

All Saints CE Primary School and Nursery

Religious Education Curriculum

R.E. curriculum intent

Our pupils will acquire core knowledge and understanding of the beliefs and practices of religions and worldviews, so that they can understand the world around them. Pupils will develop knowledge of the world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities, and cultures. Pupils will develop their religious literacy and questioning skills to confidently share their ideas, beliefs, and experiences through philosophical, theological, and human and social science lenses.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Cycle 1	Understanding Christianity Creation	Understanding Christianity Incarnation	Understanding Christianity Salvation	Which stories are special and why?	Which people are special and why?	Which places are special and why?
	Why is the word 'God' so important to Christians?	Why do Christians perform nativity plays at Christmas?	Why do Christians put a cross in the Easter garden?	Talk about religious stories Recognise some religious words such as God Identify some of their own feelings in the stories they hear Identify a sacred text	Talk about people who are special to them Say what makes their family and friends special to them Identify some qualities of a good friend Recall a story about a special person in Sikhism	Talk about somewhere which is special to themselves Be aware that some religious people have places which have special meaning to them Talk about the things that are special in a place of worship Recognise a place of worship and recognise some of its features Get to know and use words to talk about their thoughts and

						feelings when visiting a church
Nursery Cycle 2	Understanding Christianity Creation	Understanding Christianity Incarnation	Understanding Christianity Salvation	Which times are special and why?	Where do we belong?	What is special about our world?
	Why is the word 'God' so important to Christians?	Why do Christians perform nativity plays at Christmas?	Why do Christians put a cross in the Easter garden?	Give examples of special occasions and suggest features of a good celebration Recall simple stories from Christmas, Easter and a festival from another faith Say why these festivals are special times for believers	Retell religious stories making connections with personal experiences Share and record occasions when things have happened in their lives that made them feel special Recall simply what happens at a traditional baptism Recall simply what happens when a baby is welcomed into Islam	Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world Re-tell stories, talking about what they say about the world, God, human beings Think about the wonders of the natural world, expressing ideas and feelings Express ideas about how to look after animals and plants Talk about what people do to mess up the world and what they do to look after it
Reception Cycle 1	Understanding Christianity Creation	Understanding Christianity Incarnation	Understanding Christianity Salvation	Which Stories are Special and Why?	Which People are Special and Why?	Which Places are Special and Why?
	Why is the word 'God' so important to Christians?	Why do Christians perform Nativity plays at Christmas? Recognise that people have different beliefs and celebrate special times in different ways.	Why do Christians put a cross in the Easter garden? Know some similarities and differences between different religious and cultural communities in this	Talk about religious stories. Recognise some religious words such as God and Bible. Identify some of their own feelings in the stories they hear.	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Talk about somewhere which is special to themselves. Understand that some places are special to members of their community.

			country, drawing on their experiences and what has been read in class.	Identify sacred texts.	Say what makes their family and friends special to them. Identify some qualities of a good friend. Recall a story about a special person in Sikhism.	Talk about the things that are special in a place of worship. Recognise a place of worship and recognise some of its features. Get to know and use words to talk about their thoughts and feelings when visiting a church.
Reception Cycle 2	Understanding Christianity Creation	Understanding Christianity Incarnation	Understanding Christianity Salvation	Which Times are Special and Why?	Where do we Belong?	What is Special about our World?
	Why is the word 'God' so important to Christians?	Why do Christians perform Nativity plays at Christmas? Recognise that people have different beliefs and celebrate special times in different ways.	Why do Christians put a cross in the Easter garden? Understand that some places are special to members of their community.	Give examples of special occasions and suggest features of a good celebration. Recall simple stories from Christmas, Easter and a festival from another faith. Say why these festivals are special times for believers.	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Retell religious stories making connections with personal experiences. Share and record occasions when things have happened in their lives that made them feel special. Recall simply what happens at a traditional Baptism.	Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world. Re-tell stories, talking about what they say about the world, God, human beings Think about the wonders of the natural world, expressing ideas and feelings. Express ideas about how to look after animals and plants. Talk about what people do to mess up the

