



Religious Education

Year A	Topic	Knowledge	Vocabulary	Resources
	<p>Unit 11: What do Christians believe about God & Incarnation? (Links with Christmas)</p>	<p>Belief – God</p> <p>Christians believe that “God is love” (1 John 4.8) – compassionate, all knowing (omniscient), everywhere at once (omnipresent), all powerful (almighty), pure, set apart (holy). Christians believe that it matters what people do. When people treat others badly (sin) it makes God upset and angry. Christians believe the Bible talks about what God is like and his relationship with people who believe in him. Raise and suggest answers to relevant questions in response to their enquiry into what Christians believe about God. Recognize that Christians use evidence to support their belief in God. Understand God loves His creation, and everything is created in harmony. Humans have a duty to care for God’s creation. They are the stewards of creation. Raise and suggest answers to relevant questions in response to their enquiry into the evidence Christians use to support their belief in God and the concept of stewardship.</p> <p>Belief – Incarnation</p> <p>Know that the nativity is found in two gospels: Matthew (ch 1-2) and Luke (ch 1-2) Understand that the two accounts are told from different viewpoints (Mary and Joseph’s) Reflect on why there may be different accounts. The Bible account of the virgin birth supports the Christian belief that Jesus is both human and divine. Some Christians understand this symbolically and others literally. The nativity of Jesus concerns the incarnation of Jesus: literally “become flesh”. Incarnation is the belief that Jesus Christ is fully human and fully God. Identify how the belief that Jesus is “God is with us” helps a Christian in daily life. Christians pray because they believe that Jesus is with them to listen and to help.</p>	<p>Compassionate, Omniscient, Omnipresent, Sin, Almighty, Bible, Relationships, God, Creation Steward</p> <p>Nativity, Gospels, Matthew, Luke, Mary, Joseph, Prayer, Virgin Birth</p>	<p>http://www.amvsomers.et.org.uk/resources/exemplars/2019-upper-ks2-exemplars/#details-5-0</p>
	<p>Unit 7: What do Jewish people believe about God and the Covenant and Torah? (Links with Passover)</p>	<p>Key belief: God and the Covenant</p> <p>Know that Jews have coming of age ceremonies: Bar and Bat Mitzvah (for boys and girls, respectively). These are important because it marks the time when people become responsible for following the Torah. Know that Abraham is called one of the fathers of Judaism Know the story of Abraham who Jews believe was the first person to believe in one God: Abraham was rich and lived in Ur; the people worshipped many gods God speaks to Abraham and tells him to leave his home with 3 promises: a relationship with God, numerous descendants and</p>	<p>Judaism, Jewish Life, Worship, Rabbi, Torah, Diversity, Synagogue, Artefacts, Kippah, Mezuzah, Sedar Plate, Menorah, Tallit, Tefillin, Havdalah Candle, Keeping Kosher, Impact, Sabbath, Star of David, Halocaust,</p>	<p>http://www.amvsomers.et.org.uk/resources/exemplars/2019-upper-ks2-exemplars/#details-0-0 http://www.amvsomers.et.org.uk/resources/exemplars/2019-upper-ks2-exemplars/#details-1-0</p>

