



Year 3						
Half Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<b>UC ASSESSMENT POINT</b>		<b>UC ASSESSMENT POINT</b>		<b>NAS ASSESSMENT POINT</b>
Understanding Christianity <b>Unit Title &amp; Key Question(s)</b>	<b>UC 2A.1 Creation/Fall</b> What do Christians learn from the creation story?	<b>UC 2A.3 Incarnation</b> What is the Trinity?	<b>UC 2A.2 People of God</b> What is it like to follow God?	<b>UC 2A.5 Salvation</b> Why do Christians call the day Jesus died 'Good Friday'?	<b>UC 2A.6 Kingdom of God</b> When Jesus left, what was the impact of Pentecost?	
Nottinghamshire Agreed Syllabus <b>Unit Title &amp; Key Question(s)</b>			<b>NAS 3.4 Inspirational people from the past</b> What can we learn from inspiring people in sacred texts and in the history of religions?		<b>NAS 3.2 Religion, family and community: Prayer</b> How do religious families and communities practice their faith? The example of prayer.	<b>NAS 3.3 Worship and sacred places:</b> Where, how and why do people worship?
	<b>NAS 3.1 Beliefs and questions</b> What difference does it make to be a Christian? How do Christian people's beliefs about God, Jesus, the world and others have impact on their lives?					
<b>Knowledge</b> Nottinghamshire Agreed Syllabus			Pupils will learn about: <ul style="list-style-type: none"> <li>at least two examples of inspirational people from the Jewish and Christian Bible</li> <li>examples of stories and teaching from the Christian Gospels on the life, teaching and example of Jesus.</li> <li>examples of Islamic stories of the life of the Prophet Muhammad [PBUH] and his companions, and from Islamic history.</li> </ul>		Pupils will learn about: <ul style="list-style-type: none"> <li>the practice, meaning and importance of the 5 daily Islamic prayers</li> <li>the meaning and use of the Lord's Prayer in Christianity,</li> <li>prayer at a mosque or a church,</li> <li>about beliefs about Allah / God and prayer in the different religions.</li> </ul>	Pupils will learn: <ul style="list-style-type: none"> <li>about Churches, Mosques and Mandirs and the ways these buildings express key ideas about belief and worship.</li> <li>4 key terms in relation to each building.</li> <li>to identify similarities between the places of worship</li> <li>to connect features of the buildings to religious beliefs, teachings, practices and ways of living.</li> </ul>
	Pupils will learn: about Bible stories that lie behind the celebrations of Christmas, Easter, Pentecost and Harvest. about contemporary practices in relation to these four festivities. about key Christian ideas: incarnation, trinity, crucifixion, resurrection and the Holy Spirit. about the 'fruit of the Spirit' (Galatians 5:22)					
<b>Skills</b> Nottinghamshire Agreed Syllabus			Pupils will practice the skills of inferring beliefs and ideas about values from stories and will practice writing biographically about inspirational figures.		Pupils will practice the skills of seeing meaning in rituals, suggesting what actions, symbols and ideas mean, explaining meaning to each other.	Pupils learn to observe, notice, name, describe and remember aspects of worship in different religious buildings.
	Pupils will explore, discuss and apply concepts in their learning: Christian beliefs about creation, God, community and commitment to God and humanity. Pupils will learn about values, including love, generosity, patience, faithfulness and self-control.					



