

At St. Peter's we want our children to flourish academically, emotionally and spiritually. Religious Education (R.E.) is a core part of our broad and balanced curriculum which we believe gives children skills and knowledge that will help them to flourish, becoming religiously literate and able to respect the religious beliefs and worldviews of others.


Our inquiry based R.E. curriculum provides pupils with opportunities to learn about Christianity and the major world faiths by answering a big question each term. This learning deepens their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures.




R.E. educates our pupils so that, by the time they leave St. Peter's, they are respectful and open-minded towards different faiths, beliefs and worldviews, whilst also developing their own sense of identity and belonging.

At St. Peter's, we have a wide background of beliefs, languages spoken and socio-economic diversity. Our R.E. curriculum acknowledges this diversity by allowing children to discuss different faiths and worldviews, extend their vocabulary through the exploration of faiths, express and question difference whilst understanding that some questions are difficult to answer and that children need their own beliefs to help with this.

We follow the Kent Agreed Syllabus underpinned by 'Understanding Christianity' resource materials provided by the Diocese of Rochester. Through this, by the time the pupils leave St. Peter's for secondary school, they will:

- know about and understand Christianity as a diverse global living faith through the exploration of core beliefs and concepts using an approach that critically engages with biblical text.
- gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- engage with challenging questions of meaning and purpose raised by human existence and experience.
- recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- explore their own religious, spiritual and philosophical ways of living, believing and thinking.



	EYFS Mars Class	
	'I KNOW...' <i>The knowledge to be learnt</i>	Key Vocabulary
Term 1 Why is the word God so important to Christians? 	God unit- core learning <ul style="list-style-type: none"> • I know what the words create, creation and creator mean. • I know that Christians believe that God created the world. • I know that God is a very important person for Christians. • I know that Christians say and sing words of worship to God. • I know that Christians go to a church to worship God. • I know what happens at a church Harvest Festival service. • I know that the Lord's Prayer is special to Christians and it teaches them special rules on how to live. • I know that Christians believe God is the king of the world and that they use his name with care. • I know that Christians believe they are called by God to care for the world. 	God; Bible; creator, creation, created, VIP



Golden Threads	End point – questions to answer ‘The big Question’ as sum-up the unit.	
Term 2 Why do Christians perform Nativity plays at Christmas? 	Incarnation unit - core learning <ul style="list-style-type: none"> • I know that Jesus was a baby and that his birth is very special to Christians. • I know that Christians celebrate the birth of Jesus at Christmas. • I know that Christians believe Jesus was God come to earth. • I know that a Nativity play tells the events of when Jesus was born. • I know that Christians like to do things to help others at Christmas time. • I know that Christmas carols contain words that tell the story of the Nativity. 	Jesus; Christmas; Advent; Nativity; Bethlehem; special
Golden Threads	End point – questions to answer ‘The big Question’ as sum-up the unit.	
Term 3 What do Christians believe is special about Jesus and the message he brings? 	Incarnation unit – digging deeper. <ul style="list-style-type: none"> • I know that Jesus is special to Christians. • I know that Christians believe that children are special to God. • I know what happened when Jesus was lost as a child. (Luke 2: 41-51) • I know how I am unique. • I know what happens in a Christian thanksgiving service. • ☑ To know that Jesus taught his followers to love one another. 	good news, God, Jesus, Christians, friendship, unique, follower, special, thanksgiving,
Golden Threads	End point – questions to answer ‘The big Question’ as sum-up the unit.	
Term 4 Why do Christians put a cross in an Easter garden? 	Salvation unit - core learning <ul style="list-style-type: none"> • I know the story of Palm Sunday. • I know what the symbols of a hot cross bun stand for (cross, cave and round stone). • I know what Christian’s place in an Easter Garden. • I know that Christians believe that Jesus died on Good Friday and came back to life on Easter Sunday. • I know that Easter eggs are a symbol of Jesus new life at Easter. • I know that Christians believe that they can say sorry to God when they do something wrong, and that God forgives them. 	Easter; Palm Sunday; king; save; Hosannah, rescue; Good Friday; Easter Sunday, risen
Golden Threads	End point – questions to answer ‘The big Question’ as sum-up the unit.	
Term 5 World Faiths Unit What stories are told by and about people of different	<ul style="list-style-type: none"> • I know that Jewish people believe in one God. • I know that Jewish stories are written in the Torah. • I know the Torah has stories about Jewish people in the past. • I know that Jewish people believe when they say sorry to God he forgives them. 	Jewish, Judaism, Torah, Muslim, Islam Qu’ran,