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	<p>land but Sara is barren with no scriptures or traditions, he puts his faith in God Understand that, for Jews, the covenant that began with Abraham is an important belief of a two-way relationship. Jews put their faith in God (not blind faith – Abraham often questions God) and God gives his blessings to Abraham and his descendants. Know that Yom Kippur is the holiest day in the Jewish calendar. This period starts with Rosh Hashannah and ends ten days later with Yom Kippur. It is during this time of fasting that Jews show how sorry they are, and attend the synagogue as often as they can, listening to the Torah; for asking for forgiveness from those who they have wronged, forgive those who have wronged them and ask God to forgive them; saying, “And for all these, God of forgiveness, forgive us, pardon us, and grant us atonement”. Understand how Jews celebrate the Shabbat and why it is considered the most important festival: Timing of Shabbat, no work, but study, rest and leisure Time to celebrate belief in one God as creator Central rituals: Kiddush, lighting candles, wine shared, and bread cut Attendance at Synagogue and opening of Ark Dietary rules including kosher and trefah and separation of meat and milk. Raise and suggest answers to relevant questions in response to the concept of a covenant with God. Attempt to support their answers using reasons and/or information.</p> <p>Belief: Torah</p> <p>Recall that Jewish scriptures are called the Tenakh, which are made up of 3 sections: Torah, Nevi’ism and Ketuvim. The word Tenakh, is made up of these 3 types of writing. Know that the Torah is the most important because it tells Jews what God is like and how they should live. Know that the teachings in the Torah are summed up in the Shema, which is kept on the doorpost of Jewish homes. It says “Hear O Israel, the Lord our God, the Lord is one ...” Understand that there is also a collection of writings called the Talmud. These contain the teaching of rabbis over many years. It gives more details about how to put the rules found in the Torah into practice. Understand the meaning of Simchat Torah: a ceremony at the end of Sukkot, when the final part of Deuteronomy and the first part of Genesis is read to show that the reading of the Torah never stops. It reminds Jews that it is important to study and obey the Law throughout their lives. Raise and suggest answers to relevant questions in response to the idea of being able to put into practice the teachings of the Torah. Attempt to support their answers using reasons and/or information</p>	<p>Bar Mitzvah, Bat Mitzvah, Abraham, Yom Kippur, Rosh Hashannah, Shabbat, Kiddush, Ark,</p> <p>Tenakh, Torah, Nevi’ism, Shema, Sukkot, Simchat, Genesis</p>	
<p>Unit 8: What do Moslem people</p>	<p>Key belief – Islam (Submission to the will of Allah)</p> <p>Understand that the Qur’an is the original and most basic source of God’s Law,</p>	<p>Concept, Duty, Five Pillars of Islam, Shahadah, Belief, Allah, Salah, Prayer, Zakat,</p>	<p>http://www.amvsomers.et.org.uk/resources/exemplars/2019-upper-ks2</p>

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		word Muslims means someone who has willingly submitted themselves to Allah. Understand the Muslim belief that humans have not followed God’s message in the past because of over self-confidence (hubris) and so they forgot it ignore it tamper with it		
Year B	Topic	Knowledge	Vocabulary	Resources
	Unit 9: What do Hindu people believe about Dharma, Deity and Atman?	<p>Key Belief – Dharma. (Right-living, respecting life, honouring Natural world)</p> <p>Know that the term “Hinduism” is a Western term for people who lived in Northern India, who shared the Vedas and ancient Sanskrit writings of India. Followers prefer the term “Sanatan Dharma”, which mean ‘eternal truths’ (i.e. basic teachings which have always been true and always will be). Know the Holi festival celebrates Spring, community and equality, reminding Hindus to respect the natural world and its seasons (AMV Unit 7, 10) Also recall the Holika story, who died using her powers to try and kill Prahlad, a believer in God, and understand how this reminds Hindus to use their gifts to help not hurt others, the principle of ahimsa. Know the Hindu word for ‘action’ is ‘karma which means everything we do will have consequences. This is the ‘Law of Karma’. Following the Dharma will produce beneficial results.</p> <p>Belief – Deity (Brahman, Deva, Devi, Avatar)</p> <p>Understand that thousands of years ago, Hindu books called the Vedas described many ways of thinking about God with special names, images and stories to help Hindus remember and understand about God. Hindus pray to God by any of these names and ways. Recall the story of Shiva and the Ganges. Understand that Hindus believe that whilst the natural world is all from within God and so is to be treated as special, the Ganges is a holy river to visit and Shiva is a special and particularly powerful form of God to worship. Hinduism teaches that there is one Supreme Being/Person, Brahman. Brahman is everywhere and everything that exists lives in Brahman all the time. Nothing would exist if Brahman was not in it. Recognise the symbol often associated with Hinduism: Aum. The sound is sacred and is a way of describing Brahman.</p> <p>Belief – Atman (The Divine within)</p> <p>Recall the Hindu greeting Namaste and its meaning: ‘I respect you’, because Hindus believe the same God is inside every heart and must be treated as one world-family. Hindus believe in Reincarnation: the belief that when a body dies</p>	<p>Hindu, Hinduism, God, Goddess, Shrine, Puja, Mandir, Om, Sanatan Dharma, Hoil, Karma</p> <p>Deity, Brahman, Deva, Devi, Avatar, Shiva, Ganges, Supreme Being</p> <p>Atman, Reincarnation, Bhagavid Gita, Samsara, Moksha</p>	<p>http://www.amvsomers.org.uk/resources/exemplars/2019-upper-ks2-exemplars/#details-3-0</p>

