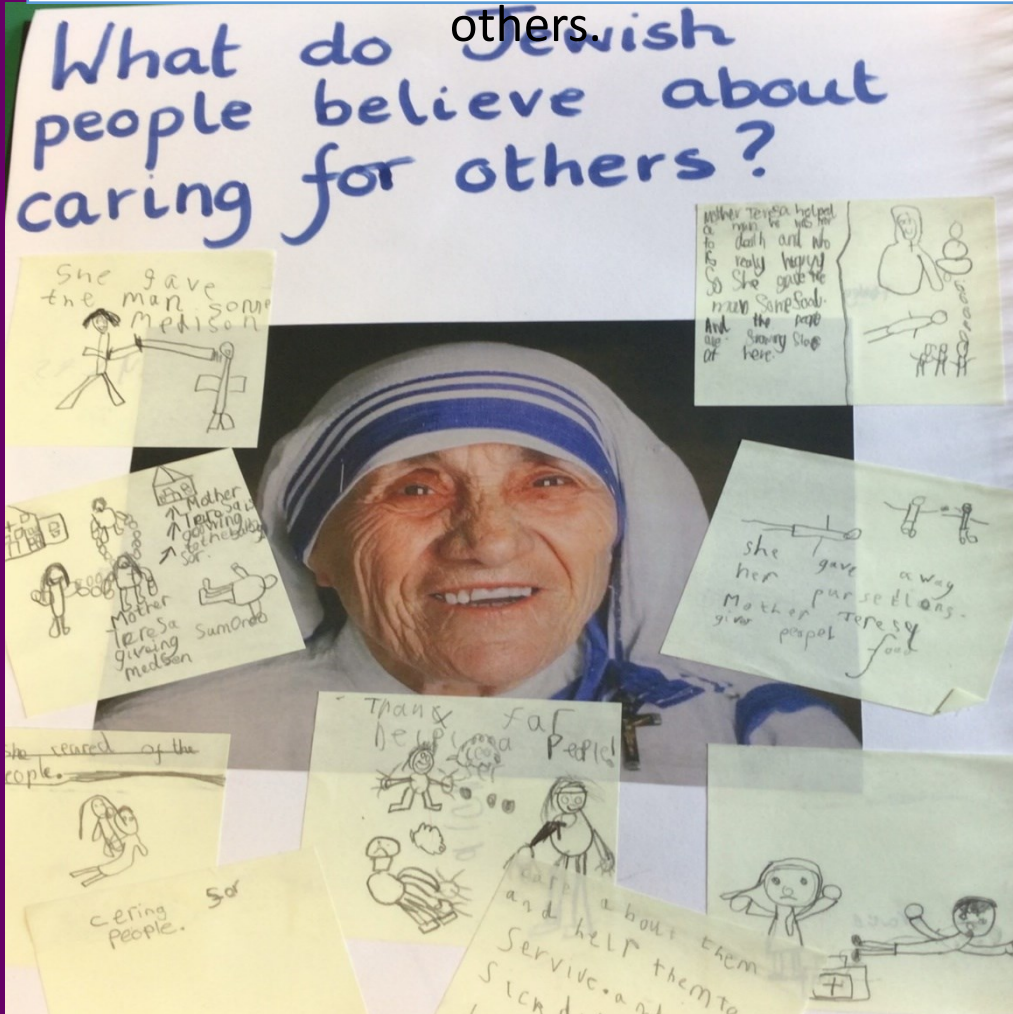




INTENT

Y1/2 – Exploring people who care for others as part of their Judaism topic which focused on Jewish people's beliefs about caring for



EYFS tuff tray activity – learning about the key parts of a Church as part of their special places

topic.



Collective Worship with Reverend Dom – Teaching us about the story of Pentecost.





# INTENT



## Beckstone Primary School

### R.E. Statement

In our religious teaching and learning, we aim for our children to leave Beckstone Primary school with..

- A high level of 'religious literacy' – being able to hold balanced and well-informed conversations about religious and non-religious world views.
- The ability to ask and begin to find the answers to significant questions about religion and beliefs.
- A strong and coherent understanding of how the beliefs, values, practices and ways of life within a religion link together.
- Independence; the ability to think for themselves, posing questions, carrying out investigations and research to find answers and evaluate their existing ideas.
- The ability to make sense of religion and worldviews around them and begin to understand the complex world which they live in.
- The curiosity to study the idea that religion isn't fixed and is constantly changing and evolving.
- The knowledge to be able to talk confidently about their own personal worldview.