faiths and beliefs?	<ul style="list-style-type: none"> • I know that Muslim people believe in one God, Allah, who made the world and wants people to care for it. • I know that Muslim stories are written in the Qur'an. • I know the Qur'an has stories that help teach Muslim people how to look after the world. 	
Golden Threads	End point – questions to answer 'The big Question' as sum-up the unit.	
Term 6 World Faiths What stories are told by and about people of different faiths and beliefs?	<ul style="list-style-type: none"> • I know that Hindu people believe in one supreme God Brahman in the forms of many gods and goddesses. • I know their stories are written in many books. • I know that the story of Noah and the Ark is in a part of the Christian Bible called the Old Testament and that the Jewish Torah contains this story. • I know that the story of Abraham and Sarah is also from the Old Testament and the Torah. • I know what a promise is. 	Hindu, Diwali, Vedas (a collection of Hindu hymns.) Ramayana (a collection of Hindu poems), Puranas (a collection of Hindu stories.) Old Testament.
Golden Threads	<ul style="list-style-type: none"> • End point – questions to answer 'The big Question' as sum-up the unit. 	

Term	<p>EYFS 'I can...'</p> <p>The Skills to be developed</p>
Term 1	<p>I can talk about the meaning of words connected to creation – e.g creator, created.</p> <ul style="list-style-type: none"> • I can join in a group saying a rhyme connected to a Harvest service – e.g. 'At and Windy Harvest for Puddles.' • I can talk about some of the special rules from The Lords Prayer and The Ten Commandments. • I can listen to stories from the Bible and talk about what they mean - e.g. The Precious Pearl. • I can act out stories from the Bible. • I can read some simple words and phrases from The Bible. • I can work with others to help keep the school a tidy and clean part of our world. • I can find the creation pictures in The Big Frieze picture
Term 2	<ul style="list-style-type: none"> • I can talk about the main events of a Nativity story and name the key characters. • I can find pictures of the Nativity on Christmas cards and describe what is happening. • I can take part in a Nativity play and say which character I am playing. (May not be suitable for pupils whose parents do not wish them to take part in a Nativity play.) • I can listen to/sing some simple Christmas carols. I can dress up warmly and sing or listen to a carol that is sung outside. • I can find the Nativity picture in The Big Frieze.
Term 3	<ul style="list-style-type: none"> • I can talk about the story of Jesus welcoming children. (Mark 10: 13-16) • I can talk about the story of The Lost Coin. (Luke 15: 8- 10) • I can look at a picture of a Bible story and talk about what it shows. (e.g. 'The Finding of the Saviour' by William Holman Hunt, and talk about what happened when Jesus was lost.) • I can act out a Bible story (e.g. Jesus Welcomes the Children.) • I can think of ways that we can help others by the actions that we choose to do.
Term 4	<p>I can re-tell or act out the story of Palm Sunday.</p> <ul style="list-style-type: none"> • I can talk about what I know about Jesus and the cross. • I can follow instructions to make a model or a representation of an Easter garden.

	<ul style="list-style-type: none"> • I can make a bridge shape between two people using hands and explain how this is like a cross shape. • I can find the bridge shape with the cross in The Big Frieze picture.
Term 5	<p>I can talk about stories that are special to me.</p> <ul style="list-style-type: none"> • I can retell a story from the Jewish faith tradition. (e.g. The Story of Jonah) • I can retell a story from the Muslim faith tradition. (e.g. 1. The Tiny Ants 2. The Thirsty Camel) (Please do not act out or draw a representation of Muhammad.)
Term 6	<p>I can talk about stories that are special to me.</p> <ul style="list-style-type: none"> • I can retell a story from the Hindu tradition. (e.g. Rama and Sita, The Pearls and the Crow). • I can re-tell a Christian story from The Old Testament (e.g. Noah's Ark). • I can talk about the promises in the stories of Noah and the Ark and Abraham and Sarah.





