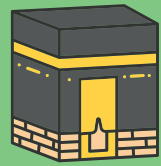


Religious Education

Curriculum Path of Progression



Y6



In Y6, pupils will compare the Christian story of creation with the scientific approach (the Big Bang). Pupils will also build upon their prior learning of Incarnation, looking closely at the Transfiguration, as well as the concept of Jesus as the Prince of Peace. As well as that, pupils will extend their learning about God and the evidence there is of his existence, in the Bible, in the world we live and in architecture. Pupils will consolidate their learning of Salvation, studying the importance of the death and resurrection of Jesus. Finally, pupils will learn about the beliefs, ethics and values of Sikhism, studying the teachings of Guru Gobind Singh, as well as the teachings from the Gurg Granth Sahib.

In Y5, pupils will build upon their knowledge of creation by looking at the origins of Islam, including the Five pillars and the life of Muhammad. As well as this, pupils will also learn about Incarnation, through studying and comparing the old and new testament extracts to conclude whether Jesus was the Messiah. Pupils will also learn about the impacts and consequences of God's people, such as Moses and Martin Luther King Jr. Pupils will build upon their knowledge of Salvation by exploring who is responsible for Jesus's death, as well as the concept of Jesus as the 'suffering servant'. Finally, pupils will explore a variety of aspects from the gospels, such as: prayer, worship, healing and generosity.

Y5



In Y4, pupils will begin by comparing the beginnings of Christianity to the origins of Hinduism, looking at the various aspects of worship, such as worship in the Mandir and the Puja (home), as well as learning about the Hindu festivals. Pupils will then study the concept of Incarnation, studying the Christian belief about God and the Trinity – as they prepare and carry out an interview for a visiting clergy member. Pupils will then look closely at specific people of God who have impacted the world, both from the past and the present. Pupils will look at the events of Holy week, as they study Salvation, as well as 'the Fall' and how sin impacts the world. Finally, pupils will learn about the Kingdom of God, exploring the fruits of the spirit and Pentecost.



Y4



Y3



In Y3, pupils will explore our beginnings, looking closely at the idea of God as a Creator, as well as what is wonderful about our world. Pupils will also learn about different aspects of Incarnation, such as the Trinity, Grace and Baptism. Pupils will learn about the foundations of Judaism, understanding why Jewish people go to the synagogue and read the Torah. Pupils will also learn about the significance of Shabbat, for Jewish people. As pupils continue their exploration of religion, they will learn about different aspects of Salvation, stories from the Gospels, as well as some of the key 'people of God'.





Autumn Term 1 – Creation

National Curriculum Coverage

- describe and begin to understand religious and other responses to ultimate and ethical questions
- discuss their own and others' views of religious truth and belief, expressing their own ideas

Coverage

- **The Lords Prayer**
- **Baseline Assessment**
- **Our Beginnings (Class)**
- **What is wonderful about our world?**
- **The Bible Creation story**
- **Looking after our world**
- **Christians listen to God and follow his rules to look after the world.**
- **Assessment – 'What do Christians learn from the Creation story?'**

Pupils will be thinking about the world that they live in and exploring the creation story. Pupils will explore what Christians believe about the beginnings of the world and how the world can be looked after.

Progression pathway

This unit builds upon prior knowledge gained in Year 2 in which pupils make links with Christian's ideas about the world.

They build upon those skills this half term by exploring how humans can look after the world, as well as looking at the story of Adam and Eve and how this has impacted the world.

This will lead on to exploring differing versions of the creation story, as well as the importance of 'the fall' story, relating to Adam and Eve.

Autumn Term 2 – Incarnation

National Curriculum Coverage

- describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others
- describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings

Coverage

- **Baptism of Jesus**
- **Baptism**
- **The Grace**
- **The Trinity**
- **The Trinity Chant /Poetry**
- **Christingle**
- **Assessment 'What is the Trinity?'**

Throughout this unit, pupils will explore aspects of Incarnation, including the Trinity, Baptism and Christingle. Additionally, pupils will discover what Christians believe God does, the Christian practice of 'the grace' and the impact it has on Christian's lives.

