

Finlay Community School

Religious Education – The Big Question

Our Whole School Curriculum Intent

At Finlay, we aim to teach a broad and balanced curriculum that enables children to enjoy, achieve and succeed in line with the National Curriculum. We provide opportunities to develop the children's cultural capital and ensure they are life-long learners, who are ready for the next step of their education and to thrive in society. In addition to teaching the National Curriculum, we also aim for our children to leave school with a SMILE! Our SMILE values are: social awareness, mental health and wellbeing, independence, life skills and excellent aspirations. We provide opportunities to develop these values in all curriculum areas.

Our Religious Education (RE) Intent

At Finlay, we teach the National Curriculum. As stated in the Non-Statutory Guidance 2010 for teaching RE in English schools, the curriculum for a maintained school must be a balanced and broadly based one which 'promotes the spiritual, moral, cultural, mental and physical development of pupils and society, and prepares pupils for the opportunities, responsibilities and experiences of later life.'

In addition to this, we follow the Gloucestershire Agreed Syllabus for RE (2026 plus). The principal aim of Religious Education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

We feel this ties in closely with our 'SMILE' values, as our pupils gain a better understanding of the local and wider community, they learn more about the world in which they live and how they can participate positively in our society, expressing their insights while respecting the ideas, beliefs and values of others.

Whole School Curriculum Overview: Religious Education (The Big Question)

Reception

F3: How might people in Gloucestershire show they belong together?
F2: Why is Christmas special to Christians?
F1: Why is God so important to Christians?
F4: What special times do people celebrate and why might these times be very important?
F6: What stories are important in our school community / local area and why?
F5: Which places are special for people living in Gloucestershire and why?

Multi-Faith

Islam

Christianity

Hinduism

Judaism

Year 1

1.1: What do Christians believe God is like?
1.2: Why does Christmas matter to Christians and how do people celebrate it?
1.7: What is it like to be brought up in a Muslim home in the UK today?
1.5: What is it like to be brought up in a Hindu home in the UK today?
1.9: How do stories and art express worldviews?

Year 2

1.8: What is it like to be a part of the Muslim community in the UK (and beyond)?
1.6: What is it like to be brought up in a Jewish home in the UK today?
1.4: What is it like to be brought up in a Christian home in the UK today?
1.3: Why does Easter matter to Christians, and how do people celebrate it?
1.10: How can someone's worldview be seen in the choices they make?

Year 3

L2.2: What might Christians learn from the Old Testament about how to live?
L2.7: Why is Muhammad important to Muslims today?
L2.9: What is it like to be a humanist in the UK today?
L2.4: Do all Christians believe and behave in the same way?
L2.10: How and why do people (in three traditions) use ceremonies to show their commitments?
L2.11: What is the 'golden rule', and how might it be put into practice by people from different religious and non-religious worldviews?

Year 4

L2.6: How do Jews in England celebrate festivals, and how does this show what matters to them?
L2.8: What do Muslims believe about God and how do they respond?
L2.1: What do Christians learn from the Creation narrative?
L2.5: What beliefs do Hindus hold about the Supreme Being?
L2.3: For Christians, what kind of world did Jesus want?
L2.12: What brings people meaning and purpose in life?

Year 5

U2.1: What influence does believing in the Trinity have on Christian worldviews?
U2.7: How does Hajj show what matters to Muslims in Britain?
U2.6: How does the Torah influence Jewish people today?
U2.4: Why might the belief that Jesus 'saved' people be so important for many Christians?
U2.9: How do non-religious people understand and respond to the world and life?
U2.10: How do organised and individual worldviews help people when times get hard?

Year 6

U2.2: Creation and science: conflicting or complimentary?
U2.3: How and why do Christians follow the example of Jesus?
U2.5: Why might Hindus want to be good?
U2.8: How do Muslims decide what is right and wrong?
U2.11: How might someone's worldview affect how they view and treat the world?

RE Coverage Term by Term (EYFS – Year 6)

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<i>It's Good to be Me</i>	<i>Let's Celebrate</i>	<i>I wonder: What it's like in space? What it's like in Australia? What it's like in Antarctica?</i>	<i>I wonder: What materials are waterproof? What the weather is like in each season? What it is like at The Farm?</i>	<i>Once Upon a Time Moving on up!</i>	
Religious Education Unit	<i>How might people in Gloucestershire show they belong together? (F4)</i>	<i>Why is Christmas special to Christians? (F2)</i>	<i>Why is God so important to Christians? (F1)</i>	<i>What special times do people celebrate and why might these times be very important? (F4)</i>	<i>What stories are important in our school community / local area and why? (F6)</i>	<i>Which places are special for people living in Gloucestershire and why? (F5)</i>
Year 1	<i>Finlay Toy Factory</i>		<i>Where oh Where is Finlay Bear</i>		<i>The Great Space Race</i>	
Religious Education Unit	<i>What do Christians believe God is like? (Unit 1.1)</i>	<i>Why does Christmas matter to Christians and how do people celebrate it? (Unit 1.2)</i>	<i>What is it like to be brought up in a Muslim home in the UK today? (Unit 1.7)</i>	<i>What is it like to be brought up in a Hindu home in the UK today? (Unit 1.5)</i>	<i>How do stories and art express worldviews? (Unit 1.9)</i>	

