

RE Learning Challenge 2025 - 2026

Bury Agreed Syllabus 2021-2026

Intent

It is the intent of the religious education element of our school curriculum to engage pupils in systematic enquiry into significant questions that religion and similar worldviews address. This will enable children to develop the understanding and skills needed to appreciate and appraise responses to these questions, as well as develop responses of their own. Our RE lessons are intended to offer a broad and rich curriculum to allow for a variety of ways to explore religions and their impact on the community.

We offer opportunities for children of all abilities, including those with SEND, to develop their skills and knowledge in each unit of work, and we ensure that the progression planned into the scheme of work offers the children an increasing challenge as they move through the school.

EYFS – Christianity and Humanism

KS1- Christianity, Judaism, Islam and Humanism

LKS2- Christianity, Hinduism, Judaism, Islam and Humanism

UKS2- Christianity, Hinduism, Judaism, Islam and Humanism

Implementation

In each class RE is taught as a stand alone lesson each week.

Our RE curriculum explores questions about life and different faiths, helping the children to find out what other people believe, but at their own level. We use the 'Bury SACRE agreed syllabus' which covers a range of different faiths and the 'Understanding Christianity' framework for our teaching of Christianity. The curriculum drawn up by SCARE reflects the fact that the religious traditions in Great Britain are in the main Christian, while taking account teaching and practices of other principal religions represented in Great Britain. These are both brand new schemes of work that are being implemented from September 2021. As a result, our curriculum has no agenda to proselytise or to promote any one religion or faith over any other. It aims to encourage an understanding of what it means to be British in Bury, and the objective is for all our children to have an appreciation of all faiths. In this way we aim to facilitate and encourage respect for all, caring relationships, harmony and unity within our school, and the wider community.

Long Term Overview

SINGLE YEAR GROUP						
Year group/Term	A1	A2	Sp1	Sp2	S1	S2
EYFS	F4 Being Special: where do we belong?	F2 INCARNATION: Why is Christmas special for Christians?	F5 Which places are special and why?	F3 Why is Easter special to Christians?	Why is the word 'God' so important to Christians?	F6 Which stories are special and why?
1	1.10 What does it mean to belong to a faith community?	1.1 GOD: What do Christians believe God is Like?	1.7 Who is Jewish and how do they live? (Part 1)	Who is Jewish and how do they live? (Part 2)	1.2 CREATION: Who do Christians say made the World?	1.9 How should we care for the world and for others, and why does it matter?
2	1.6 Who is Muslim and how do they live? (Part 1)	1.3 INCARNATION: Why does Christmas matter to Christians?	1.6 Who is Muslim and how do they live? (Part 2)	1.5 SALVATION: Why does Easter matter to Christians?	1.4 GOSPEL: What is the good news Jesus brings?	1.8 What makes some places sacred to believers?
3	L2.1 CREATION/ FALL: What do Christians learn from the creation story?	L2.2 PEOPLE OF GOD: What is it like to follow God?	L2.9 How do festivals and worship show what matters to a Muslim?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.4 GOSPEL: What kind of world did Jesus want?	L2.12 How and why do religious and non-religious people try to make the world a better place?
4	L2.3 INCARNATION/ GOD: What is the Trinity and why is it important for Christians?	L2.7 What do Hindus believe God is like?	L2.8 What does it mean to be a Hindu in Britain today?	L2.5 SALVATION: Why do Christians call the day Jesus died 'Good Friday'? Easter	L2.6 KINGDOM OF GOD: For Christians, when Jesus left what was the impact of Pentecost ?	L2.11 How and why do people mark the significant events of life?
5	U2.9 Why is the Torah so important to Jewish people?	U2.3 INCARNATION Why do Christians believe Jesus was the Messiah? Christmas	U2.1: GOD: What does it mean if Christians believe that God is Holy and Loving?	U2. 8 What does it mean to be a Muslim in Britain today?	U2.4 GOSPEL: How do Christians decide to live?' What would Jesus do?'	U2.12 Why do some people believe in God and some people not?
6	How does a Muslim show commitment to God?	U2.6 KINGDOM OF GOD: For Christians what kind of King is Jesus? Christmas	U2.2 CREATION/ FALL: Creation & Science – Conflict or Complimentary?	U2.5 SALVATION: What do Christians believe Jesus did to 'save' people? Easter	U2.7 Why do Hindus want to be good?	U2.11 How does faith help people when life gets hard?

EYFS

The agreed syllabus for RE sets out experiences, opportunities and appropriate topics for children in the Foundation Stage. The suggestions made for the EYFS RE are good learning in themselves. These also connect to the EYFS seven areas of learning.

Planned teaching experiences will support children's learning and development needs, as identified through holistic assessment. Good Early Years teaching stems from children's own experience. Many practitioners will find ways to draw on the wealth of religious or spiritual experiences that some families may bring with them.

The EYFS statutory framework also outlines an expectation that practitioners reflect on the different ways in which children learn and the characteristics of effective learning:

- Playing and exploring – children investigate and experience things, and 'have a go'.
- Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

What do children gain from of RE in this age group?

RE sits very firmly within the areas of personal, social and emotional development and understanding the world. This framework enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have the opportunity to develop their emerging moral and cultural awareness.

Unit 1: Being special – Where do we belong?

Learning Challenge	Learning Intention	Learning Activities	Resources	Learning Outcomes (linked to syllabus)
LC1:How do we show people they are welcome?	Children understand what it means to feel welcome and how to make others feel included.	<ul style="list-style-type: none"> • Begin with a welcome song or greeting circle. • Discuss times they felt welcomed. • Role play welcoming a new child to class. • Create a class “Welcome Wall” with names and handprints. 	Story Bible, paper, paints, photos of children, welcome song.	<ul style="list-style-type: none"> • Retell a simple religious story about welcoming. • Talk about their own experiences of being welcomed.
LC2: How do we know we are loved or cared for?	Children recognise and talk about people who care for them and ways we show love.	<ul style="list-style-type: none"> • Circle time: “Who loves and cares for you?” • Read a story such as <i>Guess How Much I Love You</i> or <i>The Lost Sheep</i>. • Draw or bring a photo of someone who loves them. 	Storybook, drawing materials, class camera or photos.	<ul style="list-style-type: none"> • Share and record special moments when they felt loved or cared for. • Talk about love and care in families and communities.
LC3:Where do you belong?	Children explore the idea of belonging to families, friends, and groups.	<ul style="list-style-type: none"> • Discuss what groups they belong to (family, class, clubs). • Play “Belonging Circle” – children step in when they belong to something named. • Make family or class “belonging badges.” • Listen to a song about friendship and belonging. 	Badges, paper, crayons, friendship songs.	<ul style="list-style-type: none"> • Talk about groups they belong to and why it feels special. • Begin to understand that people show belonging in different ways.
LC4:How are babies welcomed into a family or faith?	Children learn how Christians and others welcome babies and show belonging.	<ul style="list-style-type: none"> • Watch a short clip or show pictures of a Christian baptism (font, candle, family). • Role play a simple baptism using a doll and bowl of water. • Compare with other ceremonies (Islamic Aqiqah or Humanist naming). 	Photos/video of baptism, artefacts, bowl of water, doll, comparison cards.	<ul style="list-style-type: none"> • Recall what happens in a baptism or other welcoming ceremony. • Talk about similarities and differences between ways babies are welcomed.
LC5:What can we do better together than on our own?	Children learn about cooperation, friendship, and community.	<ul style="list-style-type: none"> • Group challenge (building a tower, puzzle). • Discuss what made teamwork easier. • Read <i>The Enormous Turnip</i> or <i>Jesus and his friends</i>. • Make a “Belonging Chain” – each link shows a way to be a good friend. 	Storybook, blocks/puzzle, paper strips, tape.	<ul style="list-style-type: none"> • Retell a story that shows cooperation. • Describe why working together helps people belong.
LC6:Celebration of belonging (optional)	Children reflect on what makes them and others special.	<ul style="list-style-type: none"> • Revisit key stories and ideas. • Children draw or create a collage showing where they belong. • Host a “Belonging Celebration” inviting families to share songs or photos. 	Craft materials, family invitations, display board.	<ul style="list-style-type: none"> • Talk about why they are special and belong. • Reflect on their learning and celebrate together

Unit 2: Why is **Christmas** special for Christians?

Learning Challenge	Learning Intention	Learning Activities	Resources	Learning Outcomes (linked to syllabus)
LC1: What makes Christmas a special time for Christians?	Children understand that Christmas is a special celebration for Christians and that it is about the birth of Jesus.	<ul style="list-style-type: none"> • Talk about their own special times and birthdays. • Open a “Christmas box” containing Nativity figures, cards, decorations, and special foods. • Discuss what Christians celebrate at Christmas. 	Christmas box with artefacts, class display board, Bible storybook.	<ul style="list-style-type: none"> • Recall simply what happens at a traditional Christian festival (Christmas). • Talk about their own experiences of celebration.
LC2: What happens in the Christmas story?	Children know the key events and people in the Nativity story.	<ul style="list-style-type: none"> • Use a story sack to tell the Nativity story, matching figures (Mary, Joseph, shepherds, wise men) to the story. • Recreate the scene in small-world play. • Act out the story as a class Nativity or role play. 	Story Bible, Nativity figures, costumes, props.	<ul style="list-style-type: none"> • Retell religious stories and recognise that they are special to Christians. • Make connections with their own experiences of welcoming a new baby or celebrating.
LC3: Why do Christians give gifts at Christmas?	Children learn that Christians believe Jesus was a gift from God.	<ul style="list-style-type: none"> • Talk about the gifts they like to give and receive. • Read about the wise men’s gifts and what they mean. • Mime passing a “precious gift” around the circle and discuss what makes something precious. 	Wrapped “precious gift”, storybook, wise men props.	<ul style="list-style-type: none"> • Begin to recognise the word <i>incarnation</i> as describing the belief that God came to earth as Jesus. • Talk about what makes something precious.
LC4: How do Christians celebrate Christmas?	Children explore Christian traditions linked to Christmas and their meanings.	<ul style="list-style-type: none"> • Look at photos or videos of Christmas services and carol singing. • Listen to and learn a simple carol. • Create Christmas cards with Nativity imagery. 	Photos/videos of carols, craft materials, musical instruments.	<ul style="list-style-type: none"> • Identify some ways Christians celebrate Christmas. • Talk about how singing, worship, and giving gifts show love and joy.
LC5: Why do Christians perform Nativity plays?	Children understand that Christians tell the story of Jesus’ birth to remember God’s love.	<ul style="list-style-type: none"> • Prepare and perform a simple Nativity play. • Invite parents or another class to watch. • Reflect on what the story teaches about love, kindness, and belonging. 	Costumes, stage space, audience invitations.	<ul style="list-style-type: none"> • Retell the story showing understanding of its meaning for Christians. • Talk about how Christians believe God showed love through Jesus.
LC6 (optional): How can we share joy and kindness at Christmas?	Children reflect on the values of generosity and love that Christmas represents.	<ul style="list-style-type: none"> • Discuss ways they can show kindness and love at home or school. • Make “Kindness Stars” or “Gifts of Love” for a class display. 	Craft materials, display board, paper stars.	<ul style="list-style-type: none"> • Make connections between Christian beliefs and their own actions. • Reflect on how sharing and kindness make celebrations meaningful.

Which places are special and why?