Term	Year 1 Pluto	
	'I KNOW...' <i>The knowledge to be learnt</i>	Key Vocabulary
<p>Term 1 What do Christians believe God is like?</p> 	<p>God unit- core learning</p> <ul style="list-style-type: none"> • 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. 	<p>God; Bible; kind; fair; king; worship; Christian</p>
Golden Threads	End point – questions to answer 'The big Question' as sum-up the unit.	
<p>Term 2 Why does Christmas matter to Christians?</p> 	<p>Incarnation unit - core learning</p> <ul style="list-style-type: none"> • 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's birth; Advent for Christians is a time of getting ready for Jesus's coming. 	<p>Jesus; Christmas; Advent; Nativity; Bethlehem; special</p>
Golden Threads	End point – questions to answer 'The big Question' as sum-up the unit.	
<p>Term 3 What is the good news that Jesus brings?</p>	<p>Gospel unit - core learning</p> <ul style="list-style-type: none"> • 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's teachings make people think hard about how to live and show them the right way. 	<p>good news, God, Jesus, Christians, friendship</p>

		
Golden Threads	End point – questions to answer ‘The big Question’ as sum-up the unit.	
Term 4 Why does Easter matter to Christians? 	Salvation unit - core learning <ul style="list-style-type: none"> • Easter is very important in the ‘big story’ of the Bible. • Christians believe Jesus rose again, giving people hope of a new life. 	Easter; Palm Sunday; king; save; rescue; Good Friday; Easter Sunday
Golden Threads	End point – questions to answer ‘The big Question’ as sum-up the unit.	
Term 5 Who is Jewish and what do they believe?	Jewish unit <ul style="list-style-type: none"> • That a mezuzah is a piece of parchment placed in a decorative case and carved with Hebrew verses from the Torah (Jewish Holy Book). • Shabbat is the Jewish day of rest. It is also known as the Sabbath. It is celebrated from sunset on Friday to the sight of 3 stars on Saturday night. • Shabbat is celebrated by lighting of candles and eating of special meals and special blessings. 	religion; Jew; Jewish; Mezuzah; Shabbat; Torah; Sabbath
Golden Threads	End point – questions to answer ‘The big Question’ as sum-up the unit.	
Term 6 Who is Jewish and what do they believe?	Jewish unit <ul style="list-style-type: none"> • Chanukah or Hanukkah is an 8 day festival that celebrates the rededication of the Temple in Jerusalem. • On each of the 8 nights a candle is lit in a special menorah inside the synagogue. 	Synagogue, menorah, Chanukah, Jewish, celebration, special
Golden Threads	End point – questions to answer ‘The big Question’ as sum-up the unit.	

Term	Year 1 Pluto ‘I can...’ The Skills to be developed	
Term 1	<ul style="list-style-type: none"> • 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. 	

	<ul style="list-style-type: none"> • Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.
Term 2	<ul style="list-style-type: none"> • Give a clear, simple account of the story of Jesus's birth and why Jesus is important for Christians. • Recognise that stories of Jesus's 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.
Term 3	<p>Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.</p> <ul style="list-style-type: none"> • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. • Recognise that Jesus gives instructions to people about how to behave. • Give at least two examples of ways in which Christians follow the teachings studied about forgiveness, peace and bringing good news to the friendless. • Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). • Think, talk and ask questions about whether Jesus's 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.
Term 4	<ul style="list-style-type: none"> • 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's 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.
Term 5	<p>Talk about how the mezuzah in the home reminds Jewish people about God.</p> <ul style="list-style-type: none"> • Make links between some Jewish teaching and how Jewish people live. • Talk about how Shabbat is a special day of the week for Jewish people. • Give some examples of what Jewish people might do to celebrate Shabbat. • Express my own ideas about the value of times of reflection, thanksgiving, praise, remembrance and in light of their learning about why Jewish people choose to celebrate in these ways.
Term 6	<ul style="list-style-type: none"> • Retell a story the story of Chanukah. • Suggest what this story shows Jewish people about God. • Talk about how Chanukah is a special time for Jewish people. • Talk about and suggest why the Synagogue is a special place for Jewish people. • Express my own ideas about the value of times of reflection, thanksgiving, praise, remembrance and in light of their learning about why Jewish people choose to celebrate in these ways.