Year 2	The Great Fire of London & The Tudors		Around the World in ... Days Passport theme		Heroes in History Florence Nightingale and Mary Seacole	
Religious Education Unit	What is it like to be a part of the Muslim community in the UK (and beyond)? (Unit 1.8)	What is it like to be brought up in a Jewish home in the UK today? (Unit 1.6)	What is it like to be brought up in a Christian home in the UK today? (Unit 1.4)	Why does Easter matter to Christians, and how do people celebrate it? (Unit 1.3)	How can someone's worldview be seen in the choices they make? (Unit 1.10)	
Year 3	Rock and Roll! Stone Age and Iron Age		Deadly Disasters		Navigating the Nile/ Ancient Egyptians	
Religious Education Unit	What might Christians learn from the Old Testament about how to live? (Unit L2.2)	Why is Muhammad important to Muslims today? (Unit L2.7)	What is it like to be a humanist in the UK today? (Unit L2.9)	Do all Christians believe and behave in the same way? (Unit L2.4)	How and why do people (in three traditions) use ceremonies to show their commitments? (Unit L2.10)	What is the 'golden rule', and how might it be put into practice by people from different religious and non-religious worldviews? (Unit L2.11)
Year 4	Rotten Romans Glorious Glevum		Journey to the River Sea! Come Sail with Me!		Ancient Greeks Olympics	
Religious Education Unit	How do Jews in England celebrate festivals, and how does this show what matters to them? (Unit L2.6)	What do Muslims believe about God and how do they respond? (Unit L2.8)	What do Christians learn from the Creation narrative? (Unit L2.1)	What beliefs do Hindus hold about the Supreme Being? (Unit L2.5)	For Christians, what kind of world did Jesus want? (Unit L2.3)	What brings people meaning and purpose in life? (Unit L2.12)

Year 5	Invaders and Settlers - Saxons, Vikings and Mayans		Deforestation The Rainforest - North and South America		Chocolate! Ancient Maya	
Religious Education Unit	What influence does believing in the Trinity have on Christian worldviews? (Unit U2.1)	How does Hajj show what matters to Muslims in Britain? (Unit U2.7)	How does the Torah influence Jewish people today? (Unit U2.6)	Why might the belief that Jesus 'saved' people be so important for many Christians? (Unit U2.4)	How do non- religious people understand and respond to the world and life? (Unit U2.9)	How do organised and individual worldviews help people when times get hard? (Unit U2.10)
Year 6	We'll Meet Again! World War 2		Ice Explorer Arctic and Antarctica		Let Me Entertain You! History of Entertainment	
Religious Education Unit	Creation and science: conflicting or complimentary? (Unit U2.2)	How and why do Christians follow the example of Jesus? (Unit U2.3)	Why might Hindus want to be good? (Unit U2.5)	How do Muslims decide what is right and wrong? (Unit U2.8)	How might someone's worldview affect how they view and treat the world? (Unit U2.11)	

Progression of Knowledge, Skills and Understanding in the National Curriculum

Religious Education: The Big Question (Glos Agreed Syllabus 2026 plus)

The Gloucestershire Agreed Syllabus for RE (2026+) sets out a clear progression of knowledge, skills and understanding so pupils build their learning year on year. At its core, the syllabus emphasises that RE is cumulative: children revisit key concepts (belief, practice, meaning, community, morality, interpretation) in increasingly complex ways as they move through school. Prior learning is never treated as isolated; instead, each new unit connects back to what pupils already know, strengthening their ability to explain, compare, evaluate and interpret religious and non-religious worldviews.

Each Big Question is accompanied by a double-page progression document outlining what pupils should know, understand and be able to do by the end of the unit. These outcomes ensure that learning is sequenced, age-appropriate, and disciplinary. The progression sheets highlight expected knowledge, key vocabulary, enquiry skills, disciplinary lenses, and opportunities for reflection, ensuring that every pupil moves forward in a structured and coherent way.



Knowledge Organisers and Long-Term Plans

Knowledge organisers are used to identify the sequence of learning, key questions per lesson, sticky knowledge, connections and rapid recall information. They also identify key vocabulary. These should be glued in at the beginning of a unit of work. There is a sample of knowledge organisers for each year group included in this guide.

