

At the end of Nursery children will know:		
Concept	Knowledge	Skills
<b>God</b> 		
<b>Creation</b> 		
<b>Fall</b> 		
<b>People of God</b> 		
<b>Incarnation</b> 	Understanding when to say 'thank you.' Exploring Christmas cards of both a religious and secular nature. Making sense of the meaning of the story 'The Shepherd Girl of Bethlehem.' Understanding the Christian meaning of Christmas.	Making thank you cards and saying thank you to others. Sequencing the Christmas story. Describing how a character in a story might be feeling. Deciding on appropriate gifts for a new born baby.
<b>Gospel</b> 		
<b>Salvation</b> 	Understanding the season of Spring and new beginnings, animals and plants. Understanding the celebration of Easter from a Christian and secular perspective, distinguishing between the two. Understanding the story of Easter.	Draw different features of Spring using a variety of media. Design own Easter egg using different media. Make an Easter basket. Paint hard-boiled eggs. Make lamb pictures with cotton wool. Retelling the Easter story.
<b>Kingdom of God</b> 		
<b>Other world faiths</b> 	<p><b>Christianity/Judaism:</b>  <b>What makes people special?</b>                      Help and encourage children to freely communicate about home and community. Talk about friendship, Understanding the story of the paralysed man. Understand rules and routines of Nursery.</p> <p><b>Hinduism:</b>  <b>How do people celebrate?</b>                      Understanding what a celebration is. Learning and understanding the story of Chinese New Year. Learning and understanding the story of Persian New Year. Understanding the Hindu festival of Holi.</p> <p><b>Christianity/Islam/Hinduism/Sikhism</b>  <b>What can we learn from stories?</b>                      Understanding the message in the story of 'The Tortoise and the Hare,' 'The Crocodile and The Priest' (A Sikh Story,) 'Bilal and the Beautiful Butterfly' (A Muslim Story,) 'The Gold-Giving Serpent,' (An Indian Story) Best Friends (A Story from Asia,) The Lost Sheep (A Christian Story)</p> <p><b>Christianity/Islam/Judaism</b>  <b>What makes places special?</b></p>	<p><b>Christianity/Judaism:</b>  <b>What makes people special?</b>                      Provide opportunities for children to draw/paint/collage pictures of people who are special to them. Acting out the story of the paralysed man. Following rules and routines of the setting.</p> <p><b>Hinduism:</b>  <b>How do people celebrate?</b>                      Make party hats for a celebration. Re-enact different stories introduced in the unit. Creating art linked to spring and Persian New Year. Greeting cards linked to Holi.</p> <p><b>Christianity/Islam/Hinduism/Sikhism</b>  <b>What can we learn from stories?</b>                      Praising and encouraging others when they do something worth celebrating. Retelling stories. Co-operating and sharing with others.</p> <p><b>Christianity/Islam/Judaism</b>  <b>What makes places special?</b>                      Creating their own special place/home and talking about why it is special. Talking about places of worship and how these are seen as special to followers.</p>

	Understanding that homes around the world are different and special for people. Understanding that the world is a special place. Knowing that church is special for Christians. Knowing that a mosque is special for Muslims. Knowing that a synagogue is special for Jewish people.	
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At the end of Reception children will know:		
Concept	Knowledge	Skills
<b>God</b> 		
<b>Creation</b> 		
<b>Fall</b> 		
<b>People of God</b> 		
<b>Incarnation</b> 	Understanding when to say 'thank you.' Exploring Christmas cards of both a religious and secular nature. Understanding the Christian meaning of Christmas through the nativity story. Understanding the story of 'The Shepherd' and 'The Wise Men.'	Making thank you cards and saying thank you to others. Sequencing the Christmas story. Performing the story of the nativity and talking about the characters.
<b>Gospel</b> 		
<b>Salvation</b> 	Understanding the season of Spring and new beginnings, animals and plants. Deepening the celebration of Easter from a Christian perspective.	Draw different features of Spring using a variety of media. Retelling the story of Easter. Making an Easter garden.
<b>Kingdom of God</b> 		
<b>Other world faiths</b> 	<p><b>Christianity/Judaism:</b>  <b>What makes people special?</b>                      Help and encourage children to freely communicate about home and community. Talking about friendships and role models- what makes a good role model? Understanding the work of Jesus and that he is a role model for Christians through the story of 'The Paralysed Man' and other miracle stories. Understanding Moses and the ten commandments making links to rules for living.</p> <p><b>Hinduism:</b>  <b>How do people celebrate?</b>                      Understanding the concept of New Year's resolutions. Deepening understanding of Chinese New Year, Persian New Year and Holi.</p> <p><b>Christianity/Islam/Hinduism/Sikhism</b>  <b>What can we learn from stories?</b></p>	<p><b>Christianity/Judaism:</b>  <b>What makes people special?</b>                      Provide opportunities for children to draw/paint/collage pictures of people who are special to them. Acting out the story of the paralysed man. Creating posters of what makes a good role model. Creating and following rules for Reception.</p> <p><b>Hinduism:</b>  <b>How do people celebrate?</b>                      Creating resolutions. Re-enact different stories introduced in the unit. Creating art linked to Chinese New Year, spring and Persian New Year. Greeting cards linked to Holi.</p> <p><b>Christianity/Islam/Hinduism/Sikhism</b>  <b>What can we learn from stories?</b></p>

