



# The Ribblesdale Federation of Schools

## R.E Curriculum Handbook

(Cycle C)



Year Group	Year A						Year B					
	1	2	3	4	5	6	1	2	3	4	5	6
EYFS	Unit 1 Why is the word God so important to Christians?	Unit 2 Why do Christians perform Nativity plays at Christmas?	Unit 3 Being special: where do we belong?	Unit 4 Why do Christians put a cross on their Easter garden?	Unit 5 Which places are special and why?	Unit 6 Which stories are special and why?	Unit 1 Why is the word God so important to Christians?	Unit 2 Why do Christians perform Nativity plays at Christmas?	Unit 3 Being special: where do we belong?	Unit 4 Why do Christians put a cross on their Easter garden?	Unit 5 Which places are special and why?	Unit 6 Which stories are special and why?
Year 1	Unit 7 Who do Christians say made the world?	Unit 8 Why does Christmas matter to Christians?	Unit 9 Who is Jewish and how do they live?	Unit 10 What do Christians believe God is like?	Unit 11 What does it mean to belong to a faith community?	Unit 12 How should we care for the world and others, and why does it matter?	Unit 7 Who do Christians say made the world?	Unit 8 Why does Christmas matter to Christians?	Unit 9 Who is Jewish and how do they live?	Unit 10 What do Christians believe God is like?	Unit 11 What does it mean to belong to a faith community?	Unit 12 How should we care for the world and others, and why does it matter?
Year 2 Year 3	Unit 15 who is Muslim and what do they believe? (Part 1)	Unit 19 What is it like for someone to follow God?	Unit 17 who is Muslim and what do they believe? (Part 2)	Unit 22 How do festivals and family life show what matters to Jewish people?	Unit 20 What is the trinity and why is it important for Christians?	Unit 18 What makes some places special to believers?	Unit 13 What is the good news Christians believe Jesus brings?	Unit 14 What is the good news Christians believe Jesus brings?	Unit 23 What do Christians learn from the creation story?	Unit 16 Why does Easter matter to Christians?	Unit 21 How do festivals and worship show what matters to Muslims?	Unit 24 How and why do people try to make the world a better place?
Year 4/5/6	Unit 25 What kind of world did Jesus want?	Unit 38 Why do Christians believe Jesus was the messiah?	Unit 27 What do Hindus believe God is like?	Unit 40 What difference does the resurrection make to Christians?	Unit 34 Creation and science: conflicting or complementary	Unit 32 What does it mean to be Muslim in Britain today?	U2.5 Is it better to express your beliefs in art and architecture or charity and generosity?	Unit 30 How and why do people mark significant events of life	Unit 39 Why do Hindus want to be good?	Unit 28 Why do Christians call the day Jesus died Good Friday?	Unit 35 How can following God bring justice and freedom?	U2.9 What can be done to reduce racism? Can religion help?

<b>Year 4/5/6 Year C</b>	Unit 42 Why do some people believe in God and some do not	Unit 41 For Christians, what kind of King is Jesus?	Unit 33 Why is the Torah so important to Jewish people	Unit 29 What does it mean to be a Hindu in Britain today?	Unit 26 For Christians when Jesus left; What was the impact of Pentecost	Unit 36 What matters most to Humanists and Christians?					
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# Religious Education

## Intent

The Church of England's 'Statement of Entitlement' states: *Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together.* While not all schools in the Ribblesdale Federation are church schools, we believe it is essential that all children have the opportunity to explore and understand religions and world views, their community and personal development and wellbeing. We intend to offer a broad and rich RE curriculum to allow children to do this - the content of our curriculum comes from NATRE's Primary Curriculum. This allows for the sequential acquisition of knowledge alongside the development of skills such as enquiry, interpretation, evaluation and reflection.

Our RE lessons are intended to make sure that children understand the relevance of RE in today's modern world and how it affects our lives. We are committed to giving children the opportunity to appreciate diversity, continuity and change within the religions and worldviews being studied, engaging with challenging questions of meaning and purpose raised by human existence. Children will recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places. It is important that all members of The Ribblesdale Federation hold a deep respect for the integrity of all religions and worldviews, and for the religious freedom of each person.