## Religious Education – Intent

### **Key Stage One**

The national curriculum for religions education aims to ensure that all Key Stage One pupils:

- Learn about the place of religion and belief in their local community – recognising diversity and the influence of those religions and worldviews, and exploring questions about the meaning, purpose and value of life.
- Learn about key features of Christianity (selected from key beliefs, teaching and values behind celebrations and commemorations, patterns of worship, places of worship, and stories) exploring their significance for Christians.
- Learn about key features of at least one other religion or non- religious worldview (selected from key beliefs and, in the case of religion, teaching and values behind celebrations and commemorations, patterns of worship, places of worship, and stories) exploring their significance for followers of that religion or worldview.

### **Key Stage Two**

The national curriculum for religions education aims to ensure that all KS2 pupils:

- Learn about the nature of religion and belief exploring questions about the nature, truth, meaning and value of religion and belief.
- Learn about Christianity, focusing on the way in which beliefs, practices and ways of life link together, recognising diversity of interpretation.
- Learn about at least two other religions and/or worldviews, focusing on the way in which beliefs, practices and ways of life link together, recognising diversity of interpretation



# INTENT



## Religious Education- A Disciplinary Approach – Intent

### What do we mean by a disciplinary approach to RE?

RE as a curriculum subject is not a single discipline; it is rooted in a range of disciplinary approaches. We need to know which disciplines it draws on in order to understand the object of investigation and the research methods to employ in RE. This ensures that content chosen for RE is appropriate and established within academic traditions and that pupils use and develop a range of subject-specific skills. A discipline is understood to have:

- A body of knowledge founded on core concepts and theories
- An intellectual history/tradition which is manifested institutionally through higher education
- An object of research which might be shared across disciplines
- Specific terminology and language to define and explain concepts
- Research methods and modes of enquiry according to its specific requirements
- A specific stance towards the nature of reality (i.e. views the world through a particular lens)
- Particular grounds upon which valid truth claims are made/ways of validating knowledge (epistemology)
- A group of intellectual followers (academics) who conduct new research in that discipline and bring changes to it over time

In this syllabus RE is rooted in the disciplinary approaches of theology, philosophy and human sciences recontextualised for schools in the following ways:

Theology	Philosophy	Human Sciences
<p>We have called this <b>thinking through believing</b>. It is about asking questions that believers would ask. It requires pupils to think like researchers and to look at concepts through a theological lens. Pupils will explore questions and answers that arise from inside religious and non-religious worldviews.</p>	<p>We have called this <b>thinking through thinking</b>. It is about asking big questions that thinkers would ask. It requires pupils to think like philosophers and to look at concepts through a philosophical lens. Pupils will explore questions and answers raised through considering the nature of reality, knowledge, existence, and morality.</p>	<p>We have called this <b>thinking through living</b>. It is about asking questions that people who study lived reality or phenomena would ask. It requires pupils to think like human or social scientists to look at concepts through a human science lens. Pupils will explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives.</p>
<p><b>Examples of curriculum approaches include:</b>                      Exploration and interpretation of texts, traditions, concepts and stories e.g. Cumbria SACRE Buried Treasure Project.                      Use of film, images, artefacts, rituals and text books                      Visits to places of worship and other places of interest either virtually or in-person.                      Visits from religious leaders and faith representatives                      Independent and/or class research.                      Sensory and creative experiences.</p>	<p><b>Examples of curriculum approaches include:</b>                      Community of Enquiry - Philosophy for Children (P4C), including reasoning and meaning making exercises                      Discussions and debate.                      Encountering and exploring the thinking of religious and non-religious philosophers through books, video or independent/class research (KS2+).                      Engaging with different views about the nature of knowledge, meaning and existence.                      Introducing ethical theory (KS2+).                      Encountering and exploring theories of knowledge, philosophy of religion &amp; ethical theory from different religious and non-religious perspectives (KS3+).</p>	<p><b>Examples of curriculum approaches include:</b>                      Independent and/or class research                      Visits to places of interest either virtually or in-person.                      Encountering visitors with lived experience of religious and non-religious worldviews e.g. Cumbria Virtual Voices in Religious Education (VVRE) Project.                      Engaging with public research around religion and worldviews e.g. Census 2021, Cumbria secondary Student Census on religion and worldviews.                      Video case studies showing local and global diversity in the study of religious or non-religious worldviews.</p>



# INTENT



## Religious Education- A Disciplinary Approach – Intent

### How can we create an RE curriculum based on this disciplinary approach?

In order that pupils can become religiously literate, we need an approach in RE that balances disciplines. This will effectively prepare pupils for their studies in Key Stage 4 and beyond. This approach helps pupils to become well-informed and hold balanced views because they will have had the opportunity to gain a breadth and depth of understanding and use a range of methods to validate knowledge across the disciplines. This Agreed Syllabus encourages pupils to have a balanced approach rooted in these disciplines by:

- Providing suggested core questions for each Key Stage relating to each of the three disciplinary approaches, in order to ensure there is a balance between the three disciplines in each phase of learning (i.e. Reception, Key Stage 1, Lower Key Stage 2, Upper Key Stage 2, Key Stage 3)
- Providing a core body of knowledge to be investigated which is rooted in each academic discipline and contextualised for the school setting

An effective RE curriculum will balance these three disciplinary approaches in order for pupils to become more religiously literate.