	<p>Understanding the message in the story of ‘The Boy who Cried Wolf,’ ‘The Crocodile and The Priest (A Sikh Story),’ ‘Bilal and the Beautiful Butterfly (A Muslim Story),’ ‘The Gold-Giving Serpent,’ ‘Best Friends (A Story from Asia),’ ‘The Lost Coin (A Christian Parable)’</p> <p><b>Christianity/Islam/Judaism</b></p> <p><b>What makes places special?</b></p> <p>Deepening that homes around the world are different and special for people. Deepening that the world is a special place. Knowing that church is special for Christians. Knowing that a mosque is special for Muslims. Knowing that a synagogue is special for Jewish people.</p>	<p>Praising and encouraging others when they do something worth celebrating. Retelling stories. Co-operating and sharing with others. Talking about things that are special to them.</p> <p><b>Christianity/Islam/Judaism</b></p> <p><b>What makes places special?</b></p> <p>Creating their own special place/home and talking about why it is special. Talking about places of worship and how these are seen as special to followers along with learning about the customs when visiting places of worship.</p>
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**At the end of Year 1 children will know:**

Concept	Knowledge	Skills
<p><b>God</b></p> 	<p>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.</p>	<p>Retell the story of creation from Genesis 1:1–2.3 simply; Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible; Say what the story tells Christians about God, Creation and the world; Give at least one example of what Christians do to say thank you to God for the Creation; Think, talk and ask questions about living in an amazing world.</p>
<p><b>Creation</b></p> 	<p>Christians believe that Jesus is God and that he was born as a baby in Bethlehem; The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke); Christians celebrate Jesus’ birth; Advent for Christians is a time of getting ready for Jesus’ coming.</p>	<p>Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians; Recognise that stories of Jesus’ life come from the Gospels; Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas; Decide what they personally have to be thankful for at Christmas time.</p>
<p><b>Fall</b></p> 		
<p><b>People of God</b></p> 		
<p><b>Incarnation</b></p> 		
<p><b>Gospel</b></p> 		
<p><b>Salvation</b></p> 	<p>Easter is very important in the ‘big story’ of the Bible; Christians believe Jesus rose again, giving people hope of a new life.</p>	<p>Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible; Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people); Recognise that Jesus gives instructions about how to behave; Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter; Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</p>
<p><b>Kingdom of God</b></p> 		
<p><b>Other world faiths</b></p> 	<p><b>Judaism:</b></p> <p>At Shabbat Jewish people have a meal together and all sit round the table; The mother lights the candles and says a special prayer; This is a time to be with the family and to thank God for everything. I can tell you something that either Rosh Hashanah or Yom Kippur is about.</p>	<p><b>Judaism:</b></p> <p>I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal; I can use the right names for things that are special to Jewish people during Shabbat and explain why; I can start to make a connection between being Jewish and decisions about behaviour. I can say how it feels to say sorry and what I have said sorry for. I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.</p>

