith family.* *• Recognise that some people call themselves Christians.* **Skills:** Human Social Sciences: Recognise the names of different religions , religious beliefs and world views and use them correctly. Identify evidence of religion and belief especially in the local area. Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community. **Q4K:** What is a faith family? What events do Christians celebrate together as a faith family? What is the first communion and why is it important to some Christians?	**HSS** **How do Jewish people celebrate passover (Pesach)?** Vocabulary: Matzah bread, Moses, Passover, Pesach, Seder plate. **Core Knowledge:** *• The Seder Meal.* *• The story of the Passover in the context of Exodus.* *• Symbolism of each part of the Seder plate.* *• Jewish family traditions related to Passover.* *• The importance of Moses within Judaism.* **Skills:** Human Social Sciences: Recognise the names of different religions , religious beliefs and world views and use them correctly. Identify evidence of religion and belief especially in the local area. Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community. **Q4K:** What happened during the Passover story? Who celebrates Passover and why? What activities do Jewish families do during passover?	

Y3	**HSS** **How do people show commitment to a religion/worldview in different ways?** **Vocabulary**: Amrit, baptism, Bar Mitzvah, Bar Mitzvah, belonging, Christianity, commitment, faith, Judaism, Rite of Passage. **Core Knowledge:** *• The importance of rites of passage in terms of religious identity.* *• The role of baptism (infant and adult) in shaping religious identity in the Christian community.* *• The importance of Bar and Bat Mitzvah in shaping religious identity in the Jewish community.* *• The Amrit ceremony as a milestone in shaping religious identity in the Khalsa.* **Skills:** **Human Social Sciences:** Identify some of the ways people use the terms 'religion' and 'belief when exploring religions, beliefs and world views. Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews. Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society. **Q4K:** What is a rite of passage? List one difference and one similarity between a baptism and a Bar Mitzvah. Explain what the word commitment means.	**Year 3 & 4** **Theology (CORE)** **Understanding Christianity Unit 2A.3: What is the trinity?** **Vocabulary**: Baptism, Father, gospel, Holy Spirit, incarnation, Son, symbol, Trinity, God. **Core Knowledge:** *• God: Christian belief in one God, who is described as Trinity (Father, Son, Holy Spirit).* *• Jesus: As God incarnate, also known as the Son of God.* *• Incarnation: Jesus as one of the three persons of the Trinity.* *• Holy Spirit: God as spiritually active in the world.* *• Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit.* *• Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.* *• Christians worship God as Trinity. It is a huge idea to grasp, and artists have created art to help to express this belief.* *• Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.* **Skills: See skills for appropriate disciplines/year groups in other units listed.** **Theology (Y4)** Identify different sources of authority and how they link with beliefs. Give examples of different writings and different ways in which believers interpret sources of authority. Identify events in history and society which have influenced some religious and non-religious world views. Make clear links between different beliefs being studied within a religion or world view. Identify some of the similarities and differences between and within religions and world views. **Q4K:** What are the 3 parts of the Trinity? What do Christians believe about the Holy Trinity? It is three gods/All three are completely God/There are 3 different people 3) How would you describe the Trinity to a friend? You might draw a picture or use an object in your description.	**Philosophy** **What is philosophy? How do people make moral decisions?** **Vocabulary**: Humanism, logical, moral, morality, philosophy **Core Knowledge:** *• Difference between knowledge, belief and opinion.* *• The complex nature of concepts such as truth, reality, happiness, identity, hope, justice. The nature of a philosophical question.* *• Awareness of variant perspectives about whether somethings can be proven.* *• The influence on moral decision making of factors such as experience, family, history, culture or community (including religious communities).* *• Utilitarianism or Hedonism as a way of making moral decisions.* **Skills: Philosophy:** Recognise that there are many different religious and non-religious answers to questions people raise about the world around them. Talk about the difference between knowing and believing. Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly. Use more than one reason to support their view. Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'. Recognise some of the similarities and differences between these ideas. **Q4K:** What is the difference between a fact and an opinion? Give an example of a moral decision and how someone might know to make that decision. Explain if it is okay to want to only do things that are good for yourself and not think about others.	