Nettleham Church of England

(Voluntary Aided) Junior School

Curriculum

Our School Vision

As a Christian school we believe that every member of our community should feel wonderful, amazing, loved, valued and unique, because God made us that way. We encourage all our children to achieve the highest possible standards and develop skills to be lifelong learners. Our school values are: Trust, Humility, Thankfulness, Koinonia, Friendship and Endurance.

Our Curriculum Vision

Our curriculum is rooted in our school's Christian identity and reflects our values and vision. Thorough academic learning is balanced and enriched by a wide variety of creative, sporting and musical experiences. We aspire to give all our pupils the opportunities, skills and knowledge to have the best possible chance in life.

Rationale

<u>Intent</u>

The Church family is at the heart of our curriculum and our curriculum is taught in such a way as to reflect our values and vision. Our curriculum is based on the principles of balance, coherence and relevance. The curriculum is infused with a well thought-out variety of academic challenges balanced with an array of creative, musical and sporting enrichment opportunities whilst also nurturing personal development. Spiritual, moral, social, cultural development, along with physical and mental wellbeing, underpins all our work. These elements have been carefully considered in designing a broad, balanced and ambitious curriculum for all, which gives children the knowledge to succeed and the skills to become lifelong learners, whichever path they take. We have an aspiration for our children to be successful, independent, resilient, proactive learners, well rounded, passionate pupils so they develop the skills, knowledge and understanding that will set them in good stead for future learning and to give them the best possible chance in life. This is provided in a safe atmosphere of mutual trust, respect and support. We strive to be an inspiring learning community for all which reflect the school and village locality, heritage and community.

Implementation

Pupils learn best when they are happy, confident and interested. They are supported and challenged by staff through a variety of teaching methods to make connections between different subjects and link this to their own life experiences and prior knowledge. In this way knowledge is retained and learning becomes secure and embedded. Misconceptions are closely monitored and children receive effective and timely feedback. Children are encouraged to take responsibility for their own learning and identify their own mistakes, rectifying them where possible and appropriate.

Staff have excellent subject knowledge, which is constantly being developed, and they use this effectively to motivate all children. They ensure that the learning environment is attractive, stimulating and conducive to the development of knowledge, skills and concepts.

The curriculum is thoroughly enriched with a broad range and variety of trips, visitors and engaging experiences both within lessons, throughout the day and extra-curricular activities to enhance pupil provision. Pupils are regularly encouraged to explore their creativity and imagination through diverse music, sports and art projects and experiences.

Formative and summative assessment are regularly used to inform teacher judgements of attainment and progress allowing staff to identify any gaps and provide suitable levels of intervention, support and challenge. Results are tracked and monitored through our own assessment system and then analysed by subject leaders and senior leaders. All subjects have clearly mapped out skills and knowledge progressions, so prior knowledge is effectively built upon. Marking and feedback is used effectively to further learning, set targets, praise, inform planning, correct misunderstanding, assess, recognise success and showing children next steps to improve through reflecting on comments and personal goal setting.

The whole school family work hard to motivate and inspire our pupils to prepare them for the world they live in today and for life.

Impact

As a result of our broad and rich curriculum, pupils develop detailed knowledge and skills across a range of subjects, recalling and retaining facts and ideas appropriately, and, as a result, achieve well. Where relevant, this is reflected in national test results, where children meet government age related expectations. All pupils read competently and fluently to gain knowledge, understanding and for pleasure. Pupils are given the necessary skills and values to be ready for both the next stage of their education and for their future lives in the wider world. We instil all our pupils with good morals and values to enable them to become tolerant and compassionate individuals.

The effectiveness of our curriculum design is regularly monitored and evaluated by leaders, and adjusted if necessary to ensure the best possible outcomes for all our pupils.



Broad AimsUnderstanding Christianity unitsSyllabus Additional unitsKey concepts

Local Agreed Syllabus Local Agreed

and non- To begin to be able to describe and connect religious impacts knowledge and ideas together To be able to appreciate and a		
/Islam/To be able to name and talk about different religious storiesTo understand ideasHinduism and non-To be able to retell stories and suggest meaning To begin to be able to describe and connect religiousTo understand ideasImage: To begin to be able to describe and connect religiousTo be able to appreciate and a		
Hinduism and non-To be able to retell stories and suggest meaningTo be able to explain why and impactsTo begin to be able to describe and connect religiousTo be able to appreciate and a		
and non- To begin to be able to describe and connect religious impacts In the able to appreciate and a		
and non- To begin to be able to describe and connect religious impacts To be able to appreciate and a	To be able to explain why and explain	
knowledge and ideas together		
religious how edge and ideas together to be able to appreciate and a	To be able to appreciate and appraise	
Views To understand the impact of religion: differences		
To understand the impact of r	religion:	
To be able to ask questions sensitively and give thoughtful To develop own ideas reasona		
responses To be able to explain diverse v	riewpoints	
To use investigative and enquiry skills: clearly		
To be able to find out about religionsTo be able to express insights		
To collect and use ideas To use investigative and enqu	-	
To consider and discuss questions To be able to apply ideas thou	• •	
To be able to investigate and e	explain	
diversity		
To be able to enquire, interpre	et, argue	
Knowledge Dregressien		
Knowledge Progression Year 3 Year 4 Year 5 Year 6		
ChristianityGod/IncarnationCreationSalvation/IncarnationCreation		
What is the Trinity? What do Christians learn What difference does Creation and	d Science:	
To understand Christian from the creation story? the resurrection make Conflicting		
beliefs about God- God Make clear links for Christians? Complement		
	importance	
Children will identify what Christians believe behave/act because of of Creation		
	the 'big story'	
Gospels and the letters Describe what Christians and the resurrection?] of the Bible		
of the NT. They will offer do because they believe Outline the timeline of Identify wh		
	Christians say	
baptism and what the Creator. (For example, Bible, explaining how Genesis 1 is	,	
	king account	
	ext, suggest	
say what these might creation is; care for the Explain what Christians what Genes		
mean for Christians earth in some specific mean when they say mean, and	compare	
today. They will explore ways.) Ask questions and that Jesus' death was a their ideas	with ways in	
how Christians show suggest answers about sacrifice, using which Chris	tians	
their beliefs about God what might be important theological terms. interpret it,	showing	
the Trinity by their in the creation story Suggest meanings for awareness	of different	
lifestyle choices and how for Christians living narratives of Jesus' interpretati	ions. Make	
they worship today, and for people death/resurrection, clear conne	ections	
	enesis 1 and	
Salvation(creativity – poetry andwith ways in whichChristian be		
Why does Easter matterartwork linked toChristians interpretGod as Creation		
to Christians? theme) these texts. Make clear understand		
Why do Christians call(responsibility – humansconnections betweenmany Christ		
the day Jesus died 'Good and our responsibility the Christian belief in science and	-	
Friday'?for the world)Jesus' death as atogether. Id		
Recognise that(well-being - spendingsacrifice and howideas arising	g from their	