<p><b>Knowledge Building Blocks (Understanding Christianity)</b></p>	<p><b>Core Learning</b></p> <p>God the Creator cares for the creation, including human beings.</p> <ul style="list-style-type: none"> <li>As human beings are part of God's good creation, they do best when they listen to God.</li> <li>The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments).</li> <li>(Building block from EYFS: Christians believe God made our wonderful world and so we should look after it.)</li> </ul> <p><b>Digging Deeper</b></p> <p>The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall').</p> <ul style="list-style-type: none"> <li>This means that humans cannot get close to God without God's help.</li> <li>The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short.</li> <li>Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.</li> </ul>	<p><b>Core Learning</b></p> <p>Christians believe God is Trinity: Father, Son and Holy Spirit.</p> <ul style="list-style-type: none"> <li>Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</li> <li>Christians find that understanding God is challenging; people spend their whole lives learning more and more about God.</li> <li>Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.</li> <li>Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief.</li> <li>Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</li> </ul>	<p><b>Digging Deeper</b></p> <p>The Old Testament tells the story of a particular group of people, the children of Israel, known as the People of God — and their relationship with God.</p> <ul style="list-style-type: none"> <li>The People of God try to live in the way God wants, following his commands and worshipping him.</li> <li>They believe he promises to stay with them and Bible stories show how God keeps his promises.</li> <li>The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God, and to attract all other nations to worshipping God.</li> <li>Christians believe that, through Jesus, all people can become the People of God.</li> </ul>	<p><b>Core Learning</b></p> <p>Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</p> <ul style="list-style-type: none"> <li>The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.</li> <li>Christians today trust that Jesus really did rise from the dead, and so is still alive today.</li> <li>Christians remember and celebrate Jesus' last week, death and resurrection.</li> </ul>	<p><b>Core Learning</b></p> <p>Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven').</p> <p>Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him.</p> <p>Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God.</p> <p>Christians celebrate Pentecost as the beginning of the Church.</p>	
<p><b>Outcome: Making Sense of the Text/Theology</b></p>	<p><b>Core Learning</b></p> <p>Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.</p> <p>Make clear links between Genesis 1 and what Christians believe about God and Creation.</p> <p><b>Digging Deeper</b></p> <p>Place the concepts of God, Creation and the Fall on a timeline of the Bible's 'Big Story'.</p> <p>Offer suggestions about what the story of Adam and Eve might show about human nature and how to act.</p>	<p><b>Core Learning</b></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 baptism and Trinity might mean.</p> <p>Give examples of what these texts mean to some Christians today.</p>	<p><b>Digging Deeper</b></p> <p>Make clear links between the story of Abraham and the concept of faith.</p>	<p><b>Core Learning</b></p> <p>Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's '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><b>Core Learning</b></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>Offer suggestions about what the description of Pentecost in Acts 2 might mean.</p> <p>Give examples of what Pentecost means to some Christians now.</p>	
<p><b>Outcome:</b></p>	<p><b>Core Learning</b></p>	<p><b>Core Learning</b></p> <p>Describe how Christians show</p>	<p><b>Digging Deeper</b></p>	<p><b>Core Learning</b></p> <p>Make simple links between the</p>	<p><b>Core Learning</b></p>	



<p><b>Understanding the Impact/Human &amp; Social Sciences</b></p>	<p>Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.)  <b>Digging Deeper</b>          Describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness.</p>	<p>their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</p>	<p>Make simple links between People of God and how some Christians choose to live in their whole lives and in their church communities.</p>	<p>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.</p>	<p>Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.</p>	
<p><b>Outcome: Making Links/Philosophy</b></p>	<p><b>Core Learning</b>          Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.  <b>Digging Deeper</b>          Make links between what stories in the Bible say about human beings, and pupils' own ideas about how people should behave.</p>	<p><b>Core Learning</b>          Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.</p>	<p><b>Digging Deeper</b>          Suggest answers about how far ideas of covenant, promises and following God might make a difference in the world today.</p>	<p><b>Core Learning</b>          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><b>Core Learning</b>          Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.</p>	



Year 4						
Half Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<b>UC ASSESSMENT POINT</b>		<b>UC ASSESSMENT POINT</b>		<b>NAS ASSESSMENT POINT</b>
Understanding Christianity <b>Unit Title &amp; Key Question(s)</b>	<b>UC 2A.4 Gospel</b> What kind of world did Jesus want?	<b>UC 2A.3 Incarnation</b> What is the Trinity?		<b>UC 2A.5 Salvation</b> Why do Christians call the day Jesus died 'Good Friday'?	<b>UC 2A.6 Kingdom of God</b> When Jesus left, what was the impact of Pentecost?	
Nottinghamshire Agreed Syllabus <b>Unit Title &amp; Key Question(s)</b>		<b>NAS 4.4 Religion, family, community, worship, celebration, ways of living.</b> How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals?		<b>NAS 4.3 Spiritual expression</b> Christianity, music and worship: what can we learn?	<b>NAS 4.2 Symbols and religious expression:</b> How do people express their religious and spiritual ideas on pilgrimages?	<b>NAS 4.1The journey of life and death:</b> Why do some people think life is like a journey? Where do we go? What do different people think about life after death?