Our RE curriculum is designed to be fully inclusive, meeting the needs of all pupils. We will provide a safe space for pupils to explore their own religious, spiritual and philosophical ways of seeing, living and thinking, believing and belonging. We provide opportunities to engage in meaningful dialogue about all religious and world views.

## Implementation

The Ribblesdale Federation follows a curriculum based on two sources: Understanding Christianity and the North Yorkshire Agreed Syllabus. This ensures that the RE curriculum is tailored to the needs of the class structure in our schools and to the needs of the children. Through our curriculum, children are given the opportunity develop skills such as enquiry, interpretation, evaluation and reflection through carefully sequenced units of work where children learn about Christianity and other religious and world views.

Our teaching of RE follows three core strands – Believing, Expressing and Living. We help children to learn about religious beliefs and religious teaching (Believing), religious and spiritual forms of expression and questions about identity and diversity (Expressing), and religious practices and ways of living, and questions about values and commitment (Living). We want our children to consider the impact of people's beliefs on their own actions and ways of life, to challenge stereotypical views and appreciate difference positively. Our learning in RE contributes to our children's personal development and our school provision for Spiritual, Moral, Social and Cultural (SMSC) and British Values. Our children are encouraged to develop and express their own thoughts and views.

The teaching that takes place incorporates a wide range of teaching strategies including, but not limited to: debate and discussion; art; music; visits and visitors; examining artefacts; critical thinking; drama; reading and retelling stories; and philosophical thinking.

In EYFS, children discover different religions and worldviews through first-hand experiences; meeting special people, books, times, places and objects and by making visits to places of worship. All children in EYFS have the opportunity to visit their local Church and welcome the Vicar into school. Children listen to and talk about stories. They are introduced to subject specific words. Children are encouraged to use all their senses to explore beliefs, practices and forms of expression and to talk about what they know and have. Children learn through a range of self-initiated and adult directed tasks, such as roleplay, dressing up, listening to religious music and looking at pictures and books.

In Key Stage 1, children are able to develop their knowledge and understanding of religions and world views, in a local, national and global context. They continue to use basic subject specific vocabulary. They are beginning to be able to raise questions and express their own views in response to material they learned about.

In Key Stage 2, children extend their knowledge and understanding of religions and world views, beginning to make connections. They are introduced to an extended range of sources and subject specific vocabulary. They are encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Children are able to express their views in response to the materials they engage with, identifying relevant information, selecting examples and supporting their ideas and views.

## Impact

Our RE Curriculum is of a high quality, well thought out and planned carefully to demonstrate progression so that children know and remember more. It has been planned to have high expectations of all learners and demonstrate coherence and progression. If children are assessed to be achieving the lesson aims then they are deemed to be making good or better progress.

We measure the impact of our curriculum through work scrutiny, pupil discussions and a reflection on standards achieved against the planned outcomes.

As a result of the high quality learning experiences in RE, children will know and understand more about the religions and beliefs of Christianity and other major religions and world views, have the knowledge and skills to express and communicate their ideas, be able to build upon their own beliefs and be able to show respect to all people within their community and beyond. Children will leave The Ribblesdale Federation with the foundations of RE, ready to develop their learning as they move onto secondary school.

## Pupils with SEND

To support pupils with SEND to access a full RE curriculum, we use a range of approaches which include, but are not limited to: pre-teaching subject-specific vocabulary; concept cartoons; visual aids; additional thinking time; sentence stems to structure responses; additional adult support; use of technology; multi-sensory activities and multimedia teaching; and targeted questioning.

## EYFS

This subject leader handbook is for the curriculum subject of RE. There is a separate EYFS handbook which shows the EYFS long-term curriculum. The EYFS curriculum is holistic and therefore a number of areas of learning will link to this subject and support children to be immersed in RE.

## Year C

### Unit 42 Why do some people believe in God and some do not?

#### Year 4, 5 and 6

Within this unit, pupils will build on their understanding of the idea of God from some of the systematic units. They will put this in the context of both global and local beliefs. They will examine the rising number of people who identify as 'no religion' and learn to use the terms atheist, agnostic and theist with confidence. They will examine the idea of God using a psychological and theological lens, before offering reasons for why people may choose not to believe or to believe in God.

