



Religious Education at Chacewater School

<p>Intent</p>	<p>At Chacewater School it is our principal aim of religious education to explore what people believe and what difference this makes to how they live, so that our pupils gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. Our principle aim is developed through the following points:</p> <ol style="list-style-type: none"> 1. Make sense of a range of religious and non-religious beliefs, so that they can: <ul style="list-style-type: none"> • identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary • explain how and why these beliefs are understood in different ways, by individuals and within communities • recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation 2. Understand the impact and significance of religious and non-religious beliefs, so that they can: <ul style="list-style-type: none"> • examine and explain how and why people express their beliefs in diverse ways • recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world • appreciate and appraise the significance of different ways of life and ways of expressing meaning 3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can: <ul style="list-style-type: none"> • evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses • challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response • discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding in line with our whole school Curriculum intent of locality – links are made to faith in Cornwall.
<p>Implementation</p>	<p>At Chacewater School, we follow the Cornwall Agreed Syllabus (Kernewek) for RE 2020-2025. Children in EYFS are taught key learning objectives from units taken from the Cornwall Agreed Syllabus which is incorporated in the Early Years curriculum. This ensures that children are starting to draw on some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. KS1 are taught at least 36 hours of RE a year; children in KS2 are taught at least 45 hours of RE a year. The aims of the Cornwall Agreed Syllabus are taught as units of work, half termly. Teachers create lessons using high quality resources such as the Cornwall Agreed Syllabus units of study, supplemented and enriched by the use of plans developed by 'REtoday', 'Understanding Christianity' and 'Natre'. The teaching and learning approach to R.E. at Chacewater has three core elements, as set out in the Cornwall Agreed Syllabus: Making Sense of Beliefs, Making Connections and Understanding the Impact. Where suitable, opportunities will be taken to make links across</p>

	whole school learning and events such as whole school and class assemblies, the local community, news around the world and the exploration and understanding of British Values. The Curriculum Kernewek syllabus supports the children's understanding of RE and faith in their local Community.
Impact	Chacewater School's religious education curriculum significantly contributes to all children's Spiritual, Moral and Cultural development during their time at primary school. Children will express their understanding of the core concepts of world religions and the rich diversity of beliefs in the United Kingdom. Children will gain knowledge and understanding of religion in the local community and places linked to religion, such as the local church and different faith communities. Children's understanding will be recorded in their Curriculum books and whole class Floor-books.

Assessment in RE at Chacewater

Pre-assessment (before the teaching of a unit)

A carefully selected picture is used to represent a unit of work in a religion. This picture is used throughout the school when building on similar units. This picture will be addressed and discussed throughout the unit to help children build/link their knowledge.

Example of assessment in Year 3

Previous learning - Year 1: God/Creation Why is the word 'God' so important to Christians?

Current learning - Year 3: What do Christians learn from the creation story?

Pre-assessment in Year 3

Pre-assessment - Show what you know

Why is the word 'God' so important to Christians?



Have the previous unit question on the pre-assessment to encourage children to retrieve knowledge

This picture builds on the knowledge that children will learn about God creating the universe in Year 1 and then will help scaffold the learning in Year 3 where they learn about the creation story.

Children will use the picture to retrieve their knowledge learnt from previous units. This can be shown in pictures/singular words (lower years, SEN) and/or sentences sharing what the picture may tell us (KS2).


End of unit assessment (after the teaching of a unit)

Children will finish the unit with the same picture but with key questions. The key questions asked will be taken from the key learning points that will be shown on the knowledge organisers. This will help teachers assess whether they have learnt the key learning from the units.

Example of end of unit assessment in Year 3

End of unit assessment - Show what you know

What do Christians learn from the creation story?



Have the unit question above the picture to show that we are linking the learning to our current unit

Key Questions

Questions taken from key learning which is shown on knowledge organisers

The diagram illustrates an end-of-unit assessment task. It features a central circular illustration of a landscape with a tree, a snake, a crescent moon, and a sun. Above the illustration is the question 'What do Christians learn from the creation story?'. To the right of the illustration is a box containing the text 'Have the unit question above the picture to show that we are linking the learning to our current unit'. Below the illustration is the text 'Key Questions', and to its right is another box containing the text 'Questions taken from key learning which is shown on knowledge organisers'. Arrows point from the boxes to the question and the 'Key Questions' text.

Knowledge organiser example: Christianity Year 3

Examples of key questions taken from knowledge organiser

How many days did God create the world in? What did he create on each day?

What are the Ten commandments used for? How is it linked to the Creation Story?

What does the story of Adam and Eve tell us about God?



Chacewater School – LEAP into Learning – Young Oaks
Religious Education: Christianity

Our Learning:

Autumn 1: What do Christians learn from the creation story?

Learning before year 3 - Reception: Why is the word 'God' so important to Christians?

- Christians believe that God created the world in 6 days –Genesis 1
- God the Creator cares for the creation, including human beings.
- Christians believe God made our wonderful world and so we should look after it
- The Ten Commandments gives Christians guidelines on good ways to live
- Christians use pray as a way of communicating to God and asking for forgiveness
- The Bible story of Adam and Eve shows us that Eve disrespected God and fell from temptation

Key Vocabulary: God, Christians, Creator, Bible, creation, forgiveness, sins











'L E A P' Into Religious Education at Chacewater

<u>L</u>ocal	<p>At Chacewater, we celebrate and share a strong connection with our local church and use this throughout the year to support both learning and teaching in our RE curriculum. Throughout the academic year, children have the opportunity to visit our local church to share harvest celebrations and Christmas carol concerts with each other, friends and families. We regularly draw links to our value of kindness and how this link to religions i.e. donating at harvest to the Foodbank. In upper KS2, we also incorporate visiting the Cathedral in Truro as part of our learning, allowing the children to develop their knowledge further.</p>
<u>E</u>ngaging	<p>Every half term, Religious Education is taught in each year group, allowing children to develop and expand their learning. This enables us to introduce and engage in religions around the world and learn how their beliefs and cultures are celebrated and shared in different places.</p> <p>We aim to celebrate the similarities and differences in each religion, whilst developing an understanding and sharing opinions on the beliefs of each religion. In order to achieve this, Children engage in whole school assemblies where we welcome visitors to discuss religious celebrations such as Holy Week and Christmas, as well as sharing other biblical stories. Children share their knowledge of the importance of Christmas to pupils, staff and families by performing and learning the story of the Nativity. We also develop our understanding of other religions celebrations during whole school assemblies such as the Hindu festival of Diwali.</p> <p>Through our bespoke sequencing, we ensure that children are taught about and exposed to different religions in depth, with a careful choice of high quality learning activities, which are adapted to ensure learners are engaged and co-operating.</p>

<p><u>A</u> spiring & Ambitious</p>	<p>We explore a diverse range of faiths in our curriculum and celebrate the diversity that exists across each religion taught. We give Children the opportunity to explore four different religions, as well as exploring humanist's beliefs during their time at Chacewater. They are given the chance to challenge, discuss and answer different enquiry questions, whilst exploring the significance and the impact they had on our lives today.</p>
<p><u>P</u>owerful & purposeful</p>	<p>Our RE curriculum has been sequenced in a way that allows children to build on their prior knowledge of each religion taught at Chacewater. This is also shown through our assessment strategies where we start a unit with 'show what you know' which allows children to retrieve their knowledge taught in previous units. We also use dual-coding to represent each religion throughout the school. This allows us to have a consistent retrieval of the religions we teach and learn at Chacewater.</p> <p>Throughout the year, children are given the chance to take part in celebrating different cultures and religions by visiting the local church, having visitors in our whole school assemblies and having Key Stage assemblies to highlight religious festivals.</p>

The religions covered at Chacewater School are Hinduism, Christianity, Judaism and Islam. We explore each religion by using three main skills. These are, making sense of the texts used, understanding the impact of these biblical texts and the effects they have, and making links between the biblical texts and the way we live today.

Hinduism	Christianity	Judaism	Islam	Humanists
				
<u>Making sense of the text</u>		 <ul style="list-style-type: none"> - Skills of reading and interpretation of biblical texts - Making sense of the meanings of the texts 		
<u>Understanding the impact</u>		 <ul style="list-style-type: none"> - Ways that people respond to biblical texts and teachings - How people put their beliefs into actions 		
<u>Making links</u>		 <ul style="list-style-type: none"> - Evaluating, reflecting on and connecting texts and concepts studied - Possible connections between concepts learnt, children's own lives and ways of understanding the world. 		




Chacewater School RE Theme Map

	Autumn Term		Spring Term		Summer Term	
<u>EYFS</u>	<u>Christianity</u> Unit F4 Being Special: where do we belong? F4	<u>Christianity</u> Unit F2 INCARNATION: Why do Christians perform Nativity Plays at Christmas?	<u>Christianity, Islam, Judaism</u> Unit F6: What times/stories are special and why? F6	<u>Christianity</u> Unit F3 SALVATION: Why is Easter special to Christians?	<u>Christianity</u> Unit F1 GOD/ CREATION: Why is the word 'God' so important to Christians?	<u>Christianity, Islam, Judaism</u> Unit F5: What places are special and why?
<u>Year 1</u>	<u>Christianity</u> Unit 1.2 CREATION: Who Made the World? Harvest	<u>Christianity, Islam, Judaism</u> Unit 1. 10 What does it mean to belong to a faith community?	<u>Christianity</u> Unit 1.1 GOD: What do Christians believe God is Like?	<u>Judaism</u> Unit 1.7 (Part 1) Who is Jewish and how do they live?	<u>Judaism</u> Unit 1.7 (Part 2) Who is Jewish and how do they live?	<u>Christianity and Judaism</u> Unit 1.9 How should we care for the world and for others, and why does it matter?
<u>Year 2</u>	<u>Christianity</u> Unit 1.4 GOSPEL: What is the good news Jesus brings?	<u>Christianity</u> Unit 1.3 INCARNATION: Why does Christmas matter to Christians?	<u>Christianity, Islam, Judaism</u> Unit 1.8: What makes some people and places in Cornwall Sacred?	<u>Christianity</u> Unit 1.5 SALVATION: Why does Easter matter to Christians?	<u>Islam</u> Unit 1.6 (Part 1) Who is Muslim and how do they live?	<u>Islam</u> Unit 1.6 (Part 2) Who is Muslim and how do they live?
<u>Year 3</u>	<u>Christianity</u> Unit 2.1: CREATION/ FALL: What do Christians learn from the creation story?	<u>Hinduism</u> Unit 2.7 What do Hindus believe God is like?	<u>Hinduism</u> Unit 2.8 What does it mean to be a Hindu in Britain today?	<u>Christianity</u> Unit 2.5 SALVATION: Why do Christians call the day Jesus died 'Good Friday'? Easter	<u>Christianity</u> Unit 2.2 PEOPLE OF GOD: What is it like to follow God?	<u>Christianity, Islam, Judaism</u> Unit 2.12 How and why do religious and non- religious people try to make the world a better place?
<u>Year 4</u>	<u>Christianity</u> Unit 2.3 INCARNATION/ GOD: What is the Trinity?	<u>Judaism</u> Unit 2.10 How do festivals and family life show what matters to Jewish people?	<u>Christianity</u> Unit 2.4 GOSPEL: What kind of world did Jesus want?	<u>Christianity, Judaism & Hinduism</u> Unit 2.11 How and why do people mark significant events of life?	<u>Christianity</u> Unit 2.6 KINGDOM OF GOD: When Jesus left what was the impact of Pentecost?	<u>Islam</u> Unit 2.9 How do festivals and worship show what matters to a Muslim?
<u>Year 5</u>	<u>Islam</u>	<u>Christianity</u> Unit 2.3 INCARNATION	<u>Christianity</u>	<u>Judaism</u>	<u>Christianity</u>	<u>Christianity and Humanists</u>

	Unit 2.8 What does it mean to be a Muslim in Britain today?	Why do Christians believe Jesus was the Messiah? Christmas	Unit 2.1: GOD: What does it mean if God is Holy and Loving?	Unit 2.9 Why is the Torah so important to Jewish people?	Unit 2.4 GOSPEL: What would Jesus do? How do Christians decide to live?	Unit 2.10 What matters most to Humanists and Christians?
<u>Year 6</u>	<u>Hinduism</u> Unit 2.7 Why do Hindus want to be good?		<u>Christianity</u> Unit 2.2 CREATION/ FALL: Creation & Science – Conflict or Complimentary?	<u>Christianity</u> Unit 2.5 Salvation What did Christians believe Jesus did to save people?	<u>Christianity</u> Unit 2.3 PEOPLE OF GOD: How can following God bring freedom and Justice?	<u>Christianity, Hinduism and a non religious view</u> Unit 2.12 Does faith help people when life gets hard?













Reception
















In EYFS, Religious Education is taught and embedded through other areas of the Early Years' curriculum. This allows children to link and share their own lives to their learning and discussions of different religions, cultures and communities.


	Autumn		Spring		Summer	
Unit	Christianity Unit F4 Being Special: where do we belong? F4	Christianity Unit F2 INCARNATION: Why do Christians perform Nativity Plays at Christmas ?	Christianity, Islam, Judaism Unit F6: What times/stories are special and why? F6	Christianity Unit F3 SALVATION: Why is Easter special to Christians?	Christianity Unit F1 GOD/ CREATION: Why is the word 'God' so important to Christians?	Christianity, Islam, Judaism What places are special and why? F5
Coverage   	<p>This unit is covered by The use of the 'All about me' boxes to share and learn information about each child (C&L/PSED)</p> <p>Looking at where the children live and the focus on families and who the children live with.</p> <p>The use of the baseline assessment – understanding the children/ what do they like to play with</p>	<p>This unit is covered by The learning and understanding of the story of the Nativity.</p> <p>The children will learn the importance of why we share the story of the Nativity at Christmas</p> <p>The children discuss and learn the different people and their roles in the Nativity.</p> <p>Provisions linked to the learning and understanding of the Nativity</p>	<p>This unit is covered by Children will discuss and learn what makes a story special and why they are special. This links to the overarching half term theme focusing on 'all stories are special'.</p>	<p>This unit is covered by Children will discuss the importance of spring and how this links to new life. This links to the curriculum theme of animals and their life cycles.</p> <p>Children look at items used to symbolise Easter such as -hot Cross Buns, with the focus on the cross on the top of the bun.</p> <p>-The use of eggs (chocolate eggs) to show new life</p>	<p>This unit is covered by Children will retrieve and develop their knowledge on the story's learnt from the bible (Nativity) (Easter story), and how God is shown as important.</p>	<p>This unit is covered by Children will look at their local links around them (Chacewater, Cornwall) -Where do we live? -why are the places around us special?</p> <p>Children look at the local beaches around us to link with the half term theme 'Life's a beach'</p>

		<p>-opportunities for children to retell the story through continuous provision.</p> <p>Children will discuss and learn the importance of the church to Christians. This will incorporate a visit to the local church.</p>				
<u>Vocabulary</u>		<p>bible, Christian, church, precious, nativity, Christmas, God, Bethlehem, Wisemen, Mary, Angel Gabriel, Joseph, Jesus</p>	<p>special</p>	<p>celebration, Easter, Christians, nature, new life, symbols, palm leaves, cross, eggs</p>	<p>Creation story,</p>	








Year 1

Year 1						
	Autumn		Spring		Summer	
<u>Unit</u>	<u>Christianity</u> Unit 1.2 CREATION: Who Made the World? Harvest	<u>Christianity, Islam, Judaism</u> Unit 1. 10 What does it mean to belong to a faith community?	<u>Christianity</u> Unit 1.1 GOD: What do Christians believe God is Like?	<u>Judaism</u> Unit 1.7 Who is Jewish and how do they live?	<u>Christianity and Judaism</u> Unit 1.9 How should we care for the world and for others, and why does it matter?	
<u>Previous learning</u>	Reception: Unit F1 GOD/ CREATION: Why is the word 'God' so important to Christians?	Reception: Unit F4 Being Special: where do we belong? F4	Reception: Unit F1 GOD/ CREATION: Why is the word 'God' so important to Christians?			
<u>Sequencing</u>	<p><u>.What is the story of Creation?</u> -To be able to simply retell the story of creation </p> <p><u>What does the story of Creation teach Christians?</u>  -To be able to explain what the creation story teaches Christians about God,</p>	<p><u>Do we all belong to something?</u> To be able to explain what is special and important about belonging to a group that is important to me </p> <p><u>How do Christians show they belong?</u> -To be able to recognise symbols of belonging for Christians </p>	<p><u>What is a parable?</u> To be able to explain what parable means. </p> <p><u>What do stories teach Christians about God?</u> To be able to simply retell the story of the Lost Son from the Bible and explain what Christians might understand about what God is like from this story. </p>	<p><u>What prayers do Jewish people tell?</u> -To be able to discuss the words of the Shema as a Jewish Prayer </p> <p><u>What does the Shema teach Jewish people about God?</u> -To be able to identify how Jewish beliefs about God are expressed in the Shema. </p>	<p><u>What stories are part of Jewish celebrations?</u> To be able to explain the stories used in Jewish celebrations such as Chanukah, Sukkot and Shabbat. </p> <p><u>What do Jewish people do on Shabbat?</u> To be able to explain what many Jewish people do in the home on Shabbat. </p>	<p><u>What do Christians, Jewish and non-religious people believe about caring for people?</u>  To be able to explain what different religions believe about caring for people.</p> <p><u>How do some religious and non-religious people show that they care for people?</u>  To be able to describe how different religious and non-religious people show that they care for people?</p>

	<p>creation and the world</p> <p><u>Why do Christians celebrate Harvest?</u></p> <p>-To be able to discuss the importance of giving to others through Harvest.</p>  <p><u>Why is it important to be grateful?</u></p> <p>-To be able to explain how Christians show thanks to their creator. (harvest)</p>  <p><u>How should we treat the world?</u></p> <p>-To understand how Christians believe we should treat the world and why.</p> 	<p><u>How do Muslims show they belong?</u></p> <p>-To be able to recognise symbols of belonging for Muslims</p>  <p><u>Is every person valuable?</u></p> <p>-To be able to explain what Jesus says about loving other people</p>  <p><u>How do Christians and Muslims welcome a new baby?</u></p> <p>To be able to identify some similarities and differences between the two welcoming ceremonies</p>  <p><u>How do some people show they belong to one another?</u></p> <p>To be able to identify at least two ways people show they</p>	<p><u>Why is forgiveness important to Christians?</u></p> <p>To be able to show understanding of ways in which Christians show their belief in God as loving and forgiving.</p>  <p><u>What is a prayer?</u></p> <p>To be able to discuss the four main types of prayer.</p>  <p><u>How do Christians show their beliefs?</u></p> <p>To be able to identify how Christians put their beliefs into practice in worship.</p> 	<p><u>What special objects could we find in a Jewish home?</u></p> <p>-To be able to identify what special objects Jewish people might have in their home</p>  <p><u>What is a mezuzah?</u></p> <p>-To be able to discuss how a mezuzah is used.</p> 	<p><u>How do Jewish people celebrate?</u></p> <p>To be able to describe how Jewish people celebrate Sukkot and Chanukah</p>  <p><u>What do different celebrations remind Jewish people about God?</u></p> <p>To be able to explore how the celebrations of Shabbat, Sukkot and Chanukah remind Jews about what God is like.</p>  <p><u>Why is remembering, thanking and praising important to Jewish people?</u></p> <p>To be able to discuss what is good about reflecting, thanking, praising and remembering for Jewish people.</p> 	<p><u>What stories to Christians and Jewish people tell about the beginning of the world and how to treat the world?</u></p>  <p>To understand the importance of stories that Jewish and Christian tell about the creation of the world.</p>
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		<p>love each other and belong to each other when they get married (Christians and Jews)</p> 				
<u>Vocabulary</u>	Harvest, creator, creation, world, Christians, grace, Jews	groups, communities, symbols, belonging, Christianity, Jews, baptism, dedication, ceremony, promises, ketubah, wedding	Bible, parable, Christians, love, forgiveness, sorry, prayers	God, Torah, Shema, prayer, mezuzah, Chanukah, celebrations, Shabbat, Sukkot, stories, home, objects		

Year 2

	Autumn		Spring		Summer	
Unit	Christianity Unit 1.4 GOSPEL: What is the good news Jesus brings?	Christianity Unit 1.3 INCARNATION: Why does Christmas matter to Christians?	Christianity, Islam, Judaism Unit 1.8: What makes some people and places in Cornwall Sacred?	Christianity Unit 1.5 SALVATION: Why does Easter matter to Christians?	Islam Unit 1.6 (Part 1) Who is Muslim and how do they live?	Islam Unit 1.6 (Part 2) Who is Muslim and how do they live?
Previous learning	Year 1: Unit 1.1 GOD: What do Christians believe God is Like?	Reception: Unit F2 INCARNATION: Why do Christians perform Nativity Plays at Christmas?	Reception Unit F5: What places are special and why?	Reception: Unit F3 SALVATION: Why is Easter special to Christians?		
Sequencing	<p><u>What did Jesus' good news mean for Matthew in the Bible story?</u> To be able to understand simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</p> <p></p> <p><u>What might a Christian say was the good news that Jesus</u></p>	<p><u>What is the story of the birth of Jesus?</u> To be able to give a clear, simple account of the story of Jesus' birth</p> <p></p> <p><u>Why is Jesus important?</u> -To be able to explain why Jesus is important for Christians</p> <p></p>	<p><u>Which places are important to me? Where is a sacred place for believers to go?</u> To be able talk about why some people like to belong to a sacred building or a community.</p> <p></p> <p><u>Which place of worship is sacred for Christians?</u></p>	<p><u>What happened during Holy Week?</u> -To be able to recall stories of Holy Week and Easter from the bible and link it with the idea of Salvation.</p> <p> </p> <p><u>How does the events in the 'Big Story' link to Spring?</u> To be able to discuss the links between the 'big story' and new</p>	<p><u>What do people think about God?</u></p> <p><u>What do Muslims think about God?</u> To be able to explain what people think about God and what Muslims think about God.</p> <p></p>	<p>Who is the Prophet Muhammad?</p> <p>Why is the Prophet Muhammad important to Muslims?</p> <p>What can people learn from Muslims holy words?</p> <p>What difference does worshipping God make to Muslims?</p>



















	<p><u>brought to Matthew?</u> -To be able to explore what Jesus saw in the hearts of some of his disciples .</p> <p><u>What do many Christians believe is the good news that Jesus brings about forgiveness?</u> -To be able to discuss the importance of forgiveness</p> <p><u>What do many Christians believe is the good news that Jesus brings about peace?</u> To be able to discuss the importance of peace and how people show peace</p> <p><u>What might Christians do to follow the life of Jesus and bring 'good news' to people?</u> To be able to discuss how Churches can share Jesus's 'good</p>	<p><u>How does the story of the Nativity guide Christians at Christmas?</u> -To be able to discuss the word 'advent' and how it is linked to the lead up to Christmas</p> <p><u>How does the story of the Nativity guide Christians at Christmas?</u> -To be able to discuss the importance of light and why this represents Christmas</p> <p><u>How does the theme thankfulness link to the Christmas story?</u> To be able to discuss what different people in the Nativity story may be thankful for.</p> <p><u>How do Christians show kindness and generosity at Christmas?</u> -To be able to discuss the meaning behind</p>	<p>To be able to identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</p> <p><u>Which place of worship is sacred for Jewish people?</u> -To be able to give examples of stories, objects, symbols and actions used in synagogues which show what people believe</p> <p><u>Which place of worship is sacred for Muslims?</u> -To be able to give simple examples of how people worship at a mosque.</p> <p><u>How are places of worship similar and different? Why are places of worship</u></p>	<p>life that comes in spring.</p> <p><u>How do the words 'incarnation' and 'salvation' link to the Story of Easter?</u> -To be able to discuss the meaning of the words 'Incarnation' and 'Salvation'</p> <p><u>How did Jesus's followers feel during Holy Week?</u> -To be able to discuss the emotions of Jesus' followers during Holy Week.</p> <p><u>How does the idea of 'new life' link to Easter Sunday?</u> To be able to connect the idea of eggs, new life and the belief in Jesus's resurrection.</p>	<p><u>What was Prophet Muhammad?</u> To be able to identify who the Prophet Muhammad was and why he is important to Muslims.</p> <p><u>What can people learn about Muslim holy words?</u> To be able to understand what people can learn from Muslim holy words</p> <p><u>What difference does worshipping God make to Muslims?</u> To be able to explain what difference worshipping God makes to Muslims.</p>	
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	<p>news' within the community</p> <p>How might Christians pray link to saying sorry and forgiveness?</p> <p>-To be able to discuss how Christians use pray to ask for forgiveness and peace from God</p>	<p>giving gifts at Christmas.</p>	<p>important to our community?</p> <p>-To be able to talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</p>	<p>How do Christians celebrate Holy Week in church?</p> <p>To be able to explore how churches celebrate different parts of Holy Week at Easter and how they connect with the events in the story.</p>		
<u>Vocabulary</u>	<p>gospel, forgiveness, peace, New Testament, friendship, good</p>	<p>incarnation, Christmas, decorations, advent, Christians, Gabriel, Mary, Bethleman, manger, angels, shepherds, baby, Jesus</p>	<p>sacred, holy, respect, precious, belongings, church, synagogue, mosque, symbols, worship</p>	<p>salvation, incarnation, Holy Week, Easter, emotions, Jesus, Friday, Sunday, eggs, resurrection, Palm Sunday, Good Friday, Easter Sunday, celebrations</p>		

Year 3

Year 3						
	Autumn		Spring		Summer	
<u>Unit</u>	<u>Christianity</u> Unit 2.1: CREATION/ FALL: What do Christians learn from the creation story?	<u>Hinduism</u> Unit 2.7 What do Hindus believe God is like?	<u>Hinduism</u> Unit 2.8 What does it mean to be a Hindu in Britain today?	<u>Christianity</u> Unit 2.5 SALVATION: Why do Christians call the day Jesus died 'Good Friday'? Easter	<u>Christianity</u> Unit 2.2 PEOPLE OF GOD: What is it like to follow God?	<u>Christianity, Islam, Judaism</u> Unit 2.12 How and why do religious and non-religious people try to make the world a better place?
<u>Previous Learning</u>	Reception: Unit F1 GOD/ CREATION: Why is the word 'God' so important to Christians?	Year 1: Christianity, Islam, Judaism Unit 1. 10 What does it mean to belong to a faith community? -Diwali	Year 3: Unit 2.7 What do Hindus believe God is like?	Reception: Unit F3 SALVATION: Why is Easter special to Christians? Year 2: Unit 1.5 SALVATION: Why does Easter matter to Christians?		

<p>Sequencing</p>	<p><u>What is the story of Creation?</u> To be able to recall what happens in the Creation Story </p> <p><u>How were humans asked to look after the Earth?</u> To understand how God instructed humans to look after the Earth </p> <p><u>What is the importance of the story of Adam and Eve?</u> To understand what the story of Adam and Eve might show about human nature and how humans should act  </p> <p><u>How and why do Christians pray to God?</u> To be able to discuss how the Ten Commandments and asking for forgiveness impacts the lives of Christians </p>	<p><u>What do Hindu symbols and stories show about belief in Brahman?</u> -To be able to make links between the story of Svetaketu and what Hindus believe about Brahman </p> <p><u>What can we find out about Hindu ideas about Brahman from looking at images of deities?</u> -To be able to identify some Hindu deities and say how they help Hindus describe God. </p> <p><u>What does the Trimurti represent?</u> -To be able suggest ideas about the importance of the cycle of create/preserve/death in the world </p> <p><u>What do Hindu deities show about Brahman?</u> -To be able to investigate a number</p>	<p><u>How do Hindus show their faith at home?</u> To be able to identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean </p> <p><u>How do Hindus show their faith at home?</u> To be able to understand ways in which Hindus worship in the home </p> <p><u>How do Hindus show their faith when they're together?</u> -To be able to describe how Hindus show their faith in bhajans at the mandir </p> <p><u>How do Hindus show their faith when they're together?</u> -To be able to describe how Hindus show their</p>	<p><u>What happened during Holy Week?</u> To be able to recall the importance of the events in Holy Week and what they mean to Christians. </p> <p><u>How do Christians mark Easter events?</u> -To be able to make simple links between the Gospel accounts and how Christians mark the Easter events in their communities. </p> <p><u>How do different Churches celebrate the events in Holy Week?</u> -To be able to explain what different churches do on Palm Sunday, Good Friday and Easter Sunday and how Christians may feel on these days. </p>	<p><u>What covenant did God and Noah make?</u> To be able to make clear links between the story of Noah and the idea of covenant </p> <p><u>What can we learn from the biblical story of Noah and the Arc?</u> To be able to explain the similarities between the story of Noah and how we live in school and the wider world </p> <p><u>What promises do Christians make at a wedding ceremony?</u> To be able to make simple links between promises in the story of</p>	<p><u>What's wrong with the world?</u> To be able identify some beliefs about why the world is not always a good place  </p> <p><u>How can the 'Golden Rule' help people to work out how to make the world a better place?</u> To be able to make links between ideas about the 'Golden Rule' and different religious beliefs </p> <p><u>Repairing the world, rescuing the Earth: what can we learn from this Jewish idea?</u> To be able to explain how do Jewish people try to make the world a better place  </p>
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	<p><u>How and why do Christians pray to God?</u> To be able to explain the best way for Christians to admit they are wrong and ask for forgiveness.</p>  <p><u>What part of the Creation Story is important to Christians and people who aren't Christian?</u> To be able to suggest what might be important in the creation story and explain why we think that.</p> 	<p>of statues and pictures of Gods and Goddesses to find out what they show about the nature of God.</p> <p><u>How do Hindus show worship in their homes?</u> -To be able to explain the importance of a puja tray</p>  <p><u>How does the Diwali story link to a Hindu deity?</u> -To be able to explore the story of Rama and Sita and the link to the celebration of Diwali.</p> 	<p>faith in festivals such as Diwali</p>  <p><u>How do Hindus celebrate Diwali today?</u> -To be able to 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><u>What is it like to be a Hindu in Britain today?</u> -To understand where are Hindus in Britain and why they decide to settle here</p> 	<p><u>What emotions do Christians show in Holy Week?</u> -To be able to explore how Palm Sunday, Good Friday and Easter Sunday provoke hope, sadness and joy.</p>  <p><u>Why is Good Friday referred to as 'Good'?</u> To be able to share thoughtful suggestions on why do Christians call the day their king died 'Good' Friday.</p>  <p><u>What does Salvation mean?</u> To be able to explain the word 'Salvation' and how this links to the belief that Jesus saved or rescued people by showing them how to live.</p> 	<p>Noah and promises that Christians make at a wedding ceremony</p>  <p><u>What can we learn from Abraham's faith in God?</u> To be able to make clear links between the story of Abraham and the concept of faith</p>   <p><u>What can the biblical stories of following God teach us?</u> To be able to suggest answers about how far ideas of covenant, promises and following God might make a difference in the world today</p> 	<p><u>Who is inspired by Jesus' example of sacrifice?</u> To be able to understand some teachings of Jesus and the ways inspirational Christians have tried to follow him</p>   <p><u>How do Muslims try to make the world a better place?</u> To be able to express own ideas about the ideas of generosity and charity based on Muslim beliefs</p>   <p><u>How do non-religious people try to make the world a better place?</u> To be able to explain how do non-religious people try to make the world a better place</p>
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<u>Vocabulary</u>	creator, creation, God, Christians, Non-Christians, forgiveness, sins	Aum, Brahman, deities, Vishnu, Shiva, symbol, Saraswati, Lakshmi, Parvati, death, rebirth, creator, preserver, destroyer, Ganesh, Rama, Sita, Diwali, puja tray	Hinduism, dharma, murtis, deities, puja tray, temple, mandir, rituals, prayer, bhajans, prashad, Diwali, Lakshmi, Rama, Sita, festival	Salvation, Holy Week, Mary, Palm Sunday, Good Friday, Easter Sunday, Jesus, Christians, Churches, hope, sadness, joy	covenant, Noah, Abraham, faith, God, rules, follow	
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Year 4						
	Autumn		Spring		Summer	
<u>Unit</u>	<u>Christianity</u> Unit 2.3 INCARNATION/ GOD: What is the Trinity?	<u>Judaism</u> Unit 2.10 How do festivals and family life show what matters to Jewish people?	<u>Christianity</u> Unit 2.4 GOSPEL: What kind of world did Jesus want?	<u>Christianity, Hinduism & Judaism</u> Unit 2.11 How and why do people mark the significant events of life?	<u>Christianity</u> Unit 2.6 KINGDOM OF GOD: When Jesus left what was the impact of Pentecost?	<u>Islam</u> Unit 2.9 How do festivals and worship show what matters to a Muslim?
<u>Previous learning</u>	Baptism should have been introduced in units: Reception: Unit F4 Being Special: where do we belong? Year 1: Unit 1. 10 What does it mean to belong to a faith community?		Year 2: Unit 1.4 GOSPEL: What is the good news Jesus brings?	Prior learning links to baptism in Christianity.		Year 2: Islam Unit 1.6 (Part 1) Who is Muslim and how do they live?




	Year 2: Unit 1.8: What makes some people and places in Cornwall Sacred?					
Sequencing	<p><u>What does water symbolise to Christians?</u> -To understand why water is used as a symbol in Christianity</p>  <p><u>What events take place during a baptism?</u> -To know what happens in a modern baptism and why</p>  <p><u>How was Jesus baptised?</u> -To know what the bible tells us about the baptism of Jesus</p>  <p><u>How is God represented in art?</u> -To be able to explore the similarities and differences of how</p>	<p><u>Why do Jewish people celebrate Rosh Hashanah?</u> To understand the Jewish festival of Rosh Hashanah</p>   <p><u>Why do Jewish people celebrate Yom Kippur?</u> To understand the Jewish festival of Yom Kippur</p>   <p><u>Why do Jewish people celebrate Passover?</u> To understand the Jewish festival of Pesach (Passover)</p>   <p><u>Why are commandments and blessings important to Jewish people?</u></p>	<p><u>What does the word 'Gospel' mean to Christians?</u> To understand that 'Gospel' is Good News about Jesus and tells us his teachings.</p>  <p><u>How do people show their devotion to Jesus?</u> -To be able to make clear links between the calling of the first disciples and how Christians today try to follow Jesus.</p>  <p><u>How does Jesus treat outcasts?</u> -To understand what Jesus' actions towards outcasts, mean for a Christian.</p> 	<p><u>Why do we consider life as a journey?</u> To be able to consider life as a journey and the significant events/ milestones we mark (non-religious).</p>  <p><u>Why are infant baptism and believer's baptism important?</u> -To understand the meaning and importance Christian ceremonies of commitment e.g Infant baptism and Believers' Baptism</p>  <p><u>Why are the ceremonies of Bar Mitzvah and bat Mitzvah important?</u> -To understand the meaning and importance of Jewish ceremonies of</p>	<p><u>What happens in Holy Week?</u> To know the Bible story of Jesus' death (Easter Holy week) <i>Revision</i></p>  <p><u>What events took place during Jesus' resurrection?</u> To know the Bible story of Jesus' resurrection <i>Revision</i></p>  <p><u>Why is the story of the Pentecost significant for Christians?</u> To understand the story of the Pentecost</p>  <p><u>Why do Christians believe Jesus is a king?</u></p>	<p>What are the key beliefs about God in Islam?</p>  <p>What are the core practices of Islam?</p>  <p>What is the Qur'an and where do Muslim people worship?</p>  <p>Why is prayer significant in Islam?</p>  <p>Why do Muslims fast?</p> 

	<p>God is represented in artwork. </p> <p><u>How is the Trinity symbolised in Church?</u> -To be able to identify different symbols of the trinity at our local church </p> <p><u>Why is the Trinity important to Christians?</u> -To be able to describe/explain what the trinity is and why it is important to Christians </p>	<p>To understand the importance of the 10 commandments to Jewish people.  </p> <p><u>Why are commandments and blessings important to Jewish people?</u> -To understand the importance of gratitude in Judaism. </p> <p><u>What is worth celebrating? What do Jewish families celebrate every week?</u> -To be able to explore how festivals and family life show what matters to Jewish people </p>	<p><u>How do Christians follow Jesus' teachings?</u> To understand how Christians, try to show love to all, including how church members follow Jesus' teaching </p> <p><u>How is love important to Christians?</u> -To be able to make links between the importance of love in the Bible stories studied and life in the world today. </p>	<p>commitment Bar mitzvah & Bat mitzvah </p> <p><u>Why are Hindu sacred thread ceremonies important?</u> -To understand the meaning and importance of Hindu sacred thread ceremonies and rituals and make comparisons. </p> <p><u>How are religious wedding ceremonies and commitments different to non-religious wedding ceremonies?</u>  -To be able to compare and contrast Christian and Hindu celebrations; wedding ceremonies and marriage commitments, compared with non-religious, civil wedding ceremonies.</p>	<p>To understand Christian beliefs about Jesus as king and 'the kingdom of God' </p> <p><u>How do Christians celebrate Pentecost?</u> To understand what Pentecost means to Christians now (The churches birthday) </p>	<p>What can we learn from how Muslim people live? </p>
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<p><u>Vocabulary</u></p>	<p>Christian, baptism, Gospel, Jesus, Trinity, Holy Spirit, symbolism, God, incarnation</p>	<p>Judaism, festivals, Rosh Hashanah, shofar, tashlich, atonement, fasting, forgiveness, repentance, salvation, deliverance, Pesach, Ten Commandments, Talmud, Siddur, gratitude,</p>	<p>Jesus, Gospel, disciples, outcasts, church</p>	<p>love, commitment, promises, milestones, community, ceremonies, Christians, Hindus, Jews, forgiveness, salvation, freedom, marriage, baptism</p>		
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Year 5						
	Autumn		Spring		Summer	
Unit	<u>Islam</u> Unit 2.8 What does it mean to be a Muslim in Britain today?	<u>Christianity</u> Unit 2.3 INCARNATION Why do Christians believe Jesus was the Messiah? Christmas	<u>Christianity</u> Unit 2.1: GOD: What does it mean if God is Holy and Loving?	<u>Judaism</u> Unit 2.9 Why is the Torah so important to Jewish people?	<u>Christianity</u> Unit 2.4 GOSPEL: What would Jesus do? How do Christians decide to live?	<u>Christianity and Humanists</u> Unit 2.10 What matters most to Humanists and Christians?
Previous learning	Year 2: Unit 1:6 Who is Muslim and how do they live? Year 4: Unit 2.9 How do festivals and worship show what matters to a Muslim?	Year 2: Unit 1.3 INCARNATION: Why does Christmas matter to Christians?	Year 1: Unit 1.1 GOD: What do Christians believe God is Like?	Year 1: Unit 1.7 Who is Jewish and how do they live? Year 4: Unit 2.10 How do festivals and family life show what matters to Jewish people?	Year 2: Unit 1.4 GOSPEL: What is the good news Jesus brings? Year 4: Unit 2.4 GOSPEL: What kind of world did Jesus want?	
Sequencing	<u>How many Muslims and how many mosques are there in Britain?</u> To be able to discuss how many Muslims there are in Cornwall, the UK and the world  <u>How might the five pillars affect the lives of Muslims in Britain today?</u> -To be able to describe the five pillars of Islam 	<u>What kind of saviour did the people of God want?</u> -To understand why the people of God wanted a saviour  <u>What does the Bible say about the Messiah?</u> -To understand what the Bible predicted about the Messiah 	<u>What do people expect from a God?</u> To understand the key qualities of a God  <u>How is God represented in the Bible?</u> - To be able to make clear connections between Bible texts studied and what Christians believe about God 	<u>Who is Jewish?</u> To recognise the difference between Orthodox and Progressive Jews  <u>What do Jews believe about God?</u> -To be able to identify and explain Jewish beliefs about God in 'the Sherma' 	<u>What do Gospels teach Christians?</u> To be able to identify features of Gospel texts  <u>What messages did Jesus give in the Sermon on the Mount?</u> To understand that Christians and some non-Christians try to	<u>What matters most to Humanists and to Christians?</u> to understand that everyone has a worldview  <u>Who is a Humanist?</u> to understand the term, Golden Rule  <u>What codes for living do non-religious people use?</u>


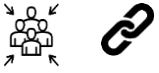



	<p><u>Why is Zakah/charity important to Muslims? How is charity important to you?</u> -To understand the difference between Zakah and Sadaqah </p> <p><u>Why do Muslims want to go on pilgrimage?</u> To understand the importance of the pilgrimage to Haji </p> <p><u>What does it mean to be a Muslim in Britain today?</u> To be able to Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today </p>	<p><u>What evidence was there that Jesus was the Messiah?</u> To be able to compare evidence in a bible passage with the prophecies about the Messiah </p> <p><u>What would a messiah look like today?</u> To consider what a messiah would say to people today </p> <p><u>How do Christians express their belief in Jesus as the Messiah?</u> To understand how Christians, show their belief in Jesus as the Messiah </p> <p><u>How do Christians put their beliefs about Jesus into practice?</u> To understand how Christians, celebrate Christmas </p>	<p><u>How do Christians Worship God?</u> To understand how Christians, use music to emphasise the idea of God's holiness and/or love </p> <p><u>What do Christians believe about what God is like?</u> -To be able to show how Christians put their beliefs into practice in worship </p> <p><u>What do Cathedrals show about what Christians believe about God?</u> Class visit to Truro Cathedral -To understand how different parts of a Cathedral show what Christians believe about God </p> <p><u>How do Christians show that God is loving and holy?</u></p>	<p><u>What is a Sefer Torah?</u> -To be able explain the Jewish beliefs about the Torah and how they use and treat it </p> <p><u>Are there particular laws that Jewish people need to follow?</u> -To be able to make clear connections between the Jewish commandments and how Jews live. </p> <p><u>What happens during worship at a synagogue?</u> -To be able to explain the features and differences of Orthodox and Progressive Jewish Practice. </p> <p><u>How is a Orthodox synagogue similar/different to a Progressive Orthodox?</u> -To be able to compare two</p>	<p>live by Jesus' teachings</p> <p><u>What does Jesus say the foundations of life are?</u> </p> <p>To understand what Christians, do to build strong foundations for living </p> <p><u>How might Christians respond to Jesus' healing stories?</u> To recognise how Christians', respond to the stories of 'Jesus' healing miracles </p> <p><u>What would Jesus do about prayer today?</u> To understand the four components of prayer </p> <p><u>What would Jesus do to make a better world?</u></p>	<p>to understand Humanist Golden Rule </p> <p><u>What values matter most to Christians?</u> to be able to identify the values for living that Jesus showed </p> <p><u>How do Humanists and Christians know how to act?</u> to understand the similarities between how humanists and Christians behave </p>
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			To understand why Christians, believe their God to be both holy and loving 	synagogues, one Orthodox and one Progressive, discussing their similarities and differences. 	To consider the value and importance of being generous with time and money and giving to/working for a charity 	
<u>Vocabulary</u>	Sunni, Shi'a, Sufi, mosques, ibadah, Shahadah, salat, sawn, zakah, Haji, Five pillars, Eid-ul-Adha, Holy Qur'an, Sunnah, Hadith, prophet, muslim	incarnation, Trinity, saviour, Messiah, Old Testament, Christmas, Jewish, Christianity, Christians	divine, God, traditional, contemporary, cathedral, holy, loving, holiness, humanist	communities, tema , mezuzah, God, tefillin, commandments, Torah, siddur, law, Orthodox, Progressive, synagogues		Humanist, Non-religious, Belief, Moral, Golden rule, Humanism, Worldview, Christian, Values, Authority

Year 6						
	Autumn		Spring		Summer	
<u>Unit</u>	<u>Hinduism</u>		<u>Christianity</u> Unit 2.2 CREATION/	<u>Christianity</u> Unit 2.5 Salvation What did Christians	<u>Christianity</u> Unit 2.3 PEOPLE OF GOD: How can following	<u>Christianity, Hinduism and a non religious view</u>

	<p>Unit 2.7 Why do Hindus want to be good?</p> 	<p>FALL: Creation & Science – Conflict or Complimentary?</p>	<p>believe Jesus did to save people?</p>	<p>God bring freedom and Justice?</p>	<p>Unit 2.12 Does faith help people when life gets hard?</p>
<p>Previous learning</p>	<p>Year 3: Unit L2.7 What do Hindus believe God is like?</p>	<p>Year 3: Unit L2.1: CREATION/ FALL: What do Christians learn from the creation story?</p>	<p>Reception: Unit F3 SALVATION: Why is Easter special to Christians?</p> <p>Year 2: Unit 1.5 SALVATION: Why does Easter matter to Christians?</p> <p>Year 3: Unit 2.5 SALVATION: Why do Christians call the day Jesus died ‘Good Friday’?</p>		<p>Year 5: Christianity and Humanists Unit 2.10 What matters most to Humanists and Christians?</p>
<p>Sequencing</p>	<p><u>What is Brahman?</u> To be able to recall prior learning from the ‘What do Hindus believe God is like?’ unit and then explain what Brahman is. </p> <p><u>What is atman? What can be learned about atman through a Hindu story?</u> - To know what the Mahabharata is and recognise what it teaches us about life </p>	<p><u>What do Christians learn from the creation story?</u> To be able to identify and discuss the key message in the Christian Creation Story </p> <p><u>How does the story of creation link to the Big Bang and Evolution theories?</u> To be able to</p>	<p><u>What does sacrifice mean?</u> To understand what is meant by sacrifice empathise with how Christians feel about Jesus’ death </p> <p><u>How does the Gospel of Mark describe Holy Week?</u></p>	<p><u>What can we learn about the story of the Exodus in the Bible?</u> </p> <p>To explore the story of Moses, identify the suffering and hardship that the Hebrews went through yet remained faithful</p>	<p><u>What is life like? Exploring the ups and downs.</u> </p> <p>To be able to make clear connections between what people believe about God and how they respond to challenges in life</p>

	<p><u>Samsara: why is atman important? What else is important?</u> - To explain how the story of the man in the well relates to Hindu beliefs: karma, samsara and moksha </p> <p><u>Samsara: why is atman important? What else is important?</u> - To make clear connections between the Hindu story 'the man in the well' and how this relates to Hindu beliefs </p> <p><u>What example does Gandhi set about how to live?</u> To be able to talk about ahimsa and how belief in this and the importance shapes the ways in which may Hindus act  </p> <p><u>What example does Gandhi set about how to live?</u> To understand the term 'sewa' and to find out more about the Hindu charity Sewa UK  </p>	<p>explain the key principles of the Scientific Account of Cosmology (beginning of the universe) and of evolution (development of living beings) </p> <p><u>How do Christians respond to scientific theories?</u> - To be able to investigate and discuss the beliefs of Dr Jennifer Wiseman, astrophysicist, a Christian who is also a scientist </p> <p><u>How is God believed to be a creator?</u> To be able to identify the main Christian beliefs about God as Creator </p> <p><u>Why might some people say creation and science are in conflict / complementary?</u> -To be able to discuss whether there are questions that Science</p>	<p>-To be able to interpret the story of the Last Supper empathise with those at the Last Supper consider how Christians feel about Judas' betrayal  </p> <p><u>What are the stations of the cross?</u> To be able to talk about the story of Jesus' sacrifice and understand what the Stations of the Cross are </p> <p><u>Who was to blame for Jesus' death?</u> To be able to discuss the people involved in Jesus' death  </p> <p><u>Why is Jesus' sacrifice important to Christians?</u></p>	<p><u>Where do we think the Exodus story shows Moses' trust in God?</u> To be able to explain the Ten Plagues Identify themes: freedom, suffering, leadership, obedience </p> <p><u>How might the Exodus story help Christians when life gets tough?</u> To be able to envisage how a Christian might apply God's words if they were facing a challenge </p> <p><u>What do we think about the importance of the Ten Commandments?</u></p>	<p><u>What is Christian teaching about life after death?</u> To identify beliefs about life after death </p> <p><u>Why do some people believe that we do not only live once? What is reincarnation?</u> RETRIEVAL To be able to give examples of how believing in karma and reincarnation can have an impact in the lives of Hindus (linking to prior learning)  </p> <p><u>How do Christians mark when someone dies?</u> To be able to describe and explain how Christians mark a person's death at a funeral and explain how this can help people during a difficult time  </p>
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		<p>cannot answer and why might some people say creation and science are in conflict / complementary?</p> 	<p>-To be able to understand why Jesus' sacrifice is important to Christians today consider how Christians could follow Jesus</p> 	<p>To understand the Ten Commandments</p> <p><u>How do many Christians try to bring freedom and justice into today's world?</u></p> <p>To be able to discuss what the story of Moses teaches Christians today and how other passages within the Bible give directions to Christians</p>  <p><u>What can we say about the Exodus story, its themes and its importance for Christians today?</u></p> <p>To understand how Christian's beliefs about freedom and justice affect the world today</p>	<p><u>What do people who don't believe in God think happens when we die?</u></p> <p>To be able to make clear connections between non-religious beliefs about death and how they respond to life</p>  <p><u>What different ideas are there about what happens when we die? What do I think?</u></p> <p>To be able to offer a reasoned response to the unit question, with evidence and example, expressing insights of your own</p>  <p>.</p>
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<u>Vocabulary</u>	Brahman, karma, dharma, samsara, moksha, Mahabharata, death, rebirth, reincarnation, punusharthas, artha, ashramas, ahimsa, satya	creation, cosmology, evolution, science, Genesis, astrophysicist, conflicting, complementary, God	Gospels, Judas, betrayal, arrest, Peter. Denial. crucifixion, death, burial, resurrection, God, Jesus, sacrifice, salvation, Christian, martyr	People of God, Children of Israel, Freedom, Justice, Moses, Exodus, Slavery, Egypt, Pharoah, Rescue	
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