**Year 3 & 4** **Theology /Philosophy (CORE)** **Understanding Christianity Unit 2A.5: Why do Christians call the day that Jesus died Good Friday?** **Vocabulary**: Good Friday, Christian, cross, crucifixion, Jesus, resurrection, salvation **Core Knowledge:** *• Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.* *• The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.* *• Christians today trust that Jesus really did rise from the dead, and so is still alive today.* *• Christians remember and celebrate Jesus' last week, death and resurrection.* **Skills: See skills for appropriate disciplines/year groups in other units listed.** **Theology (Y4)** Identify different sources of authority and how they link with beliefs. Give examples of different writings and different ways in which believers interpret sources of authority. Identify events in history and society which have influenced some religious and non-religious world views. Make clear links between different beliefs being studied within a religion or world view. Identify some of the similarities and differences between and within religions and world views. **Q4K:** What did Jesus sacrifice for Christians and why? Why is the death of Jesus considered the ultimate sacrifice? What is good about Good Friday?	**Theology** **What do Muslims believe about God?** **Vocabulary**: Allah, Muhammad, Muslim, Prophet, Qur'an, Recitation, revelation, Shahadah, Tawhid **Core Knowledge:** *• The concept of Tawhid.* *• The impact of Tawhid on Muslims.* *• The impact of The Qur'an containing the actual words of God.* *• How the existence of God is explained in Muslim teachings.* *• How the Muslim view of deity differs from that of other religions.* **Skills: Theology:** Show an awareness of different sources of authority and how they link with beliefs. Identify different types of writing and give an example of how a believer might interpret a source of authority. Recognise that beliefs are influenced by events in the past and present.Identify some links between beliefs being studied within a religion or world view. Show awareness of some of the similarities and differences between and within religions and world views. Recognise the ways in which beliefs might make a Muslim think about how they live their life, how they see the world in which they live and how they view others. **Q4K:** What is a Monotheistic religion and is Islam one? Explain. What is Tawhid? Can you retell a significant event from the life of the prophet Mohammad (PBUH)?	**HSS** **What difference does being a Muslim make to Muslims?** Vocabulary: Five Pillars, Hajj, Islam, Mosque, Muslim, Salah, Sawm, Shahadah, Shia, Sufi, Sunni, Zakah **Core Knowledge:** *• Awareness of the diverse nature of Islam locally, nationally and globally.* *• Masjid or mosque as a place of prayer. Facilities for ritual washing and communal prayer. Variety of styles and architecture reflecting beliefs.* *Varying use of a minaret for the call to prayer, and alternatives to this.* *• Awareness of the two main Muslims traditions- Sunni and Shia. Sufism is a tradition that runs through both of these.* *• Awareness of diversity of expression, particularly in relation to the pictorial presentations.* *• Knowledge of The Five Pillars of Islam - Shahadah, Salah, Sawm, Zakahand Hajj.* **Skills: Human Social Sciences:** Identify some of the ways people use the terms 'religion' and 'belief when exploring religions, beliefs and world views. Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews. Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society. **Q4K:** Where do Muslim's worship? Name the 5 Pillars of Islam and what they are. Why is Wudu an important part of Islamic prayer?	**Year 3 & 4** **Theology/Philosophy (CORE)** **Understanding Christianity Unit 2A.1: What do Christians learn from the creation story?** **Vocabulary**: care, Christian, God, origin, universe, world, Genesis, creation **Core Knowledge:** *• God the creator cares for the creation including human beings. AS human beings are part of God's good creation, they do best when they listen to God.* *• The bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the fall')* *• This means that humans cannot get close to God without God's help. THe bible shows that God wants to help people to be close to him • - he keeps his relationship with them, gives them guidelines on good ways to live (such as the ten commandments) and offers forgiveness even when they keep on falling short.* *Christians show that they want to be close to God too, through obedience and worship which includes saying sorry for falling short.* **Skills: See skills for appropriate disciplines/year groups in other units listed.** **Theology (Y4)** Identify different sources of authority and how they link with beliefs. Give examples of different writings and different ways in which believers interpret sources of authority. Identify events in history and society which have influenced some religious and non-religious world views. Make clear links between different beliefs being studied within a religion or world view. Identify some of the similarities and differences between and within religions and world views. **Q4K:** What do some Christians believe about creation and why do they believe this? What happened in the story of Adam and Eve? What do Christians do because of their beliefs about creation?