## Religious Education – Intent

Our syllabus is the Cumbria Agreed Syllabus for Religious Education. It is supported by RE Today and Understanding Christianity which provide additional resources and content to support the teaching of RE in Beckstone Primary School. The topics are colour coded to reflect the three key aspects of the new SACRE syllabus for 2024

Orange – Theology based units – encouraging learners to ask questions that believers would ask.

Blue – Philosophy based units – encouraging learners to consider and explore the ‘big questions’ that thinkers would ask.

Green – Human Sciences units – thinking through living – asking questions that people who study lived reality would ask.



# INTENT

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Unit 1 (UC) Why is the word 'God' so important to Christians? <b>Christianity</b>	Unit 2 (UC) - Why do Christians perform the nativity at Christmas? <b>Christianity</b>	Unit 3 – Where do we belong? <b>Christianity, Hinduism and Islam</b>	Unit 4 (UC) - Why do some Christians put an Easter cross on their gardens? <b>Christianity</b>	Unit 5 – Which places are special and why? <b>Islam</b>	Unit 6 – Which stories are special and why? <b>Christianity, Islam and Judaism</b>
KS1 A	Unit 10 (UC) (Y1)- What do Christians believe God is like? <b>Christianity</b>	Unit 8 (UC) (Y1) Why does Christmas matter to Christians? <b>Incarnation</b>	Unit 15 (Y2) Who is a Muslim and how do they live? (part 1) <b>Islam</b>	Unit 12 (Y1) How should we care for the world and for others? Why does it matter? <b>Thematic</b>	Unit 13 (UC) (Y2) What is the good news Christians believe Jesus brings? (Part 1) <b>Gospel</b>	Unit 18 (Y2) What makes some places special to believers? <b>Thematic</b>
KS1 B	Unit 9 (Y1) Who is Jewish and how do they live? <b>Judaism</b>	Unit 17 (Y2) Who is a Muslim and how do they live? (Part 2) <b>Islam</b>	Unit 11 (Y1) What does it mean to belong to a faith community? <b>Thematic</b>	Unit 16 (Y2) Why does Easter matter to Christians? <b>Salvation</b>	Unit 7 (Y1)(UC) Who do Christians say made the world? <b>Creation</b>	Unit 14 (UC) (Y2) What is the good news Christians believe Jesus brings? (Part 2) <b>Gospel</b>
LKS2 A	Unit 19 (UC) (Y3) What is it like for someone to follow God? <b>People of God</b>	Unit 27 (Y4) What do Hindus believe God is like? <b>Hinduism</b>	Unit 20 (UC) (Y3) What is the Trinity and why is it important for Christians? <b>Incarnation/God</b>	Unit 26 (UC) (Y4) For Christians, when Jesus left; what was the impact of Pentecost? <b>Kingdom of God</b>	Unit 29 (Y4) What does it mean to be a Hindu in Britain today? <b>Hinduism</b>	Unit 21 (Y3) How do festivals and worship show what matters to a Muslim? <b>Islam</b>
LSK2 B	Unit 22 (Y3) How do festivals and family life show what matters to Jewish people? <b>Judaism</b>	Unit 23 (UC) (Y3) What do Christians learn from the creation story? <b>Creation/fall</b>	Unit 25 (UC) (Y4) What kind of world did Jesus want? <b>Gospel</b>	Unit 28 (UC) (Y4) Why do Christians call the day that Jesus died 'Good Friday'? <b>Salvation</b>	Unit 24 (Y3) How and why do people try to make the world a better place? <b>Thematic</b>	Unit 30 (Y4) How and why do people mark the significant events of life? <b>Thematic</b>
UKS2 A	Unit 31 (UC) (Y5) What does it mean if Christians believe God is Holy and loving? <b>God</b>	Unit 41 (UC) (Y6) For Christians, what kind of King is Jesus? <b>Kingdom of God</b>	Unit 32 (Y5) What does it mean to be a Muslim in Britain today? <b>Islam</b>	Unit 39 (Y6) Why do Hindus want to be good? <b>Hinduism</b>	Unit 33 (Y5) Why is the Torah so important to Jewish people? <b>Judaism</b>	Unit 37 (UC) (Y6) Christians and how to live: What would Jesus do? <b>Gospel</b>
UKS2 B	Unit 34 (UC) (Y5) Creation and Science, conflicting or complimentary? <b>Creation/fall</b>	Unit 38 (UC) (Y6) Why do Christians believe that Jesus was the Messiah? <b>Incarnation</b>	Unit 35 (UC) (Y5) How can following God bring freedom and justice? <b>People of God</b>	Unit 40 (UC) (Y6) What difference does the resurrection make to Christians? <b>Salvation</b>	Unit 36 (Y5) What matters most to Humanists and Christians? <b>Humanism/Christianity</b>	Unit 42 (Y6) Why do some people believe in God and some not? How does faith help people when life gets hard? <b>Thematic</b>