Learning Challenge	Learning Intention	Learning Activities	Resources	Learning Outcomes (linked to syllabus)
LC1: Which places are special to me and why?	Children explore what makes a place special or meaningful to them.	<ul style="list-style-type: none"> • Talk about favourite places (e.g. bedroom, park, grandparent’s house). • Create drawings or models of their special place and explain why it matters. • Discuss feelings associated with these places (safe, happy, calm). 	Paper, pencils, model materials, photos of local areas.	<ul style="list-style-type: none"> • Talk about somewhere that is special to themselves, saying why.
LC2: What makes a place special for others?	Children learn that people have different special places for different reasons.	<ul style="list-style-type: none"> • Use pictures of beaches, gardens, playgrounds, etc. to discuss why people value them. • Listen to visitors share photos of their special places. • Compare how people feel in their special places. 	Photo cards, guest visitors, class display.	<ul style="list-style-type: none"> • Recognise that some people have places that are special and meaningful to them.
LC3: What makes a place special for religious believers?	Children begin to understand that some people have special <i>religious</i> places.	<ul style="list-style-type: none"> • Explore pictures or short videos of churches, mosques and synagogues. • Talk about what happens in these places and what makes them important. • Sort images and artefacts by faith (Christianity, Islam, Judaism). 	Photos, artefacts (cross, prayer mat, Torah scroll), sorting cards.	<ul style="list-style-type: none"> • Recognise that some religious people have places with special meaning for them.
LC4: What can we find inside a church or a mosque?	Children identify key features and objects found in places of worship.	<ul style="list-style-type: none"> • Look at photos showing fonts, crosses, candles, prayer mats, minarets, etc. • Create a small-world model of a place of worship. • Discuss what each object means and how it’s used. 	Model materials, faith artefact pack, display board.	<ul style="list-style-type: none"> • Talk about the things that are special and valued in a place of worship. • Begin to recognise how these link to beliefs about God.
LC5: What does it feel like to visit a special place?	Children reflect on their experience of visiting or imagining a place of worship.	<ul style="list-style-type: none"> • Visit a local church, mosque, or synagogue or use virtual reality tours online. • Prepare questions before visiting and share reflections after. • Create a class map or collage of “special places we’ve seen.” 	Visit arrangements, cameras/tablets, drawing materials.	<ul style="list-style-type: none"> • Use appropriate words to talk about thoughts and feelings when visiting a church or other special place.
LC6: How can we make a special place in our school?	Children explore how to create and care for a place that feels special for everyone.	<ul style="list-style-type: none"> • Work together to design a “quiet reflection area” in the classroom or garden. • Go on a nature walk and collect items that inspire awe and wonder. • Discuss how to look after our special spaces and the world around us. 	Natural materials, plants, art supplies.	<ul style="list-style-type: none"> • Express a personal response to the natural world. • Talk about caring for and respecting special places.

Why is **Easter** special to Christians?

Learning Challenge	Learning Intention	Learning Activities	Resources	Learning Outcomes (linked to syllabus)
LC1: What happens in springtime?	Children notice signs of new life in the natural world.	<ul style="list-style-type: none"> • Go on a spring walk to look for new buds, blossoms and baby animals. • Plant seeds or bulbs and observe them growing. • Discuss how new life makes people feel happy and hopeful. 	Nature walk checklist, bulbs/seeds, magnifying glasses, photos of spring.	<ul style="list-style-type: none"> • Talk about ideas of new life in nature.
LC2: What do Christians remember at Easter?	Children learn that Easter is a special time when Christians remember Jesus.	<ul style="list-style-type: none"> • Share simple versions of the Easter story from a children’s Bible or video. • Identify key people and events: Palm Sunday, Good Friday, Easter Sunday. • Sequence story cards to retell what happens. 	Children’s Bible, story cards, CBeebies “Let’s Celebrate Easter” clips.	<ul style="list-style-type: none"> • Recognise and retell stories connected with Easter. • Say why Easter is special for Christians.
LC3: What symbols help Christians remember Easter?	Children recognise important Easter symbols and what they mean.	<ul style="list-style-type: none"> • Explore real or visual symbols: palm crosses, eggs, hot cross buns, candles. • Discuss what they remind Christians of. • Create art using these symbols (paint, collage, printing). 	Artefacts or photos, craft materials, display space.	<ul style="list-style-type: none"> • Recognise some symbols Christians use during Holy Week and make links with signs of new life.
LC4: How do Christians celebrate Easter?	Children explore Christian ways of celebrating Easter and why it is a happy time.	<ul style="list-style-type: none"> • Look at pictures or short videos of Easter church services. • Sing simple Easter songs. • Make Easter cards with crosses, flowers or eggs. 	Photos/videos, songs, card-making materials.	<ul style="list-style-type: none"> • Talk about ways Christians celebrate Easter and how it shows their belief that Jesus is alive.
LC5: What do Easter eggs have to do with the story?	Children understand how eggs link to new life and joy.	<ul style="list-style-type: none"> • Talk about why we give and receive eggs at Easter. • Decorate eggs to represent new life and hope. • Hold a class “egg hunt” and retell the Easter story afterwards. 	Plastic or paper eggs, paints, Easter basket.	<ul style="list-style-type: none"> • Make connections between symbols of new life and the Easter story.
LC6: What makes Easter special to me?	Children reflect on their own experiences of celebration, new beginnings and happiness.	<ul style="list-style-type: none"> • Create an “Easter joy” collage using bright colours and words that represent happiness. • Talk about times when they felt sad and then happy again. • Reflect on how Christians see Easter as a story of hope. 	Art materials, music, photos of spring.	<ul style="list-style-type: none"> • Reflect on personal experiences of change and hope. • Begin to make connections between Christian beliefs and their own experiences.

Why is the word ‘God’ so important to Christians?

Learning Challenge	Learning Intention	Learning Activities	Resources	Learning Outcomes (linked to syllabus)
LC1: What do we find amazing about the world?	Children explore the wonders of the natural world.	<ul style="list-style-type: none"> • Go outdoors to observe clouds, insects, trees, and sky. • Talk about things they find puzzling or beautiful. • Create a “wonder wall” of photos and drawings showing amazing things in nature. 	Nature objects, camera/tablet, art materials.	<ul style="list-style-type: none"> • Talk about things they find interesting or wonderful. • Express ideas and feelings about the world.
LC2: What do Christians believe about God as Creator?	Children understand that Christians believe God made the world.	<ul style="list-style-type: none"> • Read or watch a children’s version of the creation story (Genesis 1). • Match images or objects to the days of creation. • Create a class mural showing “God’s world.” 	Story Bible, day-of-creation cards, craft materials.	<ul style="list-style-type: none"> • Retell stories that say something about God and the world. • Recognise that Christians believe God is Creator.
LC3: How do Christians say thank you to God?	Children learn that Christians show thankfulness to God through prayer and song.	<ul style="list-style-type: none"> • Listen to or sing simple praise songs. • Watch a clip of a church service or harvest celebration. • Talk about what people thank God for. 	Song recordings, video of worship, harvest props.	<ul style="list-style-type: none"> • Say how and when Christians thank their Creator. • Talk about why Christians think God is special.
LC4: How can we look after the world?	Children reflect on caring for creation.	<ul style="list-style-type: none"> • Talk about ways people harm or help the environment. • Sort pictures into “messing up” or “looking after” the world. • Do a class “Care for the Earth” project—e.g. recycling or planting. 	Sorting cards, recycling materials, outdoor area.	<ul style="list-style-type: none"> • Talk about what people do to mess up or care for the world. • Make connections between belief in a Creator and caring actions.
LC5: How do other people think about the world and creation?	Children begin to recognise that not everyone believes the same things about God.	<ul style="list-style-type: none"> • Compare Christian, Jewish, and non-religious ideas about the world. • Read short stories or show images of people caring for nature in different cultures. 	Storybooks, world faith symbols, globe.	<ul style="list-style-type: none"> • Recognise that some people believe God made the world, and others have different ideas.
LC6: What can we do to show our thanks for the world?	Children express their appreciation for the world around them.	<ul style="list-style-type: none"> • Create “Thank You, World” prayers or poems. • Make artwork showing their favourite part of the world. • Share ideas about how to care for people, animals, and nature. 	Art and writing materials, display board.	<ul style="list-style-type: none"> • Express ideas and feelings about the wonders of the world. • Reflect on ways of showing gratitude and care.

Which stories are special and why?

Learning Challenge	Learning Intention	Learning Activities	Resources	Learning Outcomes (linked to syllabus)
LC1: What is your favourite story and why?	Children recognise that stories can be special and important to people.	<ul style="list-style-type: none"> • Bring in favourite books from home and share why they like them. • Create a class display of favourite stories. • Talk about what makes a good story and how it makes them feel. 	Storybooks from home, display board, storytelling props.	<ul style="list-style-type: none"> • Talk about their favourite stories and why they are special. • Express feelings linked to stories they hear.
LC2: What stories do Christians find special?	Children learn that the Bible is a special book for Christians.	<ul style="list-style-type: none"> • Explore what a Bible looks like and why it is special. • Read simple Bible stories such as <i>The Lost Sheep</i> or <i>Jesus and Zacchaeus</i>. • Discuss what Christians might learn from these stories. 	Children’s Bible, pictures of Jesus, story props.	<ul style="list-style-type: none"> • Identify the Bible as a special book for Christians. • Recognise some religious words (e.g. “God,” “Jesus”).
LC3: What stories are special to Jewish people?	Children find out that Jews have special stories in the Torah.	<ul style="list-style-type: none"> • Read or watch stories such as <i>David and Goliath</i> or <i>Ruth</i>. • Talk about what these stories teach about God and people. • Link to values like courage, kindness, and helping others. 	Picture books, Torah scroll image, props.	<ul style="list-style-type: none"> • Recognise that the Torah is a sacred text for Jewish people. • Talk about what these stories teach believers.
LC4: What can we learn from stories that teach right and wrong?	Children understand that stories often teach lessons about behaviour.	<ul style="list-style-type: none"> • Share simple moral stories (religious and non-religious), such as <i>The Good Samaritan</i> or <i>The Lion and the Mouse</i>. • Use puppets or role play to show kindness and helping others. 	Story cards, puppets, small-world play sets.	<ul style="list-style-type: none"> • Identify lessons about kindness, gratitude, or fairness in stories.
LC5: How do people use special books and stories?	Children explore how believers use stories to learn and pray.	<ul style="list-style-type: none"> • Watch a short clip of people reading from a holy book. • Talk about why they treat these books with respect. • Create a “special story corner” in the classroom. 	Videos, photos of worship, fabric, candles.	<ul style="list-style-type: none"> • Recognise how people show respect for special books. • Talk about why these stories are important to believers.
LC6: What can we learn from our favourite stories?	Children reflect on what their own special stories teach them.	<ul style="list-style-type: none"> • Create a class storybook called <i>Stories that Teach Us</i>. • Draw pictures of lessons from their favourite tales. • Discuss what makes stories powerful or meaningful. 	Art materials, class book, audio recorder.	<ul style="list-style-type: none"> • Make simple connections between what stories teach and their own lives. • Reflect on how stories can help people make good choices.

Key Stage 1

Programme of Study

What do pupils gain from RE at this key stage?

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject-specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

Aims:

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.

RE teaching and learning should enable pupils to ...