	Year 2 Earth Class	
Term	<p>'I KNOW...'</p> <p><i>The knowledge to be learnt</i></p>	Key Vocabulary
<p>Term 1</p> <p>Who made the world?</p>	<p>Creation unit - core learning</p> <ul style="list-style-type: none"> • 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>God; Bible; creation; Church; worship; pray; Christian; baptism</p>




		
<p>Golden Threads</p>	<p>End point – questions to answer ‘The big Question’ as sum-up the unit.</p>	
<p>Term 2 Why does Christmas matter to Christians?</p> 	<p>Incarnation unit - digging deeper</p> <ul style="list-style-type: none"> • Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • The Bible points out that his birth showed 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>Year 1 plus: welcome; Advent; thanksgiving; precious; celebrate</p>
<p>Golden Threads</p>	<p>End point – questions to answer ‘The big Question’ as sum-up the unit.</p>	
<p>Term 3 What is the good news that Jesus brings?</p> 	<p>Christians believe Jesus brings good news for all people. -core learning</p> <ul style="list-style-type: none"> • 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>Good news, God, Jesus, Christians, friendship</p>
<p>Golden Threads</p>	<p>End point – questions to answer ‘The big Question’ as sum-up the unit.</p>	
<p>Term 4 Why does Easter matter to Christians?</p> 	<ul style="list-style-type: none"> • Salvation – digging deeper. <p>Easter is very important in the ‘big story’ of the Bible. Jesus was willing to forgive all people even for putting him on a cross.</p> <ul style="list-style-type: none"> • Christians believe Jesus rose again, giving people hope of a new life. • Christians believe Jesus is a bridge between God and human. 	<p>cross; Easter; Palm Sunday; king; save; rescue; Good Friday; Easter Sunday</p>
<p>Golden Threads</p>	<p>End point – questions to answer ‘The big Question’ as sum-up the unit.</p>	
<p>Term 5 Who is Muslim and</p>	<p>Islam unit</p> <ul style="list-style-type: none"> • Muslims believe that Islam was revealed over 1400 years ago through the last prophet, Muhammad (peace be upon him). 	<p>Easter Sunday Muslim, Islam, Allah, Prophet</p>

what do they believe?	<ul style="list-style-type: none"> • Muslims have the holy book the Holy Qur'an and worship in a mosque. • Important objects include a prayer mat, badge, compass, head scarf, ihram, prayer hat, Holy Qur'an and stand, tasbi. 	Muhammad (peace be upon him), prayer mat, Holy Qur'an
Golden Threads	End point – questions to answer 'The big Question' as sum-up the unit.	
Term 6 Who is Muslim and what do they believe?	<p>Islam unit</p> <ul style="list-style-type: none"> • Holy Qu'ran is the Holy Book and guides what Muslims do. • 5 pillars of Islam are very important to how Muslims live. • Special celebrations include Ramadam and Eid-ul-Fitr. 	As per term 5 plus Ramadam, Eid-ul-Fitr
Golden Threads	End point – questions to answer 'The big Question' as sum-up the unit.	

Term	<p>Year 2 Earth Class</p> <p>'I can...'</p> <p>The Skills to be developed</p>
Term 1	<p>Retell the story of creation from Genesis 1:1–2.3 simply.</p> <ul style="list-style-type: none"> • 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.
Term 2	<ul style="list-style-type: none"> • Recognise that Incarnation is part of the 'Big Story' of the Bible. • Tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'. • Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus's birth. • Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous.
Term 3	<p>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.</p> <ul style="list-style-type: none"> • 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's 'good news' matters to anyone other than Christians, exploring different ideas.
Term 4	<p>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.</p> <ul style="list-style-type: none"> • 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's 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.

Term 5	<p>Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.</p> <ul style="list-style-type: none"> • Re-tell a story about the life of the Prophet Muhammad. • Recognise some objects used by Muslims and suggest why they are important. • Ask some questions about God that are hard to answer and offer some ideas of their own. • Find out about and respond with ideas to examples of cooperation between people who are different.
Term 6	<p>Make links between what the Holy Qur'an says and how Muslims behave. • Identify some ways Muslims pray, worship and celebrate. • Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad.(peace be upon him). • Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.</p>