<b>Knowledge</b> Nottinghamshire Agreed Syllabus		Pupils will gain knowledge about Hindu worship and celebration, including details information about stories of Rama and Sita, celebrations of Divali and at least one other Hindu festival in both India and in the UK.	They will explore Hindu ideas about gods and goddesses, worship in the home and Mandir, beliefs and values expressed in stories, festivities and worship and learning from Hindu community life.	Religious content will include different examples of the music of the Christian community, explored in depth as forms of spiritual expression and worship. Pupils will gain knowledge about examples of music from Christianity including Christmas carols, a famous hymn, the Hallelujah chorus, contemporary worship music and Christians songs for children. These can be compared with music from any sources which pupils find spiritually interesting or inspiring.	Pupils will learn: about pilgrimages and religious journeys to, for example, Makkah (Muslim), Varanasi (Hindu) and Lourdes, Iona or the Holy Land (Christian). details about and reasons for ritual and practice on pilgrimages. to reflect about how the journey of a person who is spiritual but not religious might be like a religious pilgrimage. about local places of pilgrimage (such as Beth Shalom or Southwell Minster) and to reflect upon what kind of pilgrimages these represent.	Pupils will learn: key ways in which Christians, Hindu and Muslims see life as a journey. to gather and use information about the key moments marked by rituals for welcoming a baby, becoming an adult, celebrating a marriage and funeral rituals. about a range of ideas about different concepts of an afterlife such as Muslim paradise, Christian heaven and Hindu reincarnation and Moksha. about non-religious views, for example about Humanist commitment to 'the one life we have.'
<b>Skills</b> Nottinghamshire Agreed Syllabus		Discussion, gathering information from video, story, visual resources and where possible interviews or visits, inferring and suggesting meanings to religious practices.		Listening, discussion and self-expression skills, including musical appreciation are central to this unit of work.	Pupils will use and develop skills of expressing understanding and handling varied perspectives on pilgrimage. Crucial for RE at this stage is the ability to recognise different reasonable ideas and describe varied religious practice and its meanings.	Pupils will use and develop skills of expressing understanding and handling varied perspectives. Crucial for RE at this stage is the ability to recognise different reasonable ideas.
<b>Knowledge Building Blocks (Understanding Christianity)</b>	<b>Digging Deeper</b> Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. • Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people. • Christians try to be like Jesus — they want to know him better and better. • Christians try to put his teaching and example into practice in lots	<b>Digging Deeper</b> Christians believe God is Trinity: Father, Son and Holy Spirit. • Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. • Christians really want to try to understand God better and so try to describe God using symbols,		<b>Digging Deeper</b> Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. • The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to do. • Christians today trust that Jesus really did rise from the dead, and so is still alive today. • Christians remember and celebrate Jesus' last week, death and resurrection.	<b>Digging Deeper</b> Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is king, not just in heaven but here and now. ('Your kingdom come, your will be done on earth as it is in heaven'). Christians believe Jesus is still alive, and rules in their hearts and lives through the Holy Spirit, if they let him. Christians believe that after Jesus	



	of ways, from church worship to social justice.	<p>similes and metaphors, in song, story, poems and art.</p> <ul style="list-style-type: none"> <li>• Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief.</li> <li>• Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</li> </ul>			<p>returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God.</p> <p>Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians</p>	
<p><b>Outcome: Making Sense of the Text/Theology</b></p>	<p><b>Digging Deeper</b> List two distinguishing features of a parable.</p> <p>Make clear links between the story of the Good Samaritan and the idea of the Gospel as 'good news'.</p> <p>Offer some ideas about the meaning of the Good Samaritan story to Christians.</p>	<p><b>Digging Deeper</b> 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 baptism and Trinity might mean.</p> <p>Give examples of what these texts mean to some Christians today.</p>		<p><b>Digging Deeper</b> Offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean.</p> <p>Give examples of what the texts studied mean to some Christians.</p>	<p><b>Digging Deeper</b> Order concepts within a timeline of the Bible's 'big story'.</p> <p>List two distinguishing features of a narrative and a letter as different types of biblical text.</p> <p>Offer suggestions about what the texts studied (1 Corinthians 12 and Galatians 5) might mean, and give examples of what the texts studied mean to some Christians.</p>	
