



Our core subjects of maths and literacy are woven throughout the foundation subjects. We also have some **golden threads** which flow through our curriculum content, these threads are : **environmental consciousness**, **international mindedness**, **innovation & enterprise**. These threads are **highlighted** in the breadth of study.

In RW we use the **Herefordshire SACRE syllabus/Understanding Christianity** and **Discovery RE**

In years 5 & 6 we use **Walk Through Bible** units/videos - OT and NT

The **subject threads (substantive concepts)** that run through RW are from the Bible Big Story – God, Creation, Fall, People of God, Incarnation, Gospel, Salvation and Kingdom of God

We study the following religions and worldviews throughout the RW curriculum – Christianity, Judaism, Hinduism, Sikhi, Islam and Humanism

Year 6				
Autumn		Spring		Summer
Creation & Science – Conflict or Complimentary? (U2.2)	How significant is it that Mary was Jesus’ mother?	For Christians what kind of King was Jesus? (U2.6)	What difference does the resurrection make to Christians? (2b.7)	What matters most to Humanists and Christians? (U2.10)  Why do some people believe in God and some people not? (U2.11)  WALK THROUGH BIBLE (C) – NT  CHRISTIANITY/HUMANISM/WORLDBIEWS
CREATION/FALL	INCARNATION	KINGDOM OF GOD	SALVATION	
The Big Picture (Substantive Knowledge)				
In this unit the pupils will outline the importance of Creation on the timeline of the ‘big	We will be learning to analyse the Christian belief in the Virgin Birth and to assess the	We will explain connections between biblical texts and the concept of the	In this unit we will outline the timeline of the ‘big story’ of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.	Pupils will talk about what kinds of behaviour and actions pupils think of as bad (examples from films, books, TV as well as real life). Rank some of these ideas – which are the worst, and which are less bad? Why?



<p>story' of the Bible.</p> <p>Identify what type of text some Christians say Genesis 1 is, and its purpose.</p> <p>Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</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 and faith go</p>	<p>significance of this to Christians.</p> <p>Why are people chosen for a specific task? Qualities needed?</p> <p>We will look at how Mary has and is depicted in artwork throughout history and in modern times</p> <p>Use the gospels of Luke and Matthew to discuss what is written and interpretations.</p> <p>Look at the word 'incarnation': what does this mean? Explain that it means = 'God in human form'.</p> <p>Think about incarnation, look again at the</p>	<p>Kingdom of God. Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.</p> <p>Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.</p> <p>Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the</p>	<p>Pupils will suggest meanings for resurrection accounts and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.</p> <p>Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.</p> <p>Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. Show how Christians put their beliefs into practice in different ways.</p> <p>Explain why some people find belief in the Resurrection makes sense and inspires them.</p> <p>Offer and justify their own responses as to what difference belief in Resurrection might make</p>	<p>Why do people do good things and bad things? Are we all a mixture of good and bad?</p> <p>Make a link with previous learning on the Christian belief about humans being made in the image of God (Genesis 1:28) and also sinful (the 'Fall' in Genesis 3).</p> <p>Why do some Christians think this is a good explanation of why humans are good and bad? Other faith traditions have different explanations. People who are non-religious may just say that people have developed with a mix of good and bad.</p> <p>Introduce the meanings of atheist, theist and agnostic.</p> <p>Humanists are a small group of non-religious people, they say that humans should work out their own way of being good, without reference to any 'divine being' or ancient authority: they say people can be 'good without god'.</p> <p>Talk about how having a 'code for living' might help people to be good.</p> <p>Look at a Humanist 'code for living', e.g. Be honest; Use your mind to think for yourself;</p>
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<p>together.</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>Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account</p> <p>Identify the type of text that Psalm 8 is, and its purpose.</p> <p>Explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in Creation.</p> <p>Make clear</p>	<p>question 'Why did God send Jesus to earth this way?'</p> <p>Elicit that if He had been sent to earth in a different way, He would not have been 'God and man'. He would have just been God as He wouldn't have taken on a human body (through birth)</p>	<p>world today, offering insights about whether or not the world could or should learn from Christian ideas.</p> <p>Identify ideas arising from their study of the Kingdom of God and comment on how far these are helpful or inspiring for the world today, justifying their responses.</p>	<p>to how people respond to challenges and problems in the world today</p>	<p>Tell the truth; Do to other people what you would like them to do to you. How would this help people to behave? What would a Humanist class, school or town look like?</p> <p>Explore the meanings of some big moral concepts, e.g. fairness, freedom, truth, honesty, kindness, peace. What do they look like in everyday life?</p> <p>Christian codes for living can be summed up in Jesus' two rules: love God and love your neighbour. Explore how Jesus expects his followers to behave through the story of the Good Samaritan (Luke 10:25–37) and Jesus' attitude on the cross (Luke 23:32–35). Jesus talks about actions as fruit. What does he mean? If a person's intentions are bad, can their actions produce good fruit?</p> <p>Discuss what matters most, e.g. by ranking, sorting and ordering a list of 'valuable things': family / friends / Xbox / pets / God / food / being safe / being clever / being beautiful / being good / sport / music / worship / love / honesty / human beings. Consider why they hold the values they do, and how these values make a difference to their lives.</p> <p>Consider questions about values: is peace</p>
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<p>connections between Psalm 8 and some ways Christians respond to God as Creator.</p> <p>Show understanding of why some Christians find science and faith compatible.</p> <p>Respond to the idea that humans have great responsibility for the Earth.</p> <p>Weigh up how well humans are responding to this responsibility, taking into account religious and non-religious viewpoints.</p>				<p>more valuable than money? Is love more important than freedom? Is thinking bad thoughts as bad as acting upon them? Notice and think about the fact that values can clash, and that doing the right thing can be difficult. How do pupils decide for themselves?</p> <p>Consider similarities and differences between Christian and Humanist values. What have pupils learned about what matters most to Humanists and Christians?</p>
<b>Sticky Knowledge (Substantive Knowledge)</b>				
<ul style="list-style-type: none"> <li>• There is much debate and some controversy around the relationship between the</li> </ul>	<ul style="list-style-type: none"> <li>• To know Mary was a virgin and was chosen to be the mother of Jesus</li> <li>• That God came to</li> </ul>	<ul style="list-style-type: none"> <li>• Jesus told many parables about the Kingdom of God. These suggest that God's rule has</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)</li> <li>• Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen',</li> </ul>