A. make sense of a range of religious and non-religious beliefs	B. understand the impact and significance of religious and non-religious beliefs	C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied
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End of key stage outcomes

RE should enable pupils to:

<ul style="list-style-type: none">identify the core beliefs and concepts studied and give a simple description of what they mean	<ul style="list-style-type: none">give examples of how people use stories, texts and teachings to guide their beliefs and actions	<ul style="list-style-type: none">think, talk and ask questions about whether the ideas they have been studying have something to say to them
<ul style="list-style-type: none">give examples of how stories show what people believe (e.g. the meaning behind a festival)	<ul style="list-style-type: none">give examples of ways in which believers put their beliefs into action	<ul style="list-style-type: none">give a good reason for the views they have and the connections they make
<ul style="list-style-type: none">give clear, simple accounts of what stories and other texts mean to believers		

These general outcomes are related to specific content within the unit outlines on pp.43-52.

Year 1

What does it mean to belong to a faith community?

Learning Challenge	Learning Intention	Learning Activities	Resources	Learning Outcomes
LC1: What groups do I belong to?	Recognise belonging in everyday life.	<ul style="list-style-type: none"> • Create a “My Belonging Tree.” 	Photos, family symbols.	<ul style="list-style-type: none"> • Talk about belonging to family and school.
LC2: How do faith communities welcome people?	Learn about religious ceremonies of welcome.	<ul style="list-style-type: none"> • Explore Christian baptism, Jewish naming, Muslim Aqiqah. • Caption photos or matching activities. 	Photos, artefacts, role play.	<ul style="list-style-type: none"> • Describe ways babies are welcomed in faiths.
LC3: What symbols show belonging?	Identify symbols of faith and belonging.	<ul style="list-style-type: none"> • Recognise and symbols of each religion. • Examine crosses, kippahs, prayer caps, candles. 	Artefact box, images.	<ul style="list-style-type: none"> • Name symbols used in Christianity, Islam, Judaism.
LC4: How do people show love and belonging in marriage?	Explore promises and celebration.	<ul style="list-style-type: none"> • Watch or act out a wedding ceremony. 	Props, video clips.	<ul style="list-style-type: none"> • Identify ways people show love and commitment.
LC5: How do people show kindness in their communities?	Reflect on helping others as part of belonging.	<ul style="list-style-type: none"> • Create “Belonging badges” for acts of kindness. 	Craft materials.	<ul style="list-style-type: none"> • Talk about why helping others builds community.
LC6: Why is it good to belong?	Reflect on value and connection.	<ul style="list-style-type: none"> • Share feelings of being included or left out. • Create a “We all belong” display. 	Art materials, photos.	<ul style="list-style-type: none"> • Give reasons why belonging matters to people.

What do Christians believe God is Like?

Learning Challenge	Learning Intention	Learning Activities	Resources	Learning Outcomes (linked to syllabus)
LC1: What do stories from the Bible tell us about God?	Children learn that Christians believe God is loving, forgiving, and caring.	<ul style="list-style-type: none"> • Hear the story of <i>The Lost Son</i> (Luke 15). • Retell using role play or story maps. • Discuss what the father's actions say about God. 	Bible storybooks, props, sequencing cards.	<ul style="list-style-type: none"> • Identify what the story means to Christians. • Recognise God as loving and forgiving.
LC2: What do Christians do to show what God is like?	Children understand that Christians pray, sing, and help others because of their beliefs about God.	<ul style="list-style-type: none"> • Watch a short film of a church service. • Learn a worship song about God's love. • Create a kindness chart showing how to act with love. 	Music clips, photos of worship, kindness chart.	<ul style="list-style-type: none"> • Describe how Christians show love for God through words and actions.
LC3: What do Christians say about God's love?	Children explore how the Bible teaches about God's love.	<ul style="list-style-type: none"> • Read verses from Psalm 23 and talk about the shepherd image. • Create artwork showing "God cares for everyone." 	Bible quotes, art materials, display space.	<ul style="list-style-type: none"> • Talk about Christian ideas of God as caring and protecting.
LC4: How do Christians talk to God?	Children know that Christians believe they can pray to God.	<ul style="list-style-type: none"> • Learn the Lord's Prayer or a simple thank-you prayer. • Write or draw their own prayer of thanks or help. 	Prayer template cards, music, candles.	<ul style="list-style-type: none"> • Recognise that prayer is a way Christians talk to God.
LC5: What can we learn from these stories?	Children reflect on how forgiveness and love are important in their own lives.	<ul style="list-style-type: none"> • Role-play forgiving a friend. • Create a "Forgiveness Flower." 	Craft materials, story visuals.	<ul style="list-style-type: none"> • Make connections between Christian beliefs about God and their own experiences of love and forgiveness.

Who is Jewish and how do they live? (part 1)

Learning Challenge	Learning Intention	Learning Activities	Resources	Learning Outcomes
LC1: What is special about being Jewish?	Learn that Judaism is one of the world's oldest religions.	<ul style="list-style-type: none"> • Explore photos of Jewish families and synagogues. • Using maps of Europe/world colour in countries where there is a Jewish population. 	Photo pack, maps.	<ul style="list-style-type: none"> • Identify that Jews belong to a worldwide community.
LC2: What do Jewish people believe about God?	Understand the Shema and belief in one God.	<ul style="list-style-type: none"> • Read or listen to the Shema (Deuteronomy 6:4–9). • Create paper mezuzah scrolls. 	Shema text, craft tubes.	<ul style="list-style-type: none"> • Describe what the Shema teaches about God.
LC3: What is a mezuzah and why is it special?	Learn how Jewish homes remind families of God.	<ul style="list-style-type: none"> • Examine a mezuzah and write their own special words for home. 	Mezuzah, images.	<ul style="list-style-type: none"> • Recognise the mezuzah as a symbol of faith.
LC4: What happens on Shabbat?	Learn how Jews rest and spend time with family.	<ul style="list-style-type: none"> • Recreate Shabbat table with candles, bread, wine (grape juice). 	Challah, candle props.	<ul style="list-style-type: none"> • Talk about the importance of rest and family time.
LC5: What stories are special to Jewish people?	Explore key stories and their meanings.	<ul style="list-style-type: none"> • Read <i>David and Goliath</i> or <i>The Call of Samuel</i>. • Use puppets to act out the story. 	Story books, puppets.	<ul style="list-style-type: none"> • Retell stories showing God helping his people.

Who is Jewish and how do they live? (part 2)

Learning Challenge	Learning Intention	Learning Activities	Resources	Learning Outcomes
LC6: What festivals do Jewish people celebrate?	Learn about Sukkot and Chanukah.	<ul style="list-style-type: none"> • Build a class sukkah/draw, decorate and label a sukkah; light a model menorah. 	Cardboard, lights.	<ul style="list-style-type: none"> • Describe how festivals remind Jews about God's care.
LC7: How do Jews show belonging to God?	Learn about symbols and values.	<ul style="list-style-type: none"> • Explore Torah scrolls and Hebrew letters. • Handle, recognize and name star of David, Menorah, Mezuzah, Kippa, Tallit etc. 	Torah images, scroll paper.	<ul style="list-style-type: none"> • Identify key Jewish symbols and their meaning.
LC8: What can we learn from Jewish life?	Reflect on faith, family, and celebration.	<ul style="list-style-type: none"> • Compare their own special days and family traditions. 	Discussion cards.	<ul style="list-style-type: none"> • Make links between Jewish practices and their own lives.

Who do Christians say made the World?

Learning Challenge	Learning Intention	Learning Activities	Resources	Learning Outcomes
LC1: What is amazing about our world?	Children explore wonder and beauty in nature.	<ul style="list-style-type: none"> • Nature walk, collecting objects. • Create a class “Wonder Wall.” 	Natural materials, camera, display.	<ul style="list-style-type: none"> • Talk about what is special about the world.
LC2: What does the Bible say about creation?	Children know the Christian creation story.	<ul style="list-style-type: none"> • Read Genesis 1:1–2:3 with visuals. • Sequence the days of creation. 	Children’s Bible, story cards.	<ul style="list-style-type: none"> • Retell the creation story simply.
LC3: What does the creation story teach Christians about God?	Children understand that Christians see God as Creator and caring.	<ul style="list-style-type: none"> • Discuss what the story says about God’s creativity and goodness. • Create a mural of “God’s world.” 	Art materials, music.	<ul style="list-style-type: none"> • Say what the story tells Christians about God and creation.
LC4: How do Christians thank God for creation?	Children learn how Christians celebrate and give thanks.	<ul style="list-style-type: none"> • Watch a Harvest festival video. • Create thank-you prayers or drawings. 	Video clips, song lyrics, food items.	<ul style="list-style-type: none"> • Give examples of how Christians say thank you to God.
LC5: How can we look after the world?	Children make connections between beliefs and care for nature.	<ul style="list-style-type: none"> • Class recycling project. • Design posters encouraging care for creation. 	Craft and recycling materials.	<ul style="list-style-type: none"> • Suggest ways everyone can care for the world.

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

Learning Challenge	Learning Intention	Learning Activities	Resources	Learning Outcomes
LC1: Why is it important to care for others?	Explore friendship and kindness.	<ul style="list-style-type: none"> • Read <i>The Good Samaritan</i>. • Create kindness cards for classmates. 	Bible storybook, art materials.	<ul style="list-style-type: none"> • Give examples of teachings about caring.
LC2: What do Christians and Jews believe about caring for the world?	Learn that God made and values everyone.	<ul style="list-style-type: none"> • Explore Psalm 8 and Genesis 2:15. • Discuss being caretakers of the world. 	Texts, globe, nature walk.	<ul style="list-style-type: none"> • Describe how believers care for creation.
LC3: How do people show they care?	Explore religious and non-religious charities.	<ul style="list-style-type: none"> • Research CAFOD, Tzedek, WaterAid. • Create posters for a chosen cause. 	Charity materials, poster templates.	<ul style="list-style-type: none"> • Identify ways people show love through helping others.
LC4: How can we make the world a better place?	Apply ideas of kindness and justice.	<ul style="list-style-type: none"> • Plan and run a small class charity event. 	Fundraising materials, invitations.	<ul style="list-style-type: none"> • Talk about how caring actions make a difference.
LC5: What do different religions teach about helping others?	Learn the “Golden Rule.”	<ul style="list-style-type: none"> • Compare sayings from the Bible, Torah, and secular sources. • Create comic strips of kindness in action. 	Story cards, comic templates.	<ul style="list-style-type: none"> • Give examples of shared moral values.
LC6: What can we do to care for our world?	Reflect on responsibility.	<ul style="list-style-type: none"> • Create a class eco-pledge. 	Poster paper, nature photos.	<ul style="list-style-type: none"> • Explain how caring helps everyone.

Year 2

Who is Muslim and how do they live? (Part 1)

Learning Challenge	Learning Intention	Learning Activities (Core)	Resources	Learning Outcomes
LC1: Who is a Muslim?	Children learn about Muslim identity and belief in one God (Allah).	<ul style="list-style-type: none"> • Watch a short film of Muslim children talking about their faith. • Create “All About Me” posters linking belief and family. 	Video clips, poster paper.	<ul style="list-style-type: none"> • Recognise that Muslims believe in one God, Allah.
LC2: What is the Qur’an and why is it important?	Understand that the Qur’an is the holy book for Muslims.	<ul style="list-style-type: none"> • Show how Muslims treat the Qur’an with respect. • Decorate a border for a special text. 	Artefacts, display cloth.	<ul style="list-style-type: none"> • Identify the Qur’an as a special book.
LC3: What stories do Muslims love to hear?	Learn stories about the Prophet Muhammad.	<ul style="list-style-type: none"> • Tell the story of <i>The Prophet and the Cat</i>. • Write a class book of “kindness stories.” 	Story cards, drawing tools.	<ul style="list-style-type: none"> • Retell a Prophet story and say what it teaches.
LC4: What is important in Muslim family life?	Explore family, care, and community.	<ul style="list-style-type: none"> • Talk about helping at home. • Make a “Helping Hands” chart. 	Photos, hand templates.	<ul style="list-style-type: none"> • Identify ways Muslims show care and respect

Why does **Christmas** matter to Christians?