What do Christians believe God is like? (Unit 1.1) Focus: Christianity		
Year: 1	Term: Autumn 1 – 6 lessons	Subject: RE

Rapid Retrieval (Can I still recall) - That people show others they are special by giving a hug/cuddle/celebrating special occasions (<u>e.g.</u> birthdays) - That religions believe all people are unique and special to God - That water and candles are important in welcoming ceremonies - That people belong to communities to feel loved, valued and respected - We have our own reasons about what is good about belonging to a community and they can be personal to us. Clever Connections: (Links to the Golden Threads) Religion - Introduction to Christianity – being valued and having a sense of belonging to something important - Stories from the Bible - What Christian's believe God is like SMILE Values - Social awareness – local groups for belonging, how our community helps others, liaison with local church members	Key Question	Sticky Knowledge
	What can we say many Christians believe about God?	- Believing in God is central in Christian teaching - Christians hold beliefs about what God is like - The Bible shows Christians that God is creator
	What can we find out about the Christian story of the Lost Son?	- A Parable is a special story with a hidden meaning - Parables were told by Jesus to help people understand ideas - For many Christians, stories from the Bible are important, showing what Christians believe and how they should live - The Bible records Jesus telling the story of the Lost Son (Luke 15:11-32)
	What might the Lost Son story show many Christians about God?	- The Lost Son is a parable (a story with hidden meanings) - Traditional Christian interpretations of the Lost Son, include: the father in the story representing God, showing Christians that God is loving, forgiving and like a loving parent
	What might a different story show many Christians about God?	- Another parable the Bible records Jesus telling is the story of the Lost Sheep - It teaches Christians about love, being welcoming and God - The shepherd is generally seen by Christians as representing God
	What might many Christians do because of their belief in God?	- Christians believe people can have a good relationship with God and communicate with God through prayer - Christians might pray in a church, at home or elsewhere, not all church buildings look the same - Reasons why Christians might speak to God in prayer: PATS (praise, ask, thanks, say sorry)
	How might many Christians treat others because of what they believe God is like?	Many Christians (and people who are not Christian) try to be loving and forgiving, due to believing that these are attributes of God.

Vital Vocabulary:**Christian**

A person who follows the teachings of Jesus Christ

**Bible**

The holy book which Christian's follow

**Church**

A building that Christians use for worship

**Parable**

A simple story that teaches a moral story

**Forgiveness**

When someone has done something wrong and say sorry, and you forgive them.

**Prayer**

A prayer is talking to God.



What is it like to be a part of a Muslim community in Britain?

(Unit 1.8) Focus: Islam

Year: 2

Term: Autumn 1 – 6 lessons

Subject: RE

Rapid Retrieval (Can I still recall)

- Crosses are an important religious symbol.
- Baptisms are used in Christianity to welcome people into the Church.
- Prayer is used in many different religions: to say sorry, to say thank you and to ask for something.
- In Christianity, the story of Genesis 1 explains that God created heaven and earth, plants, animals and people. He created the world in 6 days, and rested on the seventh.

Clever Connections:

- Christians believe there is one God, and they worship their God. Muslims believe in one God, who is called Allah. Jewish people believe that God is one, and that it is important to love God.
- Many people believe that there is a creator of the world: Jews, Christians and Muslims
- Jesus is the messenger of God in Christianity. In Islam, Muhammad (PBUH) is the prophet; the messenger of Allah.
- In Year 1, we learnt about the Muslim baby naming ceremony: Aqiqah. This is where the Shahadah would be whispered in a baby's ear.
- People in faith communities often worship and pray. Prayer is one of the five pillars of Islam, and Muslims pray five times a day.

SMILE Values

Social Awareness:

- An understanding of the beliefs of Muslims.
- Cultural Capital
- Visit to the local Mosque/visit by an Imam.

Key Question	Sticky Knowledge
What can we find out from different sources about Muslim communities?	• Muslim families will be varied, as with those with other worldviews • Most Muslims are Muslim because of their family upbringing • Most Muslims see themselves as part of a local community as well as the global Muslim community (ummah) • Some Muslims in Britain live in rural areas without a local community or mosque • As a family, most Muslims will pray, celebrate and read Qur'an
How does the mosque building show the importance of being part of a Muslim community?	• Most Muslims connect to a local masjid/mosque • Buildings vary, from purpose-built ones with domes and minarets, to smaller converted buildings, such as terraced houses • These will all include: prayer halls with a qiblah wall, a mihrab and minbar, washing facilities, a madrasah or school
What kinds of things do Muslims do at a mosque, and why?	• At the mosque, Muslims will: wash/wudu before prayer, pray/salah, learn Arabic to recite the Qur'an at mosque school/madrassah, meet with friends, celebrate together, such as when celebrating Eid. • Going to the mosque and being part of the community might help Muslims to develop akhlaq akhlaq – the idea of good character and conduct
How do Muslims engage with local communities?	• Some Muslim communities offer facilities for Muslims and others in their local area, <u>e.g.</u> the Friendship Café in Gloucester, including activities such as cookery classes, English classes, sports and youth projects
How and why do Muslims engage with the wider community?	• Many Muslims are involved in activities within their community, such as fundraising, giving gifts at festivals like Eid, teaching or helping others, participating in food banks, welcoming pupils on school visits to the mosque, interfaith events • Some Islamic charities support the ummah (the whole global family of Muslim believers)
What are the benefits and challenges of being a part of a Muslim community?	• The benefits of being part of a community include: the support and a sense of well-being. • Challenges include: struggles to find halal food, and for some, facing discrimination.