Y4	**HSS** **How do religious groups contribute to society?** **Vocabulary**: Christian, compassion, contribution, dharma, hindu, impact, seva, society **Core Knowledge:** *• Christian teachings about compassion and care for the most vulnerable in society, eg, Agape, "Love your neighbour ..."* *• Hindu teachings about compassion and care for the most vulnerable in society, eg, seva (to serve selflessly), following dharma (duty).* *• The life and work of a Christian individual whose faith impacts (or impacted) on their actions e.g. Martin Luther King, Mother Teresa, Edith Cavell.* *• The role of the Hindu community in charity work as an expression of dharma. E.g. Sewa UK, Bochasanwasi Shri Akshar Purushtottam Swaminarayan Sanstha.* *• The life and work of a Hindu whose faith impacts (or impacted on) their actions e.g. Mahatma Gandhi, Sannyasins.* **Skills:** **Human social sciences:** Describe the difference between the terms religion and belief when exploring religions, beliefs and worldviews. Describe some of the ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews. Describe ways in which beliefs can impact and influence individual lives, communities and societies and show awareness of how individuals, communities and society can also shape beliefs. **Q4K:** What did Jesus teach about your neighbour? Was Mother Teresa a good example of how Christians should live their lives? How did Gandhi's Hindu faith shape his actions?	**Year 3 & 4** **Theology (CORE)** **Understanding Christianity Unit 2A.3: What is the trinity?** Vocabulary: Baptism, Father, gospel, Holy Spirit, incarnation, Son, symbol, Trinity, God. **Core Knowledge:** *• God: Christian belief in one God, who is described as Trinity (Father, Son, Holy Spirit).* *• Jesus: As God incarnate, also known as the Son of God.* *• Incarnation: Jesus as one of the three persons of the Trinity.* *• Holy Spirit: God as spiritually active in the world.* *• Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit.* *• Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.* *• Christians worship God as Trinity. It is a huge idea to grasp, and artists have created art to help to express this belief.* *• Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.* **Skills: See skills for appropriate disciplines/year groups in other units listed.** **Theology (Y4)** Identify different sources of authority and how they link with beliefs. Give examples of different writings and different ways in which believers interpret sources of authority. Identify events in history and society which have influenced some religious and non-religious world views. Make clear links between different beliefs being studied within a religion or world view. Identify some of the similarities and differences between and within religions and world views. **Q4K:** What are the 3 parts of the Trinity? What do Christians believe about the Holy Trinity? 1. It is three gods 2. All three are completelyGod 3. There are 3 different people 3) How would you describe the Trinity to a friend? You might draw a picture or use an object in your description.	**Philosophy** **What does sacrifice mean?** **Vocabulary**: Altruism, humanist, poverty, ritual sacrifice, sacrifice, ultimate sacrifice, virtue **Core Knowledge:** *• At least one interpretation of the term 'sacrifice'* *• The story of Abraham/Ibrahim and Isaac/Ismail and the place of sacrifice in Judaism/Islam* *• Christians believe Jesus was the 'ultimate' sacrifice for the forgiveness of sins.* *• Religious teachings about self-sacrifice* *• Humanist views on altruism and charity, considering the reasoned approach to these.* **Skills: Philosophy:** Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence. Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge. Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief. Give reasons for more than one point of view providing pieces of evidence to support these views. Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences. **Q4K:** What does the word sacrifice mean? How is sacrifice different for Christians, Muslims and Humanists? What is the fourth pillar of Islam and how does it link to the concept of sacrifice?	**Year 3 & 4** **Theology /Philosophy (CORE)** **Understanding Christianity Unit 2A.5: Why do Christians call the day that Jesus died Good Friday?** **Vocabulary**: Good Friday, Christian, cross, crucifixion, Jesus, resurrection, salvation **Core Knowledge:** *• Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.* *• The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.