RE

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 (Jesuscreation)Communion/Lord's Supper. Show how Christians put their beliefs into practice. (Well-being – Eucharist being made right with God)comment on how far these are helpful or inspiring, justifying th beliefs into practice. (Well-being – Eucharist being made right with God)comment on how far these are helpful or inspiring, justifying th responses. Weigh up how far the Genesis is creation narrative is i conflict, or is complementary, with significant journey carried out for special purposes. They will explore the differences between religious and non-religious pilgrimage and talk about what makes a religious pilgrimage sacred. TheyCommunion/Lord's Supper. Show how Christians put their beliefs into practice. (Well-being – Eucharist being made right with God)comment on how far these are helpful or inspiring, justifying th responses. Weigh up how far the Genesis is creation narrative is is conflict, or is complementary, with scientific account.Identify the type of the their beliefs about Jesus' death and resurrection in church worship at Easter. Think, talk andcreation pilgrimage sacred. TheyCommunion/Lord's Supper. Show how Christians put their salvation, Incarnationcomment on how far these are helpful or inspiring, justifying th responses. Weigh up how far the Genesis is conflict, or is purpose. Explain <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th>	Year 3	Year 4	Year 5	Year 6
'big story' of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a 	Incarnation and	time in and appreciating	Christians celebrate Holy	study of Genesis 1 and
Tell stories of Holy Week and Easter from the Bible and recognise a Link with the idea of Salvation (Jesus escuing people).Pligrimage (Including Christians thy)Christians put their beliefs into practice. (Well-being = Eucharist Long Terestonia people).Including responses. Weigh up how far the Genesis Complementary. Weigh up the value and impact of ideas of sacrifice, Resurrection, and their beliefs about seusd non-religious pilgrimage act their beliefs about seusd in church worship at Easter. Think, talk and adquestion sabout sad questions about sad questions about sad questions about sad questions about sad questions about sad the world to day. Krabian to show ther the story of heaven, exploring different ideas. After half beliefs about the environment. (Passion = people's faith terew heliefs about the key features of these as y to them about sad to serving. Creation and fail, lincarnation, Gospel and Salvation withins. Mexeen people's faith teres heaven, exploring different ideas. After half why some people find beliefs about the environment. (Passion = people's faith teres is a conflict beliefs about the environment and death and resurrection of Jesus might mean. (Sive examples of what the texts about the entry into Jerusalem, and heaven, exploring death and resurrection of Jesus might mean. (Sive examples of what the texts about the environment at death and resurrection of Jesus might mean. (Sive examples links, mark the Easter events in their church communities. Describe how Christians their beliefs about the mork christians show their beliefs about the mork christians show their beliefs about the mork christians show their beliefs about the some Christians show whit Go	Salvation are part of a	creation)	Communion/Lord's	comment on how far
and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). Recognise that Jesus gives instructions about how to behave. Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter has anything to say to them about syntamic methics and the word girimages ascred. They add there is a conflict the term children will Order Creation and fail, different ideas. After haff different wass. Show there is a conflict beliefs about the environment. (Passion – people's faith the key features of thes and the dot of the fible's between helistics about the environment. (Passion – people's faith the deal and a sacred place) Give examples of thes and the conflict, or is correation. Salvation, incarnation different ideas. After haff big story'. Offer suggestions for whatt in their church communities. Describe how Christians show their beliefs about the environment. (Passion – people's faith suggestions for whatt in their church communities. Describe how Christians show their beliefs about the environment. (Passion – people's faith suggestions for whatt in their church communities. Describe how Christians show their beliefs about thes suggestions for whatt in their church communities. Describe how Christians show their beliefs about thes suggestions for whatt in their church communities. Describe how Christians show their beliefs about thes suggestions for whatt in their church communities. Describe how Christians show their beliefs about Pains in their chu	'big story' of the Bible.	Pilgrimage	Supper. Show how	these are helpful or
and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). Recognise that Jesus gives instructions about how to behave. Give at least three examples of how Christians show their beliefs about Jesus death and resurrection in church worship at Easter has anything to say to them about sadness, hope or heaven, exploring different ideas. After haff timeline of the Bible's subustion, Gospel and fuer studies of the systor. The about savella conflict per section and table about what the term children will Order Creation and fail, different ideas. After haff timeline of the Bible's subustion, Gospel and their beliefs about the the texts subuit the entry into Jerusainen, Give examples of what the texts and how Christians show their beliefs about texts, in church worship as adness, hope or beaven, exploring death and resurrection of Jesus might mean. Give examples of what the texts and how Christians mark the Easter events in their church worship. Make links between the Gospel texts and how Christians show their beliefs about texts, incarnation, Gospel death and resurrection of Jesus might mean. Give examples of what the texts and how Christians show their beliefs about Pains in their church some Christians fund as well as conflict between beliefs about the environment. (Passion – people's faith fuels doal to ther humans mark the Easter events in their church communities. Describe how Christians show their beliefs about Pains in their church how Ship. Make links between some of the stores and teachings in some and teach	Tell stories of Holy Week	Pilgrimage (including	Christians put their	inspiring, justifying their
Bible and recognise a link with the idea of Salvation (lesus grescing people).[Environmental impact of pligrimage as a significant journey carried out for special purposes. They will east three examples of how Christians show their beliefs about Desus' death and resurrection in church worship at Easter T. Thick, kik and ask questions about whether the story of say to them about sadness, hope or heaven, exploring different ideas. After half term children will Order Creation and Fall, Incarnation, and Fall, Incarnation, and Fall, incarnation, Gospel and Salvation within a time let sat sould demean to some Christians. Make simeliefs in their church give samples of what the texts studied mean to some Christians. Make ints between beliefs about the environment, mark the Easter events in their church Communities. Describe how Christians worship, Make links between the leaster wand to some Christians the texts and how Christians mark the Easter events in their church communities. Describe how Christians put heir between the leaster wandy in worship. Make links between the leaster sunday in worship. Make links between some of the stores and teachings in their beliefs about Pain communities. Describe how Christians put heir between the leaster words in their church communities. Describe how Christians put heir between some of the stores and teachings in their beliefs about Pain their beliefs about Pain their beliefs about Pain some christians to the some christians put heir between the leaster words in their church how Christians put in their beliefs about Pain their beliefs abo	and Easter from the	Christianity)	beliefs into practice.	
link with the idea of Salvation (Jesus rescuing people).of pligrimage) Children will explore the inter beiefs about lesus' death and resurrection in church worship at their beliefs about data y death and resurrection in church worship at esster. Think, talk and ask questions about heaven, esploring bigrimage sacred. They will look at key pligrimages acred. They will look at key pligrimages form Islam, the key features of thes and how they relate to bincarnation, Gospel and timelies fabout different ideas. After half term children will Order tractation. Gospel and timelies fabout to less about the entry incarnation, Gospel and timelies fabout fails the key features of the salvation within a timelie of the Bible's big story'. Offer suggestions for what the texts about the entry into Jerusalem, and the the texts stout the entry into Lerusalem, and the the iter stand the faster Pail the cospel texts about the entry into Lerusalem, and the ither beliefs about Pail sonday, Good Friday and pligrimages)beliefs about have the environment. Lession people's fail how pligrimages (well-being -connecting bible in the Resurcetion pligrimages) workib, their beliefs about Pail between belies about Pail between belies about Pail bow Christians show their beliefs about Pail bow Christians show their beli	Bible and recognise a	[Environmental impact		how far the Genesis 1
Salvation (Jesus rescuing people). Recognise that Jesus gives instructions about how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. Think, talk and ask questions about whether the story of Easter. Think, talk and ask questions about whether the story of Easter has anything to say to them about taster has anything to say to them about taster has anything to say to them about taster. Think, talk and heaven, exploring different ideas. After half term children will Order Creation and Fall, trem to go on a fing story. Offer solves and text sudied mean to some Christians. Make simple links between to lesso poll the texts studied mean to some Christians. Make simple links between the Easter events in their church workinis, fack and the east of solves and the sudied and a sacred how pligrimages affect the environment. Heaston - people's faith the texts studied mean to some Christians. Make simple links between the laster weats in their church ocommunities. Describe how Christians in their church how Christians fin their church how Christians show ther beliefs about Palm Sunday, Good Friday and the texts studied mean to some Christians. Make simple links between the laster events in their church how Christians show ther beliefs about Palm Sunday, Good Friday and texts and how Christians fin their church how pligrimages affect place)Cond the subout he subout the environment. Explain the place of make sense and ingremation and Messiah, using technical terms. Explain connections between biblical texts, in their church how Christians show ther beliefs about Palm Sunday, Good Friday and tasts and how Christians show ther beliefs about Palm Sunday, Goo	_	-		creation narrative is in
