



Reception Curriculum Map for Religious Education

Growing Stronger Together in God's Love. Living in Love, Compassion and Koinonia.

Reception



What this unit teaches



Questions to explore



Autumn 1

Who am I and where do I belong?



Pupils explore their identity and that of others, understanding that each person is unique. It explores the Christian belief of God as the Creator, creating each person and therefore loving them unconditionally. The unit moves on to explore the concept of belonging, including belonging to a Church of England school.

- Who are we?
- How are we all different and special?
- What does the Bible say about how God created us?
- Where do we belong?

- Visit our local church (All Saints') (Belonging focus)

Autumn 2

Why is Christmas special for Christians?



Pupils explore the concept of celebration and are taught that what someone celebrates can help us understand what they believe. Pupils are helped to see the world through the eyes of others. Pupils are introduced to the Christian festival of Christmas and how the Nativity story is at the centre of Christmas.

- What is Christmas?
- How do Christians celebrate Christmas?
- Who are the people in the Christmas story?
- Why is Christmas special for Christians?

- Visit church at Christmas time
- Nativity performance

Spring 1

Why is Easter special for Christians?



Pupils explore stories and what makes a story special. It introduces the Easter story, which is important to Christians because they are about God. The unit introduces the Christian concept of 'Salvation' to pupils. This is done through learning about some of the stories of Jesus, both those he told (a parable) and those of actions that he did (miracles).

- What happened at Easter?
- Why is Easter special for Christians?
- What is a parable?
- What happened in some of Jesus' stories and actions?

- Visit church at Easter time
- Easter Garden visit

Spring 2

What stories are special and why?



Pupils explore the concept of stories and what makes a story special. It introduces the stories of Jesus, which are important to Christians. These stories include key events in Jesus' life, such as his birth and the events leading up to and including his death and resurrection.

- What is a story?
- What makes a story special?
- What stories did Jesus tell?
- What happened in Jesus' life?

- Bible story workshop
- Visit church to hear a story Jesus told

Summer 1

Who is special and what places are special?



Pupils explore what makes someone special, including special people in the Christian faith. They learn about places that are special to Christians, such as churches.

- Who is special to me?
- Who is special to Christians?
- What makes a place special?
- What are churches and why are they important to Christians?

- Visit a place of worship from another faith or welcome a visitor

Summer 2

How should we care for others and our world?



Pupils explore how we should care for others and the world. They learn why it is important to make kind choices, look after the environment and work together to make the world a better place.

- How should we care for others?
- How should we care for our world?
- Why does it matter to make kind choices?
- How can we work together to make the world better?

- Visit a local nature reserve or community garden project



Year 1 Curriculum Map for Religious Education

Growing Stronger Together in God's Love. Living in Love, Compassion and Koinonia.

Year 1



What this unit teaches



Questions to explore



Suggested trips / visits

Autumn 1

Who is a Christian and what do they believe?



KOINONIA

Pupils explore who Christians are and what they believe about God. They learn that Christians believe in one God who created the world and that Jesus is important to them. They explore how Christians show their beliefs in the way they live.

- Who is a Christian?
- What do Christians believe about God?
- What did God create?
- What is special about the world?
- How do Christians show their beliefs?

- Visit church
Talk to a Christian about their beliefs

Autumn 2

What is the Christmas story?



PEACE

Pupils learn the story of Jesus' birth and why it is important to Christians. They explore the people and events in the Nativity story and how Christians celebrate Christmas.

- Who are the main people in the Christmas story?
- Why was Jesus' birth important?
- Where was Jesus born?
- How do Christians celebrate Christmas?
- What gifts were given to Jesus?

- Visit church at Christmas time
- Nativity performance

Spring 1

What do Christians believe God is like?



LOVE

Pupils explore what Christians believe God is like. They learn that God is loving, kind and forgiving. They hear stories that show how God cares for people and gives them new beginnings.

- What do Christians believe God is like?
- How does God show love?
- What is forgiveness?
- Which stories show how God cares for people?
- How can we say thank you to God?

- Visit church
Bible story workshop

Spring 2

Why does Easter matter to Christians?



WISDOM

Pupils learn why Easter is important to Christians. They explore the events of Holy Week and learn that Christians believe Jesus died and came back to life.

- What happened in Holy Week?
- Why did Jesus die?
- What does resurrection mean?
- Why is Easter important to Christians?
- What does the empty tomb show us?

- Visit church at Easter time
- Easter Garden visit

Summer 1

How and why do we celebrate special and sacred times?



JUSTICE

Pupils explore how and why people celebrate special and sacred times. They look at different celebrations including Christian festivals and think about what makes them special.

- What are special and sacred times?
- Why do people celebrate them?
- How do Christians celebrate special times?
- How are celebrations similar or different?
- Why are celebrations important?

- Visit church for a special celebration (such as Harvest)

Summer 2

How should we care for others and the world, and why does it matter?



EXCELLENCE

Pupils think about how we should care for others and the world. They learn that Christians believe everyone is special and that we should look after God's world and each other.

- How should we care for others?
- How should we care for the world?
- What did God create?
- Why does it matter to look after God's world?
- How can we make a difference?

- Visit a local nature reserve or community garden project



Year 2



What this unit teaches



Questions to explore



Trips & Visits

Year 2 Curriculum Map for Religious Education

Growing Stronger Together in God's Love. Living in Love, Compassion and Koinonia.

Autumn 1

Why do Christians make and try to keep promises before God?
UC: Gospel



This unit explores what a promise is and how Christians demonstrate commitment to God and the Christian faith through making promises at key times in their life as the central parts of rites of passage, e.g. baptism and marriage. Links should be drawn with promises made by faith members in other religions.

- Who makes the promise? Who is the promise to?
- What is a promise? Is it easy to make and keep a promise? What might happen if promises are broken?
- How can a promise be a sign of commitment?
- What happened at Jesus' baptism and why was he baptised?
- What kinds of promises are made in a Christian baptism and why?
- What kinds of promises are made at a Christian wedding and why does this mean for Christians?
- How do promises help Christians feel closer to God?
- What difference do promises make to me?

Autumn 2 (Unit 1)

What can we learn from the story of Noah?
UC: Creation



To understand one of the stories in the bible is of Noah and that there are different understandings of the story of Noah.

- Who was Noah?
- Why are trust and hope so important?
- What can we learn from the story of Noah?
- Why is creation of value?

Autumn 2 (Unit 2)

What does the 'Light of the world' mean for Christians?
UC: Incarnation



This unit helps children understand that Christians consider Jesus the 'Light of the World'. Jesus was God's son, who was born in a stable in Bethlehem. He grew up to teach people about God. He valued everyone. As the light, Jesus guides believers, giving hope. Children will know that, at Christmas, Jesus as the light is understood through rituals and symbols.

- How does light make us feel?
- How does Jesus' birth show him as the Light of the World?
- How might the community symbolise the Light of Christmas?
- How is this a reminder of Jesus?
- How might a Christian community across the world show the light of Jesus at Christmas?
- What does the 'Light of the World' mean to you?
- What does the 'Light of the World' mean to Christians?

"The children will visit the Southwark Cathedral and participate in a workshop called 'Journey to the Manger'. This will help consolidate their understanding of the importance of the Christmas Story to Christians and why the Jesus is considered the 'Light of the World'.

Spring 1

What does it mean to be a Muslim?
UC: Islam



This unit aims for children to be able to describe some aspects of the Muslim faith and explore what beliefs are important to different people of different faiths. It intends for children to be able to explain some of the similarities and differences within, and between, religions.

- What do I want to know about belonging to the Muslim faith?
- What rules do Muslims follow?
- What is the Qur'an?
- Who was Muhammad and what can we learn from stories featuring Muhammad?
- What is The Adhaan?
- How are Muslim babies welcomed into the world?
- What happens in a Mosque?
- How can you compare a Mosque to a different place of worship?
- How is prayer important to Muslims?
- How do these teachings and ideas compare to the teachings from important figures in other religions?

Spring 2 (Unit 1)

Why are women so important in the Bible?
UC: Gospel



This unit highlights the examples of two women in the Bible and how through their actions towards Jesus, their faith is shown. As a result, Jesus uses their actions to teach people about the 'good news' of God. Christians believe Jesus' teachings show them how to live. Pupils are encouraged to see the importance of women in the Bible, for they are central in Jesus' ministry.

- What does the woman who touched Jesus' garment teach Christians?
- When have you trusted someone?
- What does the woman who anointed Jesus' feet teach Christians?
- Why was it important for the woman to use her ointment to anoint Jesus' feet?

"The children will visit All Saints' Church and will find out more about the meaning of Easter symbols from our Church Warden, Roger Stanley. He will support the work on why the cross and water is so important to Christians at this time of year.

Spring 2 (Unit 2)

Do Easter symbols help us Easter?
UC: Salvation



This unit aims to explore and answer the following questions.

- What are symbols and why are they important?
- What symbols feature in the Easter story?
- How do these symbols tell the story of Easter?
- Why do some Christians wear a cross?
- Why is water a symbol of Easter?

Summer 1

What helps Muslims live a faithful life?
UC: Islam



In this unit, the aim is to connect some key beliefs about Allah, worship and the 5 pillars of Islam. Children will consider what it is to be part of a community and sharing faith. We aim for pupils to make connections between Islam and other religions.

- What is living a good life, what does this mean to us?
- Who is important to Muslims and what does this mean for their daily life?
- What are the five pillars of Islam?
- How do they frame the life of a Muslim?
- How does prayer shape the daily life of a Muslim (Salat)?
- What does community mean to Muslims? (Ummah)?
- Is community the same for all faiths?

"A visitor from the Muslim Faith (who belongs to our school community) will visit Year 2 and have the opportunity to share their experiences of life as a Muslim person and what it means to them in their daily lives and the questions in order to support their learning further.

Summer 2

How is prayer important?
UC: God



In this unit, the aim is for pupils to discuss and experience different ways of praying. This is by helping them understand the Lord's prayer. Pupil will consider if prayer is important to everyone and understand how different faiths pray. Pupils will investigate how words, music and art support different people when praying.

- What do we know about prayer?
- What sort of words do people say when praying?
- When did Jesus pray?
- What did Jesus teach Christians about how to pray to God?
- Is prayer and reflection the same?
- Do people who do not have a faith ever pray?
- When do we pray in school and how is everyone included?
- What do other world faiths say and do when praying?
- How can prayer be expressed in different ways?
- If you were going to pray, which way would be most meaningful for you?



Year 3



What this unit teaches



Questions to explore



Year 3 Curriculum Map for Religious Education

Growing Stronger Together in God's Love. Living in Love, Compassion and Koinonia.

Autumn 1	Autumn 2 (Unit 1)	Autumn 2 (Unit 2)	Spring 1	Spring 2 (Unit 1)	Spring 2 (Unit 2)	Summer 1	Summer 2
What is the story? UC: God	Why do we remember? UC: Gospel	What is the most important message of Christmas? UC: Incarnation/God	What does it mean to be a Hindu in Britain today?	What kind of world does God want? UC: Creation/Fall	How is each person vital the Easter narrative? UC: Salvation	Why should Hindus live a good life?	Words and Actions – Which is most important?
REVERENCE	REVERENCE	PEACE	COMPASSION	CREATION	LOVE	KOINONIA (COMMUNITY)	REVERENCE
This unit explores the following questions: - What is the Bible? Where do stories we know 'fit'? - Is the Bible one story or many stories? - Why is the Bible so special for Christians? - Why is the Big Story so important? - What does the Bible teach about faith? - Are words more important than actions? - What difference do words from the Bible make to how Christians live? - How can we express our own ideas about the Bible's 'Big Story'?	This unit explores the following questions: - Can you describe some of the ways in which people show their beliefs about remembrance? - Why might remembering war times be particularly important to Christians, people of other faiths and of no faith? - Can you link things that are important to you about remembering with the way you think and behave? - Can you ask questions about the moral decisions made about war and peace?	This unit explores the following questions: - What is peace? - How do we find peace? - Why did God send the Prince of Peace to the world? - What can I learn from the Bible about peace and justice? - How do Christians today live out peace? - Is it a challenge for all communities to live with peace and justice?	This unit explores the following questions: - What is 'Sanatana Dharma'? - How do Hindus show their faith within their families? - How do Hindus show their faith within their communities? - Is a Mandir just a place to pray? - Why and how do Hindus celebrate, including Diwali? - How are practices linked to the idea that Hindu Dharma is a 'whole way of life'? - How does taking part in family and community rituals benefit individuals and society?	This unit explores and aims to answer the following questions: - Why do we need The Beatitudes? - How might The Beatitudes influence how we live? - What would your Beatitudes be?	This unit explores and aims to answer the following questions: - What is the story of Holy Week and Easter? - What might each character say about their role in the Easter narrative? - Why did Judas betray Jesus? Why did Peter deny Jesus? - Why were women important at the crucifixion and resurrection? - What does the Easter story say to Christians and others? - What difference does this story make to Christians?	This unit explores and aims to answer the following questions: - What do we mean by a good life? - How does Brahman have an impact on how Hindus live? - What impact does living a good life have on karma? - How are the four Hindu aims of life and the four stages of life connected? - Why might Hindus describe life as a journey towards moksha? - How does the story of Rama and Sita show what's important to many Hindus?	This unit explores and aims to answer the following questions: - Which words and actions are important to our school community? - Are words or actions more important in our school community? - Which words are important to religious and non-religious people? - What impact do these have on their actions? - What is a creed? - What creeds do religious and non-religious people have? - What is the same and what is different? - Are words more important than actions? Why? - Which words are important to me and how do they impact on my actions? - How do they impact on my actions?
			*The children will visit the Shree Ghanapathy temple in Wimbledon as part of developing their understanding of the Mandir. They will have the opportunity to explore the themes of what it means to be a Hindu in Britain and ask any questions they may have.		*The children will visit All Saints' Church and will find out more about the meaning of Easter symbols from our Church Warden, Roger Stanley. He will support the work on why the cross and water is so important to Christians at this time of year.	*A visitor from the Muslim Faith (who belongs to our school community) will visit Year 3 and have the opportunity to share their experiences of life as a Muslim person and what it means to them. The children will have the opportunities to prepare and ask questions in order to support their learning further.	



Year 4



What this unit teaches



Questions to explore



Year 4 Curriculum Map for Religious Education

Growing Stronger Together in God's Love. Living in Love, Compassion and Koinonia.

Autumn 1	Autumn 2 (Unit 1)	Autumn 2 (Unit 2)	Spring 1	Spring 2 (Unit 1)	Spring 2 (Unit 2)	Summer 1	Summer 2
What makes an Old Testament hero? UC: People of God   REVERENCE This unit teaches some of the key stories of people of the Old Testament whose belief in God affected their actions. Pupils will understand that Christians believe God calls us in different ways and be able to make simple links between People of God and how some Christians choose to live their whole lives. - What is a hero? - Who are the People of God? - How did David's faith help him succeed? - How did Ruth show her devotion to God? - Why does Abraham trust in and obey God? - Do we trust and obey? - What is a covenant? How are the first and second times God establishes a covenant in the Old Testament similar or different? - Why do the three Abrahamic religions share these stories? - How does this help communities connect?	Non-religious world views   REVERENCE This unit explores different non-religious world views and encourages pupils to understand and respect different beliefs and perspectives. - What is a non-religious world view? humanism, atheism, ethics and utilitarianism? - How do the terms theism, atheism and agnosticism relate different beliefs? - Is humanism a religion or a belief?	What does the journey through Advent mean?   PEACE This unit teaches about advent as a time of preparation for the birth of Jesus. It focuses on the Christian traditions and the meaning or theme of each candle, reminding us of who prepared for the coming of Christ. - Who were the patriarchs and matriarchs? - What was their role? - Who were the Prophets? - Why were they important? - Who was John the Baptist? - How did he prepare the way of the Incarnation? - How does Mary's example influence Christians today?	What do Sikhs believe?   COMPASSION This unit is an introduction to the basic beliefs and practices of the Sikh faith. The unit will introduce some of the key beliefs, importance of equality and general insight into the Sikh community that will be developed in the second unit. - Why is the Khanda important? - What does it mean to be equal? - What is the significance of the Amrit ceremony for a Sikh? - Who is Guru Nanak and why is he important to many Sikhs? - Why is the Guru Granth Sahib important to so many Sikhs? - Why is serving the community important to so many Sikhs? <i>*The children will visit the Shree Ganespathy temple in Wimbledon as part of developing their understanding of the Mandi. They will have the opportunity to explore the themes of what it means to be a Hindu in Britain and ask any questions they may have.</i>	What would Jesus do? UC: Gospel   REVERENCE This unit explores the teachings of Jesus and examines his teaching about the two greatest commandments - to love God and love your neighbour. - What are Jesus' two greatest commandments? - How might the two greatest commandments influence how Christians live? - How can these commandments impact our community positively?	How does Holy Communion build a Christian community? UC: Salvation   LOVE In this unit, pupils learn more about the Christian festival of Easter, focusing on the events of The Last Supper and the importance of the Eucharist for Christians today. - Why happened at The Last Supper, before Jesus' death? - What do the events of The Last Supper show that Jesus came to earth to do? - How do Christians today remember and celebrate The Last Supper? - How does sharing in the Eucharist help a Christian live their life? <i>*All children will observe a Eucharistic service at Church to see for themselves the reenactment of the Last Supper. They will have the opportunity to ask the Vicar further questions too.</i>	What do Sikhs value?   KOINONIA (COMMUNITY) This unit builds on the first unit on Sikhism. It will explore the beliefs of Sikhs, in particular, developing the importance of equality. Pupils should gain a general insight into what many Sikhs value and how they express this in worship and action, including their commitment to 'pray, work and give' and the wearing of the 5Ks. - What do you already understand about Sikhism? - Which symbols are important to Sikhs and why? - What do the Panj Kakke (5Ks) mean to Sikhs? - Where do Sikhs worship? - How do Sikhs show they value the Guru Granth Sahib? - What do we value in life? - How are our values similar or different to those of Sikhs?	How does faith guide people to try and make the world a fairer place? UC: Kingdom of God   REVERENCE This unit explores understanding the things that people from different faith and belief backgrounds do to try to tackle injustice and make the world a better place. - What do we mean by 'fair' and 'unfair'? Why is it important for the world to be a 'fairer' place? - Is 'fair' the same as 'equal'? - What have we learnt about how and why people try to make the world a more equal place for everyone? - How does Mitzvah day help Jewish people to make the world a fairer place? - What is the shared belief of the Golden rule? - How does the Golden Rule help people to live fairly? - Who do you know who is trying to make the world a fairer place and what influences them? - How can people working together change the world? - Is there any action too small to be worth doing? - What influences you to be a change maker for the better?



All Saints'

Year 5



What this unit teaches



Questions to explore



Trips & Visits

Year 5 Curriculum Map for Religious Education

Growing Stronger Together in God's Love. Living in Love, Compassion and Koinonia.

Autumn 1

Who are the 'fearless women of faith'?

UC: Kingdom of God



REVERENCE

This unit explores the stories and impact of courageous women of faith in the Bible and in the Church. Pupils consider how women have shown faith, leadership and compassion in the past and today.

- Who are the women in the Bible?
- What makes a fearless, compassionate woman of faith?
- Which story resonates with you most and why?
- How have women demonstrated the impact of their actions through their faith, both home and abroad?
- What role do women play in the Church of England today?
- How has the role of women, in different Christian communities, evolved?

The Virgin Mary, Deborah and Esther (not Ruth as covered in Yr 4)

*Jane Andrew visits our school and presents to the children about women who hold different women roles as vicars, priests and bishops in our community. She will tell the children about the different kinds of things that women do each day in their role in the church. The children will have some time to ask questions at the end.

Autumn 2 (Unit 1)

Should every Christian go on a pilgrimage?

UC: God



REVERENCE

This unit explores the difference between special places and places of pilgrimage and helps pupils reflect on the purpose and meaning of pilgrimage for Christians.

- What is a pilgrimage?
- What is more important to Christians the journey or the destination?
- If God is omnipresent what is the point of pilgrimage?

Autumn 2 (Unit 2)

Unit on anti-racist RE?



JUSTICE

This unit helps pupils recognise racism and injustice and explores how understanding and celebrating diversity can bring freedom and justice. Pupils learn about the Southwark Diocese Anti Racism Charter and how faith communities work for justice and equality.

- What is racism? What does it mean to be anti-racist?
- How do Christians believe that following Jesus' teachings can bring about freedom and justice? (The golden rule)
- How do Christians put their beliefs about justice into practice? (Five Marks of Mission)
- How is the Christian understanding of Anti racism shared in other faiths and beliefs?
- What can we learn from each other?
- How can I express my own vision for justice and equity?

Spring 1 (Unit 1)

How can people of faith serve God and bring freedom and justice to others?

UC: Incarnation



COMPASSION

Pupils explore how faith inspires service and action to bring freedom and justice. They look at examples of people of faith who follow Jesus' example in helping and standing up for others.

- How does Jesus show us how to serve others?
- How do different people of faith work for justice in the world today?
- What freedom and justice issues matter most in our world?
- How can our faith inspire us to take action?

Spring 1 (Unit 2)

What does it mean to be a Buddhist?



COMPASSION

An introduction to Buddhism, exploring key beliefs, the life of Siddhartha, and Buddhist teachings on kindness, compassion and living in the world.

- How did Siddhartha become Buddha?
- What did Buddha teach about the four noble truths?
- How might they affect a Buddhist's way of life?
- What is kindness and how can it be shown according to Buddhist teachings?
- How does Buddhism set an example to others?
- What do Buddhists believe about responding to the world around them?
- Is being reflective important?

Spring 2 (Unit 2)

How do Christian communities live out the Easter story?

UC: Salvation



LOVE

Pupils explore the events of Holy Week and Easter and how Christians remember, celebrate and live out the message of forgiveness, salvation and new life.

- What did Jesus do during Lent and how is this lived out by the Christian community now?
- How is the last supper lived out today and what does it signify?
- Why are churchmen stripped of all vestments the night before Good Friday?
- How do the events of Good Friday contribute to our understanding of the crucifixion?
- How does the liturgy of The Resurrection of Jesus Christ give hope?

*All children will observe a Eucharistic service at Church to see for themselves the reenactment of the Last Supper. They will have the opportunity to ask the Vicar further questions too.

Summer 1

What is the Buddhist way of life?



COMPASSION

Pupils build on prior learning to explore Buddhist beliefs, symbols, the Eightfold Path and the importance of meditation and living with wisdom and compassion.

- What are Buddhist symbols and what do they mean?
- What is the eight-fold path? How do Buddhists use this in their daily life?
- How does the eightfold path help on the road to Nirvana?
- What is it like to live in the Sangha?
- Why do many Buddhists meditate? Are worship and meditation the same thing?
- What do Buddhists believe the meaning of life to be?
- How are my beliefs similar and different to a person who practices Buddhism?

*The children will visit the Buddhist Temple to find out and observe the practice of meditation and ask questions around this, as well as any other questions they may have.

Summer 2 (Unit 1)

What does faith and belief teach about the journey of life and death?

UC: Salvation



REVERENCE

Pupils explore beliefs about death, the journey of life and the hope of new life after death within Christianity, Judaism and Islam. They reflect on how faith and belief help people through grief and bereavement.

- What is bereavement?
- What does the Christian faith believe about death and life?
- How does Christian liturgy express Christian beliefs about death and life?
- What happens in a Christian funeral?
- What does the Jewish faith believe about death and life?
- What happens in a Jewish funeral?
- What does the Islamic faith teach about death and life?
- What happens in an Islamic funeral?
- What beliefs and rituals of faiths help me in my feelings about death and life?

Summer 2 (Unit 2)

How does faith guide people to try and make the world a fairer place?

UC: Kingdom of God



JUSTICE

Pupils explore how people of faith work for justice, peace and fairness. They learn how beliefs inspire action to create a better world for everyone.

- What does it mean to live in God's Kingdom?
- How do people of faith stand up for justice and fairness?
- How can faith help us care for creation?
- What difference can we make in our community and in the world?
- How can we work together with people of different faiths and beliefs for a fairer world?



All Saints'

Year 6



What this unit teaches



Questions to explore



Suggested trips / visits

Year 6 Curriculum Map for Religious Education

Growing Stronger Together in God's Love. Living in Love, Compassion and Koinonia.

Autumn 1

What does it mean to be a Muslim in Britain today?



Pupils explore the beliefs and practices of Muslims in Britain today. They look at how Islam is lived out in the wider world faith community and how Muslims put their beliefs into action. Pupils consider what it means to be a Muslim living in Britain and how this contributes to society.

- What do Muslims believe about God and the Prophet?
- How do Muslims live out their faith day by day?
- What are the Five Pillars of Islam and why are they important?
- How do Muslims contribute to life in Britain today?

Visit a local mosque or welcome a Muslim visitor to share experiences

Autumn 2

What does it mean to be a Christian in Britain today?



Pupils explore how and why Christian beliefs, worship, and the Church community are lived out in Britain today. They consider how Christians put their faith into action through service, justice and charity, and the challenges and opportunities of being a Christian in modern Britain.

- What do Christians believe about God and Jesus?
- Why is worship and the Church important to Christians?
- How do Christians put their faith into action?
- What does it mean to be a Christian in Britain today?

Visit a local church and meet with members of the Church community

Spring 1

What difference does the resurrection make to Christians?



Pupils explore the Christian belief in the resurrection of Jesus and why it is central to faith. They reflect on how this belief shapes the lives of Christians, giving hope and meaning. Pupils consider the promise of new life and how the Easter story inspires Christians today.

- What happened on Easter Sunday?
- Why is the resurrection important to Christians?
- How does this belief give hope to Christians?
- What difference does the resurrection make in the lives of Christians today?

Visit church at Easter time or attend an Easter service

Spring 2

What did Jesus do to save human beings?



Pupils explore the Christian belief that Jesus came to save human beings through his life, death and resurrection. They learn about key events in Jesus' life and how these show God's love and offer salvation. Pupils think about what 'salvation' means for Christians and for their own lives.

- Why did Jesus come to Earth?
- What did Jesus do during his life and ministry?
- Why did Jesus die on the cross?
- What does salvation mean to Christians?
- How can Christians follow Jesus today?

Visit church to learn about the cross and Easter story

Summer 1

What does it mean if Christians believe God is holy and loving?



Pupils explore what it means that Christians believe God is holy and loving. They learn how these beliefs influence the way Christians live, treat others and make decisions. Pupils reflect on the importance of forgiveness, mercy, compassion and justice in the Christian faith.

- What does 'holy' mean?
- What does 'loving' mean?
- How do Christians show that God is holy and loving?
- Why are forgiveness and mercy important?
- How can these beliefs shape our own lives?

Visit church to explore Christian art or symbols of God's love

Summer 2

What can be done to reduce racism?



Pupils explore the impact of racism and the importance of treating everyone with dignity and respect. They learn about Christian teaching on equality and justice and consider how individuals and communities can work together to promote fairness and reduce racism in society.

- What is racism and how does it affect people?
- What does the Bible teach about equality and justice?
- What can individuals do to challenge racism?
- How can communities create a fairer and more inclusive society?

Visit a local community project that promotes equality and inclusion