





3 Key Strands	<p>Identifies and explains beliefs.</p> <p>A good learner can identify different religious and non-religious beliefs and is able to explain how these beliefs are interpreted and understood by different people.</p> 	<p>Makes links between beliefs and their impact.</p> <p>A good learner makes links between different beliefs and the different ways these beliefs impact the everyday lives of people.</p> 	<p>Considers and reflects on beliefs and practices.</p> <p>A good learner considers the beliefs and practices that they have studied and is able to reflect upon the connections these may have to their own lives and worldview.</p> 
EYFS Pre School	Autumn	Spring	Summer
We are learning about:	<u>Me and my family</u>	<u>My home and garden</u>	<u>Where we live</u>
Development Matters Pre-school:	<p>Continue to develop positive attitudes about the differences between people.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>		
Sticky Knowledge 'I will know that...'	<p>Know how and why we celebrate Harvest Festival</p> <p>Know that some people celebrate Diwali.</p> <p>Know the Christian Christmas Story</p> <p>Know that some people celebrate Christmas</p>	<p>Know that some people celebrate Easter.</p> <p>Know that there is a book called the Bible and why it is special to some people.</p> <p>Know and listen to a selection of Bible stories (Stories Jesus told by Nick Butterworth)</p>	<p>Know that there are special places called churches where I live.</p> <p>Know that we can say a short thank you prayer.</p>
Key Vocabulary:	<p>Harvest</p> <p>Diwali</p> <p>Christmas</p> <p>Nativity</p>	<p>Easter</p> <p>Cross</p> <p>Bible</p> <p>Jesus</p>	<p>Church</p> <p>Prayer</p> <p>Worship</p> <p>Reflection</p>



EYFS: Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
We are learning about:	F4: Being Special: where do we belong?	F2: Why is Christmas special for Christians?	F1: Why is the word 'God' so important to Christians?	F3: Why is Easter special to Christians?	F5: What places are special and why?	F6: What times/stories are special and Why?
Gloucestershire Re locally agreed syllabus statements	<p>Retell religious stories making connections with personal experiences. Share and record occasions when things have happened in their lives that made them feel special.</p> <p>Recall simply what happens at a traditional Christian infant baptism and dedication.</p> <p>Recall simply what happens when a baby is welcomed into a religion other than Christianity.</p>	<p>Talk about people who are special to them. Say what makes their family and friends special to them.</p> <p>Recall simply what happens at a traditional Christian festival (Christmas)</p> <p>Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus.</p> <p>Retell religious stories, making connections with personal experiences.</p>	<p>Talk about things they find interesting, puzzling, or wonderful and about their own experiences and feelings about the world.</p> <p>Retell stories, talking about what they say about the world, God, human beings.</p> <p>Think about the wonders of the natural world, expressing ideas and feelings.</p> <p>Say how and when Christians like to thank their Creator.</p> <p>Talk about what people do to mess up the world and what they do to look after it.</p>	<p>Recognise and retell stories connected with celebration of Easter</p> <p>Say why Easter is a special time for Christians</p> <p>Talk about ideas of new life in nature</p> <p>Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature</p> <p>Talk about some ways Christians remember these stories at Easter.</p>	<p>Talk about somewhere that is special to themselves, saying why.</p> <p>Recognise that some religious people have places which have special meaning for them.</p> <p>Talk about the things that are special and valued in a place of worship.</p> <p>Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God.</p> <p>Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. Express a personal response to the natural world.</p>	<p>Talk about some religious stories.</p> <p>Recognise some religious words, e.g. about God.</p> <p>Identify some of their own feelings in the stories they hear.</p> <p>Identify a sacred text e.g. Bible, Torah.</p> <p>Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked.</p> <p>what the <i>Chanukah</i> story teaches Jews about standing up for what is right), etc.</p>
Sticky Knowledge 'I will know that...'	<p>To know that each person is special, unique and valuable in their own way.</p> <p>To know that religions such as Christianity and Islam,</p>	To know the story of Christmas, including some of its characters and their role.	<p>Christians, Jews and Muslims believe in God.</p> <p>Christians, Jews and Muslims believe God created the world.</p>	<p>Easter is a special time for Christians.</p> <p>Palm leaves, crosses and eggs are symbols of Easter.</p>	<p>We all have places that are special to us.</p> <p>A church is a special place for Christians.</p>	<p>There are special stories that we can learn from.</p> <p>The Bible is a book for Christians.</p>



	<p>teach people that they are unique and valuable.</p> <p>To know that God welcomes and celebrates children into Christianity through infant baptism.</p> <p>To know how a baby is welcomed into Islam.</p>	<p>To know what happens at a traditional Christian festival (Christmas).</p>	<p>The story of creation is written in the Bible.</p> <p>The word God is special for Christians because they believe he is the creator.</p> <p>Christians say thank you to God for his creation at harvest.</p> <p>Christians want to look after Gods world.</p>	<p>Eggs are symbols of new life.</p> <p>The cross reminds Christians that Jesus died on a cross and was then buried in a cave tomb.</p> <p>Christians believe Jesus did not stay dead but came to life again.</p>	<p>A Mosque is a special place for Muslims.</p> <p>A Synagogue is a special place for Jews.</p>	<p>Stories in the Bible help Christians to learn more about God.</p> <p>The story of Zacchaeus teaches us to forgive and be friends.</p> <p>Jewish people enjoy the story of Chanukah.</p> <p>Muslims enjoy the story of Muhammed and the cats.</p>
Visits or visitors	<p>New parent and baby to talk about how the baby has been welcomed into the family.</p>			<p>Visitor from church to talk about why Easter is important to them</p>	<p>Visit to Holy Trinity Watermoor</p>	
Key Vocabulary:	<p>Special, individual, respect Christianity/Christian, God, belong, unique, special, Bible, Jesus, baptism, Islam, Muslim, Allah, Aqiqah</p>	<p>Special, love, compassion, <i>Jesus, Christianity/ Christian, Incarnation, Christmas, Bible</i></p>	<p><i>Christian, Jew, Muslim, God, creation,</i></p>	<p><i>Christians, Psalm Sunday, Easter, Bible, Jesus, Easter Sunday, resurrection</i></p>	<p>Special places, church, mosque, synagogue</p>	<p><i>Bible, Christians, Zacchaeus, Jews, Chanukah, Muslims, Prophet Mohammed.</i></p>

Early Learning Goal/s: Knowledge and Understanding

Pupils should begin to know about the place of religion and belief in their local community. They begin to recognise diversity and the influence of those religions and worldviews, and explore questions about the meaning, purpose and value of life.

They begin to know about some of the key features of Christianity and at least one other religion or non-religious worldview, including key beliefs, teaching and values behind celebrations and commemorations, patterns of worship, places of worship, and stories.

Children should be given opportunities to:

- begin to explore the world of religion in terms of special people, books, times, places and objects and by visiting places of worship.
- listen to and respond to stories.
- hear and use religious words.



KS1: Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What are we learning about?	1.10 What does it mean to belong to a faith community?	1.1 What do Christians believe God is like?	1.7 Who is Jewish and how do they live?		1.2 Who do Christians say made the world?	1.9 How should we care for the world and for others, and why does it matter?
Gloucestershire Re locally agreed syllabus statements	<p>Recognise that loving others is important in lots of communities.</p> <p>Say simply what Jesus and one other religious leader taught about loving people.</p> <p>Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)</p> <p>Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.</p>	<p>Identify what a parable is</p> <p>Tell the story of the lost son from the Bible simply and recognise a link with the Christian idea of God as a forgiving father</p> <p>Give clear, simple accounts of what the story means to Christians</p> <p>Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)</p> <p>Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)</p> <p>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas</p> <p>Give a reason for the ideas they have and the connections they make.</p>	<p>Recognise the words of the Shema as a Jewish prayer</p> <p>Retell simply some stories used in Jewish celebrations (e.g. Chanukah)</p> <p>Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.</p> <p>Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</p> <p>Make links between Jewish ideas of God found in the stories and how people live.</p> <p>Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)</p> <p>Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving good reason for their ideas.</p> <p>Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</p>	<p>Retell the story of creation from Genesis 1:1-2:3 simply.</p> <p>Recognise that 'Creation' is the beginning of the 'big story' of the Bible.</p> <p>Say what the story tells Christians about God, Creation and the world.</p> <p>Give at least one example of what Christians do to say 'thank you' to God for Creation.</p> <p>Think, talk and ask questions about living in an amazing world.</p> <p>Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.</p>	<p>Identify a story or text that says something about each person being unique and valuable</p> <p>Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)</p> <p>Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world</p> <p>Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories.</p> <p>Give examples of how Christians and Jews can show care for the natural earth</p> <p>Say why Christians and Jews might look after the natural world.</p> <p>Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world.</p> <p>Give good reasons why everyone (religious and non-religious) should care for the world.</p>	



<p>Sticky Knowledge 'I will know that...'</p>	<p>Know that some Christians and Jews wear symbols as a sign of belonging.</p> <p>Know that Christians believe God cares for every single human and notices if they are lost.</p> <p>Know that marriage is a commitment to love someone for the rest of your lives.</p> <p>A chuppah is a canopy that has a roof but no sides to symbolise the new home they will make and how it will be open to friends and family.</p>	<p>Know that Christians believe in God and use the Bible as a key way to find out what God is like.</p> <p>Know that a parable is a special story Jesus told to help people understand ideas.</p> <p>Know that the parable of the lost son teaches Christians that God loves people, even when they go off on their own way.</p> <p>Know that Christians have different types of prayer and that the parable of the lost son teaches the importance of saying 'praise and sorry' prayers.</p>	<p>That Jewish people have special objects which mean something special to them.</p> <p>The Shema is a Jewish prayer.</p> <p>Jewish people put a mezuzot on the doorposts of their houses because this is what is written in the Shema (and Torah)</p> <p>Shabbat is a holy day each week where many Jewish people rest and really think about God.</p> <p>Jewish people learn stories from their sacred texts. The Tenakah is the Jewish Bible.</p> <p>Chanukah is a Jewish festival.</p>	<p>Christians believe that God created the universe.</p> <p>The story of creation is found in the first book of Genesis in the Bible.</p> <p>The Earth and everything in it are important to God.</p> <p>God has a unique relationship with human beings as their Creator and Sustainer.</p> <p>Humans should care for the world because it belongs to God</p>	<p>Jesus blessing children teaches Christians that everyone is unique and important.</p> <p>Stories in the Bible show the importance of friendship and caring for others.</p> <p>The Jewish story of Ruth and Naomi teaches about friendship.</p> <p>We all have special gifts we can use to help others.</p> <p>Some religions believe serving others and helping the poor are an important part of being a believer.</p> <p>Tzedakah is Jewish belief about doing the right thing.</p>
<p>Visits or visitors</p>	<p>Visitor to talk about getting married in a church</p>	<p>Talk to a Christian about the idea that God is a loving and forgiving father and if this makes a difference to how they live.</p>	<p>Jewish visitor to talk about their home</p>		
<p>Key Vocabulary:</p>	<p><i>Christian, Jewish, belonging, symbol, cross, star of David, shepherd, represents, Bible, Tanakh, chuppah</i></p>	<p>Parable, forgiveness, God the Father, prayer, <i>Bible, Jesus, Christian's, church</i></p>	<p><i>(Jew, Jewish, Judaism, Star of David)</i> menorah, seder plate, Shema, scroll, prayer, Hebrew, Torah, Chanukah, Shabbat, mezuzah, challah, challah board, Havdalah candle, Kiddush cup, synagogue, miracle,</p>	<p>God, creator, creation, universe, relationship, Genesis 1, sustainer</p>	<p>Unique, <i>(Christian, Jewish)</i>, Tzedakah,</p>



KS1: Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What are we learning about?	1.6 Who is a Muslim and how do they live?	1.3 Why does Christmas matter to Christians?	1.6 Who is Muslim and how do they live? Part 2	1.5 Why does Easter matter to Christians?	1.4 What is the 'good news' Christians believe Jesus brings?	1.8 What makes some places sacred to believers?
Gloucestershire Re locally agreed syllabus statements	<p>Recognise the words of the Shahadah and that it is very important for Muslims</p> <p>Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean</p> <p>Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</p> <p>Give examples of how Muslims use the Shahadah to show what matters to them</p> <p>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</p> <p>Think, talk about and ask questions about Muslim beliefs and ways of living</p>	<p>Recognise that stories of Jesus' life come from the Gospels</p> <p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians</p> <p>Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions.</p> <p>Think, talk and ask questions about Christmas for people who are Christians and for people who are not.</p> <p>Decide what they personally have to be thankful for.</p>	<p>Give examples of how Muslims put their beliefs about prayer into action.</p> <p>Think, talk about and ask questions about Muslim beliefs and ways of living</p> <p>Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</p> <p>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p>	<p>Give a clear simple account of the story of Jesus' birth and why Jesus is important for Christians.</p> <p>Recognise that stories of Jesus' life come from the Gospels.</p> <p>Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</p> <p>Decide what they personally have to be thankful for, giving reasons for their ideas.</p> <p>Think, talk and ask questions about Christmas for people who Christians are and for people who are not.</p>	<p>Tell stories from the Bible and recognise a link with the concept of 'Gospel' or good news.</p> <p>Give clear accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</p> <p>Recognise that Jesus gives instructions to people about how to behave.</p> <p>Give at least two examples of ways in which Christians follow the teachings studies about forgiveness an peace, and bringing good news to the friendless.</p> <p>Give at least two examples of how Christians put these beliefs into practice in the church community and their own lives (for example: charity, confession)</p> <p>Think, talk, and ask questions about whether Jesus' 'good news' is only. Good news for Christians, or if there are things for anyone to learn about how to live, giving good reasons for their ideas.</p>	<p>Recognise that there are special places where people go to worship and talk about what people do there.</p> <p>Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean.</p> <p>Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.</p> <p>Give examples of stories, objects, symbols, and actions used in churches, mosques and/or synagogues which show what people believe.</p> <p>Give simple examples of how people worship at a church, mosque or synagogue.</p> <p>Talk about why some people like to belong to a sacred building or community.</p> <p>Think, talk about what makes some places special to people, and what the difference is between religious and non-religious places.</p>



<p>Sticky Knowledge 'I will know that...'</p>	<p>Muslims believe in Allah as the one true God (Tawhid)</p> <p>The Shahada is very important to Muslims.</p> <p>Muslims use 99 names for Allah to help them understand Allah better.</p> <p>Mohammed is God's messenger.</p> <p>The Qur'an was given to Mohammed on 'The Night of Power'.</p> <p>Muslims do not draw Allah or the Prophet, but often use calligraphy to say what God is like.</p>	<p>Gospels are books in the New Testament part of the Bible that tells us about the life of Jesus.</p> <p>Gospel means good news.</p> <p>Christians believe Jesus is the son of God.</p> <p>Advent is a time of preparation for Christians.</p> <p>Christians celebrate the birth of Jesus at Christmas.</p> <p>Christians believe the birth of Jesus is good news for everyone.</p>	<p>There are Five Pillars of worship which Muslims follow.</p> <p>Ibadah means worship and obedience to God.</p> <p>Shahada is one pillar, salah is the second pillar.</p> <p>Salah is about the importance of prayer.</p> <p>Muslims try to pray regularly - five times a day.</p>	<p>Incarnation and Salvation are part of a 'big story' of the Bible.</p> <p>Holy Week happened 33 years after the events of the Nativity.</p> <p>Churches celebrate the different parts of Holy Week.</p> <p>The first event in Holy Week is Palm Sunday, the procession of Jesus into Jerusalem.</p> <p>Jesus died on Good Friday.</p> <p>Jesus rose from the dead on Easter Sunday which is known as the resurrection.</p> <p>Christians believe that when Jesus died, he gave them a chance to have a new life when they die – a life with God in Heaven.</p>	<p>The story in Matthew about the tax collector teaches Christians about how Jesus is 'good news' for everyone.</p> <p>Jesus promises his followers peace.</p> <p>Jesus teaches his followers that God forgives them, but they need to forgive others.</p> <p>Christians say sorry to God by saying sorry prayers. Sometimes Christians say confessions to a priest or vicar.</p> <p>Christians sometimes light candles in church to remember Jesus' teachings and find peace and forgiveness.</p>	<p>People go to sacred places to find peace and feel close to God.</p> <p>Churches are holy buildings for Christians.</p> <p>Synagogues are holy buildings for Jews.</p> <p>It is important to show respect for peoples sacred belongings.</p> <p>Churches have an altar, cross, crucifix, font, lectern, and candles which help them worship.</p> <p>Synagogues have an ark, Torah Scroll, and bimah to help them worship.</p>
<p>Visits or visitors</p>		<p>Christian to visit and talk about how they prepare for Christmas.</p>	<p>Iman from Gloucester Mosque to visit school</p>			<p>Visit to Cirencester Parish Church</p>
<p>Key Vocabulary:</p>	<p>Muslims, Allah, Tawhid, Shahada, Prophet Mohammed, messenger, Holy Qur'an, Night of Power</p>	<p><i>Christians, gospel, New Testament, Nazareth, Luke, Jesus, nativity, Bethlehem, advent, incarnation, Angel Gabriel - messenger</i></p>	<p>Shahada, ibadah, salah, Five Pillars, Prophet Mohammed, prayer</p>	<p><i>(Christians, Easter, Psalm Sunday, Bible, Jesus, Easter Sunday, resurrection), Holy Week, Good Friday, heaven,</i></p>	<p><i>(Gospel, good news), peace, forgiveness, confession, priest, vicar, Matthew 9</i></p>	<p>Sacred, holy, altar, <i>cross</i>, crucifix, font, lectern, candles, <i>Synagogue</i>, Torah Scroll, bimah</p>



KS2: Y3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What are we learning about?	L2.1 What do Christians learn from the Creation Story?	L2.2 What is it like for someone to follow God?	L2.9 How do Festivals and worship show what matters to a Muslim?	L2.10 How do festivals and family show what matters to Jewish people?	L2.4 What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place?
Gloucestershire Re locally agreed syllabus statements	<p>Place the concepts of God and Creation on a timeline of the Bible's 'big story'. Make clear links between Genesis 1 and what Christians believe about God and Creation Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world. Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth. Describe how and why Christians might pray to God, say sorry and ask for forgiveness. Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.</p>	<p>Make clear links between the story of Noah and the idea of covenant.</p> <p>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</p> <p>Make links between the story of Noah and how we live in school and the wider world.</p>	<p>Identify some beliefs about God in Islam, expressed in Surah 1. Make clear links between beliefs about God and <i>ibadah</i> (e.g. how God is worth worshiping; how Muslims submit to God).</p> <p>Give examples of <i>ibadah</i> (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)</p> <p>Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims? Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.</p>	<p>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people. Offer informed suggestions about the meaning of the Exodus story.</p> <p>Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities.</p> <p>Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. Make links with the value of being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.</p>	<p>Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.</p> <p>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</p> <p>Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian.</p> <p>Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.</p> <p>Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.</p>	<p>Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) Make links between religious beliefs and teachings and why people try to live and make the world a better place. Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. <i>tikkun olam</i> and the charity Tzedek) Describe some examples of how people try to live (e.g. individuals and organisations) Identify some differences in how people put their beliefs into action. Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better. Make links between some commands for living from religious traditions, non-religious worldviews and pupil's own ideas. Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.</p>



<p>Sticky Knowledge 'I will know that...'</p>	<p>Christians and Jews believe that God created the world.</p> <p>Christians try to look after the world because God created it.</p> <p>'The Fall' explains why things go wrong in the world.</p> <p>Christians pray to God to say sorry and ask for forgiveness.</p>	<p>The Bible is divided into two parts, The Old Testament and The New Testament.</p> <p>The stories in The Old Testament happened many years before Jesus was born.</p> <p>In the story of Noah, God was trying to make the world a better place.</p> <p>God made a covenant with Noah. A covenant is a promise.</p> <p>Jews and Christians use the rainbow as a reminder of God's promise.</p> <p>Christians make promises to each other and to God when they get married.</p>	<p>Islam and Muslim both have the Arabic word sim which means peace.</p> <p>Surah 1 is very important to Muslims.</p> <p>The mosque/masjid is an important place of prayer, teaching and community support.</p> <p>Ramadan is a Muslim festival.</p> <p>Muslims fast during Ramadan.</p> <p>Eid-ul-Fitr is a celebration to mark the end of Ramadan</p>	<p>Rosh Hashanah is the Jewish new year festival.</p> <p>Yom Kippur - the day of atonement – is a day of fasting and praying for forgiveness.</p> <p>The story of Pesach is written in the book of Exodus.</p> <p>Pesach is the Jewish word for Passover.</p> <p>The story of Pesach is about freedom and God's faithfulness.</p> <p>The Jewish people were given the Ten Commandments after their escape from Egypt.</p>	<p>The Gospels tell the life and teachings of Jesus.</p> <p>The disciples were the first people to follow Jesus.</p> <p>Christians try to be like the disciples and follow Jesus.</p> <p>The stories Jesus told teach about the kind of world he wanted.</p> <p>The Good Samaritan teaches Christians how God wants us to care for those who are vulnerable.</p> <p>Churches show love for everyone in practical ways such as foodbanks and running toddler groups.</p>	<p>Christians believe God helps them through the Holy Spirit.</p> <p>Muslims believe people do good and bad deeds and need God's mercy.</p> <p>The Ten Commandments gives Jewish people guidance on how to live.</p> <p>Jesus gave two commandments to guide people on the right way to live. (Mark 12:28-34)</p> <p>The 'Golden Rule' (Matthew 7:12) is important in many religious and non-religious groups.</p> <p>Mother Teresa lived her life trying to make the world a better place.</p>
<p>Visits or visitors</p>				<p>Visit Cheltenham Synagogue www.cheltenhamsynagogue.org.uk</p>	<p>Invite a church leader to talk about the different ways their church tries to make the world a better place.</p>	<p>Christian Aid visit</p>
<p>Key Vocabulary:</p>	<p><i>Creation, Genesis 1, Jews, The Fall, forgiveness</i></p>	<p>Old Testament, New Testament, <i>(Bible, Christians, Jews,)</i> Noah, covenant, promise</p>	<p><i>(Muslim, Islam, Five Pillars, Shahada, Salah, Qur'an, Prophet Mohammed), Surah 1, ibadah, rak'ah, mosque, masjid, Ramadan, sawm, Eid-ul-Fitr</i></p>	<p><i>(Jew, Jewish, Synagogue, Torah), Rosh Hashanah, Yom Kippur, forgiveness, atonement, Pesach/Passover, Exodus, Ten Commandments.</i></p>	<p><i>(Gospels, Christians), The Good Samaritan, disciple, 'fishers of people',</i></p>	<p><i>(Christians, Jews, Muslims, Ten Commandments), the Holy Spirit, the Golden Rule, Mother Teresa,</i></p>



KS2: Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What are we learning about?	L2.3 What is the 'Trinity' and why is it important for Christians?	L2.7 What do Hindus believe God is like?	L2.8 What does it mean to be Hindu in Britain today?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	L2.11 How and why do people mark the significant events of life?
Gloucestershire Re locally agreed syllabus statements	<p>Recognise what a 'Gospel' is and give an example of the kinds of stories it contains.</p> <p>Offer suggestions about what texts about baptism and Trinity mean.</p> <p>Give examples of what these texts mean to some Christians today.</p> <p>Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live.</p> <p>Make links between some Bible texts studied and the idea of God in Christianity, clearly expressing some ideas of their own about what Christians believe God is like.</p>	<p>Identify some Hindu deities – Trimurti.</p> <p>Offer informed suggestions about what Hindu murtis express about God.</p> <p>Make simple links between beliefs about God and how they live.</p> <p>Identify some different ways Hindus worship.</p> <p>Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroyer in the world today.</p> <p>Make links between the Hindu idea of everyone having a 'spark' of God in them and the ideas about the value of people in the world today.</p>	<p>Identify the terms 'dharma', 'Sanātana Dharma' and 'Hinduism' and say what they mean. Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (<i>dharma</i>)</p> <p>Describe how Hindus show their faith within their families in Britain today (e.g. home <i>pūja</i>)</p> <p>Describe how Hindus show their faith within their faith communities in Britain today (e.g. <i>arti</i> and <i>bhajans</i> at the mandir; in festivals such as Diwali)</p> <p>Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India.</p> <p>Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.</p>	<p>Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live.</p> <p>Offer informed suggestions about what the events of Holy Week mean to Christians.</p> <p>Give examples of what Christians say about the importance of the events of Holy Week.</p> <p>Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities.</p> <p>Describe how Christians show their beliefs about Jesus in worship in different ways.</p> <p>Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.</p>	<p>Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth</p> <p>Offer informed suggestions about what the events of Pentecost in Acts 2 might mean.</p> <p>Give examples of what Pentecost means to some Christians now.</p> <p>Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now.</p> <p>Describe how Christians show their beliefs about the Holy Spirit in worship.</p> <p>Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.</p>	<p>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean. Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today.</p> <p>Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean. Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation, and freedom at festivals).</p> <p>Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)</p> <p>Raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones.</p> <p>Make links between ideas of love, commitment and promises in religious and non-religious ceremonies.</p> <p>Give good reasons why they think ceremonies of commitment are or are not valuable today.</p>



<p>Sticky Knowledge</p> <p>'I will know that...'</p>	<p>Know that God is Trinity: Father, Son, and Holy Spirit</p> <p>Know that the Father creates, the Son saves his people, and the Son sends his Holy Spirit to his followers.</p> <p>Identify the difference between a Gospel and a letter.</p> <p>Know that Christians understand God through use of different symbols, in song, story, poetry and art.</p> <p>Know that Christians show their beliefs about God the Trinity in worship (in baptism)</p>	<p>Aum is a symbol and sound used to represent Brahman who is God.</p> <p>The Trimurti are 3 aspects of God: Brahma (creator), Vishnu (preserver) and Shiva (destroyer).</p> <p>Murtis express different aspects of God.</p> <p>Puja is an act of worship performed at home.</p> <p>The story of Rama and Sita is celebrated at Diwali; Rama is another avatar of Vishnu.</p> <p>Hindus believe that all living things possess a 'spark' of Brahman which is called 'atman'.</p>	<p>Hinduism is sometimes known as Sanātana Dharma which means eternal way.</p> <p>Hinduism is a whole way of life.</p> <p>When Hindus visit the temple/mandir they sing songs/bhajans and make offerings before the murti.</p> <p>Diwali is a Hindu festival which is celebrated in Britain today.</p> <p>Diwali is a festival of lights celebrating how good overcomes evil.</p>	<p>Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live.</p> <p>Holy Week is the week leading up to Easter Sunday.</p> <p>There are three important days in Holy Week: Palm Sunday, Good Friday, and Easter Sunday.</p> <p>Christians believe Jesus rose from the dead on the third day.</p> <p>When Jesus died, he opened a way to heaven which Christians say is good news for everyone.</p>	<p>When Jesus died the disciples were left behind.</p> <p>God sent his Holy Spirit to empower the disciples after the Jesus had died.</p> <p>Pentecost is when God sent the Holy Spirit to earth to empower the disciples.</p> <p>Pentecost is the churches birthday.</p> <p>Christians say the Holy Spirit is like a battery; they can't do God's work and live in God's way without the Holy Spirit's power.</p>	<p>There are significant milestones in life, especially when growing up in a faith community.</p> <p>Christian Baptists/Pentecostals celebrate believers' baptism or adult baptism.</p> <p>Church of England and Roman Catholics celebrate infant baptism.</p> <p>Roman Catholics celebrate first communion and confession; RC and C of E celebrate confirmation.</p> <p>Hindus have a sacred thread ceremony.</p> <p>Jewish people celebrate bar and bat mitzvah.</p>
<p>Visits or visitors</p>	<p>Walk to Cirencester Baptist Church (to find out about baptism)</p>	<p>Visit to Hindu temple.</p> <p>https://www.swindonhinducentre.co.uk</p>		<p>Visit to local church that may be running 'Experience Easter.'</p>		
<p>Key Vocabulary:</p>	<p><i>Christian</i>, Trinity, Father, Son, Holy Spirit, baptism, worship, Grace</p>	<p>Aum, deities, murtis, Hindu, Hinduism, Brahman, Trimurti, Brahma - creator, Vishnu -protector, Shiva - destroyer, puja, Diwali, Rama, Sita, shrine, mandir, Samsara, atman</p>	<p>Dharma, Sanātana dharma, <i>murti</i>, arti, ceremony of lights, bhajans, <i>Diwali</i>, <i>Rama</i>, <i>Sita</i>, temple – mandir.</p>	<p>Salvation, <i>Holy Week</i>, <i>Palm Sunday</i>, <i>Good Friday</i>, <i>Easter Sunday</i>, reflect/reflection, resurrection</p>	<p>Disciples, <i>Holy Spirit</i>, Pentecost, Acts -of the apostles, Kingdom of God</p>	<p>Journey of life, Baptist, Catholic, <i>Judaism/Jewish</i>, <i>Christian</i>, <i>Hindu</i>, sacred thread, ceremony/ceremonies, bar/bat mitzvah, baptism/confirmation, (weddings, marriage)</p>



KS2: Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What are we learning about?	U2.1 What does it mean if Christians believe God is holy and loving?	U2.8 What does it mean to be a Muslim in Britain today?	U2.3 Why do Christians believe Jesus was the Messiah?	U2.9 Why is the Torah so important to Jewish people?	U2.4 Christians and how to live: What would Jesus do?	U2.10 What matters most to Humanists and Christians?
Gloucestershire Re locally agreed syllabus statements	<p>Identify some different types of biblical texts, using technical terms accurately.</p> <p>Explain connections between biblical texts and Christian ideas of God, using theological terms.</p> <p>Make clear connections between Bible texts studied and what Christians believe about God, for example, through how cathedrals are designed.</p> <p>Show how Christians put their beliefs into practice in worship.</p> <p>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.</p>	<p>Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. <i>Tawhid</i>, Muhammad as the Messenger, Qur'an as the message)</p> <p>Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; <i>Hajj</i> practices follow example of the Prophet)</p> <p>Make clear connections between Muslim beliefs and <i>ibadah</i> (e.g. Five Pillars, festivals, mosques, art)</p> <p>Give evidence and examples to show how Muslims put their beliefs into practice in different ways.</p> <p>Make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Gloucestershire today.</p> <p>Consider and weigh up the value of e.g. submission, obedience, generosity, self-control, and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims.</p> <p>Reflect and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.</p>	<p>Explain the place of Incarnation and Messiah within the 'big story' of the Bible.</p> <p>Identify Gospel and prophecy texts, using technical terms.</p> <p>Explain connections between biblical texts, Incarnation and Messiah, using theological terms.</p> <p>Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</p> <p>Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</p> <p>Weigh up how far the idea of Jesus as the 'Messiah' — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.</p>	<p>Identify and explain Jewish beliefs about God.</p> <p>Give examples of some texts that say what God is like and explain how Jewish people interpret them.</p> <p>Make clear connections between Jewish beliefs about the Torah and how they use and treat it.</p> <p>Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws).</p> <p>Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)</p> <p>Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today.</p> <p>Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today and articulate responses on how far they are valuable to people who are not Jewish.</p>	<p>Identify features of Gospel texts (for example, teachings, parable, narrative)</p> <p>Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts.</p> <p>Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</p> <p>Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives</p> <p>Articulate their own responses to the issues studied, recognising different points of view.</p>	<p>Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)</p> <p>Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')</p> <p>Make clear connections between Christian and Humanist ideas about being good and how people live.</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult offering different points of view.</p> <p>Raise important questions and suggest answers about how and why people should be good.</p> <p>Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.</p>



<p>Sticky Knowledge</p> <p>'I will know that...'</p>	<p>Christians explore what God is like through reading Biblical texts.</p> <p>Psalms 103 is a prayer in the Old Testament and describes what King David believes God to be like.</p> <p>Christians sing worship songs expressing God's holiness.</p> <p>Cathedrals were built to show the glory of God.</p> <p>Humanists do not believe in a god.</p>	<p>There are different groups of Muslims: Sunni, Shi'a and Sufi.</p> <p><i>The Five Pillars are expressions of Ibadah: worship and belief in action.</i></p> <p>Hajj is a pilgrimage to Makkah.</p> <p>Hajj is a requirement of all Muslims once during their lifetime.</p> <p>Eid-ul-Adha is a festival celebrating the end of Hajj.</p> <p>Muslims follow the Qur'an and the Hadith for guidance.</p> <p>The Hadith are the sayings and actions of the Prophet Mohammed.</p>	<p>The people of God whose land had been occupied for 500 years were waiting for God to send them a saviour.</p> <p>Prophecies were written in Isaiah and Micah (Old Testament) about what the Messiah would be like.</p> <p>Christians believe Jesus is the Messiah – a Saviour from God.</p> <p>Incarnation means God in Flesh.</p> <p>Christians celebrate Christmas in ways that reflect their belief that Jesus brings peace and good news for all people.</p>	<p>The Shema is the belief in one God and the command to love God with all their heart, soul, and might.</p> <p>A Sefer Torah is a handwritten scroll used each week in the synagogue.</p> <p>The TeNaKh or Tanakh is the main sacred text of Jews, it includes the writings of the Torah.</p> <p>The Torah contains the Law of Moses and the first five books of the TeNaKh.</p> <p>The Torah contains 613 commandments – mitzvot.</p> <p>Some Jews keep Kosher food laws about which foods may or may not be eaten.</p>	<p>The Gospels are New Testament writings which include teaching, parables, and narrative.</p> <p><i>The parable of the wise and foolish builders in Matthew teaches about the importance of why it is good to follow God.</i></p> <p>The Sermon on the mount teaches Christians to think about 'what Jesus would do'.</p> <p>Christians use the words of Jesus as their 'foundations for living' through prayer, seeking justice, illness and healing, and forgiveness.</p> <p>Desmond Tutu lived out the message of Jesus through his work in peacebuilding and justice.</p>	<p>People are good and bad, Christians believe humans are made in the image of God, but the 'Fall' in Genesis 3 explains humans being sinful.</p> <p>Humanists do not believe in a divine being.</p> <p>Humanists have a code for living.</p> <p>Jesus had two rules for people to follow, 'love God and love your neighbour'.</p> <p>Jesus gave examples of his two rules through the parable of Good Samaritan, his actions and through his attitude on the cross.</p>
<p>Visits or visitors</p>	<p>Visit to Gloucester Cathedral?</p> <p>Visit to Cirencester Baptist Church</p>	<p>Visit to Gloucester Mosque</p>	<p>Invite Naomi or Lizzie from Cirencester Baptist Church to talk about their Christmas Day</p>			
<p>Key Vocabulary:</p>	<p>Psalms, King David, <i>Old Testament</i>, Omnipotent, Omniscient, Spirit, Eternal, Loving, Holy, triptych, cathedral, humanist, atheist</p>	<p><i>(Ibadah, tawhid, Iman, Five Pillars, Qur'an, Prophet Mohammed, Shahadah, salat, sawm, zakah)</i>, Sunni, Shi'a, Sufi, Eid-ul-Adha, Hajj, Makkah, Hadith</p>	<p><i>(Incarnation, Trinity, Old Testament, New Testament, Gospel)</i>, Messiah, Isaiah, Micah, Matthew, prophecy, Saviour</p>	<p><i>(Shema, mezuzah, Torah), TeNaKh, synagogue, tefillin</i>, Deuteronomy, Rosh Hashanah, mitzvot,</p>	<p><i>(Gospel, parables)</i>, The sermon on the mount, Desmond Tutu, <i>forgiveness</i></p>	<p>(Humanists), Code for living, The good Samaritan,</p>



KS2: Y6	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
What are we learning about?	U2.2 Creation and science: complimentary or conflicting?	U2.11 Why do some people believe in God and some people not?	U2.7 Why do Hindus want to be good?	U2,5 What do Christians believe Jesus did to 'save' people?	U2.6 For Christians, what kind of king is Jesus?	U2.12 How does faith help people when life gets hard
Gloucestershire Re locally agreed syllabus statements	<p>Identify what type of text some Christians say Genesis 1 is, and its purpose.</p> <p>Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</p> <p>Make clear connections between Genesis 1 and Christian belief about God as Creator</p> <p>Show understanding of why many Christians find science and faith go together.</p> <p>Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.</p>	<p>Define the terms 'theist' and 'agnostic' and give examples of statements that reflect beliefs. Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from</p> <p>Give examples of reasons why people do or do not believe in God.</p> <p>Make clear connections between what people believe about God and the impact of this belief on how they live. Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)</p> <p>Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging.</p> <p>Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not.</p> <p>Make connections between belief and behaviour in their own lives, in the light of their learning.</p>	<p>Identify and explain Hindu beliefs, e.g. <i>dharma</i>, <i>karma</i>, <i>samsara</i>, <i>moksha</i>, using technical terms accurately.</p> <p>Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about <i>samsara</i>, <i>moksha</i>, etc.</p> <p>Make clear connections between Hindu beliefs about <i>dharma</i>, <i>karma</i>, <i>samsara</i> and <i>moksha</i> and ways in which Hindus live.</p> <p>Connect the four Hindu aims of life and the four stages of life with beliefs about <i>dharma</i>, <i>karma</i>, <i>moksha</i>, etc.</p> <p>Give evidence and examples to show how Hindus put their beliefs into practice in different ways.</p> <p>Make connections between Hindu beliefs studied (e.g. <i>karma</i> and <i>dharma</i>), and explain how and why they are important to Hindus</p> <p>Reflect on and articulate what impact belief in <i>karma</i> and <i>dharma</i> might have on individuals and the world, recognising different points of view.</p>	<p>Outline the timeline of the 'big story' of the Bible, explaining how incarnation and Salvation fit within it.</p> <p>Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.</p> <p>Suggest meanings for narratives of Jesus' death/resurrection comparing their ideas with ways in which Christians interpret these texts.</p> <p>Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy communion/Lord's Supper.</p> <p>Show how Christians put their beliefs into practice in different ways.</p> <p>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p> <p>Articulate their own responses to the idea of sacrifice, recognising different points of view.</p>	<p>Explain connections between biblical texts and the concept of the kingdom of God.</p> <p>Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.</p> <p>Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice.</p> <p>Show how Christians put their beliefs into practice in different ways.</p> <p>Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the in the world today.</p> <p>Articulate their own responses to the idea of the importance of love and service in the world today.</p>	<p>Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life.</p> <p>Identify beliefs about life after death in at least two religious traditions, comparing and accounting for similarities and differences.</p> <p>Make clear connections between what people believe about God and how they respond to challenges in life. (e.g. suffering, bereavement)</p> <p>Give examples of ways in which beliefs about resurrection/judgement /heaven/karma/reincarnation make a difference to how someone lives</p> <p>Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these.</p> <p>Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.</p>



<p>Sticky Knowledge</p> <p>'I will know that...'</p>	<p>Christians interpret Genesis 1 in different ways.</p> <p>Some Christians believe Genesis 1 is a true account of creation.</p> <p>Some Christians believe Genesis is more of a description of what God and creation are like.</p> <p>Cosmology is the scientific account of the beginning of the universe.</p> <p>Evolution is the scientific study of the development of living beings.</p> <p>Some Christians are scientists.</p>	<p>A theist believes in a God.</p> <p>An agnostic cannot say whether if God exists or not.</p> <p>An atheist believes there is no god.</p> <p>Christians believe in the existence of God through reading the Bible and religious leaders.</p> <p>Some people have experiences which suggest to them the presence of God.</p> <p>Some people believe science answers questions about the world which religion does not.</p>	<p>Brahman is God, the ultimate reality.</p> <p>Hindus believe in the law of cause and effect, how actions bring about good or bad karma.</p> <p>Hindus describe life as a journey – moksha. Samsara is the cycle of death and rebirth.</p> <p>Moksha is the liberation from the cycle of birth and rebirth/reincarnation.</p> <p>Hindus values of ahimsa – non-violence, and Satya – truthfulness, make a difference to how they live.</p> <p>Mahatma Gandhi was known for non-violent protests and fighting for the rights of poor people in India.</p>	<p>All four Gospels describe the events of Easter.</p> <p>Judas, a disciple, betrayed Jesus in the Garden of Gethsemane.</p> <p>Peter, a disciple, denied knowing Jesus.</p> <p>Christian's belief Jesus' death was a sacrifice which offers salvation to everyone.</p> <p>Christians remember Jesus' death and resurrection throughout the year through the celebration of communion/the Lord's Supper.</p>	<p>Christians believe Jesus came to earth to get people into heaven but also to make the world more like heaven.</p> <p>Jesus told the parable of 'The Feast' about the kingdom of heaven to explain what the kingdom of God is meant to be like.</p> <p>Christians try to make the world more like the kingdom of God by serving the needs of people who are left out through organisations such as Traidcraft, The Salvation Army, and Foodbanks.</p>	<p>The story of Job in the Old Testament teaches how faith helps people when times are tough.</p> <p>Christians believe they will be resurrected by Jesus' salvation into heaven.</p> <p>Hindus believe they will remain in the cycle of samsara until they achieve oneness with Brahman – moksha.</p> <p>Humanists believe death is final, but we continue to live through people's memories of us and our achievements.</p> <p>People hold ceremonies that mark death/passing away which are important to them.</p>
<p>Visits or visitors</p>		<p>Invite different people in to talk about what they believe.</p>				<p>The quaker house in Cirencester</p>
<p>Key Vocabulary:</p>	<p><i>(Genesis 1, creation), cosmology, evolution, science, interpretation, conflict, complimentary, opinion</i></p>	<p>Theist, agnostic, atheist, sources of authority, <i>Bible, science, religion, belief</i></p>	<p><i>(Hindu, Hinduism, Brahman, atman, dharma), karma, moksha, rebirth/reincarnation, samsara, ahimsa, Satya, Mahatma Gandhi</i></p>	<p><i>(Gospel, salvation, resurrection), disciple, Last Supper, Garden of Gethsemane, Judas, betrayal, Peter, denial, sacrifice, communion, The Lords Supper</i></p>	<p><i>(Disciples, Holy Spirit, Pentecost, Acts -of the apostles, parable, Kingdom of God)</i></p>	<p>Faith, The book of Job, <i>Old Testament, Christian, resurrection, salvation, Hindu, Brahman, moksha, samsara, Humanist</i></p>