rescuing people). Recognise that Jesus gives instructions about how to behave. Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. Think, talk and whether the story of heaven, exploring different tides. After half term children will Order sayestons for what the texts about the entry incarnation, Gospel and Salvation, within a timeline of the Bible's 'big story'. Offer suggestions for what the texts about the entry incuration, Gospel and Salvation, within a timeline of the Bible's 'big story'. Offer suggestions for what the texts about Christians mark the Easter events in their chards the environment. Give examples of what the texts studied mean. Give examples of what the texts studied mean. to some Christians. Make simple links between the faster Sunday in word Aristians show their beliefs about Palmis mark the Easter Sunday in word Aristians show their beliefs about Palmis stories and teachings in their beliefs about Palmis stories and teachings in their beliefs about Palmis texts about Christians show their beliefs about Palmis between the faster Sunday in worship. Make links between some of the stories and teaching in Stories and teaching in Sto	Salvation (Jesus			conflict, or is
Recognise that lesus gives instructions about how to behave. Give at least three examples of how Christians show their beliefs about part caster. Think, tak and ask questions about whether the stories and teachings in charanation, Gospel and timeline of the Bible's to some Christians, Make simple inks between the Gospel texts and how Christians show their beliefs about fear to some Christians, makes simples of what the texts studied mean to some Christians, makes simples of what the texts studied mean to some Christians, make simples of what the texts studied mean to some Christians, make simples of what the texts about the environment. (Passion - people's faith the texts studied mean to some Christians, make simple in ks between the Gospel texts and how Christians, make simple in ks between the Gospel texts and how Christians, make simple in ks between the Gospel texts and how Christians, mark the Easter sunday in worship, Make links between the Gospel texts and how Christians, mark the Easter sunday in worship, Make links between the Gospel texts and how Christians, mark the Easter sunday in worship, Make links between the Gospel texts and how Christians, mark the Easter sunday in worship, Make links between the Gospel texts and how Christians, mark the Easter sunday in worship, Make links between the Gospel texts and how Christians, how their beliefs about friday and Easter Sunday in worship, Make links between the Gospel texts and how Christians, how their beliefs about friday and Easter Sunday in worship, Make links between of the stories and teachings in their beliefs about friday and Easter Sunday in worship, Make links between of the stories and teachings in their beliefs about friday and 	•		-	complementary, with a
gives instructions about how to behave. Give at least three examples of how christians show death and resurrection in church worship at Easter. Think, talk and ask questions about whether the story of say to them about sadness, hope or heaven, exploring different ideas. After half subation, locarnation as well as consider how there hieles about the environment and how thy fratures of thes savell as consider how there is a conflict between Peal to different ideas. After half subation, locarnation as well as consider how there is a conflict between peale faith consections between plagrimages affect suggestions for what the texts about the environment and death and resurcetion of Jesus might mean. Give examples of what the texts shout the environment different texts about the environment different ways. Explain whith the texts shout the environment ad eath and resurcetion of Jesus might mean. Give examples of what the texts about the off texts about the off texts about Christians mark the Easter events in their church communities. Describe how Christians show their beliefs about Palms mark the Easter events in their church communities. Describe how Christians show their beliefs about Palms mark the Easter events in their church communities. Describe how Christians show their beliefs about Palms mark the Easter events in their church communities. Describe how Christians show their beliefs about Palms mark the Easter events in their church communities. Describe how Christians show their beliefs about Palms mark the Easter events in their church communities. Describe how Christians show their beliefs about Palms mark the Easter sunday in worship. Make links between belt the subil. Identify Gospel and prophecy texts, using technical terms. Show how Christians show their beliefs about Palms stories and teachings in their belaes about Palms mark te Easter sunday in worship. Make links between the teachings in their belaes about Palms how Christians show their belaes about Palms stories and teachings in their belaes abou				
how to behave. Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. Think, talk and ask questions about whether the story of Easter. Think, talk and ask questions about whether the story of Easter shas anything to say to them about sadness, hope or heaven, exploring different ideas. After half term children will Order Creation and Fall, incarnation, Gospel and Salvation within a timeline of the Bible's blues for the Bible's between the Gospel texts and how Christians mark the Easter events in there stories and two thory relate to between Christians buet word and other humans as well as consider how there is a conflict between beliefs about the environment and beaven, exploring different will Order Salvation within a timeline of the Bible's between the Gospel texts and how Christians mark the Easter events in there is a conflict between the Gospel texts and how Christians mark the Easter events in their church communities. Describe how Christians show their church communities. Describe how Christians show their church communities. Describe how Christians show their beliefs about for the Stars Sunday in worship, Make links between of the stories and teachings in	-		•	Identify the type of text
least three examples of how Christians show their beliefs about Jesus death and resurrection in church worship at easter. Think, talk and ask questions about whether the story of say to them about sadness, hope or heaven, exploring different ideas. After half term children will Order Creation and Fall, lincarnation, Gospel and Salvation, inclust show there is a conflict beliefs about God, the wordland and ther humans at wellas consider how there is a conflict beliefs about God, the wordland and how thery relate to how Christians put the into Jerusalem, and the death and resurrection of Jesus might mean. Give examples of what the texts studied mean to some Christians file about Again the texts studied mean to some Christians the text studied mean to some Christians mark the Easter events in their church communities. Describe how Christians show theri beliefs about Palm Sunday, Good Friday and texts about the entry into Lerusalem, and the deats hand resurrection different ways. Spalin the text studied mean to some Christians in their church communities. Describe how Christians show their beliefs about Palm Sunday, Good Friday and text shout the entry in their church communities. Describe how Christians show their beliefs about Palm Sunday, Good Friday and texts and how Christians show their beliefs about Palm Sunday, Good Friday and text shout the entry in their church communities. Describe how Christians show their beliefs about Palm Sunday, Good Friday and texts and how Christians show their beliefs about Palm Sunday, Good Friday and text shout the entry in their church Sunday, Good Friday and text shout the entry in their church some Christians show their beliefs about Palm Sunday, Good Frida	-	-		
how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. Think, talk and ak questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas. After half term children will Order Creation and Fall, to and how they relate to big story. Offer suggestions for what the texts about the entry into Jerusalem, and the to some Christians to some Christians, hake simple links between the Gospel texts and how Christians show the texts studied mean to some Christians, makes simple links between the Gospel texts and how Christians show the texts and how Christians show the text and how Christians show the chard resurrection of Jesus might mean. Give examples of what the texts and how Christians show ther beliefs about Plam some Christians, mark the Easter events in their church communities. Describe how Christians show their beliefs about Plam some christians in their church communities. Describe how Christians show their beliefs about Plam stories and teachings in their beliefs about Plam stories and teachings in thei				
 their beliefs about Jesus' death and resurrection in church worship at Easter. Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas. After half term children will Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's about God, the world and other humans are screation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's stout God, the out into interiment. (Passion – people's faith environment. Give examples of what the text studied mean to some Christians fund science and faith. Give examples of what the text studied mean to some Christians fund science and faith east shand resurrection of Jesus might mean. Give examples of what the texts and how Christians fund satures phere in the Resurrection and how Sing technical terms. Make simple links between the Gospel texts about the entry into lerusalem, and the texts and how Christians fund science and faith leads them to go on a pilgrimage inspires them. Was Jesus the Messiah? Explain the place of the Bible's about Pains fund science and faith east the east sudied mean to some Christians fund science and faith leads them to go on a pilgrimage) with God and a sacred place) text sand how Christians fund science and faith east the text studied mean to some Christians fund science and faith leads them to go on a pilgrimage) with God and a sacred place) text sand how Christians fund science and faith leads them to go on a pilgrimage fund prophecy texts, using technical terms. Show how Christians stow their beliefs about Pains Show how Christians the basis the more file stories and teachings in their church communities. Describe how Christians stow their beliefs about Pains. Show how Christians the basis the more file stories and teachings in their church communities. Describe how Christians stow their beliefs about Pains. Show how Christians the bast the basis the means tories	-	-		Psalm 8 has to say about
death and resurrection in church worship at Easter. Think, talk and ask questions about whether the story of say to them about sadness, hope or heaven, exploring different ideas. After half term children will Order Creation and Fall, Incarnation, Gospel and beliefs about God, the 		-		-
in church worship at Easter. Think, talk and ak questions about whether the story of Easter has anything to sadness, hope or heaven, exploring different ideas. After half term childrem will Order ther helible's Solvation, incarnation, Gospel and Solvation, 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 for death and resurrection of Jesus might mean. Give examples of what the Easter events in the feaster events in the ic church communities. Describe how Christians show their beliefs about Paims Sudation, Within As the Easter events in the ic church communities. Describe how Christians show their beliefs about Paims Sudation within As the Easter events in the ic church communities. Describe how Christians show their beliefs about paims between beliefs about foor the ic heaster sunday in worship. Make links between of the stories and teachings inmakes a religious pilgrimages affect the environment. (Passion – people's faith leads them to go na pilgrimage) (well-being – connecting with God and a sacred place)Sacrifice, Resurrection, and how ther themato between ballical terms. Sadation, with the 'big story' of the Bible. Identify Gospel and prophecy texts, using technical terms. Explain connections between biblical terms. Show how Christians the fod is loving and how their beliefs about how th is dath at Jesus is the mark the Easter events in their church communities. Describe how Christians show their beliefs about fain for charans, mark the Easter sunday in worship. Make links between some of the stories and teac				