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	<p>their atman (“soul”) may move onto another being. In the Bhagavad Gita this is likened to someone changing dirty clothes for clean ones. Similarly, the Atman casts off its worn-out body for a new one. (Bhagavad Gita 2:22). The Atman persists and is reborn many times. This continual cycle is called Samsara. The type of life an Atman moves onto depends on its previous one. This is determined by the Law of Karma. The end of Samsara is called Moksha. The soul breaks out of reincarnation and joins with Brahman. Raise and suggest answers to relevant questions in response to the Hindu belief in Dharma, deity and Atman. Attempt to support their answers using reasons and/or information.</p>		
<p>Unit 10: What do Christians believe about Salvation? (Links with Easter)</p>	<p>Key belief – Salvation</p> <p>Identify the use of the word ‘atonement’ in Christianity as referring to the forgiving or pardoning of sin through the death and resurrection of Jesus. Know that ‘atonement’ originally meant “at-one-ment”, which means being “at one” or harmony, with someone. Know that Christians emphasize that Jesus is the Saviour of the world and through his death the sins of humanity have been forgiven. Christians use a range of theories and metaphors to explain how this reconciliation works. A common approach in Western Christianity is that: – Humans have not lived in the way God intended – they have sinned – Having broken God’s Law, humans should have been punished. (Romans 6:23 – Jesus is without sin – He sacrifices himself in the place of humanity – Because Jesus is without sin, he ‘pays the price’ which should have been paid by humanity’. (Galatians 3.13) Reflect on and appraise the view that Easter celebrates Jesus dying to take the punishment (atonement)/ pay the debt of sin (redemption) so that people can be forgiven by God and live in relationship with Him. Know that Christians believe that Jesus rose again and that faith in him will give eternal life to the believer.</p>	<p>Salvation, Atonement, Pardoning, Sin, Jesus, Saviour, Romans, Easter, redemption, Forgiveness, Eternal Life</p>	<p>http://www.amvsomers.et.org.uk/resources/exemplars/2019-upper-ks2-exemplars/#details-4-0</p>
<p>Unit 12: What do Christians believe about Agape?</p>	<p>Belief – Agape (selfless, sacrificial, unconditional love) (*Gospel)</p> <p>Recall what Jesus said about selfless, unconditional love in the Beatitudes (part of the Sermon on the Mount, Matthew 5.1-12 & 43-46). Give examples of what Christians are doing today to live out these beliefs. Jesus told his followers, “As I have loved you, so you must love one another.” John 13.35. Give examples of the ways that the Christian Church shows the love of God both to its members and across society, in the UK and wider world today. E.g. visiting the sick, chaplains, hospices, food banks, rehabilitation of prisoners and addicts, helping</p>	<p>Agape, Selfless, Sacrificial, Unconditional, Love, Sermon on the Mount, Beatitudes, Matthew, Chaplains, Pastors, Commandment</p>	<p>http://www.amvsomers.et.org.uk/resources/exemplars/2019-upper-ks2-exemplars/#details-5-0</p>

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		the homeless, street pastors, promoting fair trade, aid work, education and working with youth. Raise and suggest answers to relevant questions in response to their enquiry into how Christians put the commandment to love into practice. How do these things set an example and cut across expectations?		
	Humanism	Be familiar with the term 'agnostic' and its two related meanings – 1) a person who holds that nothing is known or can be known about anything beyond the material world and 2) a person who does not know whether a god, gods or anything beyond the material world exists. They should know that some Humanists are agnostic. Be able to say why Humanism is a life stance but not a religion. Know how secular Humanists regard life and death. They should know that the focus of their attention is on what can be achieved during this life in this world and that they hold that death is the end of life. Know how Humanists might celebrate marriage or conduct an event to mark the death of someone close to them. Be able to say how these differ from a religious ceremony and why. Be able to name two prominent Humanist scientists of the modern period and say something about their lives and contribution to our understanding of the world, e.g. Marie Curie, Albert Einstein, Helen Caldicott. Know that the Humanist perspective informs music, song, poetry, literature and the visual arts and be able to refer to at least one example, e.g. John Lennon's Imagine. Be aware of the work of the British Humanist Association (BHA) in promoting understanding of Humanism.	Agnostic, Secular, British Humanist Association, Humanist Scientist, Marie Curie, Helen Caldicott, Albert Einstein	http://www.amvsomers.org.uk/resources/exemplars/2019-upper-ks2-exemplars/#details-7-0