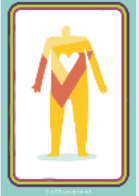
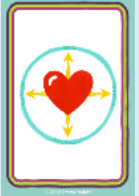
Term	Year 3 Neptune Class 'I KNOW...' <i>The knowledge to be learnt</i>	Key Vocabulary
<p>Term 1</p> <p>What is it like to follow God?</p> 	<p>People of God unit</p> <ul style="list-style-type: none"> • The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God. • Christians try to live in the way God wants, following his commands and worshipping him. • Christians believe he promises to stay with them and Bible stories show how God keeps his promises. 	<p>Covenant, Old Testament, Israel, Bible, promises; vows; faith; trust;</p>
Golden Threads	End point – questions to answer 'The big Question' as sum-up the unit.	
<p>Term 2</p> <p>What is important to Sikh people?</p>	<p>Sikh unit</p> <ul style="list-style-type: none"> • Sikhs believe that there is only one God, who they have several names for. (Waheguru) • Sikhs try to put the teachings and examples of the 10 gurus into daily practice by living a good life, treating everyone equally and sharing all they have. • It is important for Sikhs to belong to a community of believers called the Khalsa. • Khalsa Sikhs wear 5 articles of faith which reminds them of their faith and duty as a Sikh. 	<p>Waheguru, guru, Sikh, Sikhi, Khalsa, duty, faith</p>
Golden Threads	End point – questions to answer 'The big Question' as sum-up the unit.	
<p>Term 3</p> <p>What Is the Trinity?</p>	<p>Incarnation unit - core learning</p> <ul style="list-style-type: none"> • 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. 	<p>Trinity, Father, Son, Holy Spirit, worship, prayer, baptism, Christianity, gospel</p>


	<ul style="list-style-type: none"> • 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>Golden Threads</p>	<p>End point – questions to answer 'The big Question' as sum-up the unit.</p>	
<p>Term 4 Why do Christians call the day Jesus died Good Friday?</p> 	<p>Salvation unit - core learning</p> <ul style="list-style-type: none"> • 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's last week, death and resurrection. 	<p>incarnation; holy week; worship; festival; symbol; cross; crucifix; suffering</p>
<p>Golden Threads</p>	<p>End point – questions to answer 'The big Question' as sum-up the unit.</p>	
<p>Term 5 When Jesus left, what was the impact of Pentecost?</p> 	<p>Kingdom of God unit - core learning</p> <ul style="list-style-type: none"> • Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus's whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, you 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>Pentecost, Kingdom of God, disciples, Christians, Holy Spirit, Jesus; bereaved; anxieties</p>
<p>Golden Threads</p>	<p>End point – questions to answer 'The big Question' as sum-up the unit.</p>	
<p>Term 6 How do Sikh people worship and celebrate?</p>	<p>Sikh unit</p> <ul style="list-style-type: none"> • Sikhs can worship at any time or day, at home or in the Gurdwara. • Sikhs are expected to pray three times a day and mediate and recite words from the holy scriptures. • Sikh people respect and regard The Guru Granth Sahib as a living Guru. • The Gurdwara is place that is welcome and open to everyone and is known as the 'doorway to the house of God'. • All Sikhs are encouraged by their Guru (Guru Granth Sahib) to perform Seva or Selfless Service. • Vaisakhi is the biggest and most important Sikh festival, where they remember the founding of the Khalsa and the Sikh New Year. 	<p>Guru Granth Sahib, seva, Vaisakhi, guru, Gudwara, langar</p>

Golden Threads	End point – questions to answer ‘The big Question’ as sum-up the unit.	
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Term	Year 3 ‘I can...’ The Skills to be developed
Term 1	<ul style="list-style-type: none"> • 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.
Term 2	<ul style="list-style-type: none"> • Describe things that are important to Sikhs and show how these impact their lives and actions. • Make suggestions about what Sikhs believe about God. • Make links between Sikh stories and the actions of Sikhs today. • Explain what the 5 K’s are and why they are important to Khalsa Sikhs. • • Make suggestions about why it is important for Sikhs to become part of the Khalsa.
Term 3	<ul style="list-style-type: none"> • 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.
Term 4	<ul style="list-style-type: none"> • 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.
Term 5	<ul style="list-style-type: none"> • 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.
Term 6	<ul style="list-style-type: none"> • Describe Sikh worship and suggest the significance of each part of it. • Make clear links between the teachings of the Guru Granth Sahib and seva.