# INTENT

## EYFS Strands and Questions for each Unit – Intent

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Unit 1 (UC) Why is the word 'God' so important to Christians?  <b>Christianity</b>	Unit 2 (UC) - Why do Christians perform the nativity at Christmas?  <b>Christianity</b>	Unit 3 – Where do we belong?  <b>Christianity, Hinduism and Islam</b>	Unit 4 (UC) - Why do some Christians put an Easter cross on their gardens?  <b>Christianity</b>	Unit 5 – Which places are special and why?  <b>Islam</b>	Unit 6 – Which stories are special and why?  <b>Christianity, Islam and Judaism</b>

Each unit is based around a 'big question' which is addressed and explored through up to 6 lessons or learning experiences over the course of a half term. Evidence is shown mainly through photographs as lots of the learning experiences in the EYFS stage are immersive for the children. There are strong links with the EYFS strand of 'understanding the world' as these topics will provide learners with foundational knowledge which can then be built on in subsequent years.





## EYFS Strands and Questions for each Unit – Autumn term

### EYFS:

By the end of the Early Years Foundation Stage, learners will be able to answer the following 'big questions'

### **Why is the word God important?**

**By the end of this unit, learners will be able to:**

- Understand the Christian belief that God created the heavens and the earth
- Recall the key events from the creation story in Genesis 1
- Understand that many Christians believe the earth and everything in it belongs to God
- Recall the key events from the story of Adam and Eve
- Explain how Christians treat God's name with respect
- Understand that Christians believe Jesus told parables about how much God loves them and find out what this means for believers today

### **Why do Christians perform nativity plays at Christmas?**

**By the end of this unit, learners will be able to:**

- Recall the key events from the Christian Christmas story
- Understand incarnation and how it links to the Christian belief about what happened to Jesus
- Recall who visited Jesus in the stable and why
- Understand that some stories change over time
- Explain that some Christians perform the nativity to educate others about Jesus' incarnation



# INTENT



## EYFS Strands and Questions for each Unit – Spring term

**Where do we belong?**

**By the end of this unit, learners will be able to:**

- Reflect upon the things that are special to them and why they value these things
- Identify different key religious symbols for Christians, Muslims and Hindus
- Understand why many Christians believe that children are special to God
- Recall different welcoming ceremonies that many Muslims and Christians have for a new baby
- Explain how Hindu brothers and sisters may show their love and respect for each other Raksha Bandhan

**Why do some Christians put a cross on their Easter garden?**

**By the end of this unit, learners will be able to:**

- Recall key events from Palm Sunday until Easter Day in the Christian Salvation story
- Understand the Christian belief that Jesus saved his people from sin by dying on the cross and rising again three days later
- Identify different signs and symbols linked to the celebration of Easter and be able to talk about why these are important for believers



# INTENT



Which places are special and why?

By the end of this unit, learners will be able to:

- Reflect upon places that are special in their own lives, as well as those which are holy and important for Christians and Muslims
- Understand why Churches and Mosques are sacred and be able to identify their key features

Which stories are special and why?

By the end of this unit, learners will be able to:

- Consider the stories that are special to them, giving reasons why
- Engage with and recall stories from different religious worldviews and find out why they may be special to a believer
- Recall key events and retell stories from different worldviews