At the end of Year 2 children will know:		
Concept	Knowledge	Skills
<b>God</b> 	Christians believe in God, and that they find out about God in the Bible; Christians believe God is loving, kind, fair and forgiving, and also Lord and King; Some stories show these Christian beliefs; Christians worship God and try to live in ways that please him.	Identify what a parable is; Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father; Give clear, simple accounts of what the story means to Christians; Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example; Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.
<b>Creation</b> 		
<b>Fall</b> 		
<b>People of God</b> 		
<b>Incarnation</b> 	Christians believe that Jesus is God and that he was born as a baby in Bethlehem; The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke); Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.	Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians; Recognise that stories of Jesus' life come from the Gospels. Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas; Decide what they personally have to be thankful for at Christmas time.
<b>Gospel</b> 	<p><b>Is it possible to kind to everyone all of the time?</b>                      I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness- The Good Samaritan.  <b>What is the good news Jesus brings?</b>                      Christians believe Jesus brings good news for all people. For Christians, this good news includes being loved by God, and being forgiven for bad things. Christians believe Jesus is a friend to the poor and friendless. Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</p>	<p><b>Is it possible to kind to everyone all of the time?</b>                      I can tell you when I have been kind to others even when it was difficult. I can say if I think Christians should be kind and give a reason.  <b>What is the good news Jesus brings?</b>                      Tell stories from the Bible and recognise a link with a concept: for example, the idea of 'good news' links to the practice of being thankful. Give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts. Describe how Christians show their beliefs: for example, thanking God in prayer. Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives. Think, talk and ask questions about whether Jesus' 'good news' matters to anyone other than Christians, exploring different ideas.</p>
<b>Salvation</b> 		
<b>Kingdom of God</b> 		
<b>Other world faiths</b> 	<p><b>Islam:</b>                      I can use the right words to describe how Muslims pray and begin to explain why they do this.                      I can explain what happens when Muslims pray alone or at the mosque.</p>	<p><b>Islam:</b>                      I can explain how it felt to have to stop doing something to reach the target we had set. I can start to think through how praying 5 times a day might help in some ways more than others.                      I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be. I can understand how meeting in a certain place could make me feel like I belong.</p>

At the end of Year 3 children will know:		
Concept	Knowledge	Skills
<b>God</b> 		
<b>Creation</b> 		
<b>Fall</b> 		
<b>People of God</b> 		
<b>Incarnation</b> 	<p><b>What is the trinity?</b>                      Christians believe God is Trinity: Father, Son and 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 find that understanding God is challenging; people spend their whole lives learning more and more about God. Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. Christians worship God as Trinity. It is a huge idea to grasp and Christians 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.</p> <p><b>Could Jesus really heal people? Were these miracles or is there some other explanation?</b>                      I can explain one Christian viewpoint about one of Jesus' healing miracles.</p>	<p><b>What is the trinity?</b>                      Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. Offer suggestions about what texts about baptism and Trinity might mean. Give examples of what these texts mean to some Christians today. Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.</p> <p><b>Could Jesus really heal people? Were these miracles or is there some other explanation?</b>                      I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today. I can start to say whether I believe Jesus actually healed people or not.</p>
<b>Gospel</b> 		
<b>Salvation</b> 	<p>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.</p>	<p>Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. Give examples of what the texts studied mean to some Christians. Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</p>
<b>Kingdom of God</b> 	<p>Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven'). Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him. Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God. Christians celebrate Pentecost as the beginning of the Church.</p>	<p>Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. Offer suggestions about what the description of Pentecost in Acts 2 might mean. Give examples of what Pentecost means to some Christians now. Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.</p>

<p><b>Other world faiths</b></p> 	<p><b>Hinduism:</b>  <b>Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</b>                  I can describe some of the ways Hindus celebrate Diwali and start to explain how I think Hindu children might feel at Diwali.  <b>How can Brahman be everywhere and in everything?</b>                  I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.</p>	<p><b>Hinduism:</b>  <b>Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</b>                  I can tell you three important actions I could take to support a group I belong to. I can discuss my understanding of my group's symbol. I can start to say why Diwali might bring a sense of belonging to Hindus.  <b>How can Brahman be everywhere and in everything?</b>                  I can explain some of the different roles I play whilst still being me. I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.</p>
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At the end of Year 4 children will know:		
Concept	Knowledge	Skills
<p><b>God</b></p> 		
<p><b>Creation</b></p> 	<p>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 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).  <i>Building block from EYFS:</i> Christians believe God made our wonderful world and so we should look after it.</p>	<p>Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. Make clear links between Genesis 1 and what Christians believe about God and Creation. Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.</p>
<p><b>Fall</b></p> 		
<p><b>People of God</b></p> 	<p>The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God. The People of God try to live in the way God wants, following his commands and worshipping him. They believe he promises to stay with them and Bible stories show how God keeps his promises.</p>	<p>Make clear links between the story of Noah and the idea of covenant. Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. Make links between the story of Noah and how we live in school and the wider world.</p>
<p><b>Incarnation</b></p> 		
<p><b>Gospel</b></p> 	<p>Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. Jesus shows love and forgiveness to unlikely people. Christians try to be like Jesus — they want to know him better and better. Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.</p>	<p>Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. Make simple links between Bible texts and the concept of 'Gospel' (good news). Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. Make links between the Bible stories studied and the importance of <b>love, and life in the world today, expressing some ideas of their own clearly.</b></p>
<p><b>Salvation</b></p> 	<p>I can describe what a Christian might learn about forgiveness from a Biblical text.</p>	<p>I can talk about what sort of help I might need to show forgiveness. I can show an understanding of how Christians believe God can help them show forgiveness.</p>
<p><b>Kingdom of God</b></p> 		