Easter. Think, talk and ask questions about whether the story of Easter has anything to sadness, hope or heaven, exploring different ideas. After half term children will Order Creation and Fall, incarnation, Gospel and Salvation within a timeline of the Bible's to Jerusalem, and the texts about the entry into Jerusalem, and the texts about the entry into Jerusalem, and the texts sudied mean. to some Christians mark the Easter events in their church Greativan and the Gospel the texts studied mean. to some Christians the least shout the entry into Jerusalem, and the the texts studied mean. to some Christians how Digrimages affect the texts studied mean. to some 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 their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings inSalvation, Incarnation and Mede Lear Connections between the Messiah Salvation within a time 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 inSalvation, Incarnation and how they relate to beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings inSalvation, Incarnation in different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense in accurately.Make clear connections between thesish?Make clear connections the index sense			-	
 ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas. After half term children will Order and how they relate to beliefs about God, the world and other humans a well as consider how incarnation, Gospel and Salvation within a timeline of the Bible's '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 ther beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings in 	•	_		Make clear connections
whether the story of Easter has anything to say to them about Sadness, hope or heaven, exploring different ideas. After half term children will Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's bot of story'. Offer suggestions for what the texts about the environment. (Passion – people's faith the texts studied mean to some Christians. Make simple links between the Gospel texts and how Christians mark the Easter events in their beliefs about 26 and a sacred place)theological terms. Make clear connections on Good Friday and Easter Sunday. Show the environment and how pilgrimages affect the environment. (Passion – people's faith 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 workd and a sacred the texts studied mean to some Christians.pilgrimages from Islam, Hinduism and between biblical texts, lusing thenization show the vising their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings inpilgrimages from Islam, Hinduism and the environment.the clear the stories and the stories and teachings insome ways Christians commuties.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 inpilgrimages from Islam, Hinduism and the environment and pilgrimage)the teachings in their beliefs about				between Psalm 8 and
Easter has anything to say to them about say to them about sad ness, hope or heaven, exploring different ideas. After half term children will 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 sind texts and how Christians mark the Easter events in their beliefs about Palm Sunday, Good Friday and Easter Sunday in wordship. Make links between beings and the deat had 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 inks between beings and their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make links between stories and teachings inHinduism and Christians and Christians and the key features of the stories and teachings inHinduism and Christians and Christians and Christians and cheat hat Jesus is the mark the Easter wents stories and teachings inHinduism and Christians and Christians and Christians and the relias cheat hat Jesus is the marks teace sense in their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make links between sone of the stories and teachings inHinduism and Christians and Christians and Christians and cheat Jesus is the marks teach events their bel	-	-		
say to them about sadness, hope or heaven, exploring different ideas. After half term children will 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 the exvironment. (Passion – people's faith into Jerusalem, and the the exvironment. (Passion – people's faith leads them to go on a pilgrimage) (well-being – connecting vith cos ome Christians to some Christians to some Christians to some Christians the Easter events in their church communites. Describe how Christians put their beliefs into practice in pilgrimage) (well-being – connecting mark the Easter events in their church communites. Describe how Christians put their beliefs into practice in pilgrimage) to some Christians mark the Easter events in their church communites. Describe how Christians show the texts sudied mean to some Christians mark the Easter events in their church communites. 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	-		-	-
sadness, hope or heaven, exploring different ideas. After half terr children will 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 som the in their church communities. Describe how Christians sinw ther is a conflict between some of the stories and teachings in				•
 heaven, exploring different ideas. After half term children will 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 duties '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 show their beliefs about Palms onto Christians show their beliefs about Palms some and teachings in 	-	-		
different ideas. After half term children will Order Creation and Fall, Incarnation, Gospel and Salvation within a '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. 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. Was Jesus the Messiah? Was Jesus the Messiah? 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	-	-		. .
 term children will 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. 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. Was Jesus the Messiah? With God and a sacred place) weil-being – connecting with God and a sacred place) weil-being – connecting with God and a sacred place) weil-being – connecting work the Easter events in their church communities. Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday. Show how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday. Show how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday. their beliefs about Palm Sunday, Good Friday and Easter Sunday. their beliefs about Palm Sunday, Good Friday and Easter Sunday. their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings in their beliefs about Palm Sunday. Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings in their beliefs about Palm Sunday. Good Friday and Easter Sunday in worship. Make links their beliefs about Palm Sunday. Good Friday and Easter Sunday in worship. Make links their beliefs about Palm Sunday. Good Friday and Easter Sunday in worship. Make links their beliefs about Palm Sunday. Good Friday and Easter Sunday in worship.		-	•	
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 show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings inas well as consider how there is a conflict between beliefs about there environment and how pilgrimages affect place)how Christians put their beliefs into practice in different ways. Explain the Resurrection makes sense and inspires them.the idea that humans have great responsib for the Earth. Weigh how well humans are responsibility, taking account religious and nonreligious viewpoil (Diversity – different place)Creation and Fall, Lister Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings inas well as consider how the is allow the to some Christians mark the Easter events in their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings inas well as consider how the interving the interving the interving the interving the interving the indical texts, in carnation into practice in different ways in celepting Christmas. Comment on how the idea that Jesus is the Messiah makes sense in in different ways is celepting christmas. Comment on how the idea that Jesus is the Messiah makes sense inhow Christians how their beliefs about Palm Sunday, Good Friday and Easter Sunday in <br< td=""><td></td><td></td><td>-</td><td></td></br<>			-	
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 inthere is a conflict between some of the stories and teachings inbeliefs is noto practice in different ways. Explain why some people find bow yease sense and inspires them. Was Jesus the Messiah? Explain the place of place)have great responsib for the Easth. Weigh how well humans are responsibility, taking account religious or on norreligious viewpoil Explain the place of place)Incarnation and Messiah with God and a sacred place)Was Jesus the Messiah? Hate Bible. Identify Gospel and prophecy texts, using technical terms. Show how Christians put their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings inthere is a conflict between some of the stories and teachings inthere is a conflict between some of the stories and teachings inthere is a conflict between some of the stories and teachings inthere is a conflict between some of the stories and teachings inthere is a conflict between some of the stories and teachings inthere is a conflict between some of the stories and teachings inIncarnation and teachings intheir be			-	
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 inbetween beliefs about the environment and how pilgrimages affect the environment. (Passion - people's faith leads them to go on a pilgrimage) (well-being - connecting 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 inbetween beliefs about the stories and teachings inbetween beliefs about the stories and teachings indifferent ways. Explain why some people find between to go on a pilgrimage) (well-being - connecting with God and a sacred place)different ways. Explain 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 inbetween beliefs about the stories and teachings indifferent ways. Explain different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense indifferent ways. Explain different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense indifferen	-		-	
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 inthe environment and how pilgrimages affect the environment. (Passion - people's faith leads them to go on a pilgrimage) (well-being - connecting place)why some people find belief in the Resurrection makes sense and inspires them. Was Jesus the Messiah? Explain to and Messiah using technical terms. Explain connections between biblical texts, lncarnation and Messiah, using theological terms. Show how Christians put their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings inthe environment and how pilgrimages affect the environment. (Passion - people's faith leads them to go on a pilgrimage) (well-being - connecting lncarnation and Messiah) using technical terms. Show how Christians put their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings inthe environment and how pilgrimages affect the environment. (Passion - people's faith leads them to go on a pilgrimage)why some people find beliefs about Passion using technical terms. Show how Christians phow their beliefs about Palm Sunday, Good Friday and teath teachings inwhy some people find<			-	