Vital Vocabulary:			
Ummah The global Muslim community		Mosque/masjid A place of worship for Muslims	
Qur'an The Muslim holy book. It is written in Arabic.			
Minarets A tall, slender tower attached to or built near a mosque		Prayer/Salah The act of speaking or listening to God or a god	
Qiblah The specific direction towards the Kaaba in Mecca, Saudi Arabia, which Muslims must face when performing their daily ritual prayers (salah)			
Mihrab A small curved alcove built into the wall of a mosque. It shows the exact direction of Mecca, which is the way Muslims must face when they pray.		Minbar A short set of stairs with a small platform at the top, found inside a mosque	
Eid Feast or festival in Arabic			

What might Christians learn from the Old Testament about how to live?

(Unit L2.2) Focus: Christianity

Year: 3

Term: Autumn 1 – 6 Lessons

Subject: RE

Rapid Retrieval (Can I still recall)

- God is special to Christians. Quite a few people believe that God created the whole world
- Christmas is special to Christians as this is the birth of baby Jesus. Christians believe God sent Jesus to Earth.
- Christians believe that Jesus was going to come as a King and rescue them from the Romans. This is known as the celebration of Palm Sunday.
- Christians celebrate Easter to remember Jesus dying on the cross and being resurrected.
- The Parable of the Lost Son teaches that God loves people, even when they go their own way.
- Luke 6:37-38 – Forgiveness: Jesus teaches his followers that God forgives them, but they need to forgive others too.

Clever Connections:

- Many people (e.g. Jews, Christians and Muslims) believe that there is a creator of the world: God. During Harvest Festival, and the time of Harvest, Christians traditionally thank God for Creation. School celebrations and Church celebrations show kindness through giving and sharing to those in need.
- In many religions, it is the view that God created the world. In Christianity, the bible teaches the importance of caring for others and the world in which we live. In the creation story (Genesis 1), Jewish and Christian believers believe that God is great, creative, and concerned with creation; that creation is important; that humans are important with it.
- In the story of Genesis, it highlights that humans are important but have a role as God's representatives on God's creation. Genesis 2:15 says that they are to care for it, as a gardener tends a garden. The Jewish idea of Tikkun Olam is of a similar idea and is focussed on repairing the world.

SMILE Values

Social Awareness:

- An understanding of the beliefs of Christianity.
- An understanding of how Christians can care for the world and work with others to make it a better place.
- An understanding of how Christians and the Church support those who are less fortunate.

Key Question	Sticky Knowledge
Why is the Old Testament important to many Christians?	- The bible has two Testaments – The Old Testament and the New Testament - The stories in the Old Testament are before Jesus was born - The stories in the Old Testament focus on friendships between Noah, Abraham, Joseph and God - They teach Christians about God, Jesus and Jesus' message
What might Christians learn about how to live from an Old Testament story?	- The story of Joseph in Genesis 45:4-8 highlights his trust and faith in God - Joseph trusted God through many hard times and grew up to become a wise ruler who saved his family from hunger
How might the story of Moses teach Christians today about how to live?	- One day, Moses saw a bush that was on fire, but the bright flames did not burn up the leaves. - God spoke to Moses from the fire - God told Moses he heard the cries of his people in Egypt and chose Moses to go back and rescue them - The story of Moses shows trust in God's plan, faith in God and obedience to God
What are the 10 Commandments and what might a Christian learn from them?	- God gave the Ten Commandments to Moses on Mount Sinai after the Israelites left Egypt - The Ten Commandments are: 1. You shall have no other gods but me. 2. You shall not make or worship any idols. 3. You shall not misuse the name of the Lord your God. 4. You shall remember and keep the Sabbath day holy. 5. Respect your father and mother. 6. You must not murder. 7. You must not take someone else's husband or wife. 8. You must not steal. 9. You must not lie. 10. You must not be envious. - Jesus states that the greatest commandment is to love the Lord your God with all your heart, soul and mind
How might Christians live due to teachings in the Old and New Testaments?	- Christians can show love for God and love for neighbours in diverse ways - This could be through worship, reading the bible, saying grace - The work of Christian charities can exemplify the Greatest Commandment
How might different churches live out teachings in the Old and New Testaments?	- Churches use the Bible to guide how they live, help others and worship - As the Bible has two main parts, different churches might focus on different stories and teachings Old Testament Caring for the Earth: Churches host clean-up days because Genesis says God made the world and wants humans to look after it. Following Rules: Churches teach the Ten Commandments to help people learn how to be honest, respectful, and kind. Harvest Festivals: Churches collect food for the poor during autumn to thank God for providing food, just like the feasts in the Old Testament. Singing Psalms: Many churches sing songs called Psalms, which were written thousands of years ago to praise God. New Testament Helping the Poor: Churches run food banks and homeless shelters because Jesus taught his followers to feed the hungry. Welcoming Everyone: Many churches open their doors to anyone, reflecting how Jesus befriended people who felt left out. Global Charity: Churches send money and medical supplies to other countries, following the disciples' mission to help people everywhere. Sunday School: Churches run clubs for children to learn about Jesus's parables, like the story of the Good Samaritan.