	<ul style="list-style-type: none"> Describe some of the same / different things Sikhs do which show equality in the Langar. Explain what happens at Vaisakhi and why Sikhs celebrate it. Discuss reasons why being a Sikh is a good thing in Britain today and reasons why it might be hard sometimes.
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Term	Year 4 Mercury Class 'I KNOW...' The knowledge to be learnt	Key Vocabulary
Term 1 What do Christians learn from the Creation story? 	Creation unit <ul style="list-style-type: none"> Christians believe that God the Creator cares for the creation, including human beings. Christians believe 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). [Building block from EYFS: Christians believe God made our wonderful world and so we should look after it.] 	creation, God, creator, Bible, relationship, universe; unique; Jewish
Golden Threads	End point – questions to answer 'The big Question' as sum-up the unit.	
Term 2 What is the Trinity? 	Incarnation unit - digging deeper <ul style="list-style-type: none"> 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. Jesus, the Son of God, is seen by Christians as revealing what God the Father is like. Understanding God is challenging; people spend their whole lives learning more and more about God. Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus. 	gospel, Trinity, Father, Son, Holy Spirit, incarnate; gratitude
Golden Threads	End point – questions to answer 'The big Question' as sum-up the unit.	
Term 3 What kind of world did Jesus want? 	Gospel unit <ul style="list-style-type: none"> 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. 	gospel, Jesus, disciples, forgiveness, justice, neighbour; parable; hypocrisy
Golden Threads	End point – questions to answer 'The big Question' as sum-up the unit.	
Term 4	Salvation unit - digging deeper	betrayal, denial, gospel,

<p>Why do Christians call the day that Jesus died Good Friday?</p> 	<ul style="list-style-type: none"> • Christians see Holy Week as the culmination of Jesus's 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 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>Christians, prayer, serving, celebrating, resurrection</p>
Golden Threads	End point – questions to answer 'The big Question' as sum-up the unit.	
<p>Term 5</p> <p>What does it mean to be a Hindu in Britain today?</p>	<p>Hindu Dharma unit</p> <ul style="list-style-type: none"> • Hindus believe in one ultimate God, Brahman. Hindus pray to many deities representing different characteristics of Brahman. • Hindus worship in a temple called a Mandir. • ☐ Hindus believe that life is a cycle of birth, death and re-birth. 	<p>puja, aarti, Hindi, Hindu, bhajans, mandir</p>
Golden Threads	End point – questions to answer 'The big Question' as sum-up the unit.	
<p>Term 6</p> <p>Why do people think that life is a journey?</p>	<p>Hindu Dharma unit</p> <ul style="list-style-type: none"> • Understanding of key rituals Christian, Jewish, Hindu and Humanist ceremonies of commitment. • Key milestones on journey of life – what are they and why mark them. • Basic understanding of what different religions/world views believe about death. • How each faith guides people through difficult times. 	<p>baptism, first communion, sacred thread ceremony, bar/bat mitzvah, Humanist, Jewish, Christian</p>
Golden Threads	End point – questions to answer 'The big Question' as sum-up the unit.	

Term	<p>Year 4 Mercury Class</p> <p>'I CAN...'</p> <p>The skills to be developed</p>
Term 1	<ul style="list-style-type: none"> • 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.
Term 2	<ul style="list-style-type: none"> • Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels. • Offer suggestions for what texts about God might mean. • Give examples of what the texts studied mean to some Christians. • Describe how Christians show their beliefs about God the Trinity in the way they live.

	<ul style="list-style-type: none"> • ☐ Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some
Term 3	<ul style="list-style-type: none"> • 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's teaching. • ☐ Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.
Term 4	<ul style="list-style-type: none"> • Offer suggestions about what the narrative of the Last Supper, Judas's betrayal and Peter's denial might mean. • Give examples of what the texts studied mean to some Christians. • Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion. • Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus. • ☐ Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.
Term 5	<ul style="list-style-type: none"> • Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life. • Describe some ways in which Hindus express their faith through puja, aarti and bhajans. • Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. • Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.
Term 6	<ul style="list-style-type: none"> • Suggest why some people see life as a journey and identify some of the key milestones on this journey. • Describe what happens in Christian, Jewish, Hindu and Humanist ceremonies of commitment and say what these rituals mean. • Suggest reasons why marking the milestones of life are important for people. • Explain similarities and differences between ceremonies of commitment. • Link up questions and answers about how believers show commitment with their own ideas about community, belonging and belief. • Discuss and present my own ideas about the value and challenge of religious and nonreligious commitment in Britain today.