<p><b>Other world faiths</b></p> 	<p><b>Judaism:</b> I can start to explain what makes Jewish people believe they have a special relationship with God.</p> <p><b>Buddhism:</b> I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives.</p>	<p><b>Judaism:</b> I can give examples of agreements and contracts and explain how I would feel if one was broken. I can tell you an affirmation/promise I would like to make. I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel.</p> <p><b>Buddhism:</b> I can describe one of my 'good' choices and the consequence of it. I can also explain the consequences of making a different choice. I can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to.</p>
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At the end of Year 5 children will know:		
Concept	Knowledge	Skills
<p><b>God</b></p> 	<p>Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace. Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. Christians believe getting to know God is like getting to know a person rather than learning information.</p>	<p>Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms. Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. Show how Christians put their beliefs into practice in worship. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p>
<p><b>Creation</b></p> 		
<p><b>Fall</b></p> 		
<p><b>People of God</b></p> 	<p>The Old Testament pieces together the story of the People of God. The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin. Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.</p>	<p>Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.</p>
<p><b>Incarnation</b></p> 	<p>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</p>	<p>Explain the place of Incarnation and Messiah within the 'big story' of the Bible. Identify Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms. Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.</p>
<p><b>Gospel</b></p> 		
<p><b>Salvation</b></p> 	<p>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. Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). 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.</p>	<p>Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts. Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. Show how Christians put their beliefs into practice. Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p>

<p><b>Kingdom of God</b></p> 		
<p><b>Other world faiths</b></p> 	<p><b>Sikhism:</b>  <b>How far would a Sikh go for his/her religion?</b>                  I can make links between how Sikhs practise their religion and the beliefs that underpin this.  <b>Are Sikh stories important today?</b>                  I can describe what a Sikh/non-Sikh might learn from a Sikh story and start to explain why stories can be important.</p>	<p><b>Sikhism:</b>  <b>How far would a Sikh go for his/her religion?</b>                  I can identify the different levels of commitment I show to different things and explain these priorities. I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.  <b>Are Sikh stories important today?</b>                  I can explain how some stories can teach people about what is important and how to behave. I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.</p>

At the end of Year 6 children will know:		
Concept	Knowledge	Skills
<p><b>God</b></p> 		
<p><b>Creation</b></p> 	<p>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 throughout history and now who are Christians.</p>	<p>Outline the importance of Creation on the timeline of the 'big story' of the Bible. Identify what type of text some Christians say Genesis 1 is, and its purpose. Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. Make clear connections between Genesis 1 and Christian belief about God as Creator. Show understanding of why many Christians find science and faith go together. Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</p>
<p><b>Fall</b></p> 	<p>The discoveries of science make Christians wonder even more about the power and majesty of the Creator.</p>	
<p><b>People of God</b></p> 		
<p><b>Incarnation</b></p> 		
<p><b>Gospel</b></p> 	<p>The good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin. Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable. Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.</p>	<p>Identify features of Gospel texts (for example, teachings, parable, narrative). Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.</p>
<p><b>Salvation</b></p> 	<p>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. 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).</p>	<p>Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation. Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. Show how Christians put their beliefs into practice in different ways. Explain why some people find belief in the Resurrection makes sense and inspires them. Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today</p>

<p><b>Kingdom of God</b></p> 	<p>Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.</p>	<p>Explain connections between biblical texts and the concept of the Kingdom of God. Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community. Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.</p>
<p><b>Other world faiths</b></p> 	<p><b>Islam:</b>  <b>What is the best way for a Muslim to show commitment to God?</b>                  Muslims show commitment to God by following the 5 pillars. Some of these are praying 5 times every day, giving money to charity (Zakah) and fasting during Ramadan (Sawm).  <b>Does belief in Akhirah (life after death) help Muslims lead good lives?</b>                  I can explain how the belief in Akhirah influences Muslim decisions and choices as to how to behave towards God and other people.</p>	<p><b>Islam:</b>  <b>What is the best way for a Muslim to show commitment to God?</b>                  I think Muslims have different ways of showing commitment because they learn from their families what is most important. Some Muslims can't afford to go on the pilgrimage.  <b>Does belief in Akhirah (life after death) help Muslims lead good lives?</b>                  I can ask questions about life after death and explore how what I believe about this might influence my life.</p>