Vital Vocabulary: Old Testament (OT) The Old Testament contains the first part of the Bible. It has stories about the creation of the world, Moses, and the Ten Commandments. 	New Testament (NT) The New Testament is the second part of the Bible. It features stories about Jesus, his miracles, and his commands to love everyone. 	God Most Christians believe God made everything, knows everything, and <u>love</u>s all people 
Jesus Christians believe he is the Son of God Jesus is the central figure of Christianity 	Joseph A man in the Bible known for his coat of many colors, his ability to understand dreams, and how he forgave his brothers 	Moses God chose him to rescue the Israelite people from slavery in Egypt, lead them through the Red Sea, and give them God's rules, including the Ten Commandments 
Ten Commandments The Ten Commandments are 10 important rules that God gave to Moses to help people love God and treat each other right 	Trust The active choice to rely completely on God's character, truth, and promises 	Faith The confident trust and reliance on God and His promises. Believing that God exists and acting on that trust, even though you cannot physically see Him. 

How do Jews in England celebrate festivals, and how does this show what matters to them?

(Unit L2.6) Focus: Judaism

Year: 4

Term: Autumn 1 – 6 Lessons

Subject: RE

Rapid Retrieval (Can I still recall)

- Judaism is a religion followed by Jews
- Jewish people read from the Torah
- Jewish people worship at a synagogue
- People have festivals to celebrate their faith
- The 10 Commandments are rules written by God
- Many Jewish people have special objects in their homes
- Chanukah / Hanukkah is a Jewish festival of light
- Jewish story of creation is the same as Christian's beliefs – God created the world in 7 days
- Jewish prayers are read in the ancient Jewish language, Hebrew

Clever Connections:

- Hanukkah is a Jewish festival of light
- Shabbat is a weekly occasion of rest, from sundown on Friday evening to sundown on Saturday evening, where Jews celebrate the creation of the world
- In Jewish homes, a number of preparations are made before Shabbat. The house is tidied and food is prepared (including wine and challah bread), children are blessed and two candles are placed on the dining table.

SMILE Values

Social Awareness:

- Local groups for belonging
- An understanding of how the community supports each other
- Liaison with local church members

Key Question	Sticky Knowledge
Many Jewish people celebrate Shabbat. How and why?	• There are two reasons why Shabbat is celebrated – in the Torah (the Jewish holy book) God rested on the 7th day of the creation story and the 4th of the 10 Commandments states “remember the Sabbath day, to keep it holy” • On a Friday, Jews will welcome Shabbat by lighting candles, going to services, having a big meal which includes wine (Kiddush) and bread (challah) • Celebrations continue through to the end of Shabbat on a Saturday night in a Jewish household, where they say prayers on a Saturday morning, relax and ends with a short ceremony called Havdalah
What do some Jewish people do on Rosh Hashanah and why is it important?	• Rosh Hashanah is the Jewish new year festival, anniversary of the creation of Adam and Eve. • It is the start of the 10 Days of Awe, a time when Jews examine their deeds/sins from the past year and look to make a fresh start for the next one • Shofar blown every morning for the month • Tashlich prayer said daily • ‘Shana Tova’ said to each other meaning ‘good year’ • Sweet foods eaten to symbolise a sweet new year (apple dipped in honey) • Challah bread eaten
What happens at the end of the Ten Days of Awe?	• For many Jewish people, Yom Kippur is the holiest day of the year • Yom Kippur is the ‘Day of Atonement’ – a day of fasting and praying for forgiveness. • At Yom Kippur, the story of Jonah is read in the synagogue, one of the central messages being God forgives those who sincerely repent. • White clothing worn to symbolise purity • Jewish people celebrate Yom Kippur by not going to work, going to a synagogue, fasting and by donating money to the poor. • It is both solemn (because of the reality of sin) and joyful (God’s readiness to forgive) • Fasting takes place for 25 hours • Family meal to break the fast • Shofar blown to show the end of the fast
What is important to many Jewish people at the festival of Pesach?	• The Exodus story is remembered by Jews every year in the festival of Passover, also known as Pesach • Moses led the Jews out of slavery in Egypt and led them to the Holy Land that God had promised them • Passover is a celebration of spring, of birth and rebirth, of a journey from slavery to freedom, and of taking responsibility for yourself, the community and the world. • Money is collected as a community and shared out so everyone can celebrate Passover • Before Passover people clean their homes, cars and offices
How do many Jewish people use a seder to show what is important at Pesach?	• During Pesach (Passover), Jewish people use the seder meal as an interactive teaching tool. • No unleavened bread (yeast) is eaten as this was the bread given to the Jews when they fled Egypt. • The feast of lamb, unleavened bread and bitter herbs is eaten at Passover to remember how the Jews left Egypt. • Matzah eaten (bread made with no yeast)

Vital Vocabulary Torah The most sacred holy book in Judaism 	Shabbat The special Jewish day of rest 	Rosh Hashanah The Jewish New Year festival. A ten-day period, where Jews celebrate God's creation of the world and ends with Yom Kippur. 
Repent To stop doing something wrong, change your mind about it, and turn back to God to do what is right	Yom Kippur The most religious fast of the Jewish year. Jews are encouraged to make amends and ask for forgiveness for sins committed during the past year.	Moses God chose him to rescue the Israelite people from slavery in Egypt, lead them through the Red Sea, and give them God's rules, including the Ten Commandments 
Exodus The departure of the Israelites from Egypt under Moses 	Pesach / Passover Jewish festival that commemorates the exodus of the Jews from Egypt 	Seder A Jewish home or community service including a ceremonial dinner held on the first or first and second evenings of the Passover in commemoration of the exodus from Egypt 

What influence does believing in the Trinity have on Christian worldviews?