<p><b>Outcome: Understanding the Impact/Human &amp; Social Sciences</b></p>	<p><b>Digging Deeper</b> Make simple links between the Good Samaritan story and the importance of charity in Christian life.</p> <p>Give some examples of how Christians act to show that they are following Jesus.</p>	<p><b>Digging Deeper</b> Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</p>		<p><b>Digging Deeper</b> Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion.</p> <p>Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus.</p>	<p><b>Digging Deeper</b> Make simple links between the idea of the Church as a body, the fruit of the Spirit, and the Kingdom of God, and how Christians live in their whole lives and in their church communities.</p> <p>Describe how Christians show their belief about the Holy Spirit in worship and in the way they live.</p>	
<p><b>Outcome: Making Links/Philosophy</b></p>	<p><b>Digging Deeper</b> Make links between some of Jesus' teachings about how to live, and life in the world today, expressing some ideas of their own clearly.</p>	<p><b>Digging Deeper</b> Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.</p>		<p><b>Digging Deeper</b> Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.</p>	<p><b>Digging Deeper</b> Raise questions and suggest answers about how far the ideas about Church as a body and the fruit of the Spirit might make a difference to how pupils think and live.</p> <p>Make links between fellowship and fruit of the Spirit and life in the world today, expressing some ideas of their own clearly.</p>	



Year 5						
Half Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<b>UC ASSESSMENT POINT</b>		<b>UC ASSESSMENT POINT</b>		<b>NAS ASSESSMENT POINT</b>
Understanding Christianity <b>Unit Title &amp; Key Question(s)</b>		<b>UC 2B.2 Creation/Fall</b> Creation and Science: Conflicting or Complimentary?  <b>UC 2B.4 Incarnation</b> Was Jesus the Messiah?	<b>UC 2B.5 Gospel</b>  What would Jesus do?	<b>UC 2B.6 Salvation</b>  What did Jesus do to save human beings?		<b>UC 2B.1 God</b>  What does it mean if God is holy and loving?
Nottinghamshire Agreed Syllabus <b>Unit Title &amp; Key Question(s)</b>	<b>NAS 5.1 Inspirational people in today's world</b>  What can we learn from religious leaders?		<b>NAS 5.2 Religion and the Individual</b>  What matters to Christians?		<b>NAS 5.3 Beliefs and Questions</b>  How do people's beliefs about God, the world and others have impact on their lives?	<b>NAS 5.4 Beliefs in action in the world:</b>  How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?
<b>Knowledge</b> Nottinghamshire Agreed Syllabus	Children will describe and respond thoughtfully to the lives of some inspirational spiritual leaders from the modern world.  Religious content includes inspiring leaders Dr Martin Luther King, Saint Mother Teresa and local community religious leaders. Non-religious examples are also discussed.		Religious content will include:  the deeper meanings of the celebrations of Christmas, Easter, Pentecost and Eucharist; The ways Christians use some examples of Bible texts to guide them in facing life's challenges; the role of the Christian community in helping people to live a good life, and the pupils' reflections on Christians' uses of ideas such as Trinity, forgiveness or inspiration		Pupils will learn: *about different ideas and forms of expression in relation to belief about God in Muslim and Hindu life. * to reflect on their own responses to Hindu and Muslim texts and expression in creative arts and architecture.	Pupils will learn: *about some great examples of religious architecture from across the world and some local examples, including for instance Southwell Minster, local churches and chapels, a local Synagogue, Mandir and Mosque. *about different charities which apply the 'golden rule' ('treat others as you would like to be treated', *'love your neighbour as you love yourself') from a range of religions and worldviews to some global problems.
<b>Skills</b> Nottinghamshire Agreed Syllabus	Applying the idea of inspiration, considering and weighing up factors in thinking about inspiration and leadership. Children will understand leaders as sources of wisdom, will describe their challenges they've faced and commitments by which they lived. Children will compare examples and debate which leader made more of an impact. They will reflect on their own lives and the impact inspiring leaders have on them.		Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts		Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts.  They will consider how to express respectful attitudes to people different from themselves.	Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts.  They will consider how religious charities and architecture might be connected, thinking about dilemmas for themselves and via discussion.