<p>accounts of creation in Genesis and contemporary scientific accounts.</p> <ul style="list-style-type: none"> <li>• These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts?</li> <li>• There are many scientists throughout history and now who are Christians.</li> <li>• The discoveries of science make Christians wonder even more about the power and majesty of the Creator</li> <li>• That we are stewards of the Earth and God's creation and what we are doing/not doing to ensure Earth's stewardship</li> </ul>	<p>Earth in Human form as Jesus</p> <ul style="list-style-type: none"> <li>• That the virgin birth was used to symbolise Jesus being God, humble and here for everyone.</li> <li>• Christians believe Mary did not choose to have a baby. This choice was made for her, by God.</li> </ul>	<p>begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.</p> <ul style="list-style-type: none"> <li>• The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.</li> <li>• Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world</li> </ul>	<p>with God.</p> <ul style="list-style-type: none"> <li>• The Gospels give accounts of Jesus' death and resurrection.</li> <li>• Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.</li> <li>• This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).</li> </ul>	<p>and Humanists saying people can be 'good without God')</p> <ul style="list-style-type: none"> <li>• Make clear connections between Christian and Humanist ideas about being good and how people live</li> <li>• Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</li> <li>• Raise important questions and suggest answers about how and why people should be good</li> <li>• Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.</li> </ul>
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**Vocabulary**

Science, conflict, Genesis, Bible, complementary, creation, scientist, God, interpretation, viewpoint, relationship, controversy, big bang, evolution, Christian belief, debate, stewardship, responsibility, earth, world, creator, cosmology, religion, non-religion.	Mary, Jesus, Joseph, virgin, incarnation, mother, chosen, God, depiction, symbolise, birth, significant, human parents, message, highly favoured, gospel, angel Gabriel, conceived, divorce, betrayed, nativity, God in human form, scared, Christmas, holy spirit, Luke, Matthew	Kingdom of God, worship, Christian, challenge, obedience, Jesus, God, teaching, parable, service, community, beliefs, temptation, wilderness, Satan, kingship, diamond 9,	Resurrection, salvation, incarnation, hope, Jesus, God, Christian, bible, heaven, incarnate, son of God, death, gospel, restoration, Good Friday, Easter Sunday, crucifixion, Easter, church, prayer, worship, sins, beliefs,	Atheist, theist, agnostic, humanist, Christian, worldview, golden rule, moral code, values, opinion, God, non-religious, belief, non-faith, point of view, questioning
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**Disciplinary Knowledge (Skills)**

**make sense of a range of religious and non-religious beliefs, so that they can:**

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

**understand the impact and significance of religious and non-religious beliefs, so that they can:**

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world



- appreciate and appraise the significance of different ways of life and ways of expressing meaning

**make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:**

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

Trips/visitors/books/resources				
Psalm 8, Genesis 1, Bible, Images of creation, images of big bang, UC planning unit & resources U2.2	bible stories (New Testament): Angel visiting Mary - Luke 1:26-38, Mary's Song Luke 1:47-55, Joseph Matthew 1:18-25, God as Man John 1:14, artwork depicting Mary	UC planning unit & resources U2.6, Kingdom of God KO, Diamond 9 sheet, Luke 4:5-8 Temptation in the wilderness, images of Jesus being tempted, Lord's prayer, The Feast parable Luke 14:12-24, video of the Feast, Tenants in the Vineyard parable Matthew 21:33-46 & video, Parable of the unforgiving servant Matthew 18:21-35 & video, Lord of the Dance lyrics & song, Down to Earth lyrics & song (worship CD),	UC planning unit & resources U2b.7, Luke 24, Easter images, ladder of control w/sheet (twinkl), outline of cross and outline of Jesus, powerpoint – Y6 twinkl crucifixion, powerpoint – Y6 twinkl the crucifixion evidence & worksheet, easter hymns <a href="http://www.funeralhelper.org">www.funeralhelper.org</a> <a href="http://www.co-operativefuneralcare.co.uk/funeral-music-chart/2014/">www.co-operativefuneralcare.co.uk/funeral-music-chart/2014/</a>  Rev. Moore to talk about funerals	Humanist UK resources, speaker from Humanists UK, website, Twinkl resources <a href="http://www.humanists.uk">www.humanists.uk</a>  Walk Through bible NT resources, workbook, videos, Mrs Sinclair Resources on common staff (RW planning)



**MORDIFORD C of E  
PRIMARY SCHOOL**

*Treasure each individual*

Religion & Worldviews (RW)  
Breadth of Study



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