Learning Challenge	Learning Intention	Learning Activities	Resources	Learning Outcomes
LC1: What do we celebrate and why?	Children recognise special celebrations in their own lives.	<ul style="list-style-type: none"> • Discuss birthdays and family celebrations. • Create a “Celebration Chart.” • Make a mini book about personal special days. 	Photos, templates.	<ul style="list-style-type: none"> • Talk about celebrations that are important to them.
LC2: What do Christians celebrate at Christmas?	Understand that Christmas celebrates Jesus’ birth.	<ul style="list-style-type: none"> • Retell the Nativity story using puppets. • Write or draw the story sequence in a book. 	Story Bible, props.	<ul style="list-style-type: none"> • Retell the Christmas story and explain its meaning.
LC3: How do Christians prepare for Christmas?	Explore Advent traditions.	<ul style="list-style-type: none"> • Make Advent wreaths or calendars. • Act out a family preparing for Christmas service. 	Craft materials, candles.	<ul style="list-style-type: none"> • Describe ways Christians prepare for Christmas.
LC4: What gifts were given to Jesus?	Learn about the wise men and the meaning of gifts.	<ul style="list-style-type: none"> • Discuss gift-giving and kindness. • Create “Gifts of Love” cards. 	Gift box, paper, pens.	<ul style="list-style-type: none"> • Talk about why Christians give gifts at Christmas.
LC5: What does Christmas teach Christians about God?	Understand that Christians believe Jesus is God’s Son.	<ul style="list-style-type: none"> • Explore the word <i>incarnation</i> through story and discussion. • Make a poster “Jesus—God with us.” 	Bible storybook, art supplies.	<ul style="list-style-type: none"> • Recognise the belief that Jesus shows God’s love.

Who is Muslim and how do they live? (Part 2)

Learning Challenge	Learning Intention	Learning Activities	Resources	Learning Outcomes
LC5: What do Muslims do every day to show their faith?	Learn about prayer (salah).	<ul style="list-style-type: none"> • Watch a video of Muslim children praying. • Create prayer mats with patterns. 	Artefact photos, craft paper.	<ul style="list-style-type: none"> • Describe how Muslims pray to God.
LC6: What is special about the mosque?	Explore the mosque as a place of worship.	<ul style="list-style-type: none"> • Use photos or a virtual tour of a mosque. • Build a 3D model mosque. 	Model materials, pictures.	<ul style="list-style-type: none"> • Identify key features of a mosque.
LC7: What happens during Ramadan and Eid?	Learn about fasting and celebration.	<ul style="list-style-type: none"> • Watch a short film about Ramadan and Eid. • Create an Eid card or crescent moon art. 	Video clips, craft supplies.	<ul style="list-style-type: none"> • Talk about why Muslims fast and celebrate Eid.
LC8: What can we learn from Muslim life?	Reflect on values of faith, family, and generosity.	<ul style="list-style-type: none"> • Create a “values circle” with caring words. • Compare shared values with their own life. 	Poster materials.	<ul style="list-style-type: none"> • Make connections between Muslim beliefs and their own experiences.

Why does **Easter** matter to Christians?

Learning Challenge	Learning Intention	Learning Activities	Resources	Learning Outcomes
LC1: What are the signs of new life in spring?	Notice change and new beginnings.	<ul style="list-style-type: none"> • Spring nature walk and art. • Create a “New Life” photo collage. 	Nature materials.	<ul style="list-style-type: none"> • Talk about new life and change.
LC2: What happens in the Easter story?	Learn key events of Holy Week.	<ul style="list-style-type: none"> • Retell with props (palm leaves, cross, stone). • Create a timeline of Holy Week. 	Story Bible, props.	<ul style="list-style-type: none"> • Retell the story of Easter and its meaning.
LC3: Why is Good Friday special?	Understand sadness and hope.	<ul style="list-style-type: none"> • Reflect using dark/light imagery. • Make a “Hope Cross” with bright colours. 	Paper crosses, art materials.	<ul style="list-style-type: none"> • Recognise the importance of Jesus’ death for Christians.
LC4: What happens on Easter Sunday?	Explore joy and celebration.	<ul style="list-style-type: none"> • Read <i>The Empty Tomb</i> and act it out. • Create Easter joy posters. 	Music, decorations.	<ul style="list-style-type: none"> • Describe how Christians celebrate resurrection.
LC5: What does Easter mean to Christians today?	Make connections between beliefs and life.	<ul style="list-style-type: none"> • Interview a Christian visitor about Easter. • Watch videos of A priest talking about Easter and generate a list of questions • Write reflections: “What makes me feel hopeful?” 	Guest visitor, worksheet.	<ul style="list-style-type: none"> • Talk about Easter as a story of hope and joy.

What is the good news Jesus brings?

Learning Challenge	Learning Intention	Learning Activities	Resources	Learning Outcomes
LC1: What do Christians mean by 'good news'?	Children explore what good news means in everyday life.	<ul style="list-style-type: none"> • Share personal "good news" stories. • Write a class "Good News Newspaper." 	Story paper, pens.	<ul style="list-style-type: none"> • Talk about what makes news good.
LC2: What did Jesus teach about forgiveness?	Learn about Jesus' teachings on love and forgiveness.	<ul style="list-style-type: none"> • Read <i>The Lost Son</i>. • Role-play forgiveness in class scenarios. 	Bible storybook.	<ul style="list-style-type: none"> • Retell a parable and say what it means.
LC3: How did Jesus show love and kindness?	Recognise how Jesus helped others.	<ul style="list-style-type: none"> • Explore <i>The Calling of the Disciples</i> or <i>Healing Stories</i>. • Create "Helping Hands" showing acts of kindness. 	Bible story visuals.	<ul style="list-style-type: none"> • Describe how Jesus showed love to others.
LC4: How do Christians try to live like Jesus?	Learn about Christian charity and care.	<ul style="list-style-type: none"> • Research Christian charities (e.g. CAFOD, Christian Aid). • Plan a class act of kindness. 	Videos, posters.	<ul style="list-style-type: none"> • Identify how Christians follow Jesus' example.
LC5: What can we learn from the good news of Jesus?	Reflect on how kindness and forgiveness affect life.	<ul style="list-style-type: none"> • Create a class "Good News Tree." • Write personal pledges to bring good news. 	Paper tree display.	<ul style="list-style-type: none"> • Make connections between Jesus' teachings and personal choices.

What makes some places sacred to believers?

Learning Challenge	Learning Intention	Learning Activities	Resources	Learning Outcomes
LC1: What places are special to me?	Reflect on places that feel special or peaceful.	<ul style="list-style-type: none"> • Bring photos or drawings of personal special places. • Create a “My Special Place” collage. 	Photos, art supplies.	<ul style="list-style-type: none"> • Talk about a place that is special to them.
LC2: What makes a church special to Christians?	Learn about features of a church.	<ul style="list-style-type: none"> • Explore photos and artefacts from a church. • Visit or virtually tour a local church. 	Church artefacts, videos.	<ul style="list-style-type: none"> • Describe key features of a Christian church.
LC3: What makes a mosque special to Muslims?	Identify features and purposes of a mosque.	<ul style="list-style-type: none"> • Look at pictures of domes, minarets, prayer halls. • Create mosaic patterns for mosque decoration. 	Images, pattern templates.	<ul style="list-style-type: none"> • Recognise the mosque as a special place of worship.
LC4: How do these places show what people believe?	Make links between beliefs and worship.	<ul style="list-style-type: none"> • Compare prayer, song, and symbols in each place. • Make a class “Places of Worship” book. 	Photos, comparison chart.	<ul style="list-style-type: none"> • Connect features of places of worship to faith.
LC5: What can we learn from visiting special places?	Reflect on the importance of respect and awe.	<ul style="list-style-type: none"> • Discuss feelings about visiting quiet or sacred places. • Create rules for showing respect in sacred spaces. 	Discussion prompts, art.	<ul style="list-style-type: none"> • Show understanding of respect for sacred places.

Year 3

What do Christians learn from the creation story?

Learning Challenge	Learning Intention	Learning Activities	Resources	Learning Outcomes
LC1: What do Christians believe about how the world began?	Children learn that Christians believe God created the world with purpose and care.	<ul style="list-style-type: none"> • Read and discuss Genesis 1:1–2:3. • Sequence the days of creation and link them to beauty and order in the world. • Explore art or music that represents creation. 	Bibles, creation cards, art materials, music.	<ul style="list-style-type: none"> • Retell the creation story and identify Christian beliefs about God as Creator.
LC2: What does the story teach Christians about God?	Understand that God is powerful, creative, and good.	<ul style="list-style-type: none"> • Examine verses showing God’s care and creativity. • Create word clouds describing God’s qualities. 	Scripture texts, digital tools.	<ul style="list-style-type: none"> • Describe what the story shows Christians about God’s nature.
LC3: What does the story teach about humans?	Explore the belief that people are made in God’s image.	<ul style="list-style-type: none"> • Discuss what being “made in God’s image” means. • Create portraits or poems celebrating human uniqueness. 	Art materials, reflection sheets.	<ul style="list-style-type: none"> • Make connections between belief in creation and valuing people.
LC4: What responsibilities come from this belief?	Understand Christian stewardship of the world.	<ul style="list-style-type: none"> • Debate environmental issues using Genesis 2:15 (“care for the garden”). • Design eco-friendly pledges. 	Scripture quotes, poster paper.	<ul style="list-style-type: none"> • Explain how beliefs influence actions for caring for the world.
LC5: How do Christians celebrate creation?	Recognise worship and gratitude in Harvest and daily life.	<ul style="list-style-type: none"> • Explore Harvest traditions and write thank-you prayers. 	Videos, songs, artefacts.	<ul style="list-style-type: none"> • Identify ways Christians show gratitude for creation.

What is it like to follow God?

Learning Challenge	Learning Intention	Learning Activities	Resources	Learning Outcomes
LC1: Who was Abraham and why is he important?	Learn about Abraham's call and faith in God.	<ul style="list-style-type: none"> • Read Genesis 12:1–9 and discuss trust and promises. • Create “Promise Stars” representing faith. 	Story cards, craft paper.	<ul style="list-style-type: none"> • Retell Abraham's story and explain what it teaches about faith.
LC2: What happened to Noah and what does it teach?	Understand obedience and covenant.	<ul style="list-style-type: none"> • Read the story of Noah's Ark. • Discuss the rainbow as a sign of God's promise. • Make a class rainbow collage. 	Bible storybook, materials.	<ul style="list-style-type: none"> • Identify what Christians learn about following God.
LC3: What is a covenant?	Explore the meaning of promises between God and people.	<ul style="list-style-type: none"> • Compare promises in everyday life to biblical covenants. • Create a “Promise Poster.” 	Poster templates.	<ul style="list-style-type: none"> • Describe what a covenant means and why it matters.
LC4: How do Christians show they follow God today?	Link ancient stories to modern faith.	<ul style="list-style-type: none"> • Interview Christians about how they live out faith. • Create diary entries from a believer's perspective. 	Guest speakers, writing frames.	<ul style="list-style-type: none"> • Make connections between Bible stories and Christian living.
LC5: What can we learn about trust and obedience?	Reflect on personal responsibility and faith.	<ul style="list-style-type: none"> • Drama: making good choices in hard times. • Reflective writing on promises they keep. 	Role-play props, notebooks.	<ul style="list-style-type: none"> • Express how stories of Abraham and Noah might inspire their own choices.