<p><b>Knowledge Building Blocks (Understanding Christianity)</b></p>		<p><b>Core Learning</b></p> <p>Pupils will know that:</p> <p><b>Creation/Fall</b></p> <ul style="list-style-type: none"> <li>• There is debate and controversy around the relationship between the accounts of creation in Genesis and contemporary Scientific accounts.</li> <li>• These debates relate to the purpose and interpretation of the texts.</li> <li>• There are many scientists throughout history and now who are scientists.</li> <li>• The discoveries of science make Christians wonder even more about the power and majesty of God, the creator.</li> </ul> <p><b>Incarnation</b></p> <ul style="list-style-type: none"> <li>• Christians believe Jesus was Jewish and God in flesh (building upon knowledge of The Holy Trinity – God the Father)</li> <li>• They believe his birth, death and resurrection was a longer plan by God to restore the relationship between humans and God.</li> <li>• The Old Testament talks about the coming of a Messiah.</li> <li>• Christians believe that Jesus is this Messiah.</li> </ul> <p>Christians see Jesus as their saviour.</p>	<p><b>Core Learning</b></p> <p>Pupils will know that:</p> <ul style="list-style-type: none"> <li>•As well as offering examples of good behaviour and challenging bad behaviour, Jesus offers a way to heal the damage done by human sin.</li> <li>•Jesus’ teachings and example doesn’t always make people comfortable but serves the weak and vulnerable (Sermon on the Mount)</li> <li>•Christians believe they should bring this ‘Good News’ to life in the world in different ways: their own lives, their family, community, local church and national and global community.</li> </ul>	<p><b>Core Learning</b></p> <p>Pupils will know that:</p> <ul style="list-style-type: none"> <li>•The ‘big story’ of the Bible shows the need for God to save people</li> <li>•The Gospels give accounts of Jesus’ death and resurrection.</li> <li>•The New Testament says Jesus’ death was for us (he sacrificed himself and paid the punishment for our sin, rescuing the lost and led them to God, from darkness to light)</li> <li>•Jesus’ sacrifice is remembered through Holy Communion</li> <li>•Christians believe Jesus calls them to sacrifice their own needs to the needs of others.</li> </ul>		<p><b>Core Learning</b></p> <p>Pupils will know that:</p> <ul style="list-style-type: none"> <li>• Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.</li> <li>• Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace.</li> <li>• Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching.</li> <li>• Christians believe getting to know God is like getting to know a person rather than learning information.</li> </ul>
<p><b>Outcome: Making Sense of the Text/Theology (Understanding Christianity)</b></p>		<p><b>Core Learning</b></p> <p><b>Creation/Fall</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Outline the importance of creation on the timeline of the ‘big story’ of the Bible.</li> <li>• Identify the type of text some Christians say Genesis is, and its purpose.</li> <li>• Compare their ideas with Christian interpretations.</li> </ul> <p><b>Incarnation</b></p> <p>Children will be able to:</p>	<p><b>Core Learning</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Identify features of Gospel texts (teachings, parables, narratives)</li> <li>• Suggest meanings of Gospel texts studied and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</li> </ul>	<p><b>Core Learning</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Explain how incarnation and salvation fits into the ‘big story’ of the bible.</li> <li>• What Christians mean when they say that Jesus’ death was a sacrifice.</li> <li>• Suggest meanings for the narratives of Jesus’ death.</li> </ul>		<p><b>Core Learning</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Identify some different types of biblical texts, using technical terms accurately.</li> <li>• Explain connections between biblical texts and Christian ideas of God, using theological terms.</li> </ul>



		<ul style="list-style-type: none"> <li>• Understand the place of incarnation and Messiah within the 'Big Story' of the bible.</li> <li>• Identify Gospel and prophecy texts using technical terms.</li> <li>• Explain connections between biblical texts, incarnation and Messiah, using theological terms.</li> </ul>				
<p><b>Outcome: Understanding the Impact/Human &amp; Social Sciences (Understanding Christianity)</b></p>		<p><b>Core Learning</b></p> <p>Children will be able to:</p> <p><b>Creation/Fall</b></p> <ul style="list-style-type: none"> <li>• Make clear connections between genesis 1 and Christian belief about God as creator.</li> <li>• Show understanding of why many Christians find science and faith go together.</li> </ul> <p><b>Incarnation</b></p> <ul style="list-style-type: none"> <li>• Show how Christians put their beliefs about Jesus' incarnation into practice in different ways in celebrating Christmas</li> <li>• Comment on why Jesus the Messiah makes sense in the wider story of the Bible.</li> </ul>	<p><b>Core Learning</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Make connections between Gospel texts, Jesus ' Good News' and how Christians live in the Christian community and in their individual lives.</li> </ul>	<p><b>Core Learning</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Christians remember Jesus' death and resurrection throughout the year, through the celebration of Holy Communion.</li> <li>• Children recognise Jesus' death as a sacrifice.</li> <li>• Show how Christians put their beliefs into practice.</li> </ul>		<p><b>Core Learning</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.</li> <li>• Show how Christians put their beliefs into practice in worship</li> </ul>
