



Whole School Religious Literacy Overview

Abrahamic Faiths	Dharmic Faiths	World Views – bridging religions
Christianity & <i>Incarnation and Resurrection</i>	Buddhism	
Judaism	Hinduism	
Islam	Sikhism	

All texts on world religions should be presented from the perspective of the believers.

Please refer to The Blue School's signature pedagogy to support high quality teaching in RE and RL.

Religious Literacy - Nursery

In line with Learning and Development in 'Development Matters' and all areas of the 'ELGs' cover 17 strands.

Religious Literacy in Early Education: An Immersive, Sensory Approach

In nursery education, fostering religious literacy is about more than imparting knowledge; it's about nurturing a sense of wonder, appreciation, and understanding of the world and its diverse narratives. For young children, religious education is engaging, sensory-rich, and relevant to their everyday experiences. At this foundational stage, children explore concepts such as creation, uniqueness, care for the world, and understanding people through story-driven and experiential learning.

Religious Literacy Curriculum Focus and Themes

1. Creation - Understanding who made the wonderful world.
2. Harvest - Appreciating and giving thanks for the bounty we receive.
3. The Christmas Story - Celebrating the birth of a special baby, Jesus.
4. Jesus' Special Role - Exploring why Christians believe Jesus is special.
5. Easter - Discovering the significance of Easter in Christianity.
6. Palm Sunday and Forgiveness - Learning about saying sorry and forgiveness.
7. Care for the World - Understanding the importance of looking after our world and recognising what is precious.
8. Uniqueness and Wisdom - Reflecting on what makes us unique and growing in wisdom.

Immersive Learning through Kinesthetics and Sensory Elements

To bring these themes to life, the nursery employs a range of immersive and kinesthetic learning activities:

- **Role-Play:** Children act out stories from the Bible and other Christian narratives, such as the Nativity or the story of Palm Sunday. This hands-on approach helps them internalise and relate to the characters and events in a meaningful way.
- **Music:** Songs and hymns related to the themes of creation, harvest, and the stories of Jesus are integrated into the daily routine. Music aids in memory retention and emotional connection to the stories.
- **Outdoor Learning:** Activities take place in the nursery garden, where stories are read among nature. This setting reinforces the themes of creation and care for the world, making the learning experience tangible and immediate.
- **Story Time and Godly Play:** Using techniques like Godly Play, children are introduced to Bible stories and encouraged to wonder and question. This method promotes deeper understanding and personal connection to the narratives.
- **Sensory Exploration:** Children use their senses to explore themes, such as feeling different textures related to the story of creation, or tasting foods during a harvest celebration.

Themed Literature for Early Education

To support these themes, a variety of themed books are used:

1. Creation

- "Wonderful Earth" by Nick Butterworth and Mick Inkpen: This beautifully illustrated book helps children appreciate the wonders of the world and the idea of a divine creator.
- "Little One, God Made You Special" by Amy Warren: Explores the idea that everything in the world is uniquely created by God.
- "The Creation Story" by Jane Ray: A retelling of the biblical creation narrative with rich, engaging illustrations.

2. Harvest

- "The Pumpkin Patch Parable" by Liz Curtis Higgs: A harvest story that parallels the journey of a pumpkin with personal growth and thankfulness.

3. Christmas

- "The Christmas Story" by Jane Werner Watson: A simple and classic retelling of the birth of Jesus.
- "Room for a Little One: A Christmas Tale" by Martin Waddell: A gentle story that focuses on the inclusiveness of the Nativity scene.

4. Jesus' Special Role

- "Who Is Jesus?" by Kathleen Bostrom: Answers common questions children have about Jesus in an accessible and engaging way.
- "Jesus is a Special Friend" by M Perry: Highlights the reasons why Jesus is central to Christian belief.

5. Easter

- "The Easter Story" by Brian Wildsmith: Vividly portrays the story of Easter, emphasising its significance and joy.
- "The Story of Easter" by J. John * A narrative that explains the events of Easter.

6. Forgiveness and Care for the World

- "God's Dream" by Archbishop Desmond Tutu and Douglas Carlton Abrams: Encourages children to care for each other and the world around them.
- "God's Very Good Idea" by Trillia Newbell: Celebrates the uniqueness and diversity of God's creation, encouraging appreciation and care for everyone.

Incorporating religious literacy in the nursery setting through a blend of storytelling, role-play, music, and outdoor learning ensures that children not only learn about Christian stories and values but also develop a personal connection to these concepts. This immersive and sensory approach helps young learners understand their unique place in the world, appreciate the diversity around them, and recognise their role in caring for the planet and its people.

Religious Literacy - Reception

In line with Learning and Development in 'Development Matters' and all areas of the 'ELGs' cover 17 strands.

