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| **KS1: Christianity** | | |
| **Syllabus Questions** | **Suggested Content** | **Exemplar Expectations** |
| **Qu.1** How do some religions demonstrate that everyone is special?  (Believing/Belonging)  **Qu.2** Why are religious celebrations important to some people but not to others?  (Believing/Belonging/Behaving)  **Qu.3** Does everyone believe the same things about God?  (Believing)  **Qu.4** Why do symbols and stories play important roles in religions?  (Believing/Belonging/Behaving)  **Qu.5** Why do some people follow religious leaders and teachings?  (Believing/Behaving)  **Qu.6** How do some people’s religious beliefs encourage them to care for the world?  (Believing/Behaving) | The Lost Sheep, Coin & Son (Luke 15: 1-32) Matthew 10:29-31 – message about sparrows  Shared customs – e.g. baptism  Baptism of Christ  Christmas, Easter, Harvest  Going to church – particularly communion, Eucharist, Sunday as a special day,  Music and art  Noah, Baptism of Jesus, Jesus as Son of God  Lord’s prayer,  Features of the church,  Stories about God  Different denomination, different churches  Old Testament; New Testament  Mary Jones Bible  Symbolic features of a church,  Stained glass windows,  Cross, crucifix, hot cross bun, Easter eggs, dove water, fish, crib, lights  Clerical dress, seasonal colours, Salvation Army uniform  Stories about God and Jesus; Life of Jesus  Stories told by Jesus (parables) e.g. Good Samaritan  Work of local ministers, historically and now  Examples of Christians of influence, locally, nationally and globally  Life of Jesus  Creation – Genesis 1:1- 2:22  Stewardship – Christians are stewards,  Psalm 8  Hymns and songs | **Exp. A** Recognise and give simple accounts of the core beliefs. E.g.  Creation – that God made the world including human; Incarnation – Jesus as God in human form; Salvation – forgiveness of sins through Christ  Belief in one God, eternal and immortal  **Possible activities:**  Draw a picture to illustrate one of the key beliefs;  Choose from a range a picture that shows a key belief  Choose a symbol or draw a symbol that represents a Christian understanding of God  **Exp. B** Retell a range of religious stories and explain how they link to the core beliefs and practices. E.g. Creation,  Christmas, Easter,Parables – lost sheep, lost coin, lost son, Good Samaritan  **Possible activities**:  Produce a simple story map that illustrates one of the core beliefs of Christianity  Identify the most important part of a story and talk about why  Identify some elements of a festival and talk about why they are important to some Christians  **Exp. C** Describe some festivals, celebrations and practices and say how they reflect the core beliefs.  Christmas, Easter, Harvest, Baptism  Sunday Services and communion  **Possible activities**  Identify – perhaps by circling item in a picture – the elements of a festival that show what some Christians believe.  Make a list of differences between the ways that different people celebrate and suggest reasons why  Annotate a baptism, showing which are the important features that reflect Christian belief.  **Exp. D** Recognise the roles of religious leaders and sacred texts.  **Bible –** OT, NT (one before and after Jesus) Jesus, Vicar and local clergy  People known in local community e.g. local chaplains for fire service, police, hospital, Archbishop of Canterbury, Archbishop of York, Queen  **Possible activities**:  Talk about what a leader does  Recognise some of the things that leaders do – choosing from a list, or sorting from a range  Talk about how Christians use the bible in worship, prayer, song etc. |

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| **KS2: Christianity** | | |
| **Syllabus Questions** | **Suggested Content** | **Exemplar Expectations** |
| Qu.1 To what extent does participating in worship and/or prayer generate a sense of belonging?  (Believing/Belonging)  Qu.2 Do Rites of Passage always help a believer to feel connected to God and/or community?  (Believing/Belonging/Behaving)  Qu.3 How can music and the arts help express and communicate religious beliefs?  (Believing/Belonging)  Qu.4 To what extent do religious beliefs influence and encourage ‘good’ behaviour?  (Believing/Behaving)  Qu.5 How do religious leaders and sacred texts contribute to believers’ understanding of their faith?  (Believing)  Qu.6 How well does faith help people cope with matters of life and death?  (Believing/Behaving)  Qu.7 What difference might it make to believe in God as Creator?  (Believing/Behaving)  Qu.8 How might beliefs and community shape a person’s identity?  (Believing/Belonging) | Teachings of the early Christians in the New Testament epistles which set out guidance for a Christian life e.g. 1 Corinthians chapter 13  Use of the Bible in corporate and private worship  The Bible is used as a source of inspiration and guidance for worship and ways of living  Sermons and their significance  The importance of worship for Christians and ways in which Christians participate in worship  Pilgrimage  The importance for many Christians to mark rites of passage in Christian ceremonies e.g. infant baptism and dedication ceremonies, confirmation, believers’ baptism, marriage  Christian funerals and how they illustrate beliefs about life after death  Denominational and personal differences in celebration of rites of passage  The Bible is used as a source of inspiration and guidance for worship and ways of living Examples of Christian beliefs expressed in e.g. art, architecture, drama, literature, music and the use of the Bible as the basis for songs, films  Work of Hannah and Ben Dunnett e.g.  The use, significance and meaning of symbols used to express Christian beliefs e.g. Cross, crucifix, light, fish, rainbow, dove, water, bread and wine, colours, dress, symbolic features of churches  Art to express the notion of Trinity  Global and denominational art.  Teachings of the early Christians in the New Testament epistles which set out guidance for a Christian life e.g. 1 Corinthians chapter 13  The Bible used as a source of inspiration and guidance for worship and ways of living;  sermon on the mount (Matthew 5 – 7),  10 commandments (Exodus 20) and the Golden rule (Luke 10:27) the Good Samaritan (Luke 10: 25-37)  The work of charities, missions and caring organisations e.g. Tearfund, Christian Aid etc.  Teaching about forgiveness – e.g. The Prodigal son (Luke 15) , the Lord’s Prayer (Matthew 6:9-13 & Luke 11:2-4)  Foodbanks and work among the homeless  Trinity – especially as shown at the Baptism of Jesus  Christian responses to the life, teachings (including those about all people being equal in the sight of God, forgiveness and caring for others), miracles, crucifixion and resurrection of Jesus.  The Bible as a library of books of different genres divided into Old and New Testaments  Literal and metaphorical interpretations of the Bible  Different ways of reading the Bible; different translations of the Bible  The writings/experiences of Christians through the ages  Exploration of the influences of some key people, local and more widely known and including historical people and saints.  The role of inspiration in the creation of the Bible  The role of key characters in the Bible e.g. Moses, Abraham, Mary, the disciples, the apostle Paul etc.  Christian interpretations of the resurrection of Jesus as evidence of life after death, resurrection of the body, heaven and the Kingdom of God  Christian responses to the life, teachings miracles, crucifixion and resurrection of Jesus,  Trinity – especially the role of the Holy Spirit as comforter  Jesus as saviour and the concept of salvation  Christians responses to ideas about Creation e.g. Genesis, Psalm 8 and 148  Involvement in ecological movements, charities such as Christians Aid, Oxfam, Tearfund  Equality of all people, work of anti-slavery protestors, and other social justice organisations  The actions of local church groups on environmental and social justice issues.  Christian responses to life, teaching, miracles crucifixion and the resurrection of Jesus  Jesus as saviour and the concept of salvation, being forgiven and redeemed  The Holy Spirit as a guide and comforter  Christians festivals (especially the Eucharist), rites of passage and prayer – personal and corporate  Interviews with individual Christians about how they choose to live.  Denominational life rules – e.g. clothing for Amish, Plymouth Brethren, no alcohol for Baptist/Methodists etc.  The place of convents, abbeys and place of nuns, monks and other communities. | **LKS2 (Y3/4)**  **Exp. A** Explain the significance of religious leaders and sacred texts.   * Link biblical passages to specific areas of Christian practice: e.g. Genesis to the concept of stewardship or nativity texts to the concept of Incarnation * Assess the role of Mary in the Christmas narrative or the role of the disciples or the gospel writers   **Exp. B** Describe a range of ways that believers express their core beliefs and make the links between belief and expression.   * Give examples of how different Christians worship in church, home and at different times. * Compare and contrast denomination approaches to rites of passage – e.g. infant vs adult/believer’s baptism   **Exp. C** Identify how core beliefs can guide lifestyle choices.   * Make links between 10 commandments or , sermon on the mount and lifestyle choices such as clothing, giving financially, going on pilgrimage * Make a link between core beliefs and engagement in charity work or volunteering   **Exp. D** Recognise how religious identity can be shaped by family, community and practice.   * Compare denominational approaches to rites of passage * Demonstrate how individual practice may vary between and within denominations   **UKS2 (Y5/6)**  **Exp. A** Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice.   * Make clear links between key texts (Sermon on the mount or 10 commandments) and the actions of Christian individuals and organisations * Use key texts to demonstrate Christian belief in the role of inspiration, prayer and the Holy Spirit * Describe and explain some of the actions of the early church in the Book of Acts   **Exp. B** Explain and demonstrate how and why believers show courage and commitment.   * Give specific examples of Christians who have shown courage and the reasons for their actions * Hold a balloon debate to compare the courage and commitment of different Christians, charities etc   **Exp. C** Explain how beliefs, practices and community can support or determine responses to matters of life and death   * Describe the beliefs that underpin responses to the big questions of life, such as life after death and the impact this may have on funeral and mourning rites * Demonstrate how prayer may play a part in the Christian reaction to major life events e.g. in celebrations, festivals and mourning.   **Exp. D** Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour.   * Identify some of the key denominational differences demonstrated in worship and rites of passage, with biblical references * Explain how different translations and interpretations of texts make a difference to believers |

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| **Key Stage: 3**  **Key Question: What is the Trinity and Why is it important?** | | | | |
| **Religion** | | | **Suggested Content - New** | **Exemplar Expectations** |
| Christianity | Hinduism | Islam | **Activities - suggestions**  Creation   * Seven-day creation storyboard – progression, explaining the importance of each day – add an 8th box – what would you put in it? What’s missing from the story? What is the story saying about God? What should Christians do as a result of this? Stewardship activities * Genesis Venn diagram * Mind map – Trinity - ideas about God – Jesus – Holy Spirit - how all link together as well as work separately– Unpack the Father – ideal Father   The Fall   * Salvation – Parable of the sheep and the goats – * Relevance of fall today – difference between human and natural evil – examples of evil   Prophecy   * purpose of the old testament- Difference between sin and crime (Learn for Life visitors)   Ways of expressing the Trinity in worship e.g. hymns and prayer  Resource ideas  True tube clips  Use of Art – Holman Hunt – Hannah Dunnett  Role Play – if you were God what would you do?  Spirit – Gifts of the spirit – the great commission  Baptism – Pentecost – John 1 | A - Identify the nature of spiritual experience and its influence on believers’ lives, sense of purpose and religious practice.  C - Explain and evaluate how beliefs about God determine responses to personal, social and global issues  D - Evaluate the ‘sacredness’ of texts and the impact of divergent interpretations  Key Questions  Q2 - How far does a person’s understanding of God influence their sense of purpose?  Qu.3 How might beliefs shape concepts of truth, right and wrong?  Qu7 Why might it matter that sacred texts are often open to interpretation?  Qu.8 How might belief affect people’s responses towards social and global issues? |
| Judaism | Sikhism | Buddhism |
| Worldview (specify) | | |
| **Material from 2012 Syllabus** | | |
| * Beliefs about God articulated in Christian creeds i.e. God the Father, God the Son incarnate, wholly divine and wholly man revealed in the birth, life and death of Jesus; God the Holy Spirit, comforter and guide * Christian beliefs about Grace, forgiveness, salvation, redemption, resurrection of the dead, everlasting life * Christian beliefs about Stewardship * Beliefs about the authority of the Christian Bible | | |