<p><b>Outcome: Making Links/Philosophy (Understanding Christianity)</b></p>		<p><b>Core Learning</b></p> <p>Children will be able to:</p> <p><b>Creation/Fall</b></p> <ul style="list-style-type: none"> <li>• Identify key ideas arising from the study of Genesis.</li> <li>• Weigh up how far Genesis 1 and the scientific account of creation is complimentary or in conflict.</li> </ul> <p><b>Incarnation</b></p> <ul style="list-style-type: none"> <li>• Discuss why Christians believed the world needed a saviour. Children will discuss and reflect on whether Jesus the Messiah has relevance in today's world and the difference that might make to people's lives..</li> </ul>	<p><b>Core Learning</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Relate biblical ideas, teachings or beliefs (peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and their own community in the world today. Offering insights of their own.</li> </ul>	<p><b>Core Learning</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Discuss examples of 'sacrifice' in their own lives and weigh up the value and impact.</li> </ul>		<p><b>Core Learning</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>



Year 6						
Half Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		UC ASSESSMENT POINT		UC ASSESSMENT POINT		NAS ASSESSMENT POINT
Understanding Christianity <b>Unit Title &amp; Key Question(s)</b>	<b>UC 2B.3 People of God</b> How can following God bring freedom and justice?	<b>UC 2B.4 Incarnation</b> Was Jesus the Messiah?	<b>UC 2B.1 God</b> What does it mean if God is Holy and Loving?	<b>UC 2B.7 Salvation</b> What difference does the resurrection make to Christians?	<b>UC 2B.8 Kingdom of God</b> What kind of King is Jesus?	
Nottinghamshire Agreed Syllabus <b>Unit Title &amp; Key Question(s)</b>	<b>NAS 6.1 Teachings, Wisdom and Authority</b> What can we learn by reflecting on words of wisdom from religions and worldviews? What do sacred texts and other sources say about God, the world and human life?	<b>NAS 6.2 Religion, worldviews, family and community:</b> What contributions do religions make to local life in Nottingham City and Nottinghamshire? How can we make Nottingham City and Nottinghamshire a county of tolerance and respect?	<b>NAS 6.4 Beliefs in action in the world</b> What was the Kindertransport? Who resisted and rescued? How can we be Upstanders today?			<b>NAS 6.3 Beliefs in action in the world</b> How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?
<b>Knowledge</b> Nottinghamshire Agreed Syllabus	Pupils will learn: <ul style="list-style-type: none"><li>To understand two carefully selected texts from the scriptures of each of the religions selected for study.</li><li>About two contemporary Examples of members of each of the faith communities who are seeking to live out these texts and their values.</li></ul>	Pupils will learn: <ul style="list-style-type: none"><li>About the statistics of world religions in the local area, the county, region, nation and world.</li><li>About at least two examples of inter faith co-operation.</li></ul>	Pupils will learn: <ul style="list-style-type: none"><li>About pre-war Jewish life and the impact of persecution and discrimination on Jewish people living in Germany in the 1930s.</li><li>About the Kindertransport and the importance of providing refuge to people who are persecuted for who they are.</li><li>About the work of the National Holocaust Centre and Museum as a place of remembrance in the UK.</li></ul>			Pupils will learn: <ul style="list-style-type: none"><li>About spiritual concepts of justice, fairness, compassion and responsibility.</li><li>About at least two examples of major faith based global aid and development charities (e.g. Islamic Relief, Christian Aid. Save the Children might be a good example of a charity without a religious identity).</li></ul>
<b>Skills</b> Nottinghamshire Agreed Syllabus	Pupils develop the ability to respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different religions.	They will think reasonably about questions of community harmony and inter faith work.	Pupils will learn to reflect on big questions about human values and behaviour. They will discuss, think and create responses to the work for themselves			Pupils will learn to gather, weigh up and use information through simple research. They will practice the skills of discussion, reasoning and argument in relation to questions about global issues.
