



FORSBROOK PRIMARY SCHOOL RELIGIOUS EDUCATION CURRICULUM MAP Staffordshire Agreed Syllabus & 'Understanding Christianity'

Reception, KS1 & KS2

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Christianity Also, celebrate festivals across the year.	GOD Why is the word God so important to Christians? AS 1.1a, 1.2a, 1.2c, 1.5a, 1.5b <i>Why are we special?</i> <i>What makes us special?</i> <i>Why is God special?</i> <i>Why is Jesus special?</i>	INCARNATION Why do Christians perform nativity plays at Christmas? AS 1.1a, 1.1b, 1.2a, 1.2b, 1.3c, 1.4b, 1.5c <i>Why is Christmas important for Christians?</i> <i>Learn the story of Christmas. Tell the story of Christmas through Nativity play.</i>	Being Special – Where do we belong? How do we show respect for one another? Who do you care about? How do we show care/how do I know I am cared for? How do you know what people are feeling? How do we show people they are welcome? What things can we do better together rather than on our own? Where do you belong? How do you know you belong?	SALVATION Why do Christians put a cross in the Easter garden? AS 1.1a, 1.1b, 1.2a, 1.2b, 1.3c, 1.4b, 1.5c What happens at the end of winter and the beginning of spring? How do 'dead' plants and trees come alive again? What do Christians believe happened to Jesus? Why do Christians think this is such an important story? What do Christians do at Easter? Why do we have Easter eggs?	Which places are special and why? Where do you feel safe? Why? Where do you feel happy? Why? Where is special to me? Where is a special place for believers to go? What makes this place special?	Which stories are special and why? What is your favourite story? What do you like about it, and why? What stories do you know about Jesus? What do you think Jesus was (is) like? Do you know any Bible stories? What stories do you know that are special to Christians (or other faiths)? Who are the stories about? What happens in the story? Does the story tell you about God? What do you learn?



			What makes us feel special about being welcomed into a group of people?			What stories do you know that tell you how you should behave towards other people? What are the similarities and differences between different people's special stories?
Yr1 Christianity Islam	<p>GOD</p> <p>What do Christians believe God is like?</p> <p>AS 1.1a, 1.2a, 1.2c, 1.5a, 1.5b</p> <p>Identify what a parable is.</p> <p>Tell the story of the Lost Sheep and recognise a link with the concept of God as a forgiving Father.</p> <p>Give clear, simple accounts of what the story means to Christians.</p> <p>Give two examples of a way in which Christians show their belief in God as loving and forgiving.</p>	<p>What are festivals and why do we have them?</p> <p>To learn what celebrations and festivals are. People celebrate for many reasons but most festivals are connected with stories.</p> <p>The Hindu story linked with Diwali is the Ramayana.</p> <p>Advent is a Christian period of preparation for Jesus' coming.</p> <p>Christmas – Why is Christmas a significant celebration in the Christian Faith</p> <p>Identify and ask questions about customs associated with particular religious communities</p>	<p>Who is a Muslim and how do they live?</p> <p>(Double Unit)</p> <p>Make sense of belief:</p> <p>Recognise the words of the Shahadah and that it is very important for Muslims</p> <p>Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean</p> <p>Give examples of how stories about the Prophet show what Muslims believe about Muhammad</p> <p>Understand the impact:</p> <p>Give examples of how Muslims use the Shahadah</p>	<p>SALVATION</p> <p>Why does Easter matter to Christians?</p> <p>AS 1.1a, 1.1b, 1.2a, 1.2b, 1.3c, 1.4b, 1.5c</p> <p>Recognise that incarnation and salvation are apart of the Big Story of the Bible.</p> <p>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of salvation.</p> <p>Recognise that Jesus gives us instructions about how to behave.</p> <p>Give three examples about how Christians show their beliefs about Jesus' death</p>	<p>How do Christians talk to God?</p> <p>That for Christians:</p> <p>prayer is a way of connecting with God at any time and in any place</p> <p>prayer is about listening to God as well as talking to him</p> <p>that Christians pray in different ways and for different reasons e.g. to say thank you, sorry or please</p> <p>the Bible has prayers and songs of worship that Christians often use</p> <p>that the Bible contains a special prayer that Jesus</p>	<p>Who is a Muslim and how do they live?</p> <p>(Double Unit)</p>