How do festivals and worship show what matters to Muslims?

Learning Challenge	Learning Intention	Learning Activities	Resources	Learning Outcomes
LC1: What does it mean to be a Muslim?	Understand that Muslims follow the Five Pillars as a guide to life.	Explore each of the Five Pillars through sorting or matching games; create a class display of “Faith in Action.”	Pillar cards, posters, PowerPoint slides.	Describe how the Five Pillars shape and guide Muslim life.
LC2: Why is prayer important to Muslims?	Learn about daily prayer (salah) and its purpose.	Watch a video of Muslims praying; discuss how prayer helps people feel connected to God; design their own patterned prayer mats.	Video clip, prayer mat images, art materials.	Explain why prayer is important to Muslims and what it means to them.
LC3: What is special about the mosque?	Identify features of a mosque and its role in the community.	Take a virtual mosque tour; label key features such as the dome, minaret, and prayer hall; listen to the call to prayer.	Photos, 360° mosque tour, sound clip.	Recognise symbols and features that make a mosque a special place of worship.
LC4: What happens during Ramadan?	Understand fasting as an act of self-control and devotion.	Watch a short film about Ramadan; reflect on what it feels like to give up something for a reason; write or draw about gratitude.	Videos, worksheets, discussion prompts.	Describe how fasting helps Muslims grow closer to God and develop empathy.
LC5: What is celebrated at Eid-ul-Fitr?	Learn about joy, gratitude, and community in Muslim celebrations.	Explore how families prepare for Eid; make greeting cards or decorations; share how they celebrate special days.	Craft materials, Eid music, photos.	Explain how Eid shows Muslim values of thankfulness, generosity, and unity.
LC6: What can we learn from Muslim faith and festivals?	Reflect on shared human values inspired by Islamic beliefs.	Create a “Good Deeds Tree” showing acts of kindness and generosity; discuss how these values can improve their community.	Poster board, leaf templates, pens.	Make connections between Muslim teachings and their own ideas about helping others.

How do festivals and family life show what matters to Jewish people?

Learning Challenge	Learning Intention	Learning Activities	Resources	Learning Outcomes
LC1: What matters most in a Jewish home?	Understand that the home is central to Jewish life.	Explore the <i>mezuzah</i> and <i>Shema</i> prayer; discuss how Jewish families remember God in daily routines; design a poster showing a “special place at home.”	Images of mezuzah, Shema cards, home photos.	Describe how Jewish families express their faith and values at home.
LC2: What happens at Shabbat?	Learn about rest, family time and worship.	Recreate a Shabbat table with candles, bread, and grape juice; discuss how it feels to pause and rest; listen to Jewish children talk about their family time.	Candles, challah, grape juice, white cloth.	Explain why Shabbat is important and how it helps Jewish people remember God.
LC3: What happens during Rosh Hashanah and Yom Kippur?	Understand that these festivals focus on reflection and forgiveness.	Taste symbolic foods such as apple and honey; explore the idea of saying sorry and making new starts; write a “fresh start” wish card.	Apples, honey, craft materials.	Describe how these festivals help Jewish people reflect and seek forgiveness.
LC4: What happens at Sukkot?	Learn about remembering God’s protection during the Israelites’ journey.	Build a class sukkah with natural materials; reflect on what it feels like to have shelter and be thankful.	Cardboard, branches, leaves, cloth.	Explain how Sukkot reminds Jewish people of God’s care and protection.
LC5: What does Hanukkah celebrate?	Explore the themes of courage, faith, and light.	Retell the Hanukkah story; create paper menorahs; write about something that brings light or hope.	Storybook, candle props, craft paper.	Identify what Hanukkah teaches about faith, perseverance, and hope.
LC6: What can we learn from Jewish family and festivals?	Reflect on shared values of faith, belonging, and community.	Compare Jewish celebrations with their own family traditions; create a “Celebrations Around the World” display.	Comparison chart, photos, art supplies.	Make links between Jewish values and their own experiences of belonging and celebration.

What kind of world did Jesus want?

Learning Challenge	Learning Intention	Learning Activities	Resources	Learning Outcomes
LC1: What was Jesus' mission?	Understand that Jesus wanted to bring love, peace, and fairness into the world.	Read the story of Jesus calling the first disciples (Luke 5:1–11); discuss what it means to follow someone; create “footprints of following Jesus” showing ways to help others.	Bible text, footprint templates, poster paper.	Describe what Jesus wanted his followers to do and what kind of world he hoped to build.
LC2: What do Jesus' parables tell us about the world he wanted?	Explore how Jesus used stories to teach about kindness and justice.	Read and act out <i>The Good Samaritan</i> and <i>The Lost Sheep</i> ; create a storyboard or comic strip showing what each story teaches about caring for others.	Story cards, art materials, Bibles.	Explain how parables show Jesus' vision of a loving and fair world.
LC3: How did Jesus show love and forgiveness?	Recognise how Jesus' actions modelled compassion and inclusion.	Explore stories such as Zacchaeus or the healing of the blind man; write a “Kindness Promise” or role-play a story of forgiveness.	Bible storybooks, writing frames, props.	Identify examples of how Jesus showed love, forgiveness, and respect for others.
LC4: How do Christians try to follow Jesus' example today?	Learn how Christians try to live out Jesus' message of love.	Research local or global Christian charities (e.g. CAFOD, The Salvation Army); design posters showing “Love in Action.”	Charity leaflets, internet, poster paper.	Give examples of how Christians work to make the world more like Jesus wanted.
LC5: What would Jesus do today?	Apply Jesus' teachings to modern-day life and choices.	Explore real-life dilemmas (bullying, honesty, inclusion); act out “What Would Jesus Do?” scenes; create a “Code of Kindness.”	Scenario cards, drama props, reflection sheets.	Make connections between Jesus' teachings and their own decisions about fairness and care.
LC6: What kind of world do we want?	Reflect on their own hopes for a just and loving world.	Write or draw ideas for “ <i>Our Better World</i> ” manifesto; create class artwork showing values of peace, kindness, and respect.	Art materials, music, display board.	Express personal ideas about the kind of world they want and link these to Jesus' vision of the Kingdom of God.

How and why do religious and non-religious people try to make the world a better place?

Learning Challenge	Learning Intention	Learning Activities	Resources	Learning Outcomes
LC1: What do we think makes the world a good or bad place?	Pupils reflect on what makes the world a good place and how people's actions can help or harm it.	<ul style="list-style-type: none"> • Begin with a class discussion about what makes the world beautiful or unfair. • Create a "Good and Bad in Our World" collage. • Read a moral story such as <i>The Good Samaritan</i> or <i>The Kind Stranger</i>. • Talk about how small actions can make a difference. 	Storybooks, magazines, collage materials, large paper.	<ul style="list-style-type: none"> • Identify good and bad actions in stories and real life. • Give examples of how people can help make the world a better place.
LC2: How do different religions teach people to make the world better?	Pupils explore religious teachings about kindness, fairness, and caring for others.	<ul style="list-style-type: none"> • Explore Christian teaching to "love your neighbour." • Learn about the Jewish idea of <i>Tikkun Olam</i> (repairing the world). • Discuss Muslim ideas of <i>Zakat</i> (charity). • Compare these values using discussion or matching cards. 	Faith storybooks, religious artefacts, quote cards, sorting mats.	<ul style="list-style-type: none"> • Describe what different religions say about helping others. • Make links between beliefs and actions that improve the world.
LC3: How do people of faith and no faith try to make the world better?	Pupils find out about inspirational individuals and charities working to make a positive impact.	<ul style="list-style-type: none"> • Research people of faith (e.g. Mother Teresa, Muhammad Yunus) and people of no faith (e.g. Greta Thunberg). • Watch clips from charities such as Christian Aid, Islamic Relief, or Oxfam. • Create posters showing different ways people make a difference. 	Internet, charity videos, books, poster paper, art supplies.	<ul style="list-style-type: none"> • Explain how people of faith and no faith work to improve the world. • Identify qualities that make someone an agent of change.
LC4: How do beliefs inspire actions for justice and fairness?	Pupils explore how beliefs about fairness, peace, and justice inspire people's actions.	<ul style="list-style-type: none"> • Discuss global issues like poverty or climate change. • Link to faith concepts such as Christian "stewardship" or Muslim responsibility as a "khalifah." • Debate how fair the world is today and what could be improved. 	Photos, news articles, discussion prompts, debate cards.	<ul style="list-style-type: none"> • Describe how beliefs influence actions for justice. • Express personal views about fairness and responsibility.
LC5: What can we do as a class to make a difference?	Pupils plan and carry out a class or school project that helps others or the environment.	<ul style="list-style-type: none"> • Brainstorm local issues (e.g. litter, kindness, loneliness). • Plan a "Make a Difference" project (e.g. food collection, recycling drive, community kindness week). • Carry out their project and document the process. 	Project planner sheets, art materials, camera for photos.	<ul style="list-style-type: none"> • Show understanding of how actions make a positive difference. • Reflect on the experience of working together to help others.
LC6: What have we learned about making the world better? (reflection)	Pupils reflect on how their own beliefs and values inspire positive actions.	<ul style="list-style-type: none"> • Create a "Helping Hands" or "Change Makers" display – each handprint shows one way they'll make the world better. • Write a reflection about what they've learned from different faiths and individuals. • Share their promises or learning with the class. 	Paper handprints, pens, reflection music, display space.	<ul style="list-style-type: none"> • Reflect on personal responsibility and caring for others. • Express their own ideas and commitments to improving the world.

Year 4

What is the Trinity and why is it important for Christians?