INTENT



## KS1 Strands and Questions for each Unit – Intent

KS1 A	Unit 10 (UC) (Y1)- What do Christians believe God is like?  <b>Christianity</b>	Unit 8 (UC) (Y1) Why does Christmas matter to Christians?  <b>Incarnation</b>	Unit 15 (Y2) Who is a Muslim and how do they live? (part 1)  <b>Islam</b>	Unit 12 (Y1) How should we care for the world and for others? Why does it matter?  <b>Thematic</b>	Unit 13 (UC) (Y2) What is the good news Christians believe Jesus brings? (Part 1)  <b>Gospel</b>	Unit 18 (Y2) What makes some places special to believers?  <b>Thematic</b>
KS1 B	Unit 9 (Y1) Who is Jewish and how do they live?  <b>Judaism</b>	Unit 17 (Y2) Who is a Muslim and how do they live? (Part 2)  <b>Islam</b>	Unit 11 (Y1) What does it mean to belong to a faith community?  <b>Thematic</b>	Unit 16 (Y2) Why does Easter matter to Christians?  <b>Salvation</b>	Unit 7 (Y1)(UC) Who do Christians say made the world?  <b>Creation</b>	Unit 14 (UC) (Y2) What is the good news Christians believe Jesus brings? (Part 2)  <b>Gospel</b>



# INTENT



## KS1 Strands and Questions for each Unit – Intent

### Year A:

What do Christians believe God is like? – By the end of this unit, learners will be able to:

- Understand what parables are and that Christians believe these stories were told by Jesus to teach his followers about God
- Recall the parable of the Lost Son and what this story teaches Christians about God
- Consider what it means for Christians to ask for forgiveness from God and that they will be welcomed back into God's family
- Recall the story of Jonah and the Big Fish
- Understand how many Christians put their beliefs into practice through worship

Why does Christmas matter to Christians? – By the end of this unit, learners will be able to:

- Talk about the key events from the Christmas story in more detail
- Explain how Christmas is celebrated today and begin to consider secular and religious traditions
- Explore religious artwork, saying how and why it helps Christians today to celebrate the key events from the story

Who is a Muslim and how do they live? – By the end of this unit, learners will be able to:

- Recall key facts about Islam, key beliefs and ways of living for Muslims
- Explain some of the key Muslim beliefs about God found in the Shahadah and learn about the 99 names of Allah
- Encounter and recall stories about the prophet and what these stories teach Muslims today
- Recall the five pillars of Islam and explain their importance for believers
- Understand the importance of prayer and what it means for Muslims all over the world

How should we care for the world and for others, and why does it matter? – By the end of this unit, learners will be able to:

- Recall stories and texts that say something about people being unique and valuable
- Revise their knowledge of Genesis 1 and what this tells Christians and Jews about caring for the world
- Consider the different ways that Christians and Jews care for people of the world, including giving to charities
- Consider why people who are religious and non-religious should care for others and look after the natural world



# INTENT



## KS1 Strands and Questions for each Unit – Intent

What is the good news that Christians say Jesus brings? (part 1) - By the end of this unit, learners will be able to:

- Explain and recall the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings
- Recall the story of Matthew the tax collector and how Christians believe that Jesus offers forgiveness, looking at their heart, rather than what they have done in the past.
- Recall the instructions Jesus gives in the Bible and how Christians follow his example in order to behave in a Christ-like way
- Consider whether Jesus' good news is the only good news for Christians or whether there are things for people from different worldviews to consider

What makes some place special to believers? -By the end of this unit, learners will be able to:

- Recall information and facts about various places of worship, with a focus on the key features of churches, mosques and synagogues
- Understand why places of worship are important to many believers
- Consider and recall similarities that all places of worship have and how they support their local communities in practical ways



# INTENT



## KS1 Strands and Questions for each Unit – Intent

Year B:

Who is Jewish and how do they live? – By the end of this unit, learners will be able to:

- Understand Jewish worldviews and ways of life
- Understand the texts from the Torah and their importance for Jewish people today
- Explain the Mezuzah and the Shema prayer and what they mean for believers
- Explore Shabbat and Chanukah, discussing why Jewish people mark these times and what they learn from stories found in the Torah

Who is a Muslim and how do they live? (Part 2) – By the end of this unit, learners will be able to:

- Understand the religion of Islam, the key beliefs and ways of living for Muslims
- Recall some of the key Muslim beliefs about God found in the Shahadah and understand that there are 99 names for Allah
- Recount stories about the prophet and consider what these stories teach Muslims today about ways of living
- Understand the five pillars of Islam and how these impact upon the lives of believers
- Understand the importance of prayer and what it means for Muslims all over the world

What does it mean to belong to a faith community? – By the end of this unit, learners will be able to:

- Understand what it means to belong to a faith community
- Revise their knowledge from prior units about Muslims, Christians and Jewish people and how members of these communities show that they belong
- Encounter artefacts, places of worship and symbols
- Consider where they belong and the communities to which they are a part of

Why does Easter matter to Christians? – By the end of this unit, learners will be able to:

- Recognise that the concepts of God, Incarnation, Gospel and Salvation are all part of the big story of the Bible
- Recall the key events of Holy Week and Easter, making links with the Christian belief of salvation
- Understand how Christians show their beliefs about Jesus being their saviour within celebrations and worship in church at Easter
- Recall the instructions that Christians believe Jesus gave his followers about how to behave
- Consider what the story of Easter means for Christians today and why they put their hope in heaven



# INTENT





# INTENT

## KS1 Strands and Questions for each Unit – Intent

Who do Christians say made the world? - By the end of this unit, learners will be able to:

- Recall the key events within the story and be able to retell it using key vocabulary
- Understand that some Christians believe different things about creation
- Begin to compare texts found within the creation story and start to think about how Christians might try to be stewards of the world
- Understand how Christians may act in response to creation and why they may choose to praise God for it

What is the good news that Christians say Jesus brings? (Part 2) - By the end of this unit, learners will be able to:

- Understand the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings
- Recall the story of Matthew the Tax Collector and how Christians believe that Jesus offers forgiveness, looking at their heart rather than what they have done in the past
- Understand the instructions Jesus gives in the Bible and how Christians follow his example and these instructions in order to behave in a Christ-like way.
- Consider whether Jesus' good news is only good news for Christians or whether there are things for people from different worldviews to consider





## LKS2 Strands and Questions for each Unit – Intent

LKS2 A	Unit 19 (UC) (Y3) What is it like for someone to follow God? <b>People of God</b>	Unit 27 (Y4) What do Hindus believe God is like? <b>Hinduism</b>	Unit 20 (UC) (Y3) What is the Trinity and why is it important for Christians? <b>Incarnation/God</b>	Unit 26 (UC) (Y4) For Christians, when Jesus left; what was the impact of Pentecost? <b>Kingdom of God</b>	Unit 29 (Y4) What does it mean to be a Hindu in Britain today? <b>Hinduism</b>	Unit 21 (Y3) How do festivals and worship show what matters to a Muslim? <b>Islam</b>
LKS2 B	Unit 22 (Y3) How do festivals and family life show what matters to Jewish people? <b>Judaism</b>	Unit 23 (UC) (Y3) What do Christians learn from the creation story? <b>Creation/fall</b>	Unit 25 (UC) (Y4) What kind of world did Jesus want? <b>Gospel</b>	Unit 28 (UC) (Y4) Why do Christians call the day that Jesus died 'Good Friday?' <b>Salvation</b>	Unit 24 (Y3) How and why do people try to make the world a better place? <b>Thematic</b>	Unit 30 (Y4) How and why do people mark the significant events of life? <b>Thematic</b>



# INTENT



## LKS2 Strands and Questions for each Unit – Intent

Lower KS2 – Y3/4:

By the end of Lower KS2, learners will be able to answer the following 'big questions'

Year A:

What is it like for someone to follow God? – By the end of this unit, learners will be able to:

- Recall stories from the old testament, considering their importance for Christians
- Recall the story of Noah, considering what it was like for him to follow God
- Understand the covenant that Christians believe Noah made with God, making links with the promises made at a wedding ceremony
- Recall the story of Abram/Abraham and the covenant he made with God
- Consider why following God may sometimes feel hard for believers

What do Hindus believe God is like? – By the end of this unit, learners will be able to:

- Build on their existing knowledge of Hindu Dharma
- Consider how Hindus might see the world
- Explore the concepts of Brahman, using stories, texts and examples to help them

What is the trinity and why is it important for Christians? – By the end of this unit, learners will be able to:

- Recall the baptism of Jesus and where it is found in the bible
- Understand why the story of Jesus' baptism is important to Christians today
- Investigate how Christians show their beliefs about God and the Trinity and how these beliefs impact upon their lives
- Understand infant and believer baptism in the church and what it means for Christians today

For Christians, when Jesus left; what was the impact of Pentecost? – By the end of this unit, learners will be able to:

- Recall the key events of Pentecost found in the Bible
- Consider what the events in Acts 2 might have meant for the first Christians and what they mean for Christians today
- Make links between the description of Pentecost, the Holy Spirit and the Kingdom of God
- Understand how Christians show their beliefs about the Holy Spirit in worship and how they live their lives

What does it mean to be a Hindu in Britain today? – By the end of this unit, learners will be able to:

- Build on their existing knowledge and understanding of the divine
- Examine Puja at home, worship in the mandir and the festival of Diwali
- Reflect on the idea of dharma through two different stories



# INTENT



## LKS2 Strands and Questions for each Unit – Intent

How do festivals and worship show what matters to a Muslim? – By the end of this unit, learners will be able to:

- Identify some beliefs about God in Islam – as expressed in Surah I
- Make clear links between beliefs about God and ibadah (worship) and how this links to prayer, fasting, celebrating and the intention to live out the five pillars of Islam
- Ask questions and suggest answers about the value of submission and self-control to Muslims and whether there are benefits of this for all people.