Term	Year 5 Saturn Class 'I KNOW...' The knowledge to be learnt	Key Vocabulary
Term 1 What does it mean if God is loving and holy?	God unit <ul style="list-style-type: none"> • Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. 	omnipotent, omniscient, eternal, worship, forgiveness, Christians, Bible, belief



	<ul style="list-style-type: none"> • 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>Golden Threads</p>	<p>End point – questions to answer ‘The big Question’ as sum-up the unit.</p>	
<p>Term 2 Was Jesus the Messiah?</p> 	<p>Incarnation unit</p> <ul style="list-style-type: none"> • 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). 	<p>incarnation, messiah, prophecy, gospel, resurrection, salvation, saviour</p>
<p>Golden Threads</p>	<p>End point – questions to answer ‘The big Question’ as sum-up the unit.</p>	
<p>Term 3 How can following God bring freedom and justice?</p> 	<p>People of God unit</p> <ul style="list-style-type: none"> • 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’s 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>Moses, theological, salvation, freedom, justice, Old Testament, Egypt, Christians, Jesus</p>
<p>Golden Threads</p>	<p>End point – questions to answer ‘The big Question’ as sum-up the unit.</p>	
<p>Term 4 What did Jesus do to save human beings?</p> 	<p>Salvation unit</p> <ul style="list-style-type: none"> • 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’s death and resurrection. The New Testament says that Jesus’s 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. 	<p>gospel, salvation, sin, substitute, Holy Communion, Christians, sacrifice, theological</p>

	<ul style="list-style-type: none"> Christians remember Jesus's 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. 	
Golden Threads	End point – questions to answer 'The big Question' as sum-up the unit.	
Term 5 What does it mean to be Jewish in Britain today?	<p>Jewish unit</p> <ul style="list-style-type: none"> Jewish people believe in one God and that the Shema prayer gives details of the ways in which Jewish people should live, worship God and pray. Jewish people follow the teachings of the Torah. It teaches them how to pray, worship and how to treat others. Yom Kippur and Rosh Hashanah are the holiest days for Jewish people, where they ask for forgiveness at the start of their new year. Jewish people celebrate Pesach each year to remember God's rescue and faithfulness to the Israelites. Tzedakah means 'healing the world' which is an important value in the Jewish faith as they are all challenged to care for the world that God gave them and the people who live upon it. 	Torah, Shema, Yom Kippur, Rosh Hashanah, forgiveness, Pesach, Tzedakah, rituals
Golden Threads	End point – questions to answer 'The big Question' as sum-up the unit.	
Term 6 What does it mean to be a Muslim in Britain today?	<p>Islam unit</p> <ul style="list-style-type: none"> Muslim people all over the world build their lives on the beliefs expressed in the five pillars of Islam. Muslim people believe in the Oneness of God (Tawhid) Muslim people believe that the Prophet Muhammad (PBUH) is the prophet of Allah. The Shahadah is the key statement of belief held by Muslim people. Muslim people believe that they have a duty to pray five times every day (Salah). Zakah is the generous giving of money which Muslims believe that they have a duty to give to those in need. ☐ The mosque is an important place of prayer, learning and meeting for the Muslim community. 	Allah, Prophet Muhammad (peace be upon him), 5 pillars, Shahadah, Zakah, Salah, Tawhid
Golden Threads	End point – questions to answer 'The big Question' as sum-up the unit.	

Term	Year 5 Saturn Class 'I CAN...' The skills to be developed
Term 1	<ul style="list-style-type: none"> 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.

	<ul style="list-style-type: none"> • 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.
Term 2	<ul style="list-style-type: none"> • 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's 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.
Term 3	<ul style="list-style-type: none"> • 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.
Term 4	<ul style="list-style-type: none"> • 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's 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's 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.
Term 5	<ul style="list-style-type: none"> • Make connections between Jewish practice teaching from the Torah and their beliefs about God. • Give examples of Jewish festivals and explain how they impact Jewish people today. • Explain the meaning and significance of Jewish rituals and practices. • Comment thoughtfully on how the role of women varies within Judaism. • ☐ Answer the key question from different perspectives, including my own.
Term 6	<ul style="list-style-type: none"> • Express some ideas about Muslim beliefs about God, making some links with some of the 99 Names of Allah. • Re-tell some stories about the life of the Prophet Muhammad (peace be upon him) and recognize what they might say about him. • Identify some ways in which Muslim people practice their beliefs in relation to the five pillars of Islam and analyse their importance within the Muslim faith. • Recognise some objects and places used by Muslim people and evaluate why they are important. • ☐ Find out about and respond with their own ideas to examples of different beliefs, prayer, generosity and worship.