Progression pathway

This unit builds upon prior knowledge gained in Year 2 in which pupils learn about the significance of how Jesus was born as well as examining the ways in which Christians express love.

They build upon those skills this half term by exploring aspects of the Trinity and how it links to Incarnation and the birth of Jesus.

This will lead on to a deeper understanding of Incarnation in Y4, as pupils dive deeper into the concepts of Incarnation and the Trinity, through studying the gospels.



Spring Term 1 – Judaism

National Curriculum Coverage

- reflect on what it means to belong to a faith community, communicating their own and others' responses
- describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others

Coverage

- **Self-assessment 'what I know about Judaism'**
- **Introduction to Judaism**
- **The Founding of Judaism**
- **The Torah**
- **The Synagogue**
- **Shabbat**
- **Passover /Seder Plate**

During this unit, pupils will learn about the teachings of Judaism and how to ask questions about what Jewish people believe. They will also explore how Jewish people celebrate the Shabbat, as well as the passover.

Progression pathway

This unit builds upon prior knowledge gained in Year 2 in which pupils investigated what it means to be religious, as well as exploring the importance of prayer.

They build upon those skills this half term by exploring how Jewish people live as well as comparing to Christian places of worship.

This will lead on to exploring the different forms of other religious gods, as well as looking at how people from all religions show respect to God and endeavour to live a good life.

Spring Term 2 – Salvation

National Curriculum Coverage

- describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings
- describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others

Coverage

- **Easter Crosses**
- **Mary's Diary**
- **Celebrating Easter Week**
- **Joy, Sadness, Hope**
- **Assessment – Why do Christians call the day Jesus died 'Good Friday?'**

Throughout this unit, pupils will explore the meaning of the cross and take a look at Holy Week using extracts from the Gospels. Pupils will also learn about the Christian concepts of Joy, hope and sadness.

Progression pathway

This unit builds upon prior knowledge gained in Year 2 in which pupils learn about the impact Salvation has had on Christians as well as the impact of forgiveness.

They build upon those skills this half term by exploring Holy week using extracts from the gospels, as well as learning about how some churches celebrate the events of Holy Week.

This will lead on to a deeper understanding in future year groups, when pupils will look at specific events in holy week, such as why the last supper was important to the Disciples as well as looking at the events of Maundy Thursday and remembrance.



Summer Term 1 – Gospel

National Curriculum Coverage

- identify and begin to describe the similarities and differences within and between religions
- investigate the significance of religion in the local, national and global communities
- consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them

Coverage

- **Calling of the first disciples**
- **Jesus – friend to the friendless**
- **The Good Samaritan (2 sessions)**
- **What kind of world did Jesus want?**
- **Assessment – ‘What kind of world did Jesus want?’**

During this unit, pupils will be exploring the gospels, looking at how Jesus called the first disciples, as well as the concept of Jesus – a friend to the friendless. Pupils will also explore the themes and morals of the parable of the good Samaritan. In addition to this, pupils will also give opinions on what kind of world they think Jesus would have wanted.

Progression pathway

This unit builds upon prior knowledge gained in Year 2 in which pupils learnt about the stories of Jesus, whilst he was on Earth.

They build upon those skills this half term by exploring how what kind of world Jesus would have wanted.

This will lead on to a greater understanding of the life and actions of Jesus – as well as the bigger story of the Bible.

Summer Term 2 – People of God

National Curriculum Coverage

- describe and begin to understand religious and other responses to ultimate and ethical questions
- use specialist vocabulary in communicating their knowledge and understanding

Coverage

- **Noah 1 (drama)**
- **Noah 2 – covenant**
- **Covenant / agreements**
- **Symbols**
- **Christian Wedding – Promises**
- **Saying sorry**
- **Assessment – ‘What is it like to follow God?’**
- **Annual Year 3 R.E. Assessment**

Throughout this unit, pupils will explore some of the key people of God, looking at Noah and his obedience and covenant with God. Pupils will also investigate symbols in Christianity, as well as promises and the importance of saying sorry.