	<p>Give an example of how Christians put their beliefs into practice in worship.</p> <p>Think, talk and ask questions about whether they can learn anything from the story for themselves.</p>		<p>to show what matters to them.</p> <p>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</p> <p>Give examples of how Muslims put their beliefs about prayers into action</p> <p>Make connections:</p> <p>Think, talk about and ask questions about Muslim beliefs and ways of living</p> <p>Talk about what they think is good for Muslims about prayer, respect and celebrations and self-control and making good reason for their ideas.</p> <p>Give a good reason for their ideas about whether prayer, respect, self-control and celebration have something to say to them too.</p>	<p>and resurrection in church worship at Easter.</p> <p>Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven.</p>	<p>taught his disciples called the 'Lord's Prayer'</p>	
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<p>Yr2</p> <p>Christianity</p> <p>Islam</p>	<p>CREATION</p> <p>Who do Christians say made the world?</p> <p>AS 1.1a, 1.3c, 1.5a, 1.5c, 1.6b, 1.6c</p> <p>Retell the story of creation.</p> <p>Recognise that creation is the beginning of the Big Story of the Bible.</p> <p>Say what the story tells Christians about God, Creation and the world.</p> <p>Give an example of what Christians do to say thank you to God for the Creation.</p> <p>Think, talk and ask questions about living in an amazing world.</p>	<p>INCARNATION</p> <p>Why does Christmas matter to Christians?</p> <p>AS 1.1a, 1.1b, 1.2a, 1.2b, 1.3c, 1.4b, 1.5c</p> <p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</p> <p>Recognise that stories of Jesus' life come from the Gospels.</p> <p>Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</p> <p>Decide what they personally have to be thankful for at Christmas.</p>	<p>What makes some places sacred to believers?</p> <p>Make sense of belief:</p> <p>Recognise that there are special places where people go to worship, and talk about what people do there</p> <p>Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean</p> <p>Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</p> <p>Understand the impact:</p> <p>Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe</p> <p>Give simple examples of how people worship at a</p>	<p>SALVATION</p> <p>Why does Easter matter to Christians?</p> <p>AS 1.1a, 1.1b, 1.2a, 1.2b, 1.3c, 1.4b, 1.5c</p> <p><i>(Digging deeper)</i></p> <p>Recognise that God, Incarnation, Gospel and Salvation are part of the Big Story of the Bible.</p> <p>Tell stories of Holy week and Easter and make a link with the idea of Salvation – Jesus rescuing people.</p> <p>Give three examples of how Christians show their beliefs about Jesus as a Saviour in church worship.</p> <p>Think, talk and ask questions about whether the text has something to say to them.</p>	<p>GOSPEL</p> <p>What is the Good News that Jesus brings?</p> <p>AS 1.4</p> <p>Tell stories from the bible and recognise a link with a concept of Gospel or good news.</p> <p>Give clear, simple accounts of what bible texts means to Christians.</p> <p>Recognise that Jesus gives instructions to people about how to behave.</p> <p>Give two examples of ways in which Christians follow the teachings studied about forgiveness and peace and bringing good news to the friendless.</p> <p>Give two examples of how Christians put these beliefs into practice in the church community and their own lives.</p> <p>Think, talk and ask questions about whether</p>	<p>How should we care for others and the world and why does it matter?.</p> <p>Make sense of belief:</p> <p>Identify a story or text that says something about each person being unique and valuable</p> <p>Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)</p> <p>Give a clear, simple account of what Genesis 1 tells Christians and Muslims about the natural world</p> <p>Understand the impact:</p> <p>Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories</p> <p>Give examples of how Christians and Muslims can show care for the natural earth</p>
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			<p>church, mosque or synagogue</p> <p>Talk about why some people like to belong to a sacred building or a community</p> <p>Make connections:</p> <p>Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas</p> <p>Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</p>		<p>Jesus' good news is only for Christians, or is there somethings for everyone to earn and explore.</p>	<p>Say why Christians and Jews might look after the natural world</p> <p>Make connections:</p> <p>Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world</p> <p>Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world</p>
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