Term	Year 6 Jupiter Class 'I KNOW...' The knowledge to be learnt	
Term 1 Creation and science – conflicting or complimentary?	Big question unit <ul style="list-style-type: none"> 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. The discoveries of science make Christians wonder even more about the power and majesty of the Creator. 	contemporary; scientific; controversy; conflict; wonder; majesty; interpretation; cosmology; evolution
Golden Threads	End point – questions to answer 'The big Question' as sum-up the unit.	
Term 2 What does it mean to be a Muslim in Britain today?	Islam unit <ul style="list-style-type: none"> The five pillars of Islam are practised by Muslim people including by Muslim people living in Britain today. Muslim people believe that they must fast during daylight hours during the month of Ramadan in order to understand more about self-discipline, self-restraint and generosity and to spend time in prayer (Sawm). Muslim people believe that it is their duty to perform hajj (pilgrimage) to Mecca, the most sacred Muslim site, at least once in their lifetime if they are able. That the five pillars of Islam are both valuable and challenging for Muslim people and that they make a difference to individuals but also to the whole of the Muslim community (Ummah). 	Holy Qur'an, Sawm, Hajj, Muslim, five pillars, Ramadan, Mecca, Ummah, pilgrimage
Golden Threads	End point – questions to answer 'The big Question' as sum-up the unit.	
Term 3 What would Jesus do? 	Gospel unit <ul style="list-style-type: none"> 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's teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus's 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 	Gospel; sermon; transformation; sacrament; discipleship; miracle; commandments; national; global
Golden Threads	End point – questions to answer 'The big Question' as sum-up the unit.	
Term 4 What difference does the resurrection	Salvation unit <ul style="list-style-type: none"> 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. 	resurrection, salvation, incarnation, Good Friday, Easter

<p>make for Christians?</p> 	<ul style="list-style-type: none"> • Belief in Jesus's 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>Sunday, gospel, justify</p>
Golden Threads	End point – questions to answer 'The big Question' as sum-up the unit.	
<p>Term 5</p> <p>Is it better to express your beliefs in arts and architecture or in charity and generosity?</p>	<p>Big question unit</p> <ul style="list-style-type: none"> • Describe and make connections between examples of religious creativity (buildings and art). • Show understanding of the value of sacred buildings and art. • Suggest reasons why some believers see generosity and charity as more important than buildings and art. • Apply ideas about values and from scriptures to the title question. 	<p>Teachers tailor the vocabulary to their planning of the unit.</p>
Golden Threads	End point – questions to answer 'The big Question' as sum-up the unit.	
<p>Term 6</p> <p>What kind of King is Jesus?</p> 	<p>Kingdom of God unit</p> <ul style="list-style-type: none"> • 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>Kingdom of God, parables, obedience, community, social injustice, worship, service; unjust</p>
Golden Threads	End point – questions to answer 'The big Question' as sum-up the unit.	

Term	<p>Year 6 Jupiter Class</p> <p>'I CAN...'</p> <p>The skills to be developed.</p>
Term 1	<ul style="list-style-type: none"> • 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.
Term 2	<ul style="list-style-type: none"> • Identify some ways in which Muslim people practice their beliefs in relation to the five pillars of Islam especially Sawm (fasting) and Hajj (pilgrimage) and analyse their importance within the Muslim faith. • Find out about and respond with their own ideas about these beliefs and practices.

	<ul style="list-style-type: none"> • Describe and reflect on the significance of the Holy Qur'an to Muslim people. • ☐ Describe the forms of guidance that Muslim people use and compare them to the forms of guidance that they follow.
Term 3	<ul style="list-style-type: none"> • 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's '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.
Term 4	<ul style="list-style-type: none"> • 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
Term 5	<ul style="list-style-type: none"> • Describe and make connections between examples of religious creativity (buildings and art). • Show understanding of the value of sacred buildings and art. • Suggest reasons why some believers see generosity and charity as more important than buildings and art. • ☐ Apply ideas about values and from scriptures to the title question.
Term 6	<ul style="list-style-type: none"> • 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