'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 Christian show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings inhow pilgrimages affect the environment. (Passion - people's faith leads them to go on a pilgrimage) (well-being - connecting with God and a sacred place)belief in the Resurrection makes sense and inspires them. Was Jesus the Messiah? Explain the place of Incarnation and Messiah using technical terms. Show how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings inhow pilgrimages affect the environment. (Passion - people's faith leads them to go on a pilgrimage) (well-being - connecting place)belief in the Resurrection makes sense and incarnation and Messiah using theological terms. Show how Christians put their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings inhow pilgrimages affect the stories and teachings in their beliefs about Palm Sunday. Boal Friday and Easter Sunday in worship. Make links between some of the stories and teachings inhow pilgrimages affect the stories and teachings in their beliefs about Palm Sunday. Sood Friday and Easter Sunday in worship. Make links between some of the stories and teachings inhow pilgrimage				• •
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 inthe environment. (Passion - people's faith leads them to go on a pilgrimage) (well-being - connecting with God and a sacred place)makes sense and inspires them. Was Jesus the Messiah? 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 show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings inthe environment. (Passiah makes sense and in different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense inmakes sense and in accurately.responsibility, taking account religious and nonreligious viewpoil (Diversity - different worship. Make links between some of the stories and teachings in			, , ,	
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(Passion - people's faith leads them to go on a pilgrimage) (well-being - connecting with God and a sacred place)inspires them. Was Jesus the Messiah? 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 the cological terms. Show how Christians put their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings in(Passion - people's faith leads them to go on a pilgrimage) (well-being - connecting using theological terms. Show how Christians put their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings in(Passion - people's faith indifferent ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense inaccount religious area nonreligious viewpoil (Diversity - different between some of the stories and teachings in				
 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 Industry of the store				
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 inpilgrimage) (well-being - connecting with God and a sacred place)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 gue their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings inpilgrimage) (well-being - connecting with God and a sacred place)Explain the place of Incarnation and Messiah within the 'big story' of the Bible. Identify Gospel and prophecy texts, using technical terms. Show how Christians put their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings inpilgrimage) (well-being - being Show how Christians the their beliefs about plane idea that Jesus is the Messiah makes sense in accurately.(Diversity - different between indifferent to world came to be) (Responsibility - stewardship of creat ord's command to humans)their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings inpildenia texts stories and teachings inpildenia texts stories and te	-		•	C
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 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(well-being - connecting with God and a sacred place)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 show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings in(well-being - connecting place)beliefs about how the workip. Make links between some of the stories and teachings inof Jesus might mean. (workip and teachings in(well-being - connections place)Incarnation and Messiah using technical terms. Show how Christians put their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings inIncarnation and Messiah using technical terms idea that Jesus is the Messiah makes sense in Messiah makes sense in accurately.beliefs about how the workip.	-	_		
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 inwith God and a sacred place)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 Palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings inwith God and a sacred place)within the 'big story' of the Bible. Identify Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation into practice in different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense inworld came to be) (Responsibility – stewardship of creat humans)What does it mean if idea that Jesus is the stories and teachings inGod and a sacred place)within the 'big story' of the Bible. Identify Gospel and prophecy texts, using technical terms. accurately.world came to be) (Responsibility – stewardship of creat of cod's command to humans)				
the texts studied mean to some Christians. Make simple links between the Gospel texts and how Christians in their church communities. Describe how Christians show their beliefs about Palmplace)the Bible. Identify Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, lncarnation and Messiah, using theological terms.connected to creation (Well-being - being connected to creation (Creativity - artwork poetry to express ide God (Holy or Loving) Incarnation into practiceSunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings inIncarnation how the idea that Jesus is the Messiah makes sense in Messiah makes sense inIncarnation and prophecy texts, and prophecy texts, using technical terms. Comment on how the idea that Jesus is theWhat does it mean if God is loving and hol Identify some differe types of biblical texts using technical terms.	5			
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 inand prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms. Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.stewardship of creat - God's command to humans) (Well-being - being connected to creation (Creativity - artwork God (Holy or Loving) What does it mean if in different ways in celebrating Christmas.to some of the stories and teachings inand prophecy texts, using technical terms.stewardship of creat - God's command to humans)to some of the stories and teachings inmark the Easter Sunday in worship. Make links between some of the stories and teachings inmark the Easter Sunday in worship. Make links between some of the stories and teachings inmark the Easter Sunday in worship. Make links between some of the stories and teachings inmark the Easter Sunday in worship. Make sense in accurately.			0,	-
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 Palmusing technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms God's command to humans)Make simple links between biblical texts and how Christians in their church communities. Describe how Christians show their beliefs about PalmIncarnation and Messiah, using theological terms. Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas God's command to humans)God (Holy or Loving) What does it mean if God is loving and hol Identify some different types of biblical texts using technical terms God's command to humans)Make links between some of the stories and teachings in- God's command to the massiah, using technical terms.			<i>,</i> ,	
between the Gospel texts and how Christians mark the Easter events in their church communities. Describe how Christians show their beliefs about PalmExplain connections between biblical texts, Incarnation and Messiah, using theological terms.humans) (Well-being – being connected to creation (Creativity – artwork poetry to express ide God (Holy or Loving)Mark the Easter events in their church communities. Describe how Christians show their beliefs about Palm Easter Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings inMark the Easter Sunday in Messiah makes sense in Messiah makes sense inMark the Sunday is the using technical terms accurately.				-
texts and how Christians mark the Easter events in their church communities. Describe how Christians show their beliefs about Palmbetween biblical texts, Incarnation and Messiah, using theological terms. Show how Christians put their beliefs about Palm(Well-being - being connected to creation (Creativity - artwork poetry to express ide God (Holy or Loving)Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings inIncarnation into practice idea that Jesus is the Messiah makes sense in(Well-being - being connected to creation (Creativity - artwork poetry to express ide God (Holy or Loving)	-		•	
mark the Easter events in their church communities. Describe how Christians show their beliefs about PalmIncarnation and Messiah, using theological terms. Show how Christians put their beliefs about Jesus'connected to creation (Creativity – artwork poetry to express ide God (Holy or Loving)Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings inIncarnation into practice idea that Jesus is the Messiah makes sense inconnected to creation (Creativity – artwork poetry to express ide God (Holy or Loving)			-	-
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 inusing theological terms. Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense in(Creativity – artwork poetry to express ide God (Holy or Loving) What does it mean if God is loving and hol Identify some different using technical terms accurately.				
communities. Describe how Christians show their beliefs about PalmShow how Christians put their beliefs about Jesus'poetry to express ide God (Holy or Loving)Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings inShow how Christians put their beliefs about Jesus' Incarnation into practice in different ways in Comment on how the idea that Jesus is the Messiah makes sense inpoetry to express ide God (Holy or Loving) What does it mean if God is loving and hol Identify some different using technical terms accurately.				-
how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings intheir beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense inGod (Holy or Loving) What does it mean if God is loving and hol Identify some different types of biblical texts accurately.				· · · · · · · · · · · · · · · · · · ·
their beliefs about PalmIncarnation into practiceWhat does it mean ifSunday, Good Friday andin different ways inGod is loving and holEaster Sunday incelebrating Christmas.Identify some differentworship. Make linksComment on how thetypes of biblical textsbetween some of theidea that Jesus is theusing technical termsstories and teachings inMessiah makes sense inaccurately.			-	
Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings inin different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense inGod is loving and hol Identify some different types of biblical texts accurately.				
Easter Sunday in worship. Make links between some of the stories and teachings incelebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense inIdentify some differe types of biblical texts using technical terms accurately.				
worship. Make linksComment on how the idea that Jesus is the stories and teachings intypes of biblical texts using technical terms accurately.			-	
between some of the stories and teachings inidea that Jesus is the Messiah makes sense inusing technical terms accurately.	-		-	-
stories and teachings in Messiah makes sense in accurately.				
5				
	_			
				between biblical texts
bible. Weight up now fair between biblicat text	 wond today, expressing			between biblical texts