* *• Christians today trust that Jesus really did rise from the dead, and so is still alive today.* *• Christians remember and celebrate Jesus' last week, death and resurrection.* **Skills: See skills for appropriate disciplines/year groups in other units listed.** **Theology (Y4)** Identify different sources of authority and how they link with beliefs. Give examples of different writings and different ways in which believers interpret sources of authority. Identify events in history and society which have influenced some religious and non-religious world views. Make clear links between different beliefs being studied within a religion or world view. Identify some of the similarities and differences between and within religions and world views. **Q4K:** What did Jesus sacrifice for Christians and why? Why is the death of Jesus considered the ultimate sacrifice? What is good about Good Friday?	**Philosophy** **What do we mean by truth? Is seeing believing?** **Vocabulary**: Axiom, burden of proof, evidence, Ik Onkar, proof, Supreme truth, truth, ultimate reality, Waheguru **Core Knowledge:** *• At least three the views about the nature and existence of God.* *• The difference between knowledge, belief and opinion.* *• The complex nature of concepts such as truth and reality.* *• Debates about whether something can be proven.* *• Sikh beliefs about God as Supreme Truth, Ultimate reality and Sustainer of all things. Use of the term Waheguru and other titles used for God.* **Skills:** **Philosophy:** Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence. Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge. Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief. Give reasons for more than one point of view providing pieces of evidence to support these views. Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences. **Q4K:** What do Sikhs believe? What is the difference between knowing and believing? How can we prove that something is true?	**HSS** **Why do Christians pray?** **Vocabulary**: prayer, Lord's prayer, National call, Day of prayer, answered prayer **Core Knowledge:** *•To discover why people pray.* *•Study the content of The Lord's prayer. ASk questions about how/why someone prays.* *What is prayer?* *•The 26th of May 1940 was a national day of prayer for Dunkirk. People prayer for many reasons - praise, thanksgiving, for forgiveness, for help etc.* **Skills:** **Human social sciences:** Describe the difference between the terms religion and belief when exploring religions, beliefs and worldviews. Describe some of the ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews. Describe ways in which beliefs can impact and influence individual lives, communities and societies and show awareness of how individuals, communities and society can also shape beliefs. **Q4K:** Why do Christians pray? What is the famous prayer that Christians use to pray alone and with others? Why did the King call a day of prayer on 26th May 1940?	**Year 3 & 4** **Theology/Philosophy (CORE)** **Understanding Christianity Unit 2A.1: What do Christians learn from the creation story?** **Vocabulary**: care, Christian, God, origin, universe, world, Genesis, creation **Core Knowledge:** *• God the creator cares for the creation including human beings. AS human beings are part of God's good creation, they do best when they listen to God.* *• The bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the fall')* *• This means that humans cannot get close to God without God's help. THe bible shows that God wants to help people to be close to him • - he keeps his relationship with them, gives them guidelines on good ways to live (such as the ten commandments) and offers forgiveness even when they keep on falling short.* *Christians show that they want to be close to God too, through obedience and worship which includes saying sorry for falling short.* **Skills: See skills for appropriate disciplines/year groups in other units listed.** **Theology (Y4)** Identify different sources of authority and how they link with beliefs. Give examples of different writings and different ways in which believers interpret sources of authority. Identify events in history and society which have influenced some religious and non-religious world views. Make clear links between different beliefs being studied within a religion or world view. Identify some of the similarities and differences between and within religions and world views. **Q4K:** What do some Christians believe about creation and why do they believe this? What happened in the story of Adam and Eve? What do Christians do because of their beliefs about creation?

