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| **KS1: Christianity** |
| **Syllabus Questions** | **Suggested Content** | **Exemplar Expectations** |
| **Qu.1** How do some religions demonstrate that everyone is special?(Believing/Belonging)**Qu.2** Why are religious celebrations important to some people but not to others?(Believing/Belonging/Behaving) **Qu.3** Does everyone believe the same things about God?(Believing) **Qu.4** Why do symbols and stories play important roles in religions?(Believing/Belonging/Behaving)**Qu.5** Why do some people follow religious leaders and teachings?(Believing/Behaving) **Qu.6** How do some people’s religious beliefs encourage them to care for the world?(Believing/Behaving) | The Lost Sheep, Coin & Son (Luke 15: 1-32) Matthew 10:29-31 – message about sparrowsShared customs – e.g. baptismBaptism of Christ Christmas, Easter, HarvestGoing to church – particularly communion, Eucharist, Sunday as a special day, Music and artNoah, Baptism of Jesus, Jesus as Son of GodLord’s prayer, Features of the church, Stories about GodDifferent denomination, different churchesOld Testament; New TestamentMary Jones BibleSymbolic features of a church, Stained glass windows,Cross, crucifix, hot cross bun, Easter eggs, dove water, fish, crib, lightsClerical dress, seasonal colours, Salvation Army uniformStories about God and Jesus; Life of JesusStories told by Jesus (parables) e.g. Good Samaritan Work of local ministers, historically and nowExamples of Christians of influence, locally, nationally and globally Life of JesusCreation – Genesis 1:1- 2:22Stewardship – Christians are stewards, Psalm 8Hymns and songs | **Exp. A** Recognise and give simple accounts of the core beliefs. E.g.Creation – that God made the world including human; Incarnation – Jesus as God in human form; Salvation – forgiveness of sins through ChristBelief in one God, eternal and immortal**Possible activities:**Draw a picture to illustrate one of the key beliefs;Choose from a range a picture that shows a key beliefChoose a symbol or draw a symbol that represents a Christian understanding of God**Exp. B** Retell a range of religious stories and explain how they link to the core beliefs and practices. E.g. Creation, Christmas, Easter,Parables – lost sheep, lost coin, lost son, Good Samaritan**Possible activities**:Produce a simple story map that illustrates one of the core beliefs of ChristianityIdentify the most important part of a story and talk about whyIdentify some elements of a festival and talk about why they are important to some Christians**Exp. C** Describe some festivals, celebrations and practices and say how they reflect the core beliefs. Christmas, Easter, Harvest, BaptismSunday Services and communion**Possible activities**Identify – perhaps by circling item in a picture – the elements of a festival that show what some Christians believe. Make a list of differences between the ways that different people celebrate and suggest reasons whyAnnotate a baptism, showing which are the important features that reflect Christian belief. **Exp. D** Recognise the roles of religious leaders and sacred texts. **Bible –** OT, NT (one before and after Jesus) Jesus, Vicar and local clergyPeople known in local community e.g. local chaplains for fire service, police, hospital, Archbishop of Canterbury, Archbishop of York, Queen**Possible activities**:Talk about what a leader doesRecognise some of the things that leaders do – choosing from a list, or sorting from a rangeTalk about how Christians use the bible in worship, prayer, song etc.  |