<p>Yr3</p> <p>Christianity</p> <p>Islam</p> <p>Judaism</p>	<p>INCARNATION/GOD</p> <p>What is the Trinity? (<i>Core learning - Baptism and the Grace</i>)</p> <p>AS 2.3a, 2.3b, 2.3c, 2.3d</p> <p>Identify the difference between a Gospel which tells the story of the life and teaching of Jesus, and a letter.</p> <p>Offer suggestions about what texts about the baptism and Trinity might mean.</p> <p>Give examples of what these texts mean to some Christians today.</p> <p>Describe how Christians show their beliefs about God the trinity on worship and in the way they live.</p> <p>Make links between some bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.</p>	<p>How do festivals and family life show what matters to Jewish people?</p> <p>Make sense of belief:</p> <p>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean</p> <p>Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people</p> <p>Offer informed suggestions about the meaning of the Exodus story for Jews today.</p> <p>Understand the impact:</p> <p>Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</p> <p>Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities</p> <p>Make connections:</p> <p>Raise questions and suggest answers about whether it is good for Jews and everyone</p>	<p>How do festivals and worship show what matters to Muslims?</p> <p>Make sense of belief:</p> <p>Identify some beliefs about God in Islam, expressed in Surah 1</p> <p>Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God)</p> <p>Understand the impact:</p> <p>Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</p> <p>Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)</p> <p>Make connections:</p>	<p>SALVATION</p> <p>Why do Christians call the day Jesus died 'Good Friday'?</p> <p>AS 2.1c, 2.2c, 2.3b, 2.5a, 2.5b, 2.5c</p> <p>Order creation and fall, incarnation, gospel and salvation within a timeline of the bibles Big Story.</p> <p>Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.</p> <p>Give examples of what the texts studied mean to some Christians.</p> <p>Make simple links between the Gospel text and how Christians mark the Easter events in their church communities.</p> <p>Describe how Christians show their beliefs about Palm Sunday Good Friday and Easter Sunday in worship.</p>	<p>PEOPLE OF GOD</p> <p>What is it like to follow God?</p> <p>AS 2.2a, 2.2b, 2.2c, 2.2d, 2.4b, 2.4d, 2.5c, 2.5d, 2.6a, 2.6b, 2.6c</p> <p>Make clear links between the story of Noah and the idea of covenant.</p> <p>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</p> <p>Make links between the story of Noah and how we live in school and the wider world.</p> <p>2.3d, 2.2c, 2.3b, 2.4c, 2.5c, 2.6c</p>	<p>GOSPEL</p> <p>What kind of world did Jesus want? [Gospel]</p> <p>AS 2.1c 2.2d, 2.5c, 2.6a, 2.6c</p> <p>Make sense of belief:</p> <p>Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus</p> <p>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'</p> <p>Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian</p> <p>Understand the impact:</p> <p>Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways</p> <p>Make connections:</p> <p>Make links between the importance of love in the Bible stories studied and life</p>
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		<p>else to remember the past and look forward to the future</p> <p>Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.</p>	<p>Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims</p> <p>Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas</p>	<p>Make links between some of the stories and teachings in the bible and life in the world today, expressing some ideas of their own clearly.</p> <p>2.1c, 2.2c, 2.3b, 2.5a, 2.5b, 2.5c</p>		<p>in the world today, giving a good reason for their ideas.</p>
<p>Yr4</p> <p>Christianity</p> <p>Islam</p> <p>Judaism</p>	<p>CREATION/FALL</p> <p>What do Christians learn from the creation story?</p> <p>AS 2.1a, 2.1b, 2.1d, 2.3b, 2.5a, 2.5b, 2.5c, 2.6d</p> <p>Place the concepts of God and the Creation on a timeline of the Bibles 'Big Story'.</p> <p>Make clear links between Genesis 1 and what Christians believe about God and Creation.</p>	<p>INCARNATION/GOD</p> <p>What is the Trinity? – (<i>Digging deeper – the Incarnation</i>)</p> <p>AS 2.3a, 2.3b, 2.3c, 2.3d</p> <p>Identify John 1 as part of a Gospel noting some differences between John and the other Gospels.</p> <p>Offer suggestions for what texts about God might mean.</p>	<p>How and why do people try to make the world a better place?</p> <p>Make sense of belief:</p> <p>Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)</p> <p>Make links between religious beliefs and teachings and why people try to live and make the world a better place</p> <p>Understand the impact:</p>	<p>How and why do people mark the significant events of life? Christians, Judaism, Muslims, non-religious</p> <p>Make sense of belief:</p> <p>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean</p> <p>Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today</p>	<p>KINGDOM OF GOD</p> <p>When Jesus left what was the impact of Pentecost?</p> <p>AS 2.3d, 2.2c, 2.3b, 2.4c, 2.5c, 2.6c</p> <p>Make clear links between the story of the day of Pentecost and Christian belief about the kingdom of God on earth.</p> <p>Give two examples of what Pentecost means to some Christians today.</p>	<p>PEOPLE OF GOD</p> <p>What is it like to follow God?</p> <p><i>Digging Deeper</i></p> <p>AS 2.2a, 2.2b, 2.2c, 2.2d, 2.4b, 2.4d, 2.5c, 2.5d, 2.6a, 2.6b, 2.6c UC 2b.3</p> <p>Make clear links between the story of Abraham and the concept of faith.</p> <p>Make simple links between People of God and how some Christians choose to live in</p>