### Lower KS2 – Year 3&4 – Year 6:

How do festivals and family life show what matters to Jewish people? – By the end of this unit, learners will be able to:

- Build on their prior knowledge of Jewish worldviews and ways of life
- Recall information learnt about Shabbat and consider how different Jews mark it today
- Understand that Jews are diverse and will begin to use the language of Orthodox and Progressive
- Recall information about Shabbat, Rosh Hashanah, Yom Kippur, and Pesach to develop their understanding of festivals and ideas of forgiveness, remembering and freedom

What do Christians learn from the creation story? – By the end of this unit, learners will be able to:

- Recount the first creation story from Genesis and the key messages within it for Christians
- Understand the messages associated with the creation story and how Christians are called on to look after God's world
- Understand and recount the story of Adam and Eve and how the Fall fits into the 'Big story' of the Bible

What kind of world did Jesus want? – By the end of this unit, learners will be able to:

- Understand the concept of 'gospel' through the story about the calling of the first disciples
- Recall Jesus' actions towards others and what example this sets for Christians today
- Understand the links between teachings within the Bible and the meaning of Jesus' good news for Christians
- Recall and understand the parable of the Good Samaritan and the importance of charity within the lives of many Christian people

Why do Christians call the day that Jesus died 'Good Friday'? – By the end of this unit, learners will be able to:

- Understand how the Christian salvation story fits into the big story of the Bible
- Recall the main events of holy week and consider how people may have felt at the time
- Recall texts from the Bible, relating to holy week
- Understand how Christians today remember holy week and Easter
- Make suggestions between what they have learnt and why Christians may choose to live their lives in a particular way



# INTENT



## LKS2 Strands and Questions for each Unit – Intent

How and why do people try to make the world a better place? – By the end of this unit, learners will be able to:

- Understand how Jewish, Christian, Muslim and non-religious people try to care for the world
- Consider what motivates people from these worldviews to care for the world, making links to scripture and religious teachings
- Consider why the world is not always good and make simple links to religious and non-religious world views
- Understand the Jewish idea of Tikkun Olam and consider how charities such as Tzedek help Jewish people to live out ideas and teachings
- Raise their own questions about caring for the world and consider the responsibility that everyone must care for the world

How and why do people mark the significant events of life? – By the end of this unit, learners will be able to:

- Understand the beliefs of people from different worldviews surrounding commitment and promises
- Discuss the meaning and importance of ceremonies of commitment for religious and non-religious people
- Make links between the ideas of love, commitment and the promises within the ceremonies they study
- Recall information about the several rites of passage and reflect on whether it is good for everyone to see life as a journey.



# INTENT



## UKS2 Strands and Questions for each Unit – Intent

UKS2 A	Unit 31 (UC) (Y5) What does it mean if Christians believe God is Holy and loving? <b>God</b>	Unit 41 (UC) (Y6) For Christians, what kind of King is Jesus? <b>Kingdom of God</b>	Unit 32 (Y5) What does it mean to be a Muslim in Britain today? <b>Islam</b>	Unit 39 (Y6) Why do Hindus want to be good? <b>Hinduism</b>	Unit 33 (Y5) Why is the Torah so important to Jewish people? <b>Judaism</b>	Unit 37 (UC) (Y6) Christians and how to live: What would Jesus do? <b>Gospel</b>
UKS2 B	Unit 34 (UC) (Y5) Creation and Science, conflicting or complimentary? <b>Creation/fall</b>	Unit 38 (UC) (Y6) Why do Christians believe that Jesus was the Messiah? <b>Incarnation</b>	Unit 35 (UC) (Y5) How can following God bring freedom and justice? <b>People of God</b>	Unit 40 (UC) (Y6) What difference does the resurrection make to Christians? <b>Salvation</b>	Unit 36 (Y5) What matters most to Humanists and Christians? <b>Humanism/Christianity</b>	Unit 42 (Y6) Why do some people believe in God and some not? How does faith help people when life gets hard? <b>Thematic</b>



# INTENT



## UKS2 Strands and Questions for each Unit – Intent

Upper KS2 – Y5/6:

By the end of Upper KS2, learners will be able to answer the following 'big questions'

What does it mean if Christians believe God is Holy and loving?

- Explore what Christians believe God is like, using key texts from the bible, in both the Old and New Testament (Isaiah, Psalm 103 and John)
- Learn and understand key vocabulary such as: 'omnipotent, omniscient and omnipresent' to describe the Christian view of God
- Make links with their prior learning to consider why Christians believe that God is forgiving and loving
- Understanding the idea that getting to know God is like getting to know a person

For Christians, what kind of king is Jesus?