Year 3	Year 4	Year 5	Year 6
some ideas of their o	own	the idea that Jesus is the	and Christian ideas of
clearly.		Messiah — a Saviour	God, using theological
(Community – how		from God — is important	terms. Make clear
different communit	ies	in the world today and, if	connections between
celebrate Easter)		it is true, what difference	Bible texts studied and
(Responsibility – the	2	that might make in	what Christians believe
responsibility of Jes	us'	people's lives.	about God; for example,
death)		[Was Jesus who he said	through how churches
(Passion – passion o	f the	he was? Did the	are designed.
cross)		resurrection happen?	Show how Christians put
Resilience – going		Does it matter if it	their beliefs into practice
through trials – Jesu		didn't?]	in worship. Weigh up
went through them	too)	(Responsibility – who is	how biblical ideas and
(Humility – Jesus		responsible for Jesus'	teachings about God as
washing his disciple	5	death, exploring the	holy and loving might
feet)		responsibility	make a difference
(Happiness/enjoyme	ent –	humankind)	in the world today,
celebrations)		(Celebration – Easter	developing insights of
		and Christmas)	their own.
		(Diversity – difference in	(Spirituality – nature of
		how celebrate within	God)
		different denominations	(Diversity – differing
		of Christianity)	beliefs about the nature
		(Resilience – Jesus went	of God)
		through trials,	
		understanding that we need to be resilient in	
		difficult times)	
		(Passion – Easter story	
		and concept of	
		salvation)	
		Expressing beliefs	
		through the arts	
		Expressing Beliefs	
		through the Arts	
		(including Christianity)	
		[Reasons why some	
		people may not use	
		pictorial representation	
		to express belief, e.g.	
		Muslims; Spirited Arts	
		competition run by	
		NATRE]	
		This unit focuses on	
		some of the ways in	
		which music, art and	
		drama are used to	
		express aspects of faith.	
		The main focus is on	
		Christianity and Islam,	
		with reference to	
		Hinduism. T <mark>he unit</mark>	
		provides opportunities	
		for children to	