					Recall simply what happens when a baby is welcomed into Islam.	world and what they do to look after it. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
Year 1 Cycle 1						
Year 1 Cycle 2						
Year 2 Cycle 1	Understanding Christianity- Creation	Understanding Christianity - Incarnation	1.4 What can we learn from sacred books? Christian/Muslim/Jewish (Believing)WAS	Understanding Christianity - God	1.5 What makes some places sacred? Christians/Muslim (Expressing) WAS	1.8 How should we care for others and the world and why does it matter? Christians/Jewish (Living)WAS
	To know that Christians believe: God created the universe. The Earth and everything in it are important to God. God has a unique relationship with human beings as their Creator and Sustainer.	To know that: Christians believe that Jesus is God and that he was born as a baby in Bethlehem. The Bible points out that his birth showed he was extraordinary) and that he came to bring good news. Christians celebrate Jesus' birth; Advent for Christians is a time for getting ready for Jesus' coming.	Recognise that sacred texts contain stories which are special to many people and should be treated with respect. Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories.	To know that: Christians believe in God, and that they find out about God in the Bible. Christians believe God is loving, kind, fair, and also Lord and King; and there are some stories that show this. Christians worship God, and try to live in ways that please him.	Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel.	Re-tell Bible stories and stories from another faith about caring for others and the world. Identify ways that some people make a response to God by caring for others and the world.
Year 2 Cycle 2	Understanding Christianity - Gospel	1.4 What can we learn from sacred books? Christian/Muslims/Jewish	Understanding Christianity - Salvation	1.5 What makes some places sacred? Christians/Muslims (Expressing)WAS	1.8 How should we care for others and the world and why does it matter?	Extend RE curriculum 'digging deeper'

		(Believing)WAS			Christians/Jewish (Living)WAS	
	To know that: Christians believe Jesus brings good news for all people. For Christians, this good news includes being loved by God, and being forgiven for bad things.	Recognise that sacred texts contain stories which are special to many people and should be treated with respect. Re-tell stories from the Christian Bible and stories from another faith.	To know that: Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. Christians believe Jesus builds a bridge between God and humans. Christians believe Jesus rose from the dead, giving people hope of a new life.	Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel.	Re-tell Bible stories and stories from another faith about caring for others and the world. Identify ways that some people make a response to God by caring for others and the world.	
Year 3 Cycle 1	What do different people believe about God? Christian/ Hindu/ Muslim (Believing)	Understanding Christianity CREATION	2.2 Why is the Bible so important for Christians today? Christian (Believing)	Understanding Christianity PEOPLE OF GOD	Understanding Christianity INCARNATION	2.8 What does it mean to be a Hindu in Britain today? Hindu (Living)
	Describe some of the ways in which Christians, Hindus and/or Muslims describe God Ask questions and suggest some of their own responses to ideas about God Suggest why having a faith or belief in something can be hard and say why it makes a difference in people's lives to believe in God.	Pupils will know that Christians believe that: God the Creator cares for the creation, including human beings. As human beings are part of God's good creation, they do best when they listen to God. The Bible shows that God <i>wants</i> to help people to be close to him, he keeps his relationship with them, gives them guidelines on good ways to live. Christians believe God made our wonderful world and so we should look after it.	Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation. Give examples of how and suggest reasons why Christians use the Bible today. Describe some ways Christians say God is like, with some examples from the Bible, using different forms of expression. Discuss their own and others' ideas about why humans do bad things	Pupils will know that: The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God. The People of God try to live in the way God wants, following his commands and worshipping him. They believe he promises to stay with them and Bible stories show how God keeps his promises.	Pupils will know that: Christians believe God is Trinity: Father, Son and Holy Spirit. Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. Christians find that understanding God is challenging. Christians really want to try to understand God better using symbols, similes and metaphors, in song, story, poems and art.	Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life. Describe some ways in which Hindus express their faith through puja, aarti and bhajans. Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. Discuss links between the acitons of Hindus in