(Unit U2.6) Focus: Christianity

Year: 5

Term: Autumn 1 – 6 Lessons

Subject: RE

Rapid Retrieval (Can I still recall)

- God is special to Christians. Quite a few people believe that God created the whole world
- Christmas is special to Christians as this is the birth of baby Jesus. Christians believe God sent Jesus to Earth.
- Christians believe that Jesus was going to come as a King and rescue them from the Romans. This is known as the celebration of Palm Sunday.
- Christians celebrate Easter to remember Jesus dying on the cross and being resurrected.
- The Parable of the Lost Son teaches that God loves people, even when they go their own way.
- Luke 6:37-38 – Forgiveness: Jesus teaches his followers that God forgives them, but they need to forgive others too.

Clever Connections:

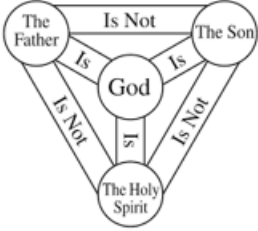
- Water is an important symbol in Christianity. It is used in Christian baptism because of its many symbolic meanings: cleansing, refreshing, life-giving, beautiful, reflective
- Baptism celebrations incorporate all aspects of the Holy Trinity.
- The Nicene Creed references the Holy Trinity.
- In the story of Luke 6:37-38, Jesus teaches forgiveness, and this is evident in the God the Son aspect of the Holy Trinity.
- John the Baptist is viewed as a prophet by Christianity and Islam.
- Pentecost was the first time anyone had ever had God's Spirit inside of them rather than just on them or with them.

SMILE Values

Social Awareness:

- An understanding of the beliefs of Christianity.
- An understanding of how Christians believe the Holy Spirit helps them to live their lives.
- Visiting of a Church to unpick art work and what it shows about Christian beliefs

Key Question	Sticky Knowledge
For many Christians, what is the Trinity?	- In general, Christians are monotheists, believing in one God. But believe God is three in one: Father, Son, Holy Spirit. - The Apostles' Creed shows a short summary of core Christian beliefs. It is split into three easy sections: God the Father: Shows that God made the whole world and everything in it, and that He loves us like a good father. Jesus Christ: Tells the main story of Jesus—His birth from Mary, His death on the cross, and how He came back to life on the third day. The Holy Spirit & Church: Shows that God's Holy Spirit is still with us today, that believers are part of one big global family, and that we have the hope of forever life.
What can many Christians learn about the Trinity by reading the New Testament?	- Many Christians find evidence for the Trinity in the New Testament (NT). - The account of Jesus' baptism in the gospel of Matthew 3:11-17 is read by most Christians as showing that the Father, Son and Holy Spirit were all present at this event. - John the Baptist devoted his life to encouraging people to repent of their sins. When he baptised people, he said 'I baptise you with water for repentance. But after me will come one who is more powerful than I, whose sandals I am not fit to carry. He will baptise you with the Holy Spirit and with fire.' - One day, Jesus came to the River Jordan to be baptised by John. As soon as Jesus was baptised, the heavens opened and the Spirit of God came down like a dove. A voice from heaven said, 'This is my son, whom I love; with him I am well pleased.'
How else might many Christians find out information about the Trinity?	- Christians learn about the Trinity through church creeds, sermons, Bible study, and theological books. - Christians generally read the Old Testament (OT) in light of Christian beliefs. - The Old Testament story of Abraham's three visitors leads lots of Christians to see a huge hint about the Trinity, and its presence in the Old Testament. - The Holy Spirit is the third part of the Trinity. During Holy Week (Palm Sunday – Easter Sunday), Christians believe that the Holy Spirit was sent to the disciples to help them to continue Jesus' work and spread His message around the world. - The Holy Spirit is represented in the Christian Church using different symbols.
How are ideas of the Trinity expressed in art?	- Christians have used and continue to use creative ways to explore and show their understanding of the Trinity - The painting of Verrocchio and the painting by Daniel Bonnell depict Jesus's baptism. - They sometimes describe the trinity according to their roles: God the Father and the Creator, God the son and Savior, and God the Holy Spirit as the presence and power of God at work in all life today.
Can I create a piece of artwork that depicts the baptism of Jesus, including symbols for the voice of God and the Holy Spirit?	- The Holy Spirit is represented in the Christian Church using different symbols: - Dove: when Jesus was baptised in the River Jordan, a dove appeared – a physical sign of God's presence. - Fire: when the disciples received the gift of the Holy Spirit, flames appeared on their head as a sign they were filled with the energy of the Holy Spirit - Wind: When the Holy Spirit was sent to the disciples, it arrived with a great wind rushing through the wind. The symbol also represents the breath of God breathing new life into the Church. - Water: A symbol of cleansing and of power - Cloud: Clouds provide life-giving water and they represent God who is hidden from sight but is always there. - Anointing oil: oil is used to anoint people. It represents Jesus being given the Holy Spirit to perform certain actions in God's name, like healing people and doing good deeds.
How do different Christians respond to ideas about the Holy Spirit?	- The fastest growing Christian movement in the world is Pentecostal – this has a focus on the Holy Spirit and gifts of the Spirit. - This movement emphasises the baptism of Jesus' followers in the Holy Spirit at Pentecost. - The Trinity influences Christian worship, <u>e.g.</u> creed recited at Eucharist, lyrics of Christian hymns/worship songs relating to the Trinity.

