Term:	Autumn		Spring		Summer		End
	Flight Symbol	**Transform (2B.4 Incarnation)**	**Freedom & Justice (2B.3 People of God)**	**Sacrifice and Suffering (2B.6 Salvation)**	**Belonging**	**Origins (2B.2 Creation/ Fall)**	
	How is the symbol of flight important in Mohommed (pbuh) night journey?	*Why do Christians Believe Jesus is the Messiah*	*Why do Christians want to bring freedom and justice to the world?*	*Why is the whole Easter story important for Christians?*	*How do Muslims welcome a baby into the family. Why is the Shahada important?*	*Are creation and science contradictory or complementary?*	
RE **Class 4** End of Unit Assessment Knowledge and Understanding evidencing deep learning through enquiry skills **Year B**	**'Expected' knowledge and understanding. Children know that:** • Flight is expressed as a symbol within many different religious stories. • Explain how festivals of Isra and Mi'raj relate to the flight journey Mohammed (pbuh) made. • Describe how rituals Muslims have at these festivals relate to how Muslims think about Mohammed (pbuh), with reference to this journey. • Explain how this flight journey helps Muslims in terms of the five pillars of Islam. **Children learning at Greater Depth:** Discuss • Identify important differences in the nature of ascension at Mi'raj to Christian understanding.	**'Expected' knowledge and understanding. Children know that:** • Jesus was Jewish. They understand that 'Christ' is the Greek word for 'anointed one' or 'Messiah' - the Old Testament talks about a 'rescuer' or 'anointed one', Isaiah 9 v2-7 texts talks about what this 'Messiah' would be like. • Most Christians believe Jesus is God incarnate and they believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. • Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not). Christians see Jesus as their Saviour and can give their own view for 'Was Jesus the Messiah?' supported by a reasoned argument **Children learning at Greater Depth:** • Discuss the extent to which 'messiah' is reflected in current celebrations of Christmas. • Relate the prophecies of the old testament to the biblical accounts of the entry into Jerusalem and the Transfiguration.	**'Expected' knowledge and understanding. Children know that:** • Most Christians believe that God rescued his people from slavery in Egypt and that this story looks forward to Jesus death and resurrection that rescued people from the slavery of sin. • Outline story of Moses and the exodus and they can show how these relate to the concepts of freedom justice and salvation • Most Christians believe the 10 commandments (and the Torah) were given to Moses to guide people in how to live • Most Christians believe that Jesus brings a new covenant with his people showing them how to live through his teachings. They can relate this to the 5 Marks of Mission in the Anglican Church • Know that the story of the exodus has inspired Christians to work for justice and freedom and they can give at least one detailed example of a charity that does this today. They are aware that other people fight for justice and freedom too. **Children learning at Greater Depth:** • Can explore issues of fighting for justice and freedom today developing their own insights and can give reasons to support their views • Relate the stories of the old testament to the biblical accounts of the Jesus as a new Covenant.	**'Expected' knowledge and understanding. Children know that:** • Christians believe that Jesus sacrifice on the cross was a way of paying for all the sins of mankind, as a result people have been 'saved' or rescued by God. • Outline of events of the crucifixion (Passion narrative) from John 19 - soldiers mock Jesus, Trial before Pilate, Jesus carries his cross, Soldiers crucify Jesus, Jesus Mary and John, Jesus dies, Jesus side is pierced, Jesus is buried in Joseph's tomb • Know about the Isaiah 53 passage and can make connections to John 19 using the idea of the suffering servant. They use terms like Messiah, Passion, Salvation and Sacrifice in theological context. • Christians remember Jesus' sacrifice through the service of Holy Communion/ Lord's Supper/The Eucharist/the Mass). They are able to explain denominational difference in practice. • Know that some Christians feel called to sacrifice their own needs to the needs of others and they can give an example of this. **Children learning at Greater Depth:** • Offer a selection of responses to the Christian belief that Jesus died on the cross to cancel out mankind's sin giving diverse Christian views as well as atheist and agnostic responses	**'Expected' knowledge and understanding. Children know that:** • Describe in simple terms their response to the concept of *belonging.* • Identify simple examples of how *belonging* can be applied in their own and others' lives. • Describe in simple terms what it means to *belong* to something. • Describe how *belonging* is important to Muslims. • Evaluate, by describing in simple terms, the importance to believers and to themselves of *belonging*. **Children learning at Greater Depth:** • Explain details of the Shahada ritual in terms of understanding of the five pillars of Islam.	