Nursery and Reception: children should become confident in the following disciplinary knowledge and skills		
Theology (Believing) Textual Interpretation Ways of believing and the sources of authority they draw from (Beliefs, teachings, sources of wisdom and authority).	Philosophy (Thinking) Reasoning Different ways of reasoning about God/ human beings and/or the world (Questions of identity, diversity and belonging. Questions of meaning, purpose and truth. Questions of values and commitments).	Human Social Science (Living) Analysing data The ways in which context affects ways of living (Ways of living ways of expressing meaning).
I can talk about a religious story.	I can talk about my family and say why they are important to me. I can talk about what makes me feel happy and sad.	I can talk about... Some belonging ceremonies (eg baptism) Some festivals (eg Christmas, Easter) Some religious symbols (eg cross)

Bibles/Literature required: 'The Beginners Bible' by Lion Hudson. International Children's Bible. Jesus Storybook Bible. Wonderful Earth by Nick Butterworth. Lessons should be taught through circle/story time and props used to enhance children's engagement with the story. Other world faith texts.

Class	Autumn 1 Creation - Hope	Autumn 2 Incarnation	Spring 1 Dignity	Spring 2 Resurrection	Summer 1 Community	Summer 2 Wisdom
Reception	Who Made the Wonderful World? (6 sessions) Lesson one: Read 'Wonderful Earth' by Nick Butterworth. Discuss what children's favourite part of the story is and why? Discuss with	Why is Christmas Special for Christians? (6 sessions) Lesson one: Read Isaiah 9:6-7 discuss what it means to look forward to something (preparation and excitement) Lesson two: Read Luke 1:30-38 and discuss	Why Do Christians Believe Jesus is Special? (6 sessions) Lesson one: Read/recap the nativity story from The Beginners Bible. Discuss/recap why Christians believe this birth is	What is so special about Easter? (6 sessions) Lesson one: Read the story of Palm Sunday: Matthew 21: 1-11 Mark 11: 1-11 Luke 19: 28-40 John 12: 12-19 Choose one of the above to read from	What makes a place special? (6 sessions) Lesson one: Which places are special to you and why? Theme: Understanding what makes a place special and personal to an individual. Read "The Listening Walk" by Paul Showers Summary: This book invites children on a walk where they are encouraged to listen to the world	What can we learn from stories? This unit introduces stories from the Abrahamic faiths (Christianity/Judaism/Islam). Lesson one: What does the Christian story of The Good Samaritan teach us? Theme: Understanding the importance of kindness, compassion, and helping others, regardless of their background. Read: "The Berenstain Bears and the Golden Rule" by Stan & Jan Berenstain Summary: Although not a direct retelling of the

the children what they think is special about the world – what makes them say 'WOW' about the world? Lesson two: Children bring in a precious item from home to share with the class. Discussion: what it means to be precious. Why God believes all Christians are precious. Lesson three: Show children images from The Beginners Bible and other 'WOW' pictures of creation. Can they retell the story of creation from The Bible? Lesson four: Take a walk in nature (around the school grounds or off-site if possible). Children look and listen really carefully). Listen to the sounds of the	how Mary would have felt seeing an angel and receiving a message about a baby. Lesson three: Discuss who is the Son of God and how did Mary know she was going to have a special baby and who is special in our lives. Lesson four: Read Twas the Night Before Christmas, discuss how the scene from the book is different/similar to how a Christian prepares for Christmas. Lesson five: Can children remember and retell the nativity story? Read the nativity story from The Beginners Bible. Lesson six: Read Luke 2:8-20. Discuss why the angels thought the news was good (gospel means = good news) and discuss the sight of the angels in the night sky, how would the shepherds have felt seeing this?	extraordinary as it is the birth of an extra special baby (incarnation). Discuss what is special to children and why. Lesson two: Read The Lost Sheep – Luke 15: 1-10 Discuss the children's favourite part of the story and why. Discuss what the children think is the most important part of the story and why. Lesson three: Read Jesus in the Temple – Luke 2: 39-52 Discuss why did Jesus go to the temple? Can they retell what happened in the story? Discuss why people were surprised and why was Jesus able to do what he did. Lesson four: Read the Feeding of the 5000: Matthew 14: 13-22	The Beginner's Bible. Discuss why the children think Jesus 'The King' chose to ride on a donkey instead of a prestigious animal a king might ride. Discuss how the children feel the donkey felt having a king on its back. Lesson two: Read the story of the Last Supper: Matthew 26: 17-29 Mark 14: 12-25 Luke 22: 7-19 John 13-14 Choose one of the above to read from The Beginner's Bible. Discuss special meals with the children (eg birthdays/celebrations with close family/friends –weddings). Discuss what do the children think Jesus and his close friends (disciples) talked about. Lesson three: Read the story of Jesus Praying in the Garden of Gethsemane. Matthew 26: 36-46 from The Beginner's	around them. The story highlights how ordinary places can become special when we take the time to notice and appreciate the sounds and experiences they offer. Relevance: It helps children think about their own special places and why they find them meaningful, emphasising personal connection and the uniqueness of different environments. Lesson two: Why might a church be special to some Christians? Theme: Exploring the significance of a church to Christians and why it is considered a special place. Read: "The Tiny Seed: A Parable" by Rev. Rebecca H. DeVries Summary: This story, based on a parable, illustrates how a tiny seed grows into a beautiful, sheltering tree. It draws a parallel to how a church grows and becomes a place of community and spiritual nourishment for Christians. Relevance: It helps children understand that a church is not just a building but a place where people come together to grow in their faith and support each other, making it special to Christians. Lesson three: Read World Religions by Brain Doyle. Summary: This book explores the idea that the church is made up of its people and their shared faith,	Good Samaritan, this book teaches the importance of treating others the way we want to be treated. The Bear family learns about the Golden Rule, which is closely aligned with the message of the Good Samaritan. Relevance: It reinforces the idea of kindness and helping others, which are central to the story of the Good Samaritan, making the lesson relatable and understandable for young children. Lesson two: What does the Christian story of The Wise and Foolish Builders teach us? Theme: Learning about the importance of building a strong foundation in life based on good choices and values. Read: "The House on the Rock" by Nick Butterworth. Summary: This retelling of the Wise and Foolish Builders story is part of the Parables for Kids series. It uses a simple narrative to illustrate the concept of building one's life on a solid foundation through wisdom and good choices. Relevance: The story is engaging for young children and effectively teaches them about the importance of making wise decisions and building their lives on strong moral principles. Lesson three: What does the Jewish story of Moses teach us? Theme: Understanding the story of Moses and the lessons of leadership, faith, and perseverance. Read: Moses: Moses and the Very Big Rescue. Summary: This book tells the story of Moses leading the Israelites out of Egypt. It covers key moments from Moses' life, including his birth, the burning bush, and the parting of the Red Sea, highlighting his faith and determination.
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natural world (birds/animals/water/leaves). Can children make a link between the creation story and our natural world? Lesson five: Read Psalm 139: 13-14 from the International Children's Bible. Talk about families and show photographs of families – can children understand that even though families can be different – they are all special (everyone/ they are unique). Lesson six: Read Matthew 10:29-31 from The International Children's Bible. Discuss worries and what can children do if they have a worry. Discuss how Christians pray to help them with any worries they may have.			Mark 6: 30 -44 Luke 9: 10-17 John 6: 1-5 Discuss how the children would feel if they were there, and they were hungry. Discuss what a miracle is, and that Christians believe Jesus performed a miracle here. Discuss what the children think Jesus was teaching when he performed this miracle. Lesson five: Read Jesus Calms the Storm Mark 4: 35-41 Matthew 8: 23-27 Discuss how would the children feel if they were there, what would they do? Recap what a miracle is, and that Christians believe Jesus performed a miracle here. Retell, can children retell key moments of the story? Lesson six:	Bible. Discuss what the children think about praying. Discuss Why do people pray? Where can they pray? Do the children go anywhere to pray? Discuss what the children think about why Jesus wanted to talk to God. Lesson four: Read Luke 23:26-43 The Cross. From The Beginner's Bible. Discuss what is special for the children (favourite toy). Discuss with the children if they have given up anything they love. Make reference to God giving up his only son for every person that had ever done the wrong thing. Lesson five: Read The Stone from either: Matthew 28: 1-10 Mark 16: 1-10 Luke 24: 1-11 John 20: 1-18 Choose one of the above to read from The Beginner's Bible.	rather than just the physical structure. It emphasises the church's role as a community and a place of gathering and worship. Relevance: It provides a clear and simple explanation for why a church is special to Christians, focusing on the sense of community and shared beliefs. Lesson four: Why might a mosque be special to some Muslims? Theme: Understanding the significance of a mosque to Muslims and why it is considered a special place. Read "It's Ramadan, Curious George" by Hena Khan Summary: In this story, Curious George learns about Ramadan and visits a mosque with his friend. The book introduces children to the customs and special nature of a mosque during this important time. Relevance: It helps children understand that a mosque is a special place for Muslims, especially during Ramadan, as a centre for community, worship, and learning. Lesson five: Read:Golden Domes and Silver Lanterns: A Muslim Book of Colors" by Hena Khan Summary: This beautifully illustrated book uses colours to explore various elements of Muslim culture, including the mosque. It introduces children to the mosque's architecture and its significance in a	Relevance: It introduces children to Moses as a leader and faithful servant of God, emphasising the themes of courage and reliance on God's guidance. Lesson four What does the Jewish story of Hanukkah teach us? Theme: Learning about the festival of Hanukkah, its significance, and the themes of resilience and miracles. Read: "Hooray for Hanukkah!" by Fran Manushkin Summary: This cheerful story explains the celebration of Hanukkah through the eyes of a menorah. It covers the history of the festival and the miracle of the oil that burned for eight days, teaching children about resilience and faith. Relevance: It provides a colourful and engaging introduction to Hanukkah, helping children understand its significance and the importance of believing in miracles and celebrating resilience Lesson five: What does the Islamic story of The Prophet and the Ants teach us? Theme: Learning about kindness and respect for all creatures through the story of the Prophet Muhammad and the ants. Read: "The Boy and the Owl: A Tale from Persia" by Rukhsana Khan Summary: This story, while not directly about the Prophet and the ants, reflects the Islamic values of kindness and respect for all living things. It tells the story of a boy who learns to appreciate the importance of every creature, much like the message in the story of the Prophet Muhammad and the ants. Relevance: It helps children understand the importance of being kind and respectful to all creatures, aligning with the moral lesson from
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			Read John 13:34. Use an image of a heart on the IWB. Discuss the image with the children. What do they think a heart is? Discuss that often the heart is used as a symbol for love? Discuss what so the children think Jesus wants Christians to do? (Love one another).	Discuss why the children think that the stone concealing the tomb is a special symbol for Christians (as it symbolises an empty tomb and Jesus is alive). Discuss how Jesus' friends feel about seeing him again. Lesson six: Recap/retell: can children order the events of Holy Week? Support children's recall with images on the IWB or props. Discuss what festivals do the children celebrate with their families. Discuss the special things children do to celebrate.	visually engaging way. Relevance: It emphasises the special role of the mosque in the Muslim faith through a colourful and accessible narrative, highlighting its importance as a place of worship and community. Lesson six: What do all places of worship have in common? Theme: Understanding the commonalities between different places of worship and why they are important to various faiths. Read: "Houses of Worship: Exploring Sacred Spaces" by Karen Leggett Abouraya Summary: This book explores various places of worship, including churches, mosques, and synagogues. It highlights what makes each place special while also focusing on the similarities they share as centres of faith and community. Relevance: It helps children see the common purpose of places of worship across different religions, fostering an understanding of how these spaces serve similar roles in providing a sense of belonging, spiritual practice, and community.	the story of the Prophet and the ants. Lesson six: What does the Islamic story of The Boy who Threw Stones at Trees teach us? Theme: Understanding the importance of empathy, compassion, and the consequences of our actions through this story. Read: "Under my Hijab". Summary: This beautifully illustrated story revolves around a young girl named Asiyah, who loves her hijab but encounters teasing from some children at school. Through her mother's support and the realisation of the importance of her hijab, Asiyah learns to respond with kindness and empathy towards those who don't understand. The story teaches about self-respect, understanding others, and the power of empathy. Relevance: themes of empathy and understanding the impact of one's actions on others. It encourages children to think about how their actions and words can affect others, and the importance of responding to negativity with kindness and compassion.
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Religious Literacy – Year 1

Year 1: children should become confident in the following disciplinary knowledge and skills		
Theology (Believing) Textual Interpretation Ways of believing and the sources of authority they draw from (Beliefs, teachings, sources of wisdom and authority).	Philosophy (Thinking) Reasoning Different ways of reasoning about God/ human beings and/or the world (Questions of identity, diversity and belonging. Questions of meaning, purpose and truth. Questions of values and commitments).	Human Social Science (Living) Analysing data The ways in which context affects ways of living (Ways of living ways of expressing meaning).
I can retell a religious (eg Christian, Jewish, Islamic story and talk about it . • I can recognise that stories used by religions and worldviews contain beliefs.	I can begin to ask questions about the world around me – e.g. the different faith communities in my community/school. I can talk and think about what is important to me and other people.	I can recall and name different beliefs and practices. I can recognise that there are different symbols and practices used by people of different religions and worldviews (taking note of the diversity in my local community/school.

Bibles/Literature required: 'The Beginners Bible' by Lion Hudson. International Children's Bible. Jesus Storybook Bible. 'On Angel Wings' by Michael Morpurgo. Other world faith texts.
 Lessons should be taught during a weekly English slot with an outcome in line with English ARE – the same English standards in presentation and outcomes need to be achieved. A learning intention example: LI: To understand religious texts through the three disciplines.

Class	Autumn 1 Creation - Hope	Autumn 2 Incarnation	Spring 1 Dignity	Spring 2 Resurrection	Summer 1 Community	Summer 2 Wisdom
Year 1	Why did Jesus tell stories? The Parables of Jesus. Lesson one: Read The prodigal Son Luke 15: 11-32 Discuss what a parable is. Discuss the message behind this story/parable? How can the story help us in our daily life? Why do you think Jesus told stories? Gather the pupils' initial responses to the question – display in	Why is each person important in the Nativity story? (5 sessions) Lesson two: Angels (Archangel Gabriel) Read Luke 1: 29-31. Discuss: Can you remember a time when you felt afraid? Who comforted you? Why do you think the angels used the phrase 'Good	JUDAISM: What is it like to live as a Jewish person? (6 sessions) Lesson one: The call of Abram. Read: Genesis 12: 1-9 God intended to give the land to Abram's descendants. God called Abram so that he would go into Canaan, live there, express God and carry	What are God's rules for living? The story of the 10 Commandments (1 session) Lesson one: Read "God's Ten Best: The Ten Commandments for Little Ones" by Claire Page. Summary: This beautifully illustrated book introduces young children to the Ten Commandments in a way that is accessible and engaging. Each commandment is presented with a simple explanation and colourful illustrations that bring the teachings to life. The book helps children understand the importance of these rules as	ISLAM: What Does it Mean to be a Muslim? (6 sessions) Lesson one: Hagar and Ishmael Genesis 16: 1-16 (Islam recognises that Noah (Nuh), Abraham (Ibrahim), Moses (Musa) and Jesus (Isa or Isa ibn Maryam – 'salvation of God') are true messengers of God (Allah or al-llah 'the God') sent to guide humanity. Most Muslims believe Ishmael is	Why do Christians make and keep promises before God? Christian Marriage and Baptism (6 sessions) Lesson one: Being a Christian. Read Romans 10: 9 -15. Discuss most Christians believe that your heart should be true to God and so should your actions and the words you speak. They affirm their love for God

	your classroom to support the unit's learning. Lesson two: Read The Lost Sheep Luke 15: 1-8 (<i>This reading would be consolidation from reception spring 1</i>) or The Lost Son/Prodigal Son Luke 15: 11-32 (New parable/learning) (Choose the option in line with the RE lesson that week). Recap: what does the word parable mean? Who told parables? Discuss with children what part of the story they like the best and why. What part of the story did they not like and why. Lesson three: Read The Parable of the Sower Matthew 13: 1-24 Discuss: what part of the story children think is the most important and why. Discuss why do the children think Jesus told this parable? Discuss if the children have any questions about the text? Lesson four: Read the story of The foolish Builder Luke 6: 46-49.	news'? Lesson three: Mary's song of thanks. Read Luke 1: 46-56 Discuss why is Mary thankful to God? What qualities do these demonstrate about Mary? If you were to think of perfect parents for a baby King, what qualities would they have? Lesson four: Angels continued. Read 'On Angel Wings' by Michael Morpurgo. Discuss what children's favourite part of this story is? Discuss key vocabulary to check understanding eg, fantastical /crook /sermon. What important role did the angels play in Jesus' life? Do children have any questions about the text? Link to video for teacher's background https://www.youtube.com/watch?v=p0	out the authority of the heavens. Lesson two: Abram in Egypt. Read: Genesis 12: 10 – 20. There was no food, so Abram and his wife Sarai travelled to Egypt. Abram had to pretend Sarai was his sister and not his wife to win favour with the Pharaoh. Abram's plan worked and they were taken to the Pharaoh's palace and they received benefits from the Pharaoh. Lesson three: Torah (First five books of the Bible are also the books found in the Torah). Abraham Tested: Genesis 22: 1-19. God was testing Abraham to see if he trusted Him. This story shows Abraham's faith in God. Lesson four: Jacob's Dream at Bethel. Read Genesis 28: 10-22. Most Jewish people believe that in Bethel is where God talked to Jacob in a dream and promised him a numerous descendance	guidelines for living a good and responsible life. Relevance: The book is designed to teach children about the fundamental rules given by God, which form the basis for many of the responsibilities they will encounter in their lives. By presenting these commandments in a child-friendly manner, the book helps young readers understand the importance of following these rules to live a life of kindness, respect, and responsibility. Why is Easter the most important feast for Christians? (6 sessions) Lesson one: Palm Sunday. Read Luke 19: 28-44. Discuss children's responses to these questions: Why were there so many people? (they had heard about Jesus and what he had been doing – miracles, or met Jesus before) Who did the people think Jesus was? Lesson two: Last Supper. Discuss with children, have they ever had a special meal? How did it make them feel? Read both: Luke 22: 7-38 and John 13: 1-17 (Both accounts need to be read as Luke refers to the bread and wine and John to the washing of feet.) Discuss, why do you think Jesus and his friends, the disciples, were having a special meal? Lesson three: Good Friday. Read Luke 22: 26-49.	regarded as a prophet and messenger and the ancestor of the Ishmaelites in Islam. He is the son of Ibrahim (Abraham), born to Hajar (Hagar). Ishmael is in the Quran: Surah (Sarai) 37: 101. Lesson two: Hagar and Ishmael sent away Genesis 21: 8-20. Most Muslims believe that Allah (God) commanded Ibrahim (Abraham) to take his wife Hajar and his son Ishmael to a barren land in what is now called Mecca and left Hajar and Ishmael in the desert with only a small amount of food and water. The Quran reads a similar story to that in the Bible, where Hajar ran in search of water between the hills of Safa and Marwa seven times. She then heard a voice. She called out and saw an Angel. Discuss the similarities and differences between the two versions of the story. (Islam Background: https://islamiccenter.org/the-family-story-of-ishmael/) Lesson three: Stories from the Quran – The story of Two Gardens. https://drive.google.com/drive/u/0/folders/1wMXQ2823HikHD-jBzA-zaHdo3OM03R4k Lesson four: Stories from the Quran Allah	and show others they are a Christian in by behaving in a way to show kindness and love. Many Christians get together as a community and worship God in church. Lesson two: John the Baptist. Read Matthew 3: 1 – 12. Discuss why John thought it important to pave the way for Jesus? Why is John baptising people in water? Do you know what water symbolises? Lesson three: The importance of parents/ Godparents / people who look after us. Elkanah and Hannah: Samuel 1: 20 – 28). Do you think Elkanah and Hannah are good parents? Why/why not? How did they support their children Joel and Samuel in faith? (Background for parents Elkanah and Hannah: https://viralbeliever.com/7-examples-of-godly-families-in-the-bible-kgr123/) Lesson four: Jesus' Baptism. Read Mark 1: 1-11 or Matthew 3: 13-16. Discuss If someone very special to you was to show you,
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	Discuss; Why do you think one of the builders followed the instruction and one decided not to? What do you think you would have done? Can you say why? Lesson five: Read the story of the Good Samaritan Luke 10: 25-37 (This lesson is consolidation from reception summer 1) Discuss: Who do you think was a friend to the Samaritan? What do you think is Jesus' message for everyone? Remind children of our school's vision and discuss – how does the school vision encourage us to be a good neighbour? Lesson six: Recap and retell: What parable can children remember? Can children summarise a parable and the message Jesus was teaching? Discuss: How parables can impact the lives of Christians?	tMSFnoHF8 Lesson five: Herod. Read Matthew 2: 1-12 Discuss who King Herod was and his role in the Nativity story. Why did he feel threatened by a baby? Lesson six: Wisemen. Read Matthew 2: 1-12 Explain to the children the significance of each of the gifts (Refer to teachers background knowledge on LDBS planning). And who the wise men represent (Magi). Discuss if they were to bring gifts to baby Jesus, what gifts would the children bring?	(Genesis 28:13-14). Therefore, it is in Bethel where most Jewish people believe the initial family tribe of Jacob started (In the Book of Judges (20:25) Bethel is described as a religious centre, where the ark of the covenant was kept). Jacob who would later be renamed by an angel of God as "Israel". Lesson five: Joseph's Dreams. Read Genesis: 37: 1-9. Joseph is the favourite son of the patriarch Jacob. Discuss children's dreams when they are asleep but also dreams for the future. Lesson six: Joseph in charge of Egypt. Read Genesis 41: 41-55 Joseph correctly interprets the dreams of the Pharaoh; he becomes the second in command in Egypt and saves Egypt during a famine. Discuss what it must have felt like for Joseph to be once a slave and now a king.	Discuss the following questions with the children: Why did the Pharisees (Jewish leaders) not like Jesus? How do you think Judas felt when he saw Jesus being arrested? How do you think the disciples felt when they saw their friend Jesus being taken away? Lesson four: Easter Sunday. Read John 20: 1-18. Discuss children's' responses to these questions: Who did the 'gardener' turn out to be? Why did Mary think he was a gardener? When did she realise it was Jesus? Lesson five: Restoration of Peter. Read John 21: 1-17. Discuss, was there any part of the story you thought was amazing? If so, why? Why did Jesus ask Peter 3 times if he loved him? Lesson six: The Holy Spirit comes at Pentecost. Read Acts 2: 1-12 Discuss responses to the below questions: If you were there what would you have thought? The Holy Spirit works through our individual talents, whether that is to speak other languages, be an artist, or mathematician, musician etc. what do you think your talent is and how can you use it for good?	Speaks to Prophet Musa. Discuss any questions children may have about this story? Have they heard a similar story before? https://drive.google.com/drive/u/0/folders/1wMXQ2823HikHD-iBzA-zaHdo3OM03R4k Lesson five: Stories from the Quran – The Iron Wall. Discuss any questions children may have about this story? Have they heard a similar story before? https://drive.google.com/drive/u/0/folders/1wMXQ2823HikHD-iBzA-zaHdo3OM03R4k Lesson six: Stories from the Quran – The Most Patient Man. Discuss any questions children may have about this story? Have they heard a similar story before? https://drive.google.com/drive/u/0/folders/1wMXQ2823HikHD-iBzA-zaHdo3OM03R4k	through their words, how very proud they were of you, what do you think they would say to you? How would this make you feel and why? Lesson five: Wedding in Cana. Read John 2: 1-11. What words in this reading tell you that a wedding is a special ceremony/occasion? Have you ever been to a wedding before? How did people show this was a special ceremony? Lesson six: Promises. Read Deuteronomy 31:6 What promise is being made here? Why may this verse be important for Christians? Is it always easy to keep promises? Why/why not?
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Religious Literacy - Year 2

Year 2: children should become confident in the following disciplinary knowledge and skills		
Theology (Believing) Textual Interpretation	Philosophy (Thinking) Reasoning	Human Social Science (Living) Analysing data
Ways of believing and the sources of authority they draw from (Beliefs, teachings, sources of wisdom and authority).	Different ways of reasoning about God/ human beings and/or the world (Questions of identity, diversity and belonging. Questions of meaning, purpose and truth. Questions of values and commitments).	The ways in which context affects ways of living (Ways of living ways of expressing meaning).
I can retell a religious story and suggest meanings to some religious and moral stories. I can recognise that some beliefs connect together and begin to talk about these connections.	I can explore questions about a story or practice from religion or worldview related to meaning, truth and the world around me. I can begin to express my ideas and opinions and recognise there could be more than one answer.	I can ask and respond sensitively to questions about why religious communities do different things. I can recognise that religious symbols, words and actions express a community way of living.

Bibles/Literature required: The children's Bible. Jesus Storybook Bible. Other world faith texts.

Lessons should be taught during a weekly English slot with an outcome in line with English ARE – the same English standards in presentation and outcomes need to be achieved. A learning intention example: LI: To understand religious texts through the three disciplines.

Class	Autumn 1 Creation - Hope	Autumn 2 Incarnation	Spring 1 Dignity	Spring 2 Resurrection	Summer 1 Community	Summer 2 Wisdom
Year 2	What responsibility has God given people to take care of the world? (6 sessions) Lesson One: Creation. Read Genesis 1: 1- 31 and Genesis 2: 1-3 Discuss what God created each day? Why do you	Why Are Saints Important to Christianity? (2 sessions) Lesson one: Read one of the Stories of the Saints: Bold and Inspiring Tales of Adventure, Grace, and Courage" by Carey Wallace. Summary: This collection of saint stories includes various figures from different regions and times, showcasing the diverse ways in which saints have impacted the world. It includes accessible and	JUDAISM: Why Are They Having a Jewish Party? (6 sessions) Lesson one: Chicken Soup, Chicken Soup by Pamela Mayer. Audio book on: https://www.youtube.com/watch?v=58QJsCW65s Discuss, what do you	What is the story of Noah really about? (2 sessions) Lesson one: "God Gave Us Heaven" by Lisa Tawn Bergren Summary: This book follows a young polar bear cub asking her parents about heaven and the	ISLAM: What is the best way for Muslims to show their commitment to God (Allah)? 5 Pillars of Islam and their importance (6 sessions) Lesson one: Stories from the Quran – The Prophet Yusuf and	Why did Jesus teach the Lord's prayer as a way to pray? (6 sessions) Lesson One: What is prayer? Theme: Understanding the concept of prayer as a way to communicate with God. Read "The Wonder of Creation: A Delightful Children's Book Exploring Prayer" by Louie Giglio Summary: This book introduces children to the concept of prayer through the wonders of creation. It explains how talking to God through

think God created His creation? Lesson Two: Who should care for God's creation. Adam and Eve. Read Genesis 2: 10 -20. Why do you think God asked Adam to name all the animals? Lesson Three: God's instruction. Reread Genesis 1: 26 -31. What has God asked Adam to do? How should Adam look after all the animals? Lesson Four: Stewardship. Reread Genesis 1: 28. How can Christians be God's stewards on earth? It says, "rule over, "How can Christians best rule over animals and nature to make sure they flourish? What responsibility do we have for our world? Lesson Five: Made in God's image.	inspiring narratives suitable for Year 2 readers. Relevance: This book helps children understand the broad concept of sainthood and how saints' stories inspire Christian communities everywhere, including their own. Lesson two: Look at local saints, St. Mary of Osterley or St. Bridget of Isleworth. Read "Brigid's Cloak: An Ancient Irish Story" by Bryce Milligan Summary: This beautifully illustrated book tells the story of Saint Brigid of Kildare, known for her compassion and miraculous deeds. Though Saint Brigid is Irish, her legacy and qualities resonate with the Christian communities in and around Isleworth. The story of her magical cloak, which could spread and cover vast areas, symbolises her expansive generosity and protection. Relevance to Isleworth: Saint Brigid's values of charity, kindness, and community service are universally applicable and reflect the virtues celebrated in local saints' lives in Isleworth. Her story inspires children to be caring, generous, and to use their gifts for the betterment of others. Discuss the Themes: The book highlights qualities such as generosity, kindness, and the impact one can have through small acts of compassion. These themes help children relate to the idea of	like most about this story? Is there anything you dislike about this story? Lesson two: Read the story Is it Rosh Hashanah yet? By Chris Barash. Audio book on: https://www.youtube.com/watch?v=BdeoY896Na4 Discuss, what is the most meaningful thing in my life? What are the most significant things I have achieved over the last year and in my life so far? Lesson three: Yom Kippur. Sammy Spider's First Yom Kippur by Sylvia a. Rouss. Audio book on: https://www.youtube.com/watch?v=arhwJ9Nvf2A Discuss: As we move into a new year, is there anything you would like to say sorry for and if you would like to, to ask for forgiveness for? Do you think saying sorry is important? If yes, why?	promises of God. It gently explains the concept of eternal life and God's loving care. Relevance: The book connects to Noah's story by reinforcing the theme of hope and God's promises for a better future, even in challenging times. Discuss: how does God's promise of heaven give us hope, just like the rainbow in Noah's story? Lesson two: "The Berenstain Bears and the Golden Rule" by Stan and Jan Berenstain Summary: Sister Bear learns the importance of treating others as she would like to be treated, following the Golden Rule. Relevance: The book ties into the concept of dignity and community, similar to how Noah cared for his	the King's Dream Discuss any questions children may have about this story? Have they heard a similar story before? https://drive.google.com/drive/u/0/folders/1wMXQ2823HlkHD-iBzA-zaHdo3QM03R4k Lesson two: Stories from the Quran – The Prophet Hud and the Storm. Discuss any questions children may have about this story? Have they heard a similar story before? https://drive.google.com/drive/u/0/folders/1wMXQ2823HlkHD-iBzA-zaHdo3QM03R4k Lesson three: Stories from the Quran – Luqman's Advice to His Son. Discuss any questions children may have about this story? Have they heard a similar story before?	prayer is like having a conversation with a loving parent who created the beautiful world around them. The story encourages children to see prayer as a natural and joyful part of their lives. Relevance: It helps children understand that prayer is a way to talk to God and express gratitude, love, and wonder, setting a foundation for why the Lord's Prayer is a model for prayer. Lesson two: What did Jesus mean when He said pray 'Thy kingdom come, thy will be done, on earth as it is in heaven'? Theme: Exploring the idea of God's kingdom and how we can live according to God's will on Earth. Read "God's Dream" by Archbishop Desmond Tutu and Douglas Carlton Abrams Summary: This book beautifully illustrates the idea of living out God's dream (or kingdom) on Earth by embracing love, peace, and unity. It teaches children that by following God's will, they contribute to making the world a better place, just as it is in heaven. Relevance: It aligns with the idea of praying for God's kingdom to come and His will to be done, helping children grasp the concept of living in a way that reflects God's love and justice. Lesson three: What did Jesus mean when He said pray 'Give us today our daily bread'? Theme: Understanding the importance of daily needs and relying on God to provide for them. Read "Bread for You: A Story of God's Grace" by Karen Diers
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Read Genesis 1:27. Discuss, why do you think God made people in his own image? What does this mean? What do you think God looks like? Lesson Six: How do Christian's care for people? Read John 13: 34-35 How does this verse show Christians how to treat others? Read John: 13: 15-17. How does this verse help Christians understand how to treat everyone equally no matter their background?	sainthood in their everyday lives. How does the symbol of light help us to understand the meaning of Christmas? (4 sessions) Lesson three: Light and dark. Read John 8:12, Discuss how it feels to sit somewhere with very little light? What does light help us do? What do you think it means when Jesus says "I am the light of the world"? Lesson four: Christingle. Read A Christingle Christmas Nativity Story found on this link: https://lucyathome.co.uk/things-to-do/christingle-nativity-story-children/ Before you read the story, divide the class into two groups: angels and babies. When you read the word 'angels' the children must call out, "Hallelujah" when you read the word baby, the other children should call out, "Wah!". On the link, show the image of the Christingle to the children and explain what each feature represents. Discuss, what do you think the most important symbol on the Christingle is and why? Lesson five: The light of Angels. Read Luke 2:8-16. Discuss, what do children think the term 'heavenly host' means? Explain the term (many, many angels strengthen by the power of God's word to spread the 'Good News').	Lesson four: Festival of Sukkot. Read: The Night Lights written by Barbara Diamond Goldin Audio book on: https://www.youtube.com/watch?v=6KcTvPLEcGQ Discuss, what things are important to you that would you like to give thanks for? Who do you wish to thank for these things? What are you grateful for and why? Lesson five: Shabbat. Read Lights out Shabbat by Sarene Shulimson: audiobook on: https://www.youtube.com/watch?v=D9W7amZozts Discuss, what are Jewish people remembering? Why is Shabbat important? Lesson six: Hanukkah. Read; the Story of Hanukkah by David a. Adler Audio book on: https://www.youtube.com/watch?v=nYiI	family and the animals. Discuss: How can following the Golden Rule help us care for others, just as Noah cared for the animals on the ark? How do the symbols of Easter help us to understand the meaning of Easter for Christians? (4 sessions) Lesson one: The Symbol of Palm leaves at Easