

KS1: Christianity

Syllabus Questions	Suggested Content	Exemplar Expectations
<p>Qu.1 How do some religions demonstrate that everyone is special? (Believing/Belonging)</p>	<p>The Lost Sheep, Coin & Son (Luke 15: 1-32) Matthew 10:29-31 – message about sparrows Shared customs – e.g. baptism</p>	<p>Exp. A Recognise and give simple accounts of the core beliefs. Creation – that God made the world including human Incarnation – Jesus as God in human form Salvation – forgiveness of sins through Christ Belief in one God, eternal and immortal Possible activities: Draw a picture to illustrate one of the key beliefs; Choose from a range a picture that shows a key belief Choose a symbol or draw a symbol that represents a Christian understanding of God</p>
<p>Qu.2 Why are religious celebrations important to some people but not to others? (Believing/Belonging/Behaving)</p>	<p>Baptism of Christ Christmas, Easter, Harvest Going to church – particularly communion, Eucharist, Sunday as a special day, Music and art</p>	<p>Exp. B Retell a range of religious stories and explain how they link to the core beliefs and practices. Creation Christmas Easter Parables – lost sheep, lost coin, lost son, Good Samaritan Possible activities: Produce a simple story map that illustrates one of the core beliefs of Christianity Identify the most important part of a story and talk about why Identify some elements of a festival and talk about why they are important to some Christians</p>
<p>Qu.3 Does everyone believe the same things about God? (Believing)</p>	<p>Noah, Baptism of Jesus, Jesus as Son of God Lord's prayer, Features of the church, Stories about God Different denomination, different churches</p>	<p>Exp. C Describe some festivals, celebrations and practices and say how they reflect the core</p>
<p>Qu.4 Why do symbols and stories play important</p>		

<p>roles in religions? (Believing/Belonging/Behaving)</p> <p>Qu.5 Why do some people follow religious leaders and teachings? (Believing/Behaving)</p> <p>Qu.6 How do some people's religious beliefs encourage them to care for the world? (Believing/Behaving)</p>	<p>Old Testament; New Testament Mary Jones Bible Symbolic features of a church, Stained glass windows, Cross, crucifix, hot cross bun, Easter eggs, dove water, fish, crib, lights Clerical dress, seasonal colours, Salvation Army uniform</p> <p>Stories about God and Jesus; Life of Jesus Stories told by Jesus (parables) e.g. Good Samaritan Work of local ministers, historically and now Examples of Christians of influence, locally, nationally and globally Life of Jesus</p> <p>Creation – Genesis 1:1- 2:22 Stewardship – Christians are stewards, Psalm 8 Hymns and songs</p>	<p>beliefs. Christmas, Easter, Harvest Baptism Sunday Services and communion Possible activities Identify – perhaps by circling item in a picture – the elements of a festival that show what some Christians believe. Make a list of differences between the ways that different people celebrate and suggest reasons why Annotate a baptism, showing which are the important features that reflect Christian belief.</p> <p>Exp. D Recognise the roles of religious leaders and sacred texts. Bible – OT, NT (one before and after Jesus) Jesus, Vicar and other local clergy People known in local community e.g. local chaplains for fire service, police, hospital, Archbishop of Canterbury, Archbishop of York, Queen Possible activities: Talk about what a leader does Recognise some of the things that leaders do – choosing from a list, or sorting from a range Talk about how Christians use the bible in worship, prayer, song etc.</p>
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KS2: Christianity

Syllabus Questions	Suggested Content	Exemplar Expectations
<p>Qu.1 To what extent does participating in worship and/or prayer generate a sense of belonging? (Believing/Belonging)</p>	<p>Teachings of the early Christians in the New Testament epistles which set out guidance for a Christian life e.g. 1 Corinthians chapter 13</p> <p>Use of the Bible in corporate and private worship</p> <p>The Bible is used as a source of inspiration and guidance for worship and ways of living</p> <p>Sermons and their significance</p> <p>The importance of worship for Christians and ways in which Christians participate in worship</p> <p>Pilgrimage</p>	<p>LKS2 (Y3/4)</p> <p>Exp. A Explain the significance of religious leaders and sacred texts.</p> <ul style="list-style-type: none"> Link biblical passages to specific areas of Christian practice: e.g. Genesis to the concept of stewardship or nativity texts to the concept of Incarnation Assess the role of Mary in the Christmas narrative or the role of the disciples or the gospel writers
<p>Qu.2 Do Rites of Passage always help a believer to feel connected to God and/or community? (Believing/Belonging/Behaving)</p>	<p>The importance for many Christians to mark rites of passage in Christian ceremonies e.g. infant baptism and dedication ceremonies, confirmation, believers' baptism, marriage</p> <p>Christian funerals and how they illustrate beliefs about life after death</p> <p>Denominational and personal differences in celebration of rites of passage</p>	<p>Exp. B Describe a range of ways that believers express their core beliefs and make the links between belief and expression.</p> <ul style="list-style-type: none"> Give examples of how different Christians worship in church, home and at different times. Compare and contrast denomination approaches to rites of passage – e.g. infant vs adult/believer's baptism
<p>Qu.3 How can music and the arts help express and communicate religious beliefs? (Believing/Belonging)</p>	<p>The Bible is used as a source of inspiration and guidance for worship and ways of living Examples of Christian beliefs expressed in e.g. art, architecture, drama, literature, music and the use of the Bible as the basis for songs, films</p> <p>Work of Hannah and Ben Dunnett e.g.</p> <p>The use, significance and meaning of symbols used to express Christian beliefs e.g. Cross, crucifix, light, fish, rainbow, dove, water, bread and wine, colours, dress, symbolic features of churches</p> <p>Art to express the notion of Trinity</p> <p>Global and denominational art.</p>	<p>Exp. C Identify how core beliefs can guide lifestyle choices.</p> <ul style="list-style-type: none"> Make links between 10 commandments or , sermon on the mount and lifestyle choices such as clothing, giving financially, going on pilgrimage Make a link between core beliefs and engagement in charity work or volunteering <p>Exp. D Recognise how religious identity can be</p>

<p>Qu.4 To what extent do religious beliefs influence and encourage 'good' behaviour? (Believing/Behaving)</p>	<p>Teachings of the early Christians in the New Testament epistles which set out guidance for a Christian life e.g. 1 Corinthians chapter 13 The Bible used as a source of inspiration and guidance for worship and ways of living; sermon on the mount (Matthew 5 – 7), 10 commandments (Exodus 20) and the Golden rule (Luke 10:27) the Good Samaritan (Luke 10: 25-37) The work of charities, missions and caring organisations e.g. Tearfund, Christian Aid etc. Teaching about forgiveness – e.g. The Prodigal son (Luke 15) , the Lord's Prayer (Matthew 6:9-13 & Luke 11:2-4) Foodbanks and work among the homeless</p>	<p>shaped by family, community and practice.</p> <ul style="list-style-type: none"> • Compare denominational approaches to rites of passage • Demonstrate how individual practice may vary between and within denominations <p>UKS2 (Y5/6)</p> <p>Exp. A Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice.</p> <ul style="list-style-type: none"> • Make clear links between key texts (Sermon on the mount or 10 commandments) and the actions of Christian individuals and organisations • Use key texts to demonstrate Christian belief in the role of inspiration, prayer and the Holy Spirit • Describe and explain some of the actions of the early church in the Book of Acts
<p>Qu.5 How do religious leaders and sacred texts contribute to believers' understanding of their faith? (Believing)</p>	<p>Trinity – especially the Baptism of Jesus Christian responses to the life, teachings (including those about all people being equal in the sight of God, forgiveness and caring for others), miracles, crucifixion and resurrection of Jesus. The Bible as a library of books of different genres divided into Old and New Testaments Literal and metaphorical interpretations of the Bible Different ways of reading the Bible; different translations of the Bible The writings/experiences of Christians through the ages Exploration of the influences of some key people, local and more widely known and including historical people and saints. The role of inspiration in the creation of the Bible The role of key characters in the Bible e.g. Moses, Abraham, Mary, the disciples, the apostle Paul etc.</p>	<p>Exp. B Explain and demonstrate how and why believers show courage and commitment.</p> <ul style="list-style-type: none"> • Give specific examples of Christians who have shown courage and the reasons for their actions • Hold a balloon debate to compare the courage and commitment of different Christians, charities etc <p>Exp. C Explain how beliefs, practices and community can support or determine responses to matters of life and death</p> <ul style="list-style-type: none"> • Describe the beliefs that underpin responses to the big questions of life, such as life after death and the impact this may have on funeral and mourning rites • Demonstrate how prayer may play a part in

<p>Qu.6 How well does faith help people cope with matters of life and death? (Believing/Behaving)</p>	<p>Christian interpretations of the resurrection of Jesus as evidence of life after death, resurrection of the body, heaven and the Kingdom of God Christian responses to the life, teachings miracles, crucifixion and resurrection of Jesus, Trinity – especially the role of the Holy Spirit as comforter Jesus as saviour and the concept of salvation</p>	<p>the Christian reaction to major life events e.g. in celebrations, festivals and mourning.</p>
<p>Qu.7 What difference might it make to believe in God as Creator? (Believing/Behaving)</p>	<p>Christians responses to ideas about Creation e.g. Genesis, Psalm 8 and 148 Involvement in ecological movements, charities such as Christians Aid, Oxfam, Tearfund Equality of all people, work of anti-slavery protestors, and other social justice organisations The actions of local church groups on environmental and social justice issues.</p>	<p>Exp. D Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour.</p> <ul style="list-style-type: none"> • Identify some of the key denominational differences demonstrated in worship and rites of passage, with biblical references • Explain how different translations and interpretations of texts make a difference to believers
<p>Qu.8 How might beliefs and community shape a person's identity? (Believing/Belonging)</p>	<p>Christian responses to life, teaching, miracles crucifixion and the resurrection of Jesus Jesus as saviour and the concept of salvation, being forgiven and redeemed The Holy Spirit as a guide and comforter Christians festivals (especially the Eucharist), rites of passage and prayer – personal and corporate Interviews with individual Christians about how they choose to live. Denominational life rules – e.g. clothing for Amish, Plymouth Brethren, no alcohol for Baptist/Methodists etc. The place of convents, abbeys and place of nuns, monks and other communities.</p>	

Key Stage: 3			Key Question: What is the Trinity and Why is it important?					
Religion			Suggested Content - New			Exemplar Expectations		
Christianity	Hinduism	Islam	Activities - suggestions <u>Creation</u> <ul style="list-style-type: none"> • Seven-day creation storyboard – progression, explaining the importance of each day – add an 8th box – what would you put in it? What’s missing from the story? What is the story saying about God? What should Christians do as a result of this? Stewardship activities • Genesis Venn diagram • Mind map – Trinity - ideas about God – Jesus – Holy Spirit - how all link together as well as work separately– Unpack the Father – ideal Father <u>The Fall</u> <ul style="list-style-type: none"> • Salvation – Parable of the sheep and the goats – • Relevance of fall today – difference between human and natural evil – examples of evil <u>Prophecy</u> <ul style="list-style-type: none"> • purpose of the old testament- Difference between sin and crime (Learn for Life visitors) <p>Ways of expressing the Trinity in worship e.g. hymns and prayer</p> <u>Resource ideas</u> True tube clips Use of Art – Holman Hunt – Hannah Dunnett Role Play – if you were God what would you do? Spirit – Gifts of the spirit – the great commission Baptism – Pentecost – John 1			A - Identify the nature of spiritual experience and its influence on believers’ lives, sense of purpose and religious practice. C - Explain and evaluate how beliefs about God determine responses to personal, social and global issues D - Evaluate the ‘sacredness’ of texts and the impact of divergent interpretations <u>Key Questions</u> Q2 - How far does a person’s understanding of God influence their sense of purpose? Qu.3 How might beliefs shape concepts of truth, right and wrong? Qu7 Why might it matter that sacred texts are often open to interpretation? Qu.8 How might belief affect people’s responses towards social and global issues?		
Judaism	Sikhism	Buddhism						
Worldview (specify)								
Material from 2012 Syllabus								
<ul style="list-style-type: none"> • Beliefs about God articulated in Christian creeds i.e. God the Father, God the Son incarnate, wholly divine and wholly man revealed in the birth, life and death of Jesus; God the Holy Spirit, comforter and guide • Christian beliefs about Grace, forgiveness, salvation, redemption, resurrection of the dead, everlasting life • Christian beliefs about Stewardship • Beliefs about the authority of the Christian Bible 								