			and the ways people try to put things right.		Christians worship God as Trinity. Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.	helping others and ways in which people of other faiths and beliefs, including themselves, help others.
Year 3 Cycle 2	2.1 What do different people believe about God? Christian/Hindu/Muslim (Believing)	Understanding Christianity GOSPEL	2.2 Why is the Bible so important for Christians today? Christian (Believing)	Understanding Christianity SALVATION	Understanding Christianity KINGDOM OF GOD	2.8 What does it mean to be a Hindu in Britain today? Hindu (Living)
	Describe some of the ways in which Christians, Hindus and/or Muslims describe God. Ask questions and suggest some of their own responses to ideas about God. Suggest why having a faith or belief in something can be hard and say why it makes a difference in people's lives to believe in God.	Pupils will know that: Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. Jesus shows love and forgiveness to unlikely people. Christians try to be like Jesus they want to know him better and better. Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.	Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation. Give examples of how and suggest reasons why Christians use the Bible today. Describe some ways Christians say God is like, with some examples from the Bible, using different forms of expression. Discuss their own and others' ideas about why humans do bad things and the ways people try to put things right.	Pupils will know that: Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. Christians today trust that Jesus really did rise from the dead, and so is still alive today. Christians remember and celebrate Jesus' last week, death and resurrection.	Pupils will know that: Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now. Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him. Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God. Christians celebrate Pentecost as the	Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life. Describe some ways in which Hindus express their faith through puja, aarti and bhajans. Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including themselves, help others.

					beginning of the Church.	
Year 4 Cycle 1	Understanding Christianity CREATION	Understanding Christianity PEOPLE OF GOD	Why are festivals important to religious communities? (Expressing)	Why is Jesus inspiring to some people (Believing)	Understanding Christianity INCARNATION	Why do some people think that life is a journey and what significant experiences mark this? (Expressing)
	<p>Pupils will know that Christians believe that: God the Creator cares for the creation, including human beings. As human beings are part of God's good creation, they do best when they listen to God.</p> <p>The Bible shows that God <i>wants</i> to help people to be close to him, he keeps his relationship with them, gives them guidelines on good ways to live.</p> <p>Christians believe God made our wonderful world and so we should look after it.</p>	<p>Pupils will know that: The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God.</p> <p>The People of God try to live in the way God wants, following his commands and worshipping him.</p> <p>They believe he promises to stay with them and Bible stories show how God keeps his promises.</p>	<p>Think about times in their own lives when pupils remember and celebrate significant events/people, and why and how they do this. Consider the meanings of the stories behind key religious festivals, e.g Christmas, Easter, Pentecost, Harvest in Christianity, Diwali in Hinduism, Pesach, Rosh Hashanah and Yom Kippur in Judaism, Eid in Islam. Describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals. notice and think about similarities and differences between the way festival are celebrated e.g. Christmas or Holy Week within different Christian traditions; between home and places of worship.</p>	<p>explore what makes a person inspirational to others, identifying characteristics of a good role model. Use the events of Holy Week and Easter to find out why Jesus is so important to Christians today; how are the events of Holy Week celebrated by Christians, e.g. Palm Sunday, waving palms; Maundy Thursday, washing feet; sorrow of Good Friday services; darkness in churches on Saturday; light and joy of Easter Day.</p> <p>Introduce the belief that Christians cannot be completely good and so they rely on the Holy Spirit to help them follow Jesus and be more like him (see the 'fruit of the Spirit, Galatians 5:22–23).</p>	<p>Pupils will know that: Christians believe God is Trinity: Father, Son and Holy Spirit. Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. Christians find that understanding God is challenging.</p> <p>Christians really want to try to understand God better using symbols, similes and metaphors, in song, story, poems and art.</p> <p>Christians worship God as Trinity.</p> <p>Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</p>	<p>Consider the value and meaning of ceremonies which mark milestones in life, particularly those associated with growing up and taking responsibility within a faith community: in Christianity, confirmation and 'believers' baptism' or adult baptism, first communion and confession (Roman Catholic); sacred thread ceremony in Hinduism; bar/bat mitzvah/chayil in Judaism. Explore the symbols and rituals used, and the promises made. Do non-religious people e.g. Humanists mark these moments? Rank, sort and order some different commitments held by believers in different religions – and by the pupils themselves.</p>