Vital Vocabulary:		
Holy Trinity The Holy Trinity: There is one God, who is Father, Son and Holy Spirit. The Trinity, or Holy Trinity, is a way of describing God the Father, God the Son, and God the Holy Spirit. God the Father: The creator of everything God the Son: Human being in the form of Jesus God the Holy Spirit: the power of God in our daily lives. 	Holy Spirit The Holy Spirit is part of the Trinity. The Holy Spirit was sent to remind the world of what Jesus taught and did. Pentecost was the first time anyone had ever had God's Spirit inside them instead of just on them or with them.	The Apostles' Creed The Apostles' Creed is a Christian statement of faith, which summarises core beliefs about God the Father, Jesus Christ, and the Holy Spirit.
Baptism A special Christian ceremony where water is used to show a fresh start with God 	Baptism Art work – Verrocchio The Baptism of Christ depicts the Baptism of Jesus by John the Baptist. The angel to the left of the picture is recorded to have been painted by Leonardo de Vinci. 	Baptism Art Work – Daniel Bonnell The Baptism of the Christ with Dove was painted by Daniel Bonnell. It hangs in Saint George's Cathedral in Jerusalem. It is a symbolist work depicting the beginning and the end of Jesus – Baptism and Crucifixion. 
Old Testament (OT) The Old Testament contains the first part of the Bible. It has stories about the creation of the world, Moses, and the Ten Commandments. 	New Testament (NT) The New Testament is the second part of the Bible. It features stories about Jesus, his miracles, and his commands to love everyone. 	Pentecostal A Pentecostal church is a group of Christians who focus very closely on the power and presence of the Holy Spirit.

Creation and Science: Conflicting or Complementary?

(Unit U2.2) Focus: Christianity

Year: 6

Term: Autumn 1 – 6 Lessons

Subject: RE

Rapid Retrieval (Can I still recall)

- God is special to Christians. Quite a few people believe that God created the whole world
- Christmas is special to Christians as this is the birth of baby Jesus. Christians believe God sent Jesus to Earth.
- Christians believe that Jesus was going to come as a King and rescue them from the Romans. This is known as the celebration of Palm Sunday.
- Christians celebrate Easter to remember Jesus dying on the cross and being resurrected.
- The Parable of the Lost Son teaches that God loves people, even when they go their own way.
- Luke 6:37-38 – Forgiveness: Jesus teaches his followers that God forgives them, but they need to forgive others too.
- Since Pentecost, Christians have been trying to make the world look more like the Kingdom of God.
- Christians believe in one God, who is made of three parts: God the Father, God the Son, God the Holy Spirit.
- There are 10 commandments in Christianity; a set of rules that Christians believe they are to follow. Humanists have a set of 10 commitments to follow. There are rules in society, in jobs and in school – a set of guidelines to follow.

Clever Connections:

- The story of creation, and The Big Bang theory are often complimentary, as outlined by Pope Francis, in his Address at Inauguration: “When we read in Genesis the account of creation, we risk imagining that God was a magician. The beginning of the world... comes directly from God, who creates out of love. The Big Bang, which today is described as the origin of the world, does not contradict the divine act of creation; it requires it. Evolution in nature is not opposed to the ideas of Creation, because evolution is based on the creation of things that evolve.” – Pope Francis

SMILE Values

Social Awareness:

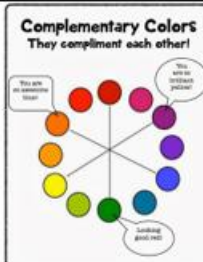
- An understanding of the beliefs of Christianity.
- A detailed understanding of how people believe the world was created: Christian beliefs, Science: cosmology and evolution.

Aspirations:

- Science careers and learning more about physics

Key Question	Sticky Knowledge		
What can we find out about the Creation narrative in Genesis?	• Christians and Jews believe that God is the creator, and that he created the world. • On Day 1, God created light and dark – he called the light day and the dark night. • On Day 2, God created the sky. He used the sky to separate the water. • On Day 3, God created land. He also created trees and plants. • On Day 4, God created the sun, moon and stars, to separate the light from darkness. • On Day 5, God created living creatures for the sky and sea • On Day 6, God created many different animals. He also created human beings, who were responsible for looking after the animals. God put Adam and Eve on the Earth – the first man and woman. He gave them instructions to fill the earth with their offspring and to tend and care for all that he had created. Adam and Eve lived in the Garden of Eden. • On Day 7, God rested – this became the holy day.		
What might many Christians see as the message and purpose of Genesis 1?	• Christians read Genesis in different ways, disagreeing about the genre it represents. • For many, it emphasises the nature and power of the Creator, the relationship between God, humanity and creation • It offers a purpose and meaning to life (e.g., a Creator to worship and serve). • Some Christians believe it is a poem due to its repetition, it has structure and conveys a message • For others, it describes what happened at the start. • Many Christians respond to this belief in worship of God and care for creation.		
What relation do scientific accounts of creation have with religious worldviews?	• Scientific accounts offer explanations of the origins of the universe (e.g. cosmology, the Big Bang) and of life (e.g. biology - evolution). • For people with non-religious worldviews, these accounts challenge those who hold to particular readings of Genesis 1. • Many scientists hold religious worldviews.		
What are some different Christian views about the relationship between biblical and scientific accounts of creation?	• Genesis can be viewed differently by Christians. Here are two different views:		
	Belief 1: Genesis 1 is historically accurate: God really did create the world in 6 days		View 2: God created the world from nothing, but not in six days. Genesis 1 shows God's power but not his methods.
	I interpret Genesis literally. 'Morning and Evening' really does mean a 24 hour day. Where it says God spoke and make the sun, moon and stars, that's what happened.	How I interpret Genesis 1	I interpret Genesis poetically. It is not a literal scientific text. I believe it tells us what the Creator God is like – amazing, powerful and loving.
	If Genesis 1 is literally true, then science must be wrong. The earth cannot be 13 billion years old, as the scientists say.	My View of Science	The scientific description of the universe and life is plausible and okay. The Genesis text expresses ideas about why God created the universe, not how he did it.
How and why do some Christians see both science and religion as important?	Genesis is written to tell us that God is the all-powerful creator. We should trust his Word, the Bible, to tell us the truth.	The purpose of Genesis	The purpose of Genesis is to introduce the 'big story' of the Bible – to say a little about what the Creator is like and why human beings matter – and to make people want to worship the amazing God .
	• “Science is not a tool for proving or disproving God. If one does have eyes of faith, one can look at the same things we see in the universe and infer some characteristics of God. There are hundreds of billions of galaxies and hundreds of billions of stars in each. The God that I continue to believe in has been working for a long time sculpting the universe through magnificent laws and dynamics of nature.” – Dr Wiseman • “The majority of Christians do not read the Bible <i>literally</i>, as they would a Science textbook. Religious truth is different from scientific truth. We believe that the theory of evolution is a foundational scientific truth, one that has stood up to scrutiny. We ask that science remain science, and that religion remain religion – two very different, but complimentary forms of truth.” – The Clergy Letter Project • “Many Christians are Scientists. Many people have a faith and accept the findings of modern science. Many look for the answer to life's questions in both religion and science, finding them complementary worldviews.” – Manchester Anglicans • “When we read in Genesis the account of creation, we risk imagining that God was a magician. The beginning of the world... comes directly from God, who creates out of love. The Big Bang, which today is described as the origin of the world, does not contradict the divine act of creation; it requires it. Evolution in nature is not opposed to the ideas of Creation, because evolution is based on the creation of things that evolve.” – Pope Francis		
Science and religion: Conflicting or complementary?			

Dr Jennifer Wiseman – Senior Astrophysicist; The Clergy Letter Project; Pope Francis

Vital Vocabulary Story of Genesis The story of Genesis is the Creation story from the Bible.		Cosmology The science of the origin and development of the universe. Modern cosmology is dominated by the Big Bang theory.		Evolution The process by which different kinds of living things are believed to have developed from earlier forms during the history of the earth.									
Christians A person/s who has/have received Christian baptism or is a believer in Christianity.		Atheists Someone who does not believe in the existence of any God.	AGNOSTIC VS ATHEIST Some people think that they are completely the same, some call themselves agnostics and immediately reject the label of an atheist thinking that they can't be both, but these approaches aren't correct.	AGNOSTICS Somebody who doesn't know for sure whether any Gods exist or not.									
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Conflicting Opposite ideas Different		Complementary Ideas that relate to one another		Creation Bringing something into the universe. In the bible, creation refers to God making the world.									

Characteristics of Effective Religious Education Teaching

What would I see in a unit of RE? What would I see in a Lesson?

<i>Recap at the beginning of the theme to teach children how this unit links to their previous learning, using knowledge organisers to support this.</i>	<i>Children making sense of beliefs through identifying, describing, explaining & analysing beliefs/concepts</i>	<i>Use/verbalise personal reflections with increasing clarity</i>
<i>Language rich: using and developing religious/technical/theological language</i>	<i>5-minute recap at the beginning of each lesson to encourage retention of key knowledge and vocabulary. Recap and retrieval activities.</i>	<i>Children making connections to evaluate, reflect on and enquire into key concepts</i>
<i>Children understanding the impact of religion by examining, explaining, recognizing & appreciating how people put their beliefs into action</i>	<i>Use primary and secondary sources/use of visits & visitors where appropriate</i>	<i>Development of knowledge, skills and understanding in line with the Gloucestershire Syllabus (2026 plus)</i>