Progression pathway

This unit builds upon prior knowledge gained in Year 2 in which pupils explored the nature of God using biblical stories, as well as looking at key people in the Bible.

They build upon those skills this half term by exploring the some of the key people of God and how their obedience and promises have made an impact.

This will lead on to a deeper understanding in Y4, as the pupils investigate the fundamental role of key people in Christianity.



Autumn Term 1 – Hinduism

National Curriculum Coverage

- describe and begin to understand religious and other responses to ultimate and ethical questions
- discuss their own and others' views of religious truth and belief, expressing their own ideas

Coverage

- **The Lord's Prayer**
- **The Circle of the Christian Year**
- **Main Beliefs**
- **The origins of Hinduism.**
- **Gods and Goddesses**
- **Worship in the Mandir**
- **Worship at home - Puja**
- **Reincarnation and Moksha**

During this unit, pupils will learn about the origins and teachings of Hinduism and how to ask questions about what Hindus believe. They will also explore how Hindus worship, in the Mandir and the Puja as well as exploring why visiting sacred places is particularly important to Hindus.

Progression pathway

This unit builds upon prior knowledge gained in Year 3 in which pupils learn about how humans can look after the world, as well as beginning to look at the story of Adam and Eve.

They build upon those skills this half term by exploring the differing origins of other religions, in this case: Hinduism.

This will lead on to exploring the different interpretations of what the Bible says (Genesis 1) about creation, as well as a comparison between science and faith.

Autumn Term 2 – Incarnation

National Curriculum Coverage

- describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others
- describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings

Coverage

- **The Christmas story / comparing Gospels**
- **John 1 - What it means to Christians / symbolic language.**
- **Designing a Christmas card based on John 1 teaching of incarnation.**
- **Trinity and Incarnation - prepare questions for a visiting Christian.**
- **Christian belief about God and the Trinity**
- **Assessment - What is John teaching about God and Jesus? What questions do you have?**

Throughout this unit, pupils will explore the teachings of John 1, as well as studying Jesus' birth according to the gospels of Matthew, Luke and John and investigating the concepts of Incarnation and the Trinity.

Progression pathway

This unit builds upon prior knowledge gained in Year 3 in which pupils learn about the aspects of the Trinity and how it links to Incarnation and the birth of Jesus.

They build upon those skills this half term by exploring the impact of Incarnation and Trinity, as well as comparing their own beliefs and importance of Christmas to those of Christians.

This will lead on to a deeper understanding of Incarnation in Y5, as pupils learn about the concept of Jesus as the Messiah.



Spring Term 1 – People of God

National Curriculum Coverage

- reflect on what it means to belong to a faith community, communicating their own and others' responses
- describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others

Coverage

- **Abraham 1 (covenant, trust and faith)**
- **What can we learn from Abraham and Sarah?**
- **William Booth and his faith.**
- **Salvation Army Today putting God's work in to action.**
- **People of God (making sacrifices)**
- **Assessment – 'What is it like to follow God?'**

During this unit, pupils will learn about some of the key people of God and the impact they have had on the world we live in. Pupils will look at themes of trust and Faith as they explore the life of Abraham, as well as the impact the Salvation army have on the community.

Progression pathway

This unit builds upon prior knowledge gained in Year 3 in which pupils began to explore how key figures in Christianity have shaped the way we live today.

They build upon those skills this half term by exploring specific themes such as trust and faith.

This will lead on to exploring and making comparisons between other key people of God, both in the past and the present.

Spring Term 2 – Salvation

National Curriculum Coverage

- describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings
- describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others

Coverage

- **The Last Supper**
- **Maundy Thursday**
- **Communion**
- **Easter symbolism**
- **Peter's Denial**
- **Assessment – Salvation – Why do Christians celebrate Holy Week every year?**

Throughout this unit, pupils will explore why the events of the last supper were important to the Disciples as well as looking at the events of Maundy Thursday and Peter's denial. All of the learning will work towards answering the question: Why do Christians celebrate Holy Week every year?