Y5	**Theology** **How do Buddhists explain suffering in the world?** **Vocabulary**: Buddhist, Buddha, deities, Dukka, eightfold path, five precepts, Karma, Magga, Nirodha, Nirvana, Reincarnation **Core Knowledge:** *• The varying beliefs about God, the Buddha, the Four Noble Truths, the cycle of birth, death and rebirth and the Five Precepts.* *• The use of Jakata Tales as a source of moral guidance.* *• The different views about the nature of knowledge, meaning and existence.* *• Buddhist perspectives on moral issues and consideration of the consequences of action in relation to Karma.* **Skills:** **Theology** - Describe different sources of authority and how they link with beliefs. Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers. Describe how events in history and society have influenced some religious and non-religious world views. Describe the connections between different beliefs being studied and link them to sources of authority. Describe some of the key theological differences between and within religions and world views. Describe ways in which beliefs shape the way _____ view the world in which they live and how they view others. **Q4K:** What do buddhists believe is the route to all suffering? How do buddhists views on suffering affect the way they live their lives?	**Year 5 & 6** **Theology /HSS (CORE)** **Understanding Christianity Unit 2B.4: Was Jesus the Messiah?** **Vocabulary**: Jesus, christmas, salvation, Son of God **Core Knowledge:** *• Jesus was Jewish.* *• Christians believe Jesus is God in the flesh.* *• They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.* *• The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like.* *• Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)* *• Christians see Jesus as their Saviour (see Salvation).* **Skills: See skills for appropriate disciplines/year groups in other units listed.** **Theology (Y6)** Explain different sources of authority and the connections with beliefs. Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers. Explain how events in history and society have influenced some religious and non-religious world views. Explain connections between different beliefs being studied and link them to sources of authority using theological terms. Explain the key theological similarities and differences between and within religions and world views. Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others. **Q4K:** What does the term 'Messiah' mean? Give 3 reasons why Christians belief that Jesus is the Messiah. How do Chistians put their beliefs about Jesus' Incarnation into practice during Christmas?	**Philosophy** **Is believing in God reasonable?** **Vocabulary**: cosmological, argument, existence, ontological, argument, reasonableness, teleological argument **Core Knowledge:** *• Explain the different philosophical answers to questions relating to meaning and existence.* *• Explain some of the different ways in which philosophers understand abstract concepts such as arguments for the existence of God: Ontological, Cosmological or Teleological arguments as found in the work of St. Thomas Aquinas for example.* *• Explain, using a range of reasons, whether a position or argument is coherent and logical.* *• Link a range of different pieces of evidence together to form a coherent argument to support or oppose the existence of God.* **Skills:** **Philosophy** - Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence. Explain some of the different ways in which philosophers understand abstract concepts. Explain using a range of reasons, whether a position or argument is coherent and logical. Link a range of different pieces of evidence together to form a coherent argument. Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences. **Q4K**: What is the difference between an Atheist and an Agnostic? Why do humanists differ in their opinion to Agnostics about believing in God? What souces of authority might you use to argue for/against believing in God?	**Year 5 & 6** **Theology /HSS (CORE)** **Understanding Christianity Unit 2B.6: What did Jesus do to save human beings?** Vocabulary: Resurrection, sacrifice, Jesus, crucifixion, Easter Sunday, eternal life, forgiveness, Good Friday, Gospel, redemption, resurrection, sacrifice, salvation. **Core Knowledge:** *• Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. • The Gospels give accounts of Jesus' death and resurrection. • The New Testament says that Jesus' death was somehow 'for us'. • Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the Devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom. • Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). • Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. • This belief gives Christians hope for life with God, starting now and continuing in a new life (Heaven). • Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.