	Year 3	Year 4	Year 5	Year 6
			experience how certain	
			art forms can be used to	
			express feelings,	
			emotions and intentions	
			and to learn how these	
			are used in a religious	
			context to express faith.	
			(Creativity – art, poetry,	
			music, dance, drama)	
			(Happiness/enjoyment –	
			joy of creativity)	
			(Passion – passion plays	
			at Easter)	
Islam	God (Islam)	Community (Islam)	Being Human (Islam)	Life Journey
	Children will explore	[Worship and	[The ways in which	[Rites of passage; include
	what the word 'GOD'	celebration. Ways in	beliefs impact on action:	other religions, e.g.
	means for those who	which worship and	expectations of	Bar/Bat Mitzvah in
	align themselves with	celebration engage	behaviour, ways in which	Judaism, confirmation in
	Islam and Hinduism.	with/affect the natural	people act, examples of	Christianity; have looked
	They will explore names	world. Beliefs about	contemporary	at how we know whether
	for Gods/Deities and	creation and natural	individuals]	religious claims are true or not – this unit
	understand how these are found in sacred texts	<i>world</i>] Children will look at	How does faith and	considers whether their
		stories at creation from a	belief affect the way	truth or otherwise
	and stories. They will begin to explore beliefs	Hindu and Muslim	people live their lives? What does the Qur'an	actually matters – what
	about God that affect	perspective. We also	teach Muslims about	impact does religion
	how these people may	explore how	how they should treat	have on people's lives,
	live out their lives.	celebrations and worship	others?	regardless of whether
	Concepts of Tawhid- the	interacts with the	How do Muslim	they can prove their
	oneness of Allah and the	natural world and how	teachings guide the way	beliefs to be true or not]
	relationship of the	these also bring people	Muslims act in the	What do Muslims do to
	Trimurti to devotees	together. We will then	world?	celebrate birth?
	They will also explore	explore how each	How are Muslim beliefs	Birth of a baby as a
	the role of messengers	religion is expressed by	expressed in Practice	, blessing – aqiqah
	and messages from	expression of worship	Examples of	ceremony, why
	sacred texts.	and devotion.	contemporary	belonging is special
		(community – how faith	individuals from both	Call to prayer (adhaan)
		is lived out in	faiths	into baby's ear and taste
		communities)	(community – coming	of something sweet
		(Enjoyment/happiness –	together to worship,	Shaving of head,
		celebrations)	zakah, sawm, sallah,	weighing of hair
		Pilgrimage	shahadah, hajj – all	How do Muslims show
		Pilgrimage (including	bring together as	they belong?
		Christianity)	community)	Birth – choice of names,
		[Environmental impact	(Morality – beliefs and	the qualities of people
		of pilgrimage]	practices impact life	associated with certain
		Children will explore	choices)	names
		pilgrimage as a		Role of Madrasahs, e.g.
		significant journey		training to become Hafez
		carried out for special		(Community – family
		purposes. They will		community)
		explore the differences		(Morality – life choices
		between religious and		due to beliefs and
		non-religious pilgrimage		practices)