- Explore parables from the bible and the belief that Jesus told some parables to share what the kingdom of God is like and to invite people to join God's kingdom by letting God rule their hearts
- Explore the different ways that Christians may interpret parables, including how believers may put their beliefs into practice in a variety of ways (e.g. worship and service to the community)
- Discuss the parables of the great banquet and the unforgiving servant and how these parables are interpreted
- Explore the ways in which many Christians try to make the world more like God's kingdom by challenging unjust social structures in their local area and around the world

What does it mean to be a Muslim in Britain today?

- Extend their previous learning about Muslim beliefs about God, the Prophet and the Holy Qur'an.
- Explore how Muslim sources of authority guide daily living for believers
- Learn and explore ibadah and how it links to the five pillars, festivals and places of worship
- Understand key Muslim values such as: submission, obedience, generosity and self-control, making links to how these values are lived out by Muslims in Britain today.

Why do Hindus want to be good?

- Build on previous learning about the Hindu worldview and way of life
- Build an understanding of Dharma
- Recount and interpret the story of the man in the well from Mahabharata
- Investigate key concepts of Karma, Dharma and Samsara and how they may affect how a Hindu chooses to live their life



# INTENT



## UKS2 Strands and Questions for each Unit – Intent

### Why is the Torah so important to Jewish people?

- Build on prior knowledge of the Jewish worldview and way of life, understanding that Jews are a diverse group of people
- Investigate the centrality of Torah, examining how a Sefer Torah is constructed, it's place within a synagogue and how it may be interpreted in different ways
- Consider how interpretation of the Torah influences dietary choices
- Reflect on how Jewish practice is being adapted in the light of current thinking on gender and climate

### Christians and how to live: What would Jesus do?

- Learn and explore the four gospels and the similarities and differences between them.
- Understanding the gospels of Matthew, Mark and Luke as eye-witness accounts, whereas John used different sources and includes long reflections
- Understand the difference between Jesus' direct teaching and his teaching through parables and other stories he told
- Consider what Christians believe the 'good news' of Jesus is, giving examples of Jesus' behaviour that Christians try to follow.
- Discuss how Christian communities today act and how this is based on Jesus' teachings

### Creation and Science, conflicting or complimentary?

- Understand the importance of creation within the 'big story' of the bible
- Study Genesis 1 and consider how it may be interpreted in different ways
- Encounter scientists who are religious and those who are not, discussing how faith and science can be both conflicting and complimentary
- Encounter and explore different theological theories that some Christians use to interpret the creation story
- Understand that whilst some people see Science and religion as opposites, others do not

### Why do Christians believe that Jesus was the Messiah?

- Understand the concept of 'incarnation' and how it fits within the big story of the bible
- Recount the story of Jesus' birth and the links Christians make to the old testament prophecies
- Consider the idea of Jesus fulfilling the expectations of the Messiah, within Christian tradition and the importance of this for Christians today



# INTENT



## UKS2 Strands and Questions for each Unit – Intent

How can following God bring freedom and justice?

- Explore the story of Exodus, sequencing key events and considering different interpretations
- Make connections between bible texts and what Christians believe about how God can help during difficult times and how they should behave
- Explain ways in which Christians try to put their beliefs into practice by trying to bring freedom to others
- Investigate the ten commandments, considering why the people of God were given these and what they mean for believers today

What difference does the resurrection make to Christians?

- Understand the 'big story' of the Bible, explaining how incarnation and salvation fit into this
- Recall different accounts of Jesus' death and resurrection, comparing their thoughts with the different ways that Christians may interpret these texts
- Understand the connections between Luke 24 and the Christian concepts of sacrifice, resurrection, salvation, incarnation and hope
- Consider how worship on Good Friday and Easter Sunday may vary
- Understand Christian funerals and how these link to the promise of eternal life because of Jesus' sacrifice on the cross

Why do some people believe in God and some not? How does faith help people when life gets hard?

- Build on their understanding of the idea of God from previous learning in relation to global and local beliefs
- Examine the rising number of people who identify as having 'no religion'
- Use the terms: atheist, agnostic and theist confidently
- Consider reasons why people may choose not to believe or to believe in God

What matters most to Christians and Humanists?

- Carefully consider actions, sources of authority, values, religious and non-religious worldviews
- Consider the similarities between Christian and Humanist ideas about being good and how people live
- Consider what it means to follow a moral code; carefully thinking about why this might be both helpful and difficult



# INTENT