#### End of Unit Outcomes:

- Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs
- Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from
- Give examples of reasons why people do or do not believe in God.
- Make clear connections between what people believe about God and the impact of this belief on how they live
- Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)
- Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging
- Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not
- Make connections between belief and behaviour in their own lives, in the light of their learning

#### Suggested enrichment and links to Cultural Capital

Invite in visitors, including faith leaders, to share their views

## Year C

### Unit 41: For Christians, what kind of King is Jesus?

#### Year 4, 5 and 6

In this unit, pupils will find out about parables from the Bible and learn that most Christians believe that Jesus told some parables to share what the Kingdom of God is like and to invite people to join God's kingdom by letting God rule in their hearts. Pupils will learn about different ways that Christians may interpret these texts, exploring how believers put their beliefs into practice in a variety of ways, including through worship and service to the community. Pupils will spend time discussing what the parables that Jesus told might mean for Christians today and how they may have an impact on how Christians live. Pupils will focus on the parable of the great banquet and the parable of the unforgiving servant. They will explore how some Christians interpret these parables as saying that people need to accept the invitation to God's Kingdom and should not get distracted by the temptations of the world, and that forgiveness and mercy is at the heart of what it is to live under God's rule. Pupils will also find out about ways in which many Christians try to make the world more like God's Kingdom by challenging unjust social structures in their local area and around the world.

#### **End of Unit Outcomes:**

- Explain connections between biblical texts and the concept of the Kingdom of God.
- Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations
- Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice.
- Show how Christians put their beliefs into practice in different ways
- Relate the Christian 'Kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today.
- Articulate their own responses to the idea of the importance of love and service in the world today

#### **Suggested enrichment and links to Cultural Capital**

Invite in local vicar

Look at the work of charities

## **Year C**

### **Unit 33: Why is the Torah so important to Jewish people?**

#### **Year 4, 5 and 6**

Within this unit, pupils will build on their learning about the Jewish worldview and way of life. They will build on their understanding that Jews are a diverse group of people by investigating Census data and reflecting on the different cultural heritages of British Jews. They will investigate the centrality of Torah through examining how a Sefer Torah is constructed, its place within the synagogue and how different Jews may interpret the Torah in diverse ways. They will consider how interpretation of Torah influences dietary choices. Finally, they will reflect on how Jewish practice is being adapted in the light of current thinking on gender and climate.

#### **End of Unit Outcomes:**

- Identify and explain Jewish beliefs about God
- Give examples of some texts that say what God is like and explain how Jewish people interpret them
- Make clear connections between Jewish beliefs about the Torah and how they use and treat it
- Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)
- Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between orthodox and progressive Jewish practice)
- Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today
- Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today and articulate responses on how far they are valuable to people who are not Jewish

### **Suggested enrichment and links to Cultural Capital**

Invite Jewish faith leader or member of the Jewish community in to talk to children

Visit a Synagogue

Jewish Topic Box (can be borrowed from Craven DEC) to respectfully handle artefacts

Have a Torah in class to view

## Year C

### Unit 29: What does it mean to be a Hindu in Britain today?

#### Year 4, 5 and 6

This unit develops and extends the learning from Previous units. In this unit, pupils build on their understanding of Brahman and look at lived reality through examining Puja at home, worship in the mandir and the festival of Diwali. Pupils will reflect on the idea of dharma through two stories which will sow seeds for examining this concept in more depth.

#### End of Unit Outcomes:

- Identify and name examples of what Hindus have and do in their families and at mandir to show their faith (A3).
- Ask good questions about what Hindus do to show their faith (B1).
- 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 (A1).
- Describe some ways which Hindus express their faith through puja, aarti and bhajans (A2).
- 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 (B2).
- Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).
- Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3).
- Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences (C1).

#### Suggested enrichment and links to Cultural Capital

Invite Hindu faith leader or member of the Hindu community in to talk to children

Visit a Temple

Hindu Topic Box (can be borrowed from Craven DEC) to respectfully handle artefacts

## Year C

### Unit 26: For Christians, when Jesus left; what was the impact of Pentecost?

#### Year 4, 5 and 6

In this unit, pupils will find out about the events of Pentecost found in the Bible, considering which events would be needed to retell the story for someone else. They will begin to consider what the events found in Acts 2 might have meant for the first Christians and what they mean for Christians today. They will make links between the description of the day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God. Pupils will learn how Christians today show their beliefs about the Holy Spirit in worship and the way that they live their lives.