Learning Challenge	Learning Intention	Learning Activities	Resources	Learning Outcomes
LC1: What do Christians mean by 'God'?	Pupils explore how Christians describe God as Father, Son and Holy Spirit.	<ul style="list-style-type: none"> • Explore different names and images of God used in Christian songs and prayers. • Discuss how God can be one but known in three ways. • Use water, ice and steam as a Trinity metaphor. 	Bible passages, images of God symbols, water experiment.	<ul style="list-style-type: none"> • Identify that Christians believe in one God shown as Trinity. • Describe simple ways Christians express this belief.
LC2: What do Bible stories teach about the Trinity?	Pupils learn about key stories that show God as Father, Son and Holy Spirit.	<ul style="list-style-type: none"> • Read Jesus' baptism (Matthew 3:13–17). • Spot where each part of the Trinity appears. • Create a storyboard or comic strip retelling the story. 	Bible text, story template sheets, art materials.	<ul style="list-style-type: none"> • Retell the baptism of Jesus. • Explain what the story shows about God's nature.
LC3: How do Christians show belief in the Trinity through worship?	Pupils explore how Christians express faith in the Trinity through song, prayer and art.	<ul style="list-style-type: none"> • Listen to hymns mentioning Father, Son, Holy Spirit. • Learn the sign of the cross and what it means. • Create a piece of Trinity-inspired artwork. 	Christian hymns, crosses, art supplies.	<ul style="list-style-type: none"> • Identify examples of the Trinity in Christian worship. • Express ideas through art and reflection.
LC4: How is the Trinity shown in Christian symbols and buildings?	Pupils examine where and how churches show the Trinity visually.	<ul style="list-style-type: none"> • Explore church photos or visit a local church. • Look for Trinitarian symbols (triangles, trefoils, stained glass). • Design a church window showing the Trinity. 	Church visit or photos, template outlines, colouring materials.	<ul style="list-style-type: none"> • Recognise symbols representing the Trinity. • Describe how buildings express Christian belief.
LC5: Why is the Trinity important to Christians today?	Pupils link belief in the Trinity to Christian life and prayer.	<ul style="list-style-type: none"> • Interview a Christian visitor about what the Trinity means to them. • Discuss how the Trinity shapes love and community. • Write or draw a reflection showing how love connects people. 	Visitor, question cards, reflection sheets.	<ul style="list-style-type: none"> • Explain simply how belief in the Trinity affects Christian life. • Make links between belief and practice.
LC6: What have we learned about the Trinity? (reflection)	Pupils reflect on their learning and personal ideas about God.	<ul style="list-style-type: none"> • Create a group poster summarising the Trinity. • Reflect on what they find interesting or puzzling. • Share reflections in a class circle. 	Poster paper, pens, reflection prompts.	<ul style="list-style-type: none"> • Summarise learning about the Trinity. • Express personal thoughts about belief in God.

What do Hindus believe God is like?

Learning Challenge	Learning Intention	Learning Activities	Resources	Learning Outcomes
LC1: What do Hindus believe about God?	Understand that Hindus believe in one God (Brahman) who is shown in many forms.	Explore images of Hindu deities; discuss what each form shows about God's qualities; make a "Many Names, One God" display.	Pictures of deities, Hindu artefacts, display paper.	Describe how Hindus believe there are many forms of one God.
LC2: What do Hindu stories teach about God?	Learn how Hindu stories express beliefs about God's power and goodness.	Read the story of Rama and Sita; discuss what it shows about good overcoming evil; act out key scenes.	Story cards, props, masks.	Explain what Hindu stories teach about God's character and actions.
LC3: How do Hindus show devotion to God?	Explore how Hindus worship (puja) at home or in the mandir.	Watch a video of puja; identify objects used and their meanings; create a puja tray with labels.	Video clip, artefacts, tray template.	Identify key features of Hindu worship and their purpose.
LC4: Why are symbols and images important to Hindus?	Recognise that images help Hindus focus on God's qualities.	Examine murtis, music, and dance; design an image or symbol showing something they value or respect.	Artefacts, art materials, Hindu music.	Describe how Hindus use symbols and art to express belief in God.
LC5: How do Hindus show their beliefs through festivals?	Understand how festivals celebrate God's presence in life.	Learn about Diwali and Holi; make diya lamps or colour powder art; discuss what these festivals celebrate.	Clay, candles, coloured powders, stories.	Explain how Hindu festivals express joy and devotion to God.
LC6: What can we learn from Hindu ideas about God?	Reflect on the meaning of diversity, respect, and unity.	Create a "Many Ways to See Goodness" display linking Hindu ideas to their own experiences.	Display paper, reflection sheets.	Make links between Hindu beliefs and their own ideas of goodness and respect.

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

Learning Challenge	Learning Intention	Learning Activities	Resources	Learning Outcomes
LC1: What does it mean to be part of a Hindu family?	Understand how Hindu values and traditions guide daily life.	Watch interviews with Hindu children; explore how families celebrate together and follow routines such as prayer or food rules.	Video interviews, artefacts, pictures.	Describe what it means to be part of a Hindu family and community.
LC2: How do Hindus worship in Britain?	Learn how Hindus worship at home and in the mandir.	Compare home shrines with temples; create a model of a mandir showing key features.	Photos, modelling materials, fact sheets.	Identify similarities and differences between home and temple worship.
LC3: What festivals do British Hindus celebrate?	Explore how festivals connect community and faith.	Learn how Diwali or Raksha Bandhan are celebrated in the UK; make greeting cards or friendship bracelets.	Craft materials, videos, sweets.	Explain how Hindu festivals express faith and family unity.
LC4: How do Hindus live their beliefs in everyday life?	Recognise Hindu values such as <i>ahimsa</i> (non-violence) and <i>seva</i> (service).	Discuss examples of kindness and caring for others; create a class “acts of service” chart.	Posters, video stories, worksheet.	Explain how Hindu beliefs influence choices and behaviour.
LC5: What challenges and opportunities do Hindus face in Britain?	Understand what it means to live out faith in a diverse society.	Hear from a Hindu visitor or watch clips about British Hindus; explore how people balance faith and modern life.	Guest speaker, online clips.	Describe ways Hindus contribute to and participate in British society.
LC6: What can we learn from Hindus in Britain today?	Reflect on shared values of respect, community, and service.	Create posters celebrating diversity; write reflections on what we can learn from Hindu beliefs and lifestyles.	Art supplies, photos, paper.	Make connections between Hindu life in Britain and their own values about community and kindness.

Why do Christians call the day Jesus died ‘Good Friday’?

Learning Challenge	Learning Intention	Learning Activities	Resources	Learning Outcomes
LC1: What happens in the Easter story?	Pupils recall key events of Holy Week and Easter.	<ul style="list-style-type: none"> • Sequence Easter story cards. • Watch or read a simplified retelling of Holy Week. • Create a story wheel or storyboard. 	Bible storybooks, sequencing cards, art supplies.	<ul style="list-style-type: none"> • Retell the main events of Easter. • Identify emotions and responses in the story.
LC2: Why is Good Friday such an important day for Christians?	Pupils explore why Jesus’ death is seen as ‘good’.	<ul style="list-style-type: none"> • Discuss what is “good” about Good Friday. • Reflect on sacrifice and forgiveness. • Use art or drama to show contrasting emotions of Good Friday and Easter Sunday. 	Artwork, reflection cards, drama props.	<ul style="list-style-type: none"> • Explain what Christians believe about Jesus’ death. • Describe why Good Friday is both sad and hopeful.
LC3: How do Christians remember Jesus’ death today?	Pupils learn about church services and rituals at Easter.	<ul style="list-style-type: none"> • Watch clips of Good Friday or Easter Sunday services. • Explore the meaning of the cross and communion. • Make crosses or Easter symbols from natural materials. 	Video clips, cross templates, craft materials.	<ul style="list-style-type: none"> • Identify Christian symbols of Easter. • Describe how Christians worship during Holy Week.
LC4: What does forgiveness mean to Christians?	Pupils connect Good Friday with ideas of forgiveness and reconciliation.	<ul style="list-style-type: none"> • Discuss how it feels to forgive and be forgiven. • Read <i>The Lost Son</i> parable and relate it to Easter. • Create forgiveness tokens or reflection cards. 	Story text, reflection sheets, tokens.	<ul style="list-style-type: none"> • Link Good Friday to forgiveness. • Reflect on the importance of saying sorry.
LC5: How does Easter bring hope to Christians?	Pupils understand how the Easter story brings hope and new life.	<ul style="list-style-type: none"> • Plant seeds as a sign of new life. • Explore Easter symbols (lilies, eggs, butterflies). • Write a “Message of Hope” poem or card. 	Seeds, craft materials, poetry templates.	<ul style="list-style-type: none"> • Explain how Easter symbolises hope. • Describe what hope means to Christians.
LC6: What does Easter mean to me? (reflection)	Pupils reflect on what they’ve learned and how it connects to their lives.	<ul style="list-style-type: none"> • Create a personal reflection drawing or poem. • Share what Easter means to Christians and what new beginnings mean to them. • Display class reflections. 	Art materials, reflection sheets.	<ul style="list-style-type: none"> • Summarise Easter’s message of love, forgiveness, and hope. • Reflect on personal learning from the unit.

For Christians, when Jesus left what was the impact of **Pentecost**?

Learning Challenge	Learning Intention	Learning Activities	Resources	Learning Outcomes
LC1: What happened at Pentecost?	Pupils recall and understand the story of Pentecost.	<ul style="list-style-type: none"> • Read Acts 2 and retell using drama or puppets. • Sequence the main events with pictures. • Identify symbols (fire, wind, dove). 	Bible, story cards, art/drama props.	<ul style="list-style-type: none"> • Retell the story of Pentecost. • Identify symbols used in the story.
LC2: How did the Holy Spirit change the disciples?	Pupils explore how the Holy Spirit gave courage and confidence.	<ul style="list-style-type: none"> • Discuss how the disciples changed after receiving the Spirit. • Create a “before and after” comparison chart. • Reflect on what helps them feel brave. 	Storyboard templates, reflection sheets.	<ul style="list-style-type: none"> • Describe how the Holy Spirit affected the disciples. • Relate this to times they’ve shown courage.
LC3: What is the Holy Spirit like?	Pupils learn about Christian beliefs about the Holy Spirit’s power and presence.	<ul style="list-style-type: none"> • Use metaphors (wind, fire, breath) to describe the Spirit. • Explore art or music expressing these ideas. • Write similes or poems about the Spirit. 	Music, art examples, paper, pastels.	<ul style="list-style-type: none"> • Explain how Christians describe the Holy Spirit. • Express ideas creatively.
LC4: How do Christians celebrate Pentecost today?	Pupils find out how churches remember Pentecost.	<ul style="list-style-type: none"> • Watch a video or photos of modern Pentecost celebrations. • Create red/orange decorations for a “Birthday of the Church.” • Discuss why Pentecost is joyful. 	Videos, images, craft materials.	<ul style="list-style-type: none"> • Identify how Pentecost is celebrated. • Explain why it’s called the Church’s birthday.
LC5: How does the Holy Spirit inspire Christians today?	Pupils learn how Christians believe the Spirit guides their actions.	<ul style="list-style-type: none"> • Interview a Christian visitor about feeling guided by the Spirit. • Explore Christian charities and helpers. • Link to fruits of the Spirit (Galatians 5). 	Visitor, fruit cards, Bible text.	<ul style="list-style-type: none"> • Describe how the Spirit inspires Christians to act kindly. • Make connections between belief and behaviour.
LC6: What have we learned about Pentecost? (reflection)	Pupils review their learning and personal ideas about inspiration and courage.	<ul style="list-style-type: none"> • Create “flame” reflections showing what they’ve learned. • Sing or perform a Pentecost song. • Share class reflections. 	Paper flames, pens, music.	<ul style="list-style-type: none"> • Summarise learning about Pentecost. • Reflect on what gives them courage.

How and why do people mark the significant events of life?