Year 4 Cycle 2	Understanding Christianity GOSPEL	Understanding Christianity SALVATION	Why are festivals important to religious communities? (Expressing)	Why is Jesus inspiring to some people (Believing)	Understanding Christianity KINGDOM OF GOD	Why do some people think that life is a journey and what significant experiences mark this? (Expressing)
	<p>Pupils will know that: Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first.</p> <p>Jesus shows love and forgiveness to unlikely people.</p>	<p>Pupils will know that: Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</p> <p>The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.</p> <p>Christians today trust that Jesus really did rise from the dead, and so is still alive today.</p> <p>Christians remember and celebrate Jesus' last week, death and resurrection.</p>	<p>Think about times in their own lives when pupils remember and celebrate significant events/people, and why and how they do this.</p> <p>Consider the meanings of the stories behind key religious festivals, e.g. Christmas, Easter, Pentecost, Harvest in Christianity, Diwali in Hinduism, Pesach, Rosh Hashanah and Yom Kippur in Judaism, Eid in Islam.</p> <p>Describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals. notice and think about similarities and differences between the way festival are celebrated e.g. Christmas or Holy Week within different Christian traditions; between home and places of worship.</p>	<p>Explore creatively some words and actions of Jesus which continue to inspire Christians today e.g. The Parable of the Two Builders from Matthew chapter 7; hot-seat characters, freeze-frame or act out stories; create artworks; collect pupils' questions, then find out how Christians interpret these by asking some. Find out about the impact that believing in Jesus can have on a Christian's life and how Jesus has inspired some examples of contemporary inspirational Christians, e.g. how Christians show gratitude to Jesus for saving them and dealing with sin and death and bringing forgiveness — by prayer, worship, giving generously, telling other people about Jesus, caring for others.</p>	<p>Pupils will know that: Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now.</p> <p>Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him.</p> <p>Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God.</p> <p>Christians celebrate Pentecost as the beginning of the Church.</p>	<p>Think about the symbolism, meaning and value of ceremonies that mark the commitment of a loving relationship between two people: compare marriage ceremonies and commitments in two religious traditions.</p> <p>What promises are made? Why are they important? Compare with non-religious ceremonies. Explore some basic ideas about what Christians, Hindus and Jewish people believe about life after death; how do they mark the end of life? Reflect on their own ideas about community, belonging and belief.</p>

Year 5 Cycle 1	2.7 What matters most to Christians and Humanists	Understanding Christianity CREATION	What does it mean to be a Muslim in Britain today?	Understanding Christianity PEOPLE OF GOD	2.1 Why do some people believe God exists?	Understanding Christianity INCARNATION
	<p>To use dilemmas for learning, noticing and reacting to difficult cases of right and wrong, good and bad.</p> <p>To build up understanding of the concepts of fairness, justice, forgiveness and free choice through speaking and listening and drama work.</p> <p>To explore the concepts of being naughty and being good in terms of actions, words and thoughts.</p>	<p>Outline the importance of Creation on the timeline of the 'big story' of the Bible.</p> <p>Identify what type of text some Christians say Genesis 1 is, and It's purpose.</p> <p>Make clear connections between Genesis 1 and Christian belief about God as Creator.</p> <p>Show understanding of why many Christians find science</p> <p>Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</p>	<p>Describe what people might need to support them on the journey of life.</p> <p>Consider questions such as how life is like a journey? What do people use to support them through the journey?</p> <p>Describe the five pillars of Islam</p> <p>Describe the key belief of Muslims and explain how it affects their life</p> <p>Find out more about the life of the Prophet</p> <p>Consider questions such as how might hearing the shahdah every day affect the life of a Muslim?</p>	<p>Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.</p> <p>Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.</p> <p>Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.</p> <p>Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.</p>	<p>Gather information and ideas about the religious make-up of the world, the UK and their local area.</p> <p>Some reasons why some people believe in God, some people do not believe in God and some people have not decided.</p> <p>The definitions of the terms; theism, atheism and agnosticism.</p> <p>Express their own ideas about theism, atheism and agnosticism.</p>	<p>Explain the place of Incarnation and Messiah within the 'big story' of the Bible.</p> <p>Identify Gospel and prophecy texts, using technical terms.</p> <p>Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</p> <p>Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.</p>
Year 5 Cycle 2	2.7 What matters most to Christians and Humanists	Understanding Christianity GOSPEL	What does it mean to be a Muslim in Britain today?	Understanding Christianity SALVATION	2.1 What do some people believe God exists?	Understanding Christianity KINGDOM OF GOD
	<p>To use dilemmas for learning, noticing and reacting to difficult cases of right and wrong, good and bad.</p>	<p>Identify features of Gospel texts (for example, teachings, parable, narrative).</p>	<p>Describe what people might need to support them on the journey of life.</p> <p>Consider questions such as how life is like a</p>	<p>Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.</p>	<p>Gather information and ideas about the religious make-up of the world, the UK and their local area.</p>	<p>Explain connections between biblical texts and the concept of the Kingdom of God.</p>