**'Expected' knowledge and understanding. Children know that:** • Know that there is much debate and controversy around the relationship between creation stories in Genesis and scientific accounts - can outline both. They know that there are many scientists who are also Christians. • Know that the discoveries of science often make Christians even more in awe of the power and majesty of God. • Understand that some of this controversy is connected with the way in which the Genesis text is interpreted and the genre of writing it is considered to be; i.e. poetic or historical account. • Not all Christians believe the same about the relationship between Creation and science. Know and understand the significance of Psalm 8 for the Christian belief in stewardship **Children learning at Greater Depth:** • Offer a selection of responses on both sides of the argument, referring to Genesis and Psalm 8, diverse Christian views as well as atheist and agnostic responses.	End of Year Overall Judgement (as reported to parents)

Term:	Autumn		Spring		Summer		End
	Sacred Place	**Rescue (2B.4 Incarnation)**	**King (2B.8 Kingdom of God)**	**Resurrection (2B.7 Salvation)**	**Rituals**	**Holy (2B.1 God)**	
	What makes a sacred place?	*How did the followers of Jesus come to believe He is the messiah?*	*What King of King was Jesus?*	*What happened next (after crucifixion) and why?*	*How do Muslims use rituals within Ramadan and Eid-ul-Fitr?*	*Why do Christians regard God as holy – does that matter?*	
RE **Class 4** End of Unit Assessment Knowledge and Understanding evidencing deep learning through enquiry skills **Year A**	**'Expected' knowledge and understanding. Children will be able to:** • Explain the significance of sacred places for different people • Describe and explain features of a a church (across denominations) and mosque which create a sense of sacred • Explain how and why people show that a place is sacred to them. • Explore how people feel about their place of worship through drama - *How might they react to events?* • Compare feelings **Children learning at Greater Depth:** • Can describe, in terms of rituals, features of other places of worship in terms of and differences across Christian denominations.	**'Expected' knowledge and understanding. Children know that:** • They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. • The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. • The gospels described Jesus' acts, words and deeds which made some people believe he was the promised messiah. • Christians see Jesus as their Saviour (See Salvation). **Children learning at Greater Depth:** • Discuss Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.	**'Expected' knowledge and understanding. Children know that:** • Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. • The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. • Can Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world. **Children learning at Greater Depth:** • Understand how forgiveness is practised by those trying to extend the Kingdom of God. • The parables suggest that there will be a future kingdom, where God's reign will be complete.	**'Expected' knowledge and understanding. Children know that:** • Easter Christians Pupils will know that the book of Luke gives an account of a number of resurrection appearances. (Luke 24). They can describe these appearances; to the women at the Tomb, The road to Emmaus and to the disciples on the beach. • Most Christians believe that Jesus resurrection means that death isn't the end and that they have hope in a new life with God in heaven. Pupils can explain how this is reflected in Christian worship in both modern and traditional songs. • Certain things might happen at Good Friday and Easter Sunday celebrations across a range of denominational settings and at a Christian funeral **Children learning at Greater Depth:** • Understand that Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom.	**'Expected' knowledge and understanding. Children will be able to:** • Explain the meaning of the word *ritual.* • Explain why *ritual* is significant for Muslims during the festival of Ramadan. • Explain why *ritual* is significant for Muslims during the festival of Eid-ul-Fitr. • Express an opinion on the significance of *ritual* within a Ramadan and Eid-ul-Fitr. • Express a personal response to the way in which *ritual* is evident in their own experiences. • Explain how their ideas of *ritual* may affect how their experiences and others experiences. **Children learning at Greater Depth:** • Explain the relative significance of rituals within Ramadan and Eid-ul-Fitr in the context of understanding about Islam eg the five pillars.	**'Expected' knowledge and understanding. Children know that:** • Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. • Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice but also loving, forgiving, and full of grace. • 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. • Christians believe getting to know God is like getting to know a person rather than learning information. **Children learning at Greater Depth:** • Understand that Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love	End of Year Overall Judgement (as reported to parents)