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| **KS2: Christianity** |
| **Syllabus Questions** | **Suggested Content** | **Exemplar Expectations** |
| Qu.1 To what extent does participating in worship and/or prayer generate a sense of belonging?(Believing/Belonging) Qu.2 Do Rites of Passage always help a believer to feel connected to God and/or community?(Believing/Belonging/Behaving) Qu.3 How can music and the arts help express and communicate religious beliefs?(Believing/Belonging)Qu.4 To what extent do religious beliefs influence and encourage ‘good’ behaviour?(Believing/Behaving) Qu.5 How do religious leaders and sacred texts contribute to believers’ understanding of their faith?(Believing) Qu.6 How well does faith help people cope with matters of life and death?(Believing/Behaving) Qu.7 What difference might it make to believe in God as Creator?(Believing/Behaving) Qu.8 How might beliefs and community shape a person’s identity?(Believing/Belonging)  | Teachings of the early Christians in the New Testament epistles which set out guidance for a Christian life e.g. 1 Corinthians chapter 13Use of the Bible in corporate and private worshipThe Bible is used as a source of inspiration and guidance for worship and ways of livingSermons and their significanceThe importance of worship for Christians and ways in which Christians participate in worshipPilgrimageThe importance for many Christians to mark rites of passage in Christian ceremonies e.g. infant baptism and dedication ceremonies, confirmation, believers’ baptism, marriageChristian funerals and how they illustrate beliefs about life after deathDenominational and personal differences in celebration of rites of passageThe Bible is used as a source of inspiration and guidance for worship and ways of living Examples of Christian beliefs expressed in e.g. art, architecture, drama, literature, music and the use of the Bible as the basis for songs, filmsWork of Hannah and Ben Dunnett e.g.The use, significance and meaning of symbols used to express Christian beliefs e.g. Cross, crucifix, light, fish, rainbow, dove, water, bread and wine, colours, dress, symbolic features of churchesArt to express the notion of TrinityGlobal and denominational art.Teachings of the early Christians in the New Testament epistles which set out guidance for a Christian life e.g. 1 Corinthians chapter 13The Bible used as a source of inspiration and guidance for worship and ways of living; sermon on the mount (Matthew 5 – 7), 10 commandments (Exodus 20) and the Golden rule (Luke 10:27) the Good Samaritan (Luke 10: 25-37) The work of charities, missions and caring organisations e.g. Tearfund, Christian Aid etc. Teaching about forgiveness – e.g. The Prodigal son (Luke 15) , the Lord’s Prayer (Matthew 6:9-13 & Luke 11:2-4)Foodbanks and work among the homelessTrinity – especially as shown at the Baptism of JesusChristian responses to the life, teachings (including those about all people being equal in the sight of God, forgiveness and caring for others), miracles, crucifixion and resurrection of Jesus. The Bible as a library of books of different genres divided into Old and New TestamentsLiteral and metaphorical interpretations of the BibleDifferent ways of reading the Bible; different translations of the BibleThe writings/experiences of Christians through the agesExploration of the influences of some key people, local and more widely known and including historical people and saints. The role of inspiration in the creation of the Bible The role of key characters in the Bible e.g. Moses, Abraham, Mary, the disciples, the apostle Paul etc. Christian interpretations of the resurrection of Jesus as evidence of life after death, resurrection of the body, heaven and the Kingdom of GodChristian responses to the life, teachings miracles, crucifixion and resurrection of Jesus,Trinity – especially the role of the Holy Spirit as comforterJesus as saviour and the concept of salvationChristians responses to ideas about Creation e.g. Genesis, Psalm 8 and 148Involvement in ecological movements, charities such as Christians Aid, Oxfam, TearfundEquality of all people, work of anti-slavery protestors, and other social justice organisationsThe actions of local church groups on environmental and social justice issues. Christian responses to life, teaching, miracles crucifixion and the resurrection of JesusJesus as saviour and the concept of salvation, being forgiven and redeemedThe Holy Spirit as a guide and comforterChristians festivals (especially the Eucharist), rites of passage and prayer – personal and corporateInterviews with individual Christians about how they choose to live. Denominational life rules – e.g. clothing for Amish, Plymouth Brethren, no alcohol for Baptist/Methodists etc. The place of convents, abbeys and place of nuns, monks and other communities.  | **LKS2 (Y3/4)****Exp. A** Explain the significance of religious leaders and sacred texts. * Link biblical passages to specific areas of Christian practice: e.g. Genesis to the concept of stewardship or nativity texts to the concept of Incarnation
* Assess the role of Mary in the Christmas narrative or the role of the disciples or the gospel writers

**Exp. B** Describe a range of ways that believers express their core beliefs and make the links between belief and expression. * Give examples of how different Christians worship in church, home and at different times.
* Compare and contrast denomination approaches to rites of passage – e.g. infant vs adult/believer’s baptism

**Exp. C** Identify how core beliefs can guide lifestyle choices. * Make links between 10 commandments or , sermon on the mount and lifestyle choices such as clothing, giving financially, going on pilgrimage
* Make a link between core beliefs and engagement in charity work or volunteering

**Exp. D** Recognise how religious identity can be shaped by family, community and practice. * Compare denominational approaches to rites of passage
* Demonstrate how individual practice may vary between and within denominations

**UKS2 (Y5/6)****Exp. A** Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice.* Make clear links between key texts (Sermon on the mount or 10 commandments) and the actions of Christian individuals and organisations
* Use key texts to demonstrate Christian belief in the role of inspiration, prayer and the Holy Spirit
* Describe and explain some of the actions of the early church in the Book of Acts

**Exp. B** Explain and demonstrate how and why believers show courage and commitment. * Give specific examples of Christians who have shown courage and the reasons for their actions
* Hold a balloon debate to compare the courage and commitment of different Christians, charities etc

**Exp. C** Explain how beliefs, practices and community can support or determine responses to matters of life and death* Describe the beliefs that underpin responses to the big questions of life, such as life after death and the impact this may have on funeral and mourning rites
* Demonstrate how prayer may play a part in the Christian reaction to major life events e.g. in celebrations, festivals and mourning.

**Exp. D** Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour. * Identify some of the key denominational differences demonstrated in worship and rites of passage, with biblical references
* Explain how different translations and interpretations of texts make a difference to believers
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| **Key Stage: 3****Key Question: What is the Trinity and Why is it important?** |
| **Religion** | **Suggested Content - New** | **Exemplar Expectations** |
| Christianity | Hinduism | Islam | **Activities - suggestions**Creation* Seven-day creation storyboard – progression, explaining the importance of each day – add an 8th box – what would you put in it? What’s missing from the story? What is the story saying about God? What should Christians do as a result of this? Stewardship activities
* Genesis Venn diagram
* Mind map – Trinity - ideas about God – Jesus – Holy Spirit - how all link together as well as work separately– Unpack the Father – ideal Father

The Fall * Salvation – Parable of the sheep and the goats –
* Relevance of fall today – difference between human and natural evil – examples of evil

Prophecy * purpose of the old testament- Difference between sin and crime (Learn for Life visitors)

Ways of expressing the Trinity in worship e.g. hymns and prayerResource ideasTrue tube clipsUse of Art – Holman Hunt – Hannah DunnettRole Play – if you were God what would you do?Spirit – Gifts of the spirit – the great commissionBaptism – Pentecost – John 1 |  A - Identify the nature of spiritual experience and its influence on believers’ lives, sense of purpose and religious practice.C - Explain and evaluate how beliefs about God determine responses to personal, social and global issuesD - Evaluate the ‘sacredness’ of texts and the impact of divergent interpretationsKey QuestionsQ2 - How far does a person’s understanding of God influence their sense of purpose?Qu.3 How might beliefs shape concepts of truth, right and wrong?Qu7 Why might it matter that sacred texts are often open to interpretation?Qu.8 How might belief affect people’s responses towards social and global issues? |
| Judaism | Sikhism | Buddhism |
| Worldview (specify) |
| **Material from 2012 Syllabus** |
| * Beliefs about God articulated in Christian creeds i.e. God the Father, God the Son incarnate, wholly divine and wholly man revealed in the birth, life and death of Jesus; God the Holy Spirit, comforter and guide
* Christian beliefs about Grace, forgiveness, salvation, redemption, resurrection of the dead, everlasting life
* Christian beliefs about Stewardship
* Beliefs about the authority of the Christian Bible
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