* **Skills: See skills for appropriate disciplines/year groups in other units listed.** **Theology (Y6)** Explain different sources of authority and the connections with beliefs. Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers. Explain how events in history and society have influenced some religious and non-religious world views. Explain connections between different beliefs being studied and link them to sources of authority using theological terms. Explain the key theological similarities and differences between and within religions and world views. Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others **Q4K:** Explain the Christian belief of Jesus as God incarnate and why it is important to Christians. Why is the story of the resurrection a critical aspect of Christianity? Why are there different accounts of Jesus' death and resurrection in the Gospels?	**Theology** **How do Hindus make sense of the world?** **Vocabulary**: Ahimsa, Atman, Avatars, Brahman, Caste system, Karma, Moksha, Ramayana, Samsara, **Core Knowledge:** *• The concepts of Brahman, Atman, Avatars, Ahimsa, Samsara and Karma.* *• The different genres and interpretations of oral traditions and the Vedas.* *• The impact of events and experiences on Hindu beliefs.* *• Different views about the nature of knowledge, meaning and existence.* *Introducing ethical theory.* *• The impact of Ahimsa, Dharma and Karma on daily life and beyond.* **Skills:** **Theology** - Describe different sources of authority and how they link with beliefs. Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers. Describe how events in history and society have influenced some religious and non-religious world views. Describe the connections between different beliefs being studied and link them to sources of authority. Describe some of the key theological differences between and within religions and world views. Describe ways in which beliefs shape the way _____ view the world in which they live and how they view others. **Q4K:** What is reincarnation? Name 3 Hindu beliefs which help shape their worldview. What are the four paths and how should they be followed?	**HSS** **What does Shabbat mean to Jewish people today?** **Vocabulary**: challah bread, creation, Jew, Jewish, Judaisim, Kiddush cup, Menorah, Shabbat, Synagogue **Core Knowledge:** *• Shabbat is the Hebrew word for Sabbath which Jewish people mark from night fall on Friday until nightfall on Saturday.* *• It is a day of rest after 6 days of work.* *• Keeping the Shabbat holy is one of the ten commandments.* *• It Includes family prayers, bread and wine and time away from the busy life.* *• Sense of family and community involvement in the synagogue* *• The promotion of shalom bayit or "peace in the home"* **Skills:** **Human Social Sciences -** Explain the different ways in which the terms 'religion' and 'belief' are used by followers from within a religion or worldview and those from outside it. Show awareness that talking about religion and belief can be complex.Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different religions/worldviews. Explain how beliefs impact on, and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs. **Q4K:** Name 3 things that Jews do to prepare for Shabbat. What is the difference between Shabbat and having a day off school/work? What benefits do Jews gain by observing the Shabbat individually and as a community?	**Year 5 & 6** **Theology/Philosophy (CORE)** **Understanding Christianity Unit 2B.2: Creation and Science - Conflicting or complementary?** **Vocabulary**: big bang theory, cosmology, creation theory, evidence, evolution, genesis **Core Knowledge:** *• There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.* *• These debates and controversies relate to the purpose and interpretation of the texts: for example, does reading Genesis as a poetic account conflict with scientific accounts?* *• There are many scientists through history and now who are Christians.* *• The discoveries of science make Christians wonder even more about the power and majesty of the Creator.* **Skills: See skills for appropriate disciplines/year groups in other units listed.** **Theology (Y6)** Explain different sources of authority and the connections with beliefs. Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers. Explain how events in history and society have influenced some religious and non-religious world views. Explain connections between different beliefs being studied and link them to sources of authority using theological terms. Explain the key theological similarities and differences between and within religions and world views. Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others **Q4K**: What are some of the different understandings of Genesis? How do Scientists explain how the world was created? How do Christian scientists explain the creation of the earth?