#### **End of Unit Outcomes:**

- Make clear links between the story of Pentecost and Christian beliefs about the 'Kingdom of God' on earth.
- Offer informed suggestions about what the events of Pentecost in Acts 2 might mean
- Give examples of what Pentecost means to some Christians now
- Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God, and how Christians live now.
- Describe how Christians show their beliefs about the Holy Spirit in worship
- Make links between ideas about the Kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas

#### **Suggested enrichment and links to Cultural Capital**

Invite in local vicar

Visit the church during Pentecost

Respectfully handle bibles in class

## **Year C**

### **Unit 36: What matters most to Humanists and Christians?**

#### **Year 4, 5 and 6**

In this unit, pupils will think carefully about actions, sources of authority, values, religious and nonreligious worldviews. They will make links with sources of authority that tell people how to be good. Pupils will spend time thinking about the similarities and difference between Christian and Humanist ideas about being good and how people live. They will consider what it means to follow a moral code; carefully thinking about why this might be both helpful and difficult.

#### **End of Unit Outcomes:**

- Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)
- 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', and Humanists saying people can be 'good without God')
- Make clear connections between Christian and Humanist ideas about being good and how people live
- Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view
- Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between orthodox and progressive Jewish practice)
- Raise important questions and suggest answers about how and why people should be good
- Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views

### **Suggested enrichment and links to Cultural Capital**

Invite Humanist visitor into school

Invite local vicar or member of the Christian community into school

Look at codes of practise belonging to many different groups

# Understanding Christianity – Conceptual Building Blocks

# God

EYFS <b>Pupils will know that:</b>	End of KS1 <b>Pupils will know that:</b>	End of Lower KS2 <b>Pupils will know that:</b>	End of Upper KS2 <b>Pupils will know that:</b>
	<ul style="list-style-type: none"><li>Christians believe in God, and that they find out about God in the Bible.</li><li>Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this.</li><li>Christians worship God and try to live in ways that please him.</li></ul>	<ul style="list-style-type: none"><li>Christians believe God is Trinity: Father, Son and Holy Spirit (see Incarnation).</li><li>Jesus the Son is seen by Christians as revealing what God the Father is like. They believe he promises to stay with them and Bible stories show how God keeps his promises.</li><li>Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. • Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.</li></ul>	<ul style="list-style-type: none"><li>Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.</li><li>Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also being loving, forgiving, and full of grace.</li><li>Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love.</li><li>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.</li><li>Christians believe getting to know God is like getting to know a person rather than learning information.</li></ul>

# Creation and Fall

EYFS <b>Pupils will know that:</b>	End of KS1 <b>Pupils will know that:</b>	End of Lower KS2 <b>Pupils will know that:</b>	End of Upper KS2 <b>Pupils will know that:</b>
<ul style="list-style-type: none"><li>• The word God is a name.</li><li>• Christians believe God is Creator of the universe.</li><li>• Christians believe God made our wonderful world and so we should look after it.</li></ul>	<ul style="list-style-type: none"><li>• God created the universe.</li><li>• The Earth and everything in it are important to God.</li><li>• God has a unique relationship with human beings as their Creator and Sustainer.</li><li>• Humans should care for the world because it belongs to God.</li></ul>	<ul style="list-style-type: none"><li>• God the Creator cares for the creation, including human beings.</li><li>• As human beings are part of God's good creation, they do best when they listen to God.</li><li>• The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall').</li><li>• This means that humans cannot get close to God without God's help.</li><li>• The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short.</li><li>• Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.</li></ul>	<ul style="list-style-type: none"><li>• There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.</li><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></ul>

# People of God

EYFS <b>Pupils will know that:</b>	End of KS1 <b>Pupils will know that:</b>	End of Lower KS2 <b>Pupils will know that:</b>	End of Upper KS2 <b>Pupils will know that:</b>
		<ul style="list-style-type: none"><li>• 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.</li><li>• The People of God try to live in the way God wants, following his commands and worshipping him.</li><li>• They believe he promises to stay with them and Bible stories show how God keeps his promises.</li><li>• The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God and to attract all other nations to worshipping God. •Christians believe that, through Jesus, all people can become the People of God.</li></ul>	<ul style="list-style-type: none"><li>• The Old Testament pieces together the story of the people of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God.</li><li>• The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin.</li><li>• 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. • Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God: for example, as salt and light in the world.</li></ul>