	<p>To build up understanding of the concepts of fairness, justice, forgiveness and free choice through speaking and listening and drama work.</p> <p>To explore the concepts of being naughty and being good in terms of actions, words and thoughts.</p>	<p>Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</p> <p>Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</p> <p>Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.</p>	<p>journey? What do people use to support them through the journey?</p> <p>Describe the five pillars of Islam</p> <p>Describe the key belief of Muslims and explain how it affects their life</p> <p>Find out more about the life of the Prophet</p> <p>Consider questions such as how might hearing the shahdah every day affect the life of a Muslim?</p>	<p>Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.</p> <p>Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.</p> <p>Show how Christians put their beliefs into practice.</p> <p>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p>	<p>Some reasons why some people believe in God, some people do not believe in God and some people have not decided.</p> <p>The definitions of the terms; theism, atheism and agnosticism.</p> <p>Express their own ideas about theism, atheism and agnosticism.</p>	<p>Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.</p>
<p>Year 6</p> <p>Cycle 1</p>	<p>2.3 What do religions say to us when life gets hard?</p> <p>Christian/Humanists/Hindu</p> <p>(Believing)</p>	<p>Understanding Christianity</p> <p>CREATION</p>	<p>2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p>Christian/Humanists/Muslim</p> <p>(Expressing)</p>	<p>Understanding Christianity</p> <p>PEOPLE OF GOD</p>	<p>Understanding Christianity</p> <p>INCARNATION</p>	<p>2.2 What would Jesus do?</p> <p>Can we live by the values of Jesus in the twenty-first century?</p> <p>Christian</p> <p>(Believing)</p>
	<p>Learn some key concepts about life and death in different religions</p>	<p>There is much debate and some controversy around the relationship</p>	<p>Notice, list and explain similarities and differences between</p>	<p>The Old Testament pieces together the</p>	<p>Christians believe Jesus is God in the flesh</p>	<p>Explore Jesus' teachings and example and how</p>

	Consider similarities and differences Reflect on 'big questions' Explore how religions help people to live during challenging or difficult times	between the accounts of creation in Genesis and contemporary scientific accounts. There are many scientists throughout history and now who are Christians	Christian and Muslim sacred buildings. Compare Christian and Muslim ideas about art Weigh up which has greater impact – art or charity?	story of the People of God The story of Moses and the exodus How some Christians apply these ideas to living today	The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like Christians see Jesus as their Saviour	they inspire Christians today Examine Luke 4:18–19 and find out what Jesus saw as his mission. Explore Christian values of love, forgiveness, justice, fairness and generosity
Year 6 Cycle 2	2.3 What do religions say to us when life gets hard? Christian/Humanists/Hindu (Believing)	Understanding Christianity God	2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Christian/Humanists/Muslim (Expressing)	Understanding Christianity Salvation	Understanding Christianity Gospel	2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century? Christian (Believing)
	Learn some key concepts about life and death in different religions Consider similarities and differences Reflect on 'big questions' Explore how religions help people to live during challenging or difficult times	Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching	Notice, list and explain similarities and differences between Christian and Muslim sacred buildings. Compare Christian and Muslim ideas about art Weigh up which has greater impact – art or charity?	Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.	Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable Christians believe that they should bring this good news to life in the world in different ways	Explore Jesus' teachings and example and how they inspire Christians today Examine Luke 4:18–19 and find out what Jesus saw as his mission. Explore Christian values of love, forgiveness, justice, fairness and generosity