	<p>Describe what Christians do because they believe God is creator.</p> <p>Ask questions and suggest answers about what might be important in the creation story for Christians living today and for the people who are not Christians.</p>	<p>Give examples of what the texts studied mean to some Christians.</p> <p>Describe how some Christians describe their beliefs about God the trinity in the way they live.</p> <p>Make links between some of the texts and the teachings about God in the Bible and what people believe about God in the world today.</p>	<p>Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek)</p> <p>Describe some examples of how people try to live (e.g. individuals and organisations)</p> <p>Identify some differences in how people put their beliefs into action</p> <p>Make connections:</p> <p>Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better</p> <p>Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas</p> <p>Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.</p>	<p>Understand the impact:</p> <p>Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean</p> <p>Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</p> <p>Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)</p> <p>Make connections:</p> <p>Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones</p> <p>Make links between ideas of love, commitment and promises in religious and non-religious ceremonies</p> <p>Give good reasons why they think ceremonies of</p>	<p>Understand and explain the symbolism linked to Pentecost.</p> <p>Explain how Christians believe the Holy Spirit helps them.</p> <p>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 their own ideas.</p>	<p>their whole lives and in their church communities.</p> <p>Suggest answers about how far ideas of covenant, promising and following God might make a difference in the world today.</p>
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				commitment are or are not valuable today		
Yr5	GOD	Why do Hindus try to be good?	What does it mean to be a Muslim in Britain today?	SALVATION	KINGDOM OF GOD	What matters most to Humanists and Christians?
Christianity	What does it mean if God is holy and loving?	Make sense of belief:	Make sense of belief:	What did Jesus do to save human beings?	What kind of king was Jesus?	Make sense of belief:
Hindu	AS 2.1d, 2.2d, 2.5c, 2.6a, 2.6c	Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately	Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message)	AS 2.1a, 2.1c, 2.3b, 2.3d, 2.6c	AS 2.3b, 2.3d	Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)
Islam	Identify some different types of biblical texts, using technical terms accurately.	Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.	Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet)	Outline the timeline of the Big Story of the Bible explaining how incarnation and salvation fit within it.	Explain connections between biblical texts and the concept of the kingdom of God.	Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')
NON RELIGIOUS WOLD VIEWS	Explain connections between biblical texts and Christian ideas of God, using theological terms.	Understand the impact:	Understand the impact:	Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.	Consider different possible meanings for the biblical texts studied showing awareness of different interpretations.	Understand the impact:
	Make clear connections between bible text studied and what Christians believe about God.	Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live	Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)	Suggests meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts.	Make clear connections between the 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.	Make clear connections between Christian and Humanist ideas about being good and how people live
	Show how Christians put their beliefs into practice in worship.	Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.	Give evidence and examples to show how Muslims put their beliefs into practice in different ways	Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy communion / Lord's supper.	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	Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view
	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.	Give evidence and examples to show how Hindus put their beliefs into practice in different ways	Make connections between Muslim beliefs studied and Muslim ways of living in			Make connections:



		<p>Make connections:</p> <p>Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus</p> <p>Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.</p>	<p>Britain/ Stoke-on-Trent today</p> <p>Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims</p> <p>Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.</p>	<p>Show how Christians put their beliefs into practice.</p> <p>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p> <p>2.1a, 2.1c, 2.3b, 2.3d, 2.6c</p>	<p>in the world today, offering insights about whether or not the world could or should learn from Christian ideas.</p> <p>2.3b, 2.3d</p> <p>Compare and contrast</p>	<p>Raise important questions and suggest answers about how and why people should be good</p> <p>Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.</p>
<p>Yr6</p> <p>Christianity</p> <p>Hindu</p> <p>Islam</p> <p>NON RELIGIOUS WOLD VIEWS</p>	<p>CREATION/FALL</p> <p>Creation and science: conflicting or complementary?</p> <p>AS 2.1d, 2.6d</p> <p>Outline the importance of Creation on the timeline of the Big Story of the Bible.</p> <p>Identify what type of text some Christians say Genesis 1 is and its purpose.</p> <p>Taking account of the context, suggest what</p>	<p>INCARNATION</p> <p>Was Jesus the Messiah?</p> <p>AS 2.3b, 2.3d</p> <p>Explain the place of incarnation and Messiah within the Big Story of the bible.</p> <p>Identify Gospel and prophecy texts, using technical terms.</p> <p>Explain connections between biblical texts, Incarnation and Messiah, using theological terms.</p>	<p>Why do some people believe in God and some people not?</p> <p>Make sense of belief:</p> <p>Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs</p> <p>Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from</p>	<p>How does faith help people when life gets hard?</p> <p>Make sense of belief:</p> <p>Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life</p> <p>Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences</p>	<p>Gospel</p> <p>What would Jesus do?</p> <p>AS 2.2d, 2.4b, 2.5c, 2.5d, 2.6a, 2.6b, 2.6c</p> <p>Identify features if Gospel texts.</p> <p>Taking account if the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret the biblical texts,</p>	<p>People of God</p> <p>How can following God bring freedom and justice?</p> <p>AS 2.5a, 2.5b, 2.5c, 2.5d</p> <p>Explain the connections between the story of Moses and the concepts of freedom and salvation, using theological terms.</p> <p>Make clear connections between Bible texts studied and what Christians believe about being the People of</p>



	<p>Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</p> <p>Make clear connections between Genesis 1 and Christian belief about God as Creator.</p> <p>Show understanding of why many Christians find science and faith go together.</p> <p>Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>Weigh up how far the Genesis 1 creation narratives is in conflict or is complementary, with a scientific account.</p>	<p>Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</p> <p>Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</p> <p>Weigh up how far the idea that Jesus is the Messiah – a Saviour from God – is important in the world today and difference it might make to peoples lives.</p> <p>Hindus sacred writings include poems, prayers, songs and stories with meanings.</p> <p>Brahman is known through the trimurti and also their avatars, especially those of Vishnu.</p>	<p>Give examples of reasons why people do or do not believe in God</p> <p>Understand the impact:</p> <p>Make clear connections between what people believe about God and the impact of this belief on how they live</p> <p>Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)</p> <p>Make connections:</p> <p>Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging</p> <p>Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not</p> <p>Make connections between belief and behaviour in their own lives, in the light of their learning.</p>	<p>Understand the impact:</p> <p>Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)</p> <p>Give examples of ways in which beliefs about resurrection/ judgement/heaven/karma/ reincarnation make a difference to how someone lives</p> <p>Make connections:</p> <p>Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these</p> <p>Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.</p>	<p>showing awareness of different interpretations.</p> <p>Make clear connections between Gospel texts, Jesus' good news, and how Christians live in their Christian community and their individual lives.</p> <p>Relate biblical ideas, teaching or beliefs to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.</p>	<p>God and how they should behave.</p> <p>Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.</p> <p>Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful and inspiring, justifying their responses.</p>
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