Y6	**Philosophy** **What can we learn about the world/knowledge/meaning of life from the great philosophers?** **Vocabulary**: corporeal, eternal, incorporeal, Karma, philosophers, philosophy, reincarnation, self, soul **Core Knowledge:** *• The ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy.* *• The complex nature of concepts such as truth, reality and identity found in Buddhism, Christianity and Plato.* *• The work of one or two key philosophers such as Socrates/Plato and Descartes.* *• Consideration of consequences of action in relation to karma.* **Skills:** **Philosophy:** Begin to analyse and evaluate a range of philosophical answers to questions about the world around them , including questions relating to meaning and existence. Begin to analyse and evaluate different ways in which philosophers understand abstract concepts. Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion. Use well-chosen pieces of evidence to support and counter a particular argument. Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour. **Q4K:** What are the names of two Ancient Greek philosophers? What sorts of questions did philosophers try to answer? What is the difference between a Buddhist view of the afterlife and a Christian view?	**Year 5 & 6** **Theology /HSS (CORE)** **Understanding Christianity Unit 2B.4: Was Jesus the Messiah?** **Vocabulary**: Jesus, christmas, salvation, Son of God **Core Knowledge:** *• Jesus was Jewish.* *• Christians believe Jesus is God in the flesh.* *• They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.* *• The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like.* *• Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)* *• Christians see Jesus as their Saviour (see Salvation).* **Skills: See skills for appropriate disciplines/year groups in other units listed.** **Theology (Y6)** Explain different sources of authority and the connections with beliefs. Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers. Explain how events in history and society have influenced some religious and non-religious world views. Explain connections between different beliefs being studied and link them to sources of authority using theological terms. Explain the key theological similarities and differences between and within religions and world views. Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others. **Q4K:** What does the term 'Messiah' mean? Give 3 reasons why Christians believe that Jesus is the Messiah. How do Chistians put their beliefs about Jesus' Incarnation into practice during Christmas?	**Philosophy** **What does it mean to be human? Is being happy the greatest purpose in life?** **Vocabulary**: hedonic, calculus, hedonism, humanist, platonic, reason, soul, utilitarianism **Core Knowledge:** *• St. Augustine's ideas on sin as a defect rather than an effect - referring to Socrates and Plato's work stating that ignorance is the cause of sin.* *• Theological understandings of right and wrong - viewing St. Augustine's ideas about 'bodily desires' overthrowing the soul's desire to be virtuous.* *• Moral issues such as poverty and wealth, peace and conflict or justice and injustice - looking at Christian attitudes to suffering after St. Augustine's City of God in which he argues that suffering in this life is of little consequence when considering the Last Judgement.* *• Humanist use of empathy and reason when making moral decisions rather than thinking about sin and the afterlife.* *• The work of Jeremy Bentham and John Stuart Mill on Utilitarianism.* **Skills:** **Philosophy:** Begin to analyse and evaluate a range of philosophical answers to questions about the world around them , including questions relating to meaning and existence. Begin to analyse and evaluate different ways in which philosophers understand abstract concepts. Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion. Use well-chosen pieces of evidence to support and counter a particular argument. Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour. **Q4K:** Who was St Augustine and what did he think about sin? What do Christians think about suffering? How do humanists use empathy in their decision making? How is this different to Christian teachings about sin?	**Year 5 & 6** **Theology /HSS (CORE)** **Understanding Christianity Unit 2B.6: What did Jesus do to save human beings?** Vocabulary: Resurrection, sacrifice, Jesus, crucifixion, Easter Sunday, eternal life, forgiveness, Good Friday, Gospel, redemption, resurrection, sacrifice, salvation. **Core Knowledge:** *• Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. • The Gospels give accounts of Jesus' death and resurrection. • The New Testament says that Jesus' death was somehow 'for us'. • Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the Devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom. • Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). • Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. • This belief gives Christians hope for life with God, starting now and continuing in a new life (Heaven). • Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.* **Skills: See skills for appropriate disciplines/year groups in other units listed.** **Theology (Y6)** Explain different sources of authority and the connections with beliefs. Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers. Explain how events in history and society have influenced some religious and non-religious world views. Explain connections between different beliefs being studied and link them to sources of authority using theological terms. Explain the key theological similarities and differences between and within religions and world views. Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others **Q4K:** Explain the Christian belief of Jesus as God incarnate and why it is important to Christians. Why is the story of the resurrection a critical aspect of Christianity? Why are there different accounts of the death/ resurrection in the Gospels?	**HSS** **How and why does religion bring peace or conflict or both?** **Vocabulary**: ahimsa, Christianity, conflict, peace, Harb al-Muquadis, Hinduism, Islam, pacifism, self defence, just war theory **Core Knowledge:** *• Moral philosophy: investigation of moral issues such as peace and conflict.* *• Christianity, Hinduism, Islam: individual, community and society: the life and work of a Christian/Muslim/Hindu individual whose faith impacted on their actions.* *• The impact of Christian/Muslim/Hindu teachings on daily life.* *• Hinduism: ahimsa: non-violence springs naturally from the Hindu belief of unity in diversity.* *• The impact of ahimsa on daily life, including many Hindus being vegetarian.* *• The role of the Muslim community in charity work as an expression of their faith.* **Skills:** **Human Social Sciences** Begin to analyse and evaluate the carying use of the terms 'religions' and 'belief 'by followers from within a religion or world view and those from outside it. Recognise some areas of controversy when interpreting and explaining the nature of religion and belief. Begin to analyse and evaluate the carrying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews. Begin to analyse and evaluate how beliefs impact on , influence and change individual lives, communities and society and how individuals, communities and society can also shape beliefs. **Q4K:** Name a reason why some believers may think that Holy Wars are a final resort/route to peace? Can an action that is harmful to others ever be justified in the name of a religion? Why is it important to not group people under one bracket and judge all people of a certain religion by the actions of a few?	**HSS** **How has belief impacted on music and art through history?** **Vocabulary**: aniconism, architecture, church, expressions, Hadith, hymn, Iconoclasm, Mosque, patronage, prophet, symbolic. **Core Knowledge:** *• Explain divergent role of music in worship and festivals in the life of the Christian Church.* *• Explain how art has been used in Christianity to reflect key events and facilitate worship.* *• Explain key teachings from the Quran, the Hadith and important Muslim teachers (Al-Ghazali) in regard to the use of music and art.* *• Explain, using a range of reasons, responses to instances of Aniconism and Iconoclasm in Muslims and Christian history.* **Skills:** **Human Social Sciences** Begin to analyse and evaluate the carying use of the terms 'religions' and 'belief 'by followers from within a religion or world view and those from outside it. Recognise some areas of controversy when interpreting and explaining the nature of religion and belief. Begin to analyse and evaluate the carrying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews. Begin to analyse and evaluate how beliefs impact on , influence and change individual lives, communities and society and how individuals, communities and society can also shape beliefs. **Q4K:** In the past what did Christian artists often paint? Name 3 things that are not depicted in Islamic art. What is the difference between the use of music in Christianity and Islam?	**Year 5 & 6** **Theology/Philosophy (CORE)** **Understanding Christianity Unit 2B.2: Creation and Science - Conflicting or complementary?** **Vocabulary**: big bang theory, cosmology, creation theory, evidence, evolution, genesis **Core Knowledge:** *• There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.* *• These debates and controversies relate to the purpose and interpretation of the texts: for example, does reading Genesis as a poetic account conflict with scientific accounts?* *• There are many scientists through history and now who are Christians.* *• The discoveries of science make Christians wonder even more about the power and majesty of the Creator.* **Skills: See skills for appropriate disciplines/year groups in other units listed.** **Theology (Y6)** Explain different sources of authority and the connections with beliefs. Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers. Explain how events in history and society have influenced some religious and non-religious world views. Explain connections between different beliefs being studied and link them to sources of authority using theological terms. Explain the key theological similarities and differences between and within religions and world views. Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others **Q4K**: What are some of the different understandings of Genesis? How do Scientists explain how the world was created? How do Christian scientists explain the creation of the earth?