<b>Knowledge Building Blocks (Understanding Christianity)</b>	<b>Digging Deeper</b> Pupils will know that: <ul style="list-style-type: none"><li>The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God.</li></ul>	<b>Digging Deeper</b> Pupils will know that: <ul style="list-style-type: none"><li>The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God.</li></ul>	<b>Digging Deeper</b> Pupils will know that: <ul style="list-style-type: none"><li>Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.</li><li>Christians believe God is both holy and loving, and Christians have to balance ideas of God being</li></ul>	<b>Core Learning</b> Pupils will know that: <ul style="list-style-type: none"><li>Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.</li></ul>	<b>Digging Deeper</b> Pupils will know that: <ul style="list-style-type: none"><li>Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.</li></ul>	



	<ul style="list-style-type: none"> <li>• The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt.</li> <li>• Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.</li> <li>• Christians see the Christian church as the People of God, and try to live in a way that attracts others to God; for example, as salt and light in the world.</li> </ul>	<ul style="list-style-type: none"> <li>• The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt.</li> <li>• Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.</li> <li>• Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God, for example, as salt and light in the world.</li> </ul>	<p>angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace.</p> <ul style="list-style-type: none"> <li>• Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love.</li> </ul>	<ul style="list-style-type: none"> <li>• The Gospels give accounts of Jesus' death and resurrection.</li> <li>• Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.</li> <li>• This belief gives Christians hope for life with God, starting now and</li> </ul>	<ul style="list-style-type: none"> <li>• The parables suggest that there will be a future kingdom, where God's reign will be complete.</li> <li>• Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world (for example, by practising forgiveness).</li> </ul>	
<p><b>Outcome: Making Sense of the Text/Theology (Understanding Christianity)</b></p>	<p><b>Digging Deeper</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Explain connections between biblical texts and the idea of God's covenant with his people, using theological terms.</li> <li>• Identify examples of Law texts and suggest how believers might interpret them.</li> </ul>	<p><b>Digging Deeper</b></p> <p>Children can:</p> <p>Explain connections between biblical texts and the idea of Jesus as Messiah, using theological terms.</p>	<p><b>Digging Deeper</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Identify some different types of biblical texts, using technical terms accurately.</li> <li>• Explain connections between biblical texts and Christian ideas of God, using theological terms.</li> </ul>	<p><b>Core Learning</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.</li> <li>• Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.</li> <li>• Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope using theological terms.</li> </ul>	<p><b>Digging Deeper</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Explain connections between biblical texts and the concept of the Kingdom of God — where God rules in human lives.</li> <li>• Consider possible meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</li> </ul>	
<p><b>Outcome: Understanding the Impact/Human &amp; Social Sciences (Understanding Christianity)</b></p>	<p><b>Digging Deeper</b></p> <p>Children can:</p> <p>Show how Christians put their beliefs about living as the People of God into practice in different ways; for example, through the Five Marks of Mission, in community and individually.</p>	<p><b>Digging Deeper</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Make clear connections between the texts and what Christians believe about Jesus as Messiah; for example, how they celebrate Palm Sunday.</li> <li>• Show how Christians express their beliefs about Jesus as Prince of Peace and as one who transforms lives, through bringing peace and transformation in the world.</li> </ul>	<p><b>Digging Deeper</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Make clear connections between Bible texts studied about God and how Christians put these beliefs into practice; for example, through calling for justice, promoting forgiveness and so on.</li> <li>• Show how Christians put their beliefs about God into practice in worship: for example, through confession.</li> </ul>	<p><b>Core Learning</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.</li> <li>• Show how Christians put their beliefs into practice in different ways.</li> </ul>	<p><b>Digging Deeper</b></p> <p>Children can:</p> <p>Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice, for example through receiving and practising forgiveness.</p>	
<p><b>Outcome: Making Links/Philosophy</b></p>	<p><b>Digging Deeper</b></p> <p>Children can:</p>	<p><b>Digging Deeper</b></p> <p>Children can:</p>	<p><b>Digging Deeper</b></p> <p>Children can:</p>	<p><b>Core Learning</b></p> <p>Children can:</p>		



<b>(Understanding Christianity)</b>	Weigh up how Christian ideas about justice relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.	Weigh up how far the world needs a Messiah, expressing their own insights.	Weigh up how biblical ideas about love, holiness or forgiveness relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.	<ul style="list-style-type: none"> <li>• Explain why some people find belief in the Resurrection makes sense and inspires them.</li> <li>• Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today</li> </ul>		
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