	Year 3	Year 4	Year 5	Year 6
		and talk about what		
		makes a religious		
		pilgrimage sacred. They		
		will look at key		
		pilgrimages from Islam,		
		Hinduism and		
		Christianity and establish		
		the key features of these		
		and how they relate to		
		beliefs about God, the		
		world and other humans		
		as well as consider how		
		there is a conflict		
		between beliefs about		
		the environment and		
		how pilgrimages affect		
		the environment.		
		(Passion – people's faith		
		leads them to go on a		
		pilgrimage)		
		(Well-being –		
		connecting with God		
		and a spiritual		
		experience)		
Hinduism	God (Hinduism)	Community (Hinduism)	Being Human	Life Journey
	Children will explore	[Worship and	(Hinduism)	[Rites of passage; include
	what the word 'GOD'	celebration. Ways in	[The ways in which	other religions, e.g.
	means for those who	which worship and	beliefs impact on action:	Bar/Bat Mitzvah in
	align themselves with	celebration engage	expectations of	Judaism, confirmation in
	Islam and Hinduism.	with/affect the natural	behaviour, ways in which	Christianity; have looked
	They will explore names	world. Beliefs about	people act, examples of	at how we know whether
	for Gods/Deities and	creation and natural	contemporary	religious claims are true
	understand how these	world]	individuals]	or not – this unit
	are found in sacred texts	Children will look at	How does faith and	considers whether their
	and stories. They will	stories at creation from a	belief affect the way	truth or otherwise
	begin to explore beliefs	Hindu and Muslim	people live their lives?	actually matters – what
	about God that affect	perspective. We also	How do Hindus reflect	impact does religion
	how these people may	explore how	their faith in the way	have on people's lives,
	live out their lives.	celebrations and worship	they live?	regardless of whether
	Concepts of Tawhid- the	interacts with the	What is karma and how	they can prove their
	oneness of Allah and the	natural world and how	does it drive the cycle of	beliefs to be true or not]
	relationship of the	these also bring people	samsara?	How do Hindu's show
	Trimurti to devotees	together. We will then	How might a Hindu seek	that they belong?
	They will also explore	explore how each	to achieve Moksha?	Samskaras (passage of
	the role of messengers	religion is expressed by	(Community – coming	life)
	and messages from	expression of worship	together to worship,	Birth – namkarna
	sacred texts.	and devotion.	dharma – providing	(naming ceremony),
	(community – as part of	(community – how faith	alms and hospitality)	jatakarma (welcoming
	celebrating festivals)	is lived out in	(Morality – beliefs and	the baby into the family)
		communities)	practices impact life	Ear piercing
		(Happiness/enjoyment	choices)	(karnavedha) and first
		- celebrations)		haircut (mundane)
				Upananyana or sacred
				thread ceremony

Year	3
rear	5

Γ

Т

Τ

Year 5

	(Community – family
	community)
	(Morality – life choices
	due to beliefs and
	practices)
Non-	Do you have to believe in
Religious	God to be good?
Beliefs	[Opportunity to study
2011010	Humanism/atheism and
	explore e.g. issues of
	social justice)
	Scientific and Humanist
	viewpoints regarding
	creation
	Rites of Passage for non-
	religious people (birth,
	life, marriage, death)
	Other religions included
	to make links: Bar/Bat
	Mitzvah in Judaism and
	confirmation,
	christening, baptism in
	Christianity.
	How do we know
	whether religious claims
	are true or not – this unit
	considers whether their
	truth or otherwise
	actually matters – what
	impact does religion
	have on people's lives,
	regardless of whether
	they can prove their
	beliefs to be true or not.
	(Morality – life choices)