# Incarnation

EYFS <b>Pupils will know that:</b>	End of KS1 <b>Pupils will know that:</b>	End of Lower KS2 <b>Pupils will know that:</b>	End of Upper KS2 <b>Pupils will know that:</b>
<ul style="list-style-type: none"> <li>Christians believe God came to Earth in human form as Jesus.</li> <li>Christians believe Jesus came to show that all people are precious and special to God</li> </ul>	<ul style="list-style-type: none"> <li>Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</li> <li>The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).</li> <li>Christians celebrate Jesus' birth, and Advent for Christians is a time for getting ready for Jesus' coming.</li> </ul>	<ul style="list-style-type: none"> <li>Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit.</li> <li>Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</li> <li>Christians worship God as Trinity. It is a huge idea to grasp, and Christians have created art to help to express this belief.</li> <li>Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</li> </ul>	<ul style="list-style-type: none"> <li>Jesus was Jewish.</li> <li>Christians believe Jesus is God in the flesh.</li> <li>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.</li> <li>The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like.</li> <li>Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)</li> <li>Christians see Jesus as their Saviour (see Salvation).</li> </ul>

# Gospel

EYFS <b>Pupils will know that:</b>	End of KS1 <b>Pupils will know that:</b>	End of Lower KS2 <b>Pupils will know that:</b>	End of Upper KS2 <b>Pupils will know that:</b>
	<ul style="list-style-type: none"><li>Christians believe Jesus brings good news for all people.</li><li>For Christians, this good news includes being loved by God, and being forgiven for bad things.</li><li>Christians believe Jesus is a friend to the poor and friendless.</li><li>Christians believe Jesus' teachings make people think hard about how to live and show them the right way</li></ul>	<ul style="list-style-type: none"><li>Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first.</li><li>Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people.</li><li>Christians believe Jesus' life shows what it means to love God (his Father) and love your neighbour.</li><li>Christians try to be like Jesus — they want to know him better and better.</li><li>Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice</li></ul>	<ul style="list-style-type: none"><li>Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin.</li><li>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.</li><li>Christians believe that Jesus' good news not only transforms lives now, but also points toward a restored, transformed life in the future. (See Salvation and Kingdom of God).</li><li>Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.</li></ul>

# Salvation

EYFS <b>Pupils will know that:</b>	End of KS1 <b>Pupils will know that:</b>	End of Lower KS2 <b>Pupils will know that:</b>	End of Upper KS2 <b>Pupils will know that:</b>
<ul style="list-style-type: none"><li>Christians remember Jesus' last week at Easter.</li><li>Jesus' name means 'He saves'.</li><li>Christians believe Jesus came to show God's love.</li><li>Christians try to show love to others.</li></ul>	<ul style="list-style-type: none"><li>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.</li><li>Christians believe Jesus builds a bridge between God and humans.</li><li>Christians believe Jesus rose from the dead, giving people hope of a new life.</li></ul>	<ul style="list-style-type: none"><li>Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</li><li>The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.</li><li>Christians today trust that Jesus really did rise from the dead, and so is still alive today.</li><li>Christians remember and celebrate Jesus' last week, death and resurrection.</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 with God.</li><li>The Gospels give accounts of Jesus' death and resurrection.</li><li>The New Testament says that Jesus' death was somehow 'for us'.</li><li>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.</li><li>Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).</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></ul>

			<ul style="list-style-type: none"> <li>• This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).</li> <li>• Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.</li> </ul>
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<h2 style="text-align: center;">Kingdom of God</h2>			
<b>EYFS</b> <b>Pupils will know that:</b>	<b>End of KS1</b> <b>Pupils will know that:</b>	<b>End of Lower KS2</b> <b>Pupils will know that:</b>	<b>End of Upper KS2</b> <b>Pupils will know that:</b>
		<ul style="list-style-type: none"> <li>• 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. ('Your kingdom come, your will be done on earth as it is in heaven'.)</li> <li>• Christians believe Jesus is still alive, rules in their hearts and lives through the Holy Spirit, if they let him.</li> <li>• 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</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 begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.</li> <li>• The parables suggest that there will be a future Kingdom, where God's reign will be complete.</li> <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>visible by living lives that reflect the love of God.</p> <ul style="list-style-type: none"><li>• Christians celebrate Pentecost, as the beginning of the Church.</li><li>• Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.</li></ul>	
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