Learning Challenge	Learning Intention	Learning Activities	Resources	Learning Outcomes
LC1: What are life's important moments?	Recognise key life events and why they matter to people.	Brainstorm important events in life (birth, growing up, marriage, death); create a class timeline of life stages; discuss how people celebrate or remember these moments.	Timeline cards, photos, sticky notes.	Identify significant life events and explain why they are special or meaningful.
LC2: How do Christians welcome a new baby?	Learn how baptism or christening marks belonging to the Christian family.	Watch a video of a baptism; identify symbols such as water, candle, and cross; act out a simple baptism ceremony.	Baptism photos, props (bowl, candle, cloth).	Describe how baptism shows belonging in the Christian faith.
LC3: How do Jewish people welcome a baby?	Understand Jewish rituals that celebrate new life and identity.	Explore <i>Brit Milah</i> (circumcision) and <i>Simchat Bat</i> ceremonies; compare names and blessings given to babies.	Pictures, video clip, name cards.	Identify how Jewish people express joy and commitment when welcoming a child.
LC4: How do Muslims celebrate birth and growing up?	Learn about <i>Aqiqah</i> and how Muslim families welcome a new baby.	Watch or read stories about the <i>Aqiqah</i> ceremony; explore why the Adhan (call to prayer) is whispered in the baby's ear; write name blessings.	Videos, worksheets, Arabic calligraphy examples.	Explain how the <i>Aqiqah</i> shows gratitude and faith in God.
LC5: How do different religions mark marriage?	Explore how people make promises of love and commitment.	Compare a Christian wedding, a Hindu wedding, and a non-religious ceremony; role-play key moments such as exchanging rings or garlands.	Wedding photos, traditional clothes, props.	Describe similarities and differences in how people celebrate marriage across faiths.
LC6: How do people remember and honour those who have died?	Understand how people express love, loss, and remembrance.	Explore remembrance events (Remembrance Day, Día de los Muertos, or Hindu <i>Shraddha</i>); create a remembrance candle or reflection card.	Candles, art supplies, music.	Explain how remembrance helps people express love and keep memories alive.

Year 5

Why is the Torah so important to Jewish people?

Learning Challenge	Learning Intention	Learning Activities	Resources	Learning Outcomes
LC1: What is the Torah and where did it come from?	Understand that the Torah is the most sacred text in Judaism and contains God's laws.	Explore what the Torah is, how it is written and used; watch a video of a Torah scroll being read in a synagogue; label the key features (scroll, yad, ark).	Video clip, photos of a synagogue, vocabulary cards.	Describe what the Torah is and why it is special to Jewish people.
LC2: How do Jewish people treat the Torah with respect?	Learn how the Torah is cared for and honoured in worship.	Look at how the Torah is dressed, stored, and read; create drawings showing respect; act out how it is carried and read in the synagogue.	Model Torah scroll, tallit, photos, props.	Explain how Jewish people show respect for the Torah.
LC3: What does the Torah teach Jewish people about God and life?	Understand that the Torah contains teachings and rules that guide life.	Explore the Ten Commandments and other mitzvot; discuss why rules and guidance are important in life; write their own "class commandments."	Bible/Torah text extracts, poster paper.	Identify key teachings from the Torah and why they matter.
LC4: How do Jewish people use the Torah in daily life?	Learn how Torah teachings influence behaviour and community.	Discuss examples such as keeping Shabbat, giving to charity (tzedakah), and showing kindness; match actions to teachings.	Activity cards, short videos.	Describe how Jewish people try to live by the Torah's teachings.
LC5: How do children learn about the Torah?	Explore how Jewish learning and tradition are passed on.	Watch clips of a bar/bat mitzvah; explore Hebrew writing; have a go at writing their names in Hebrew; discuss learning responsibility.	Video clips, Hebrew alphabet sheets.	Explain how learning the Torah is part of Jewish identity and growing up.
LC6: What can we learn from Jewish respect for the Torah?	Reflect on why sacred texts matter to people of faith.	Compare the Torah with texts from other religions; write a reflection or create artwork showing what they think is worth respecting and following.	Scripture examples, art materials.	Express personal ideas about why rules, respect, and sacred texts are important.

Why do Christians believe Jesus was the Messiah?

Learning Challenge	Learning Intention	Learning Activities	Resources	Learning Outcomes
LC1: What were people hoping for in Jesus' time?	Understand the meaning of "Messiah" as a rescuer or saviour.	Explore the hopes of Jewish people in Roman times; act out how people might have felt waiting for a saviour.	Historical sources, drama props.	Describe what "Messiah" meant to Jews in Jesus' time.
LC2: What did Jesus say and do that made people think he was the Messiah?	Explore Jesus' actions and teachings that showed his authority.	Study miracles and teachings (healing, calming the storm); create a news report about one of his miracles.	Bible stories, role-play materials.	Identify how Jesus' words and deeds show his special role.
LC3: How did people respond to Jesus?	Recognise different reactions to Jesus' message.	Sort and discuss examples of people who followed Jesus and those who opposed him; write diary entries from each viewpoint.	Character cards, writing frames.	Explain how different people reacted to Jesus and why.
LC4: Why do Christians believe Jesus' death and resurrection were important?	Learn how Christians see Easter as the fulfilment of hope.	Use art, drama, or music to retell Holy Week; reflect on why resurrection brings hope.	Bible texts, art supplies, music.	Explain why Christians believe Jesus' death and resurrection show him as the Messiah.
LC5: How do Christians express their belief that Jesus is the Messiah today?	Connect belief to modern worship and life.	Explore hymns, prayers, and celebrations (e.g. Easter, Advent); write lyrics or design symbols expressing hope.	Song lyrics, candles, crosses.	Describe how Christians celebrate Jesus as Saviour.
LC6: What difference might belief in Jesus the Messiah make to Christians today?	Reflect on the meaning of hope and salvation.	Write reflections or poetry on how hope and new beginnings appear in their own lives.	Journals, posters.	Express personal responses to the Christian message of hope.

What does it mean if Christians believe that God is Holy and Loving?

Learning Challenge	Learning Intention	Learning Activities	Resources	Learning Outcomes
LC1: What do Christians mean by saying God is holy and loving?	Understand how Christians describe God as both powerful and caring.	Explore Bible verses about God's love and holiness (e.g. 1 John 4:8, Isaiah 6); create a word collage showing both sides of God's nature.	Bible texts, word cards, poster paper.	Describe how Christians believe God is both holy and loving.
LC2: How do Christians show love and respect for God?	Learn how worship expresses love and reverence.	Examine hymns, prayers, and church art; create a "Ways to Worship" mind map.	Videos, music, images.	Identify ways Christians express their relationship with God.
LC3: What do Christians believe about sin and forgiveness?	Understand the Christian idea of moral choice and grace.	Read the parable of the Lost Son; write a reflection on forgiveness; discuss fairness and mercy.	Story text, reflection sheets.	Explain how forgiveness is an important part of Christian faith.
LC4: How do church buildings reflect God's holiness?	Explore symbols and art that represent God's presence.	Compare different church designs (cathedral, chapel); sketch features that show respect and holiness.	Church images, architecture photos.	Describe how churches reflect beliefs about God's holiness.
LC5: How do Christians live out love in their community?	Learn how Christian values guide behaviour.	Research a local Christian charity or community group; create posters showing "love in action."	Internet, charity leaflets.	Give examples of how Christians try to show God's love in the world.
LC6: What does the idea of God's holiness and love mean for us?	Reflect on their own ideas about respect, love, and forgiveness.	Write a personal reflection or poem about what "holy" and "loving" mean to them.	Reflection journals, art materials.	Express personal responses to the idea of a loving and just God.

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

Learning Challenge	Learning Intention	Learning Activities	Resources	Learning Outcomes
LC1: What do Muslims believe about God (Tawhid)?	Understand that Muslims believe in one God (Allah) who is merciful and compassionate.	Explore the meaning of <i>Tawhid</i> using the Shahadah; examine 99 names of Allah and what they reveal about God's nature; create art showing one name of Allah.	Arabic calligraphy examples, posters, audio clip of Shahadah.	Describe the Muslim belief in the oneness of God and what it teaches about God's character.
LC2: How do Muslims show their faith in everyday life (Iman)?	Learn how belief shapes daily living and values.	Watch short clips of Muslims describing faith in action (honesty, kindness, prayer); create a "Faith in Action" poster showing how beliefs guide behaviour.	Videos, worksheets, poster paper.	Explain how belief (Iman) guides the way Muslims live.
LC3: How do Muslims worship and why is prayer important (Ibadah)?	Understand that prayer and worship are central expressions of faith.	Watch a video of salah; identify key movements and words; create prayer mat patterns with symbols of peace and devotion.	Video clip, photos, art materials.	Describe how Muslims worship and why prayer is important.
LC4: How do Muslims live out their beliefs during Ramadan and Eid?	Learn how fasting, self-control, and gratitude are expressions of faith.	Explore the meaning of Ramadan and Eid through stories and interviews; create Eid cards and decorations; reflect on gratitude.	Video interviews, craft materials, sweets.	Explain how fasting and celebration show obedience, community, and joy.
LC5: What does community (Ummah) mean for Muslims in Britain today?	Understand the importance of belonging and unity in the Muslim community.	Interview a Muslim guest (or watch clips) about mosque life and charity; create a class "Belonging Tree" showing links between faith and community.	Guest speaker, BBC clips, large poster.	Describe how the Muslim community supports each other and lives out shared faith.
LC6: What can we learn from Muslims living in Britain today?	Reflect on shared values such as generosity, prayer, and respect.	Compare school and family values with Islamic values; design a "Values in Action" display linking both.	Posters, photos, discussion prompts.	Make connections between Muslim beliefs and their own ideas about living a good life.

How do Christians decide to live?’ What would Jesus do?’

Learning Challenge	Learning Intention	Learning Activities	Resources	Learning Outcomes
LC1: What teachings of Jesus help Christians make choices?	Learn that Jesus’ teachings guide moral decisions.	Study the Beatitudes and parables; match them to modern issues; make a class code of kindness.	Bible verses, discussion cards.	Identify key teachings that influence Christian behaviour.
LC2: How do Christians try to follow Jesus’ example?	Explore practical examples of faith in action.	Investigate Christian charities; create “faith in action” posters.	CAFOD, Tearfund, local charity resources.	Describe how Christians live out Jesus’ message today.
LC3: How do Christians show love for others?	Understand how service and compassion reflect Jesus’ example.	Research stories of Christians helping others; design “Helping Hands” showing acts of service.	Videos, art supplies.	Explain how Christian values guide choices to love others.
LC4: How do the Ten Commandments guide Christian life?	Learn how Biblical rules link to modern moral values.	Study the Ten Commandments; rewrite them in modern words; apply them to real-life dilemmas.	Bible texts, worksheet.	Describe how the commandments help Christians decide right and wrong.
LC5: How do prayer and worship help Christians make decisions?	Recognise reflection as part of moral choice.	Discuss how prayer helps Christians think and act; write a short reflection or prayer for guidance.	Quiet music, candle, paper.	Explain how faith influences decision-making.
LC6: What can we learn from Jesus’ teachings about life and choices?	Reflect on values that guide their own behaviour.	Write “What would I do?” scenarios; discuss similarities with Jesus’ message.	Scenario cards, journals.	Express personal ideas about making good and fair choices.

Why do some people believe in God and some people not?