Progression pathway

This unit builds upon prior knowledge gained in Year 3 in which pupils explored Holy week using extracts from the gospels, as well as learning about how some churches celebrate the events of Holy Week.

They build upon those skills this half term by delving into the events of the last supper and why it was so important to the disciples, as well as looking at specific events in detail (Maundy Thursday and the last supper).

This will lead on to a deeper understanding in Year 5, when pupils explore the accounts of Jesus' death and resurrection and discuss who might be responsible for Jesus' death.



Summer Term 1 – The Fall

National Curriculum Coverage

- identify and begin to describe the similarities and differences within and between religions
- investigate the significance of religion in the local, national and global communities
- consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them

Coverage

- **The story of Adam and Eve / Temptation**
 - **The Eden Times / Fall from God**
 - **The Ten Commandments / Rules/ Forgiveness**
 - **The Lost Son / Forgiveness**
- Assessment – What can we learn from the story of Adam and Eve?**

During this unit, pupils will be learning about the different aspects of The Fall – looking closely at the lives and decisions of Adam and Eve, as well as the impact that has had. Pupils will look at the events that followed, including the Ten Commandments, as well as the Lost Son and how these all lead to the importance of forgiveness, for Christians.

Progression pathway

This unit builds upon prior knowledge gained in Year 3 in which pupils learnt about saying sorry and forgiveness.

They build upon those skills this half term by exploring the different aspects of The Fall, exploring the decisions and consequences of Adam and Eve.

This will lead on to a greater understanding of the theme in Christianity of forgiveness and how it is important that we are both forgiven and that we also forgive.

Summer Term 2 – Kingdom of God

National Curriculum Coverage

- describe and begin to understand religious and other responses to ultimate and ethical questions
- use specialist vocabulary in communicating their knowledge and understanding

Coverage

- **Pentecost**
 - **Pentecost symbolism**
 - **One body, many parts**
 - **Fruit of the Spirit**
- Assessment – What difference did the giving of the Holy Spirit at Pentecost make to Christians, then and now?**

Throughout this unit, pupils will explore the idea of the Kingdom of God, gaining a deeper understanding into the concept of Pentecost and what it means for Christians, as well as the importance of the role of Jesus in Christianity and the fruits of the spirit.

Progression pathway

This unit builds upon prior knowledge gained in Year 3 in which pupils explored the idea of the Kingdom of God, as well as the Christian belief in the Holy Spirit.

They build upon those skills this half term by gaining a deeper understanding into the concept of Pentecost and what it means for Christians, as well as the importance of the role of Jesus in Christianity.

This will lead on to a deeper understanding in Y5, as the pupils investigate the Lord's prayer and parables that we can draw life lessons from.



Autumn Term 1 – Hinduism

National Curriculum Coverage

- describe and begin to understand religious and other responses to ultimate and ethical questions
- discuss their own and others' views of religious truth and belief, expressing their own ideas

Coverage

- **The Lord's Prayer**
- **Introduction to Islam – Origins and artefacts**
- **The life of Muhammad and why is he special to Muslims.**
- **The Five Pillars**
- **Shahada and Qur'an**
- **Salah**
- **The Mosque**
- **Sawm**
- **Zakah**
- **Hajj**

During this unit, pupils consolidate their learning about other religions, by learning about the beliefs of Islam, including the Five Pillars (core values) comparing it to the beliefs of Christianity. They will explore the Muslim place of worship, as well as the concept of Zakah and Salah.

Progression pathway

This unit builds upon prior knowledge gained in a previous year group, in which pupils explored the origins of other religions and looked at the core values.

They build upon those skills this half term by exploring the different beliefs of Islam and how they compare to Christianity (the Five Pillars). Pupils also build upon the understanding of a place of worship.

This will lead on to critically analysing the impact of values of other religions, as well as comparing the beliefs of other religions to Christianity, in Year 6.

Autumn Term 2 – Incarnation

National Curriculum Coverage

- describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others
- describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings

Coverage

- **The Christmas story / comparing Gospels**
- **John 1 – What it means to Christians / symbolic language. Design a Christmas card based on John 1 teaching of incarnation.**
- **Trinity and Incarnation – prepare questions for a visiting Christian.**
- **Christian belief about God and the Trinity**
- **Assessment – What is John teaching about God and Jesus? What questions do you have?**

Throughout this unit, pupils will learn about the Christian celebration of Christmas – and what that means to Christians. In addition, pupils will also look deeper at the Trinity and Incarnation, whilst preparing an interview for a visiting member of the clergy, whilst also analysing the results of the interview.

Progression pathway

This unit builds upon prior knowledge gained in Year 4 in which pupils explore the impact of Incarnation and Trinity, as well as exploring Christmas is celebrated all around the world.

They build upon those skills this half term by learning about what Christmas means for Christians, as well as looking at the life and challenges of a clergy member.

This will lead on to a study of how Jesus' actions made him a humble peacemaker, as well as a study on the transfiguration, in Year 6.



Spring Term 1 – God's people

National Curriculum Coverage

- reflect on what it means to belong to a faith community, communicating their own and others' responses
- describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others

Coverage

- **Moses 1 (Burning Bush)**
- **Moses 2**
- **The 10 Commandments**
- **Martin Luther King**
- **'I have a dream' speech**
- **Jesus 2 greatest commandments / Christian Aid charity**
- **Assessment – How can following God bring freedom and justice?**

During this unit, pupils will extend their learning of some specific key people in the bible and in modern times and how their faith has shaped and impacted the world that we live in. Pupils will look specifically at Moses and Martin Luther King Jr.

Progression pathway

This unit builds upon prior knowledge gained in Year 4 in which pupils explored the concept of the 'People of God', beginning to look at some characters in the Bible.

Pupils will extend their learning of some specific key people in the bible and in modern times and how their faith has shaped and impacted the world that we live in. Pupils will look specifically at Moses and Martin Luther King Jr.

This will lead on to a deeper understanding of the significance of key people and how they have shaped history, as well as exploring what kind of kingdom Jesus would have wanted, in Year 6.

Spring Term 2 – Salvation

National Curriculum Coverage

- describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings
- describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others

Coverage

- **Stations of the Cross**
- **Who is responsible for Jesus' death?**
- **Compare Isaiah 53 and John 19**
- **Is Jesus the 'suffering servant'?**
- **Sacrifice**
- **Salvation Assessment – What difference does Jesus' sacrifice make to Christians?**

Throughout this unit, pupils will explore the key stations of the cross, as well as consolidating their understanding and opinion of who is responsible for Jesus' death. In addition, pupils will explore the concept of the 'suffering servant' and the impact of Jesus' sacrifice.

Progression pathway

This unit builds upon prior knowledge gained in Year 4 in which pupils explored the events of the last supper and why it was so important to the disciples, as well as looking at specific events in detail (Maundy Thursday and Remembrance).

They build upon those skills this half term by exploring the stations of the cross and consolidating their understanding and opinion of who might be responsible for Jesus' death, as well as exploring the concept of sacrifice.

This will lead on to a deeper understanding in Year 6, when pupils explore the impact and significance of the resurrection and how artistic representations link with Christian concepts.



Summer Term 1 – Salvation

National Curriculum Coverage

- identify and begin to describe the similarities and differences within and between religions
- investigate the significance of religion in the local, national and global communities
- consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them

Coverage

- **Stations of the Cross**
- **Who is responsible for Jesus' death?**
- **Compare Isaiah 53 and John 19 Is Jesus the 'suffering servant?'**
- **Sacrifice**
- **Salvation Assessment – What difference does Jesus' sacrifice make to Christians?'**

Throughout this unit, pupils will explore the key stations of the cross, as well as consolidating their understanding and opinion of who is responsible for Jesus' death. In addition, pupils will explore the concept of the 'suffering servant' and the impact of Jesus' sacrifice.

Progression pathway

This unit builds upon prior knowledge gained in Year 4 in which pupils explored the events of the last supper and why it was so important to the disciples, as well as looking at specific events in detail (Maundy Thursday and Remembrance).

They build upon those skills this half term by exploring the stations of the cross and consolidating their understanding and opinion of who might be responsible for Jesus' death, as well as exploring the concept of sacrifice.

This will lead on to a deeper understanding in Year 6, when pupils explore the impact and significance of the resurrection and how artistic representations link with Christian concepts.

Summer Term 2 – Kingdom of God

National Curriculum Coverage

- describe and begin to understand religious and other responses to ultimate and ethical questions
- use specialist vocabulary in communicating their knowledge and understanding

LIs

- **What are the Gospels**
- **Can enemies become friends?**
- **Prayer and worship**
- **Healing**
- **Generosity**
- **Assessment – Planning for a church**

Throughout this unit, pupils will explore and compare the gospels of Matthew, Mark, Luke and John – looking at themes, such as: 'Can enemies become friends?', prayer and worship, healing and generosity.

Progression pathway

This unit builds upon prior knowledge gained in Year 4 in which pupils explored the concept of Pentecost and what it means for Christians, as well as the importance of the role of Jesus in Christianity.

They build upon those skills this half term by gaining a deeper understanding into the gospels, looking at themes, such as: 'Can enemies become friends?', prayer and worship, healing and generosity.

This will lead on to a deeper understanding in Year 6, as the pupils analyse the connections between biblical texts and the concept of the Kingdom of God



Autumn Term 1 – Creation

National Curriculum Coverage

- describe and begin to understand religious and other responses to ultimate and ethical questions
- discuss their own and others' views of religious truth and belief, expressing their own ideas

Coverage

- **The Lord's prayer**
- **Genesis Creation Story**
- **Genesis Creation vs The Big Bang**
- **God the Creator / Creativity**
- **Can scientists be Christians?**
- **What does the Bible tell us about how we should treat the Earth?**
- **Assessment – Creation and science; conflicting or complimentary?**

Pupils will explore the differing stories of creation, the role of God as the Creator of all things and the different interpretations of what the Bible says (Genesis 1) about creation. Pupils will also learn about the Christian views around science and faith, including the Big Bang.

Progression pathway

This unit builds upon prior knowledge gained in Year 5 in which pupils explored the different interpretations of what the Bible says about creation, as well as the beliefs and origins of other religions.

They build upon those skills this half term by exploring the different interpretations of what the Bible says about creation, as well as beginning to compare Science and Faith.

This will lead on to critically analysing the impact of the creation story and looking at whether science and faith are complimentary or contradictory, in future years.

Autumn Term 2 – Incarnation

National Curriculum Coverage

- describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others
- describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings

Coverage

- **Jesus enters Jerusalem**
- **How do Christians express their beliefs about Jesus the Prince of Peace?**
- **The Transfiguration**
- **Assessment – Give considered arguments and reasons for 'The world doesn't need a Messiah – it just needs people to love each other'**

Throughout this unit, pupils will explore the links between Biblical texts and the life of Jesus, as well as learning about the concept of Jesus as the Prince of Peace and the Transfiguration.

Progression pathway

This unit builds upon prior knowledge gained in Year 5 in which pupils explore the Christian belief that Jesus is the Messiah and why this is so important to Christians.

They build upon those skills this half term by the exploring the links between Biblical texts and the life of Jesus, as well as learning about the concept of Jesus as the Prince of Peace. Pupils will also look at the transfiguration.

This will lead on to a greater understanding of the topic of Incarnation, as well as Christian values and traditions that surround the themes of love and forgiveness.



Spring Term 1 – God

National Curriculum Coverage

- reflect on what it means to belong to a faith community, communicating their own and others' responses
- describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others

Coverage

- **God is ... What is a god like?**
- **What the Bible says about God**
- **Can we find evidence of what God is like in the Bible?**
- **Looking at Church architecture.**
- **What does God dislike?**
- **Assessment – What does it mean if God is holy and loving?**

During this unit, pupils will learn about what the Bible says about God, what kind of God we imagine, what does God dislike, as well as critically analysing evidence from the Bible. Pupils will also look at Church architecture and the impact this has.

Progression pathway

This unit builds upon prior knowledge gained in Year 5 in which pupils explored what kind of King Jesus is, looking at the Lord's prayer and parables that we can draw life lessons from, using wisdom from the parables.

They build upon those skills this half term by gaining a deeper understanding into the connections between biblical texts and the concept of God, what God dislikes, as well as understanding the impact of Church architecture.

This will lead on to a deeper understanding the Kingdom of God, godly characteristics and the impact Christians believe Jesus' life has had on our lives today.

Spring Term 2 – Salvation

National Curriculum Coverage

- describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings
- describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others

Coverage

- **The Big Story – to consolidate why Jesus died and was resurrected.**
- **Why do Christians believe that Jesus was resurrected? Luke 24**
- **How do Christians demonstrate they believe Jesus was resurrected? – Good Friday and Easter Sunday**

Throughout this unit, pupils will explore the accounts of Jesus' death and resurrection, consolidating why Jesus died and was resurrected for death. Pupils will also look at how Christians demonstrate their belief in the resurrection of Jesus.

Progression pathway

This unit builds upon prior knowledge gained in Year 5 in which pupils explored the accounts of Jesus' death and resurrection and discussing who might be responsible for Jesus' death, developing debating skills.

They build upon those skills this half term by further exploring the accounts of Jesus' death and resurrection in more depth looking at the impact and significance of the resurrection and how Christians demonstrate this belief.

This will lead on to a deeper understanding of the concept of Salvation and what it means to be saved and redeemed for Christians. Pupils will take this value of forgiveness with them into the rest of their childhood.



Summer Term 1 – Salvation

National Curriculum Coverage

- identify and begin to describe the similarities and differences within and between religions
- investigate the significance of religion in the local, national and global communities
- consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them

Coverage

- **What is Christian 'hope'?**
- **How can believing in the resurrection make a difference to how we live?**
- **How is a Christian funeral different to a person of a different faith or no faith?**
- **Assessment – What difference does the resurrection make to Christians?**

During this unit, pupils will continue to learn about Salvation, looking at key concepts such as the 'hope' of Christians and how believing in the resurrection can make a difference to how we live. Pupils will also explore how a Christian funeral is different to a person of a different faith or no faith.

Progression pathway

This unit builds upon prior knowledge gained in Year 5 in which pupils explored the accounts of Jesus' death and resurrection and discussing who might be responsible for Jesus' death, developing debating skills.

They build upon those skills in this unit by further exploring the accounts of Jesus' death and resurrection in more depth looking at the concept of 'hope' and how Christian funerals are different to other funerals.

This will lead on to a deeper understanding of the concept of Salvation and what it means to be saved and redeemed for Christians. Pupils will take this value of forgiveness with them into the rest of their childhood.

Summer Term 2 – Sikhism

National Curriculum Coverage

- describe and begin to understand religious and other responses to ultimate and ethical questions
- use specialist vocabulary in communicating their knowledge and understanding

Coverage

- **Guru Nanak and the origins of Sikhism**
- **God**
- **Beliefs, values and ethics**
- **Guru Gobind Singh and the founding of the Khalsa**
- **Guru Granth Sahib**
- **The Gurdwara**
- **How do Sikh beliefs affect the way they live their life and what can we / others learn from them?**

Throughout this unit, pupils will look at the connections between biblical texts and the concept of the Kingdom of God, forgiveness and how forgiveness is a Christian concept, as well as understanding the impact of Jesus' actions.

Progression pathway

This unit builds upon prior knowledge gained in previous year groups, in which pupils learnt about other religions (Islam) exploring how Muslims show respect for Allah (God).

They build upon those skills this half term by exploring the different facets of Sikhism. Pupils will look closely at the values (5 K's) of the Sikh belief and the impact and teachings of Guru Gobind Singh and the teachings inside their holy book: the Guru Granth Sahib.

This will lead on to a greater understanding, tolerance and respect of all religions, as pupils explore and compare the different parts, values and traditions of all religions.