Learning Challenge	Learning Intention	Learning Activities	Resources	Learning Outcomes
LC1: What do people mean by 'believing in God'?	Understand that people hold different ideas about God and belief.	Brainstorm what pupils think "God" means; explore words and images people use to describe or reject the idea of God; create a class word cloud of beliefs.	Word cards, sticky notes, display board.	Describe different ways people understand or think about God.
LC2: Why do some people believe in God?	Explore reasons people give for belief.	Read and discuss personal testimonies or video interviews of believers; match reasons for belief (experience, upbringing, creation, faith).	Videos, story cards, worksheets.	Give examples of why some people believe in God.
LC3: Why do some people not believe in God?	Understand reasons for disbelief or uncertainty.	Study views from atheists and humanists; create two lists: "reasons to believe" and "reasons not to believe"; class debate.	Humanist UK materials, debate cards.	Explain why some people reject or question belief in God.
LC4: How do beliefs (or non-beliefs) influence the way people live?	Recognise that both believers and non-believers have values and motivations.	Compare how faith and non-religious worldviews lead to moral choices; explore examples of kindness or justice from both perspectives.	Case studies, storybooks.	Describe how belief or non-belief influences actions and attitudes.
LC5: How do people describe their experience of God (or not)?	Explore personal experiences, doubt, and mystery.	Listen to stories of people who say they have felt close to God; reflect on questions that can't easily be answered; write "big questions" for a display.	Audio stories, reflection sheets.	Identify examples of how people describe spiritual experiences or questions.
LC6: What do I think about believing in God?	Reflect on personal ideas about belief, doubt, and meaning.	Write a personal reflection or poem called "What I Believe"; create art representing faith, doubt, or wonder.	Journals, art materials, music.	Express thoughtful personal responses to questions of belief and non-belief.

Year 6

How does a Muslim show commitment to God?

Learning Challenge	Learning Intention	Learning Activities	Resources	Learning Outcomes
LC1: What do Muslims believe about God (Tawhid)?	Understand that Muslims believe in one God (Allah) who created and cares for everything.	Explore the Shahadah and what it means to Muslims; listen to the call to prayer; create a calligraphy artwork showing one of the 99 names of Allah.	Arabic calligraphy examples, prayer audio, name cards.	Describe the Muslim belief in the oneness of God and why this is central to their faith.
LC2: How do Muslims show commitment through prayer (Salah)?	Learn that Muslims pray regularly to show devotion and discipline.	Watch a video of salah; identify prayer movements and times; make a class poster of “Five times to pray” showing how prayer shapes the day.	Video clips, prayer mat photos, poster paper.	Explain how prayer shows a Muslim’s commitment to God.
LC3: How does fasting (Sawm) show commitment to God?	Understand that fasting during Ramadan strengthens self-control, empathy, and faith.	Explore what happens during Ramadan; write “fasting reflections” on how it feels to give something up; make Eid decorations to celebrate the end of fasting.	Videos, worksheets, craft materials.	Describe how fasting and Eid help Muslims feel closer to God and their community.
LC4: How does giving to others (Zakat) show faith in action?	Recognise charity as an act of obedience and compassion.	Learn about Zakat and Sadaqah; create a “Helping Hands” display showing ways to help others at school and in the community.	Coins, paper hands, photos of charities.	Explain how giving and helping others show commitment to God’s will.
LC5: How does pilgrimage (Hajj) show dedication to God?	Understand that Hajj is a journey of faith showing obedience and unity.	Watch a video about Hajj; map the key stages of the pilgrimage; write a reflection as if they were a pilgrim.	Video clips, world map, Hajj artefacts.	Describe how Hajj expresses faith, unity, and total submission to God.
LC6: What can we learn from Muslim commitment to God?	Reflect on what commitment and faith mean in their own lives.	Discuss what they are committed to (family, friends, school); write or draw personal pledges for kindness or responsibility; create a “Commitment Tree.”	Reflection sheets, art materials.	Make links between Muslim commitment to God and their own ideas about dedication and faithfulness.

For Christians what kind of King is Jesus?

Learning Challenge	Learning Intention	Learning Activities	Resources	Learning Outcomes
LC1: What do Christians mean by 'the Kingdom of God'?	Understand that Christians believe Jesus came to show what God's rule on earth is like.	Explore the phrase "Kingdom of God"; discuss what makes a good ruler; brainstorm what a world ruled by love and peace might look like.	Mind map templates, Bible quotes, poster paper.	Describe what Christians mean by the Kingdom of God and what kind of world Jesus wanted.
LC2: How did Jesus describe the Kingdom of God?	Learn how Jesus used stories (parables) to teach about God's kingdom.	Read and discuss parables such as <i>The Mustard Seed</i> and <i>The Yeast</i> ; create a class garden display showing "small things that make a big difference."	Bible story cards, seeds, art materials.	Explain how parables show that the Kingdom of God grows through small acts of goodness.
LC3: What kind of king was Jesus?	Understand that Jesus' idea of kingship was different from worldly power.	Compare images of powerful kings with Jesus' actions; read the story of Palm Sunday and reflect on humility and service; role-play "A Different Kind of King."	Picture cards, palm leaves, props.	Describe how Jesus led through love, service, and humility.
LC4: How do Christians try to live out the Kingdom of God today?	Explore how Christians aim to continue Jesus' mission.	Research Christian charities (e.g. CAFOD, Tearfund) or local church projects that help others; design "Kingdom Builders" posters.	Internet, charity leaflets, poster paper.	Give examples of how Christians show God's love and justice in action.
LC5: How do prayer and worship express hope for God's kingdom?	Learn how Christians pray for the world to reflect God's will.	Study the Lord's Prayer ("Your Kingdom come"); write their own short prayers or poems for a better world.	Prayer text sheets, music, candles.	Explain how worship and prayer connect to belief in God's kingdom.
LC6: What kind of 'kingdom' would I like to see in the world?	Reflect on their own hopes and values for a fair and peaceful world.	Create a class manifesto called " <i>Our Kingdom of Kindness</i> " with pledges to make a difference; illustrate with artwork or poems.	Art supplies, display board.	Express personal ideas about justice, peace, and love inspired by Jesus' teachings.

Creation & Science – Conflict or Complimentary?

Learning Challenge	Learning Intention	Learning Activities	Resources	Learning Outcomes
LC1: What do Christians believe about creation?	Understand the Bible's account of creation and its meaning.	Read Genesis 1; discuss what the story teaches about God and the world; create artwork representing creation.	Bibles, art materials, video clip.	Describe key beliefs about God as Creator.
LC2: What do scientists say about how the world began?	Learn about the Big Bang theory and evolution.	Watch short science videos; create a timeline of the universe's development.	BBC Bitesize, timeline cards.	Explain basic scientific ideas about the origins of the universe.
LC3: Are science and religion in conflict?	Explore different viewpoints on creation and science.	Compare quotes from scientists and Christians; debate whether they can agree.	Quotes, debate cards.	Give examples of how people see science and faith as complementary or different.
LC4: How do Christians who are scientists view creation?	Recognise that some people hold both faith and scientific views.	Research Christian scientists like Francis Collins or John Polkinghorne; make "Faith and Science" fact sheets.	Biographies, internet resources.	Describe how some Christians see science as part of God's creation.
LC5: What does the creation story teach about responsibility?	Explore stewardship and care for the world.	Discuss Genesis 2:15 ("care for the garden"); create eco-pledges.	Scripture cards, recycled paper.	Explain how belief in creation affects Christian action.
LC6: What do I think about science and belief?	Reflect on personal views about faith and evidence.	Create posters showing "Different ways to understand the world."	Poster paper, discussion prompts.	Express their own thoughts on how science and religion can work together.

What do Christians believe Jesus did to ‘save’ people? **Easter**

Learning Challenge	Learning Intention	Learning Activities	Resources	Learning Outcomes
LC1: What happened during Holy Week?	Recall the main events of Holy Week.	Sequence events from Palm Sunday to Easter; use art or drama to retell key moments.	Story cards, props, Bible texts.	Describe the key events of Holy Week.
LC2: What do Christians believe about the cross?	Understand the significance of Jesus’ death.	Explore art showing the crucifixion; discuss why Christians see the cross as a symbol of love and sacrifice.	Artwork, reflection sheets.	Explain why the cross is important to Christians.
LC3: Why is Easter Sunday important to Christians?	Learn how resurrection brings hope and joy.	Read accounts of the empty tomb; write celebration prayers or poems.	Bible texts, music, candles.	Describe how Easter shows victory over death and sin.
LC4: What do Christians mean by ‘salvation’?	Understand the belief that Jesus’ death and resurrection save people from sin.	Use metaphors like bridges, rescue, or freedom to explain salvation; create visual symbols.	Pictures, art materials.	Explain the Christian belief in salvation through Jesus.
LC5: How do Christians express their belief in salvation today?	Explore how worship, baptism, and communion link to salvation.	Examine church rituals and hymns; design a modern symbol for hope.	Videos, hymn lyrics, artefacts.	Identify how Christians express belief in Jesus as Saviour.
LC6: What can we learn from the idea of sacrifice?	Reflect on giving and helping others.	Discuss real-life examples of sacrifice and kindness; write reflections or pledges.	Stories, journals.	Make connections between selflessness and faith values.

Why do Hindus want to be good?

Learning Challenge	Learning Intention	Learning Activities	Resources	Learning Outcomes
LC1: What do Hindus believe about right and wrong?	Learn about karma and the consequences of actions.	Read stories from Hindu texts showing karma in action; make a “Good Deeds Tree.”	Story cards, tree template.	Describe how karma influences Hindu behaviour.
LC2: What is dharma and why is it important?	Understand the concept of duty and responsibility.	Explore examples of dharma in everyday life; create role-play scenarios.	Scenario cards, worksheets.	Explain how Hindus try to live by dharma.
LC3: What do Hindu stories teach about being good?	Learn how stories express moral values.	Read stories such as Rama and Sita or Krishna and Arjuna; retell through drama or comic strip.	Storybooks, art supplies.	Identify moral lessons from Hindu stories.
LC4: How do Hindus try to lead good lives?	Recognise how beliefs are put into practice.	Research charity work and festivals like Diwali; make posters linking belief and action.	Internet, posters, photos.	Give examples of how Hindus show goodness in life.
LC5: What do Hindus believe about the soul (atman) and rebirth?	Learn how beliefs affect choices and goals.	Create diagrams showing the cycle of samsara; discuss how this motivates kindness.	Diagram templates, Hindu symbols.	Explain how belief in rebirth influences moral behaviour.
LC6: What can we learn from Hindu ideas about goodness?	Reflect on personal values and kindness.	Write a class “Guide to a Good Life” inspired by Hindu teachings.	Reflection journals, display paper.	Make connections between Hindu teachings and their own choices.

How does faith help people when life gets hard?

Learning Challenge	Learning Intention	Learning Activities	Resources	Learning Outcomes
LC1: What does it mean to make the world better?	Understand the idea of responsibility and stewardship.	Discuss examples of people helping others; create a class “World Changers” wall.	Posters, photos, stories.	Identify ways people make positive changes in the world.
LC2: What do different religions teach about justice and kindness?	Compare teachings from major faiths about doing good.	Study teachings from the Bible, Qur’an, and Torah; create a values comparison chart.	Scripture quotes, worksheets.	Describe shared moral ideas across religions.
LC3: How do religious and non-religious people make a difference?	Learn about charities and movements for change.	Research groups like Christian Aid, Islamic Relief, or Amnesty International; present findings.	Internet, charity leaflets.	Explain how people act for justice and compassion.
LC4: What inspires people to act?	Explore motivation from faith, morality, and empathy.	Interview or study stories of campaigners; create posters celebrating their actions.	Biographies, interviews.	Identify what inspires people to improve the world.
LC5: What problems need solving today?	Understand global and local challenges.	Discuss issues like poverty or pollution; design awareness posters or debates.	News articles, art materials.	Show understanding of how global problems affect people.
LC6: How can we make our own difference?	Apply learning to their lives.	Plan and carry out a small-scale project (e.g., litter pick, kindness challenge).	Project planner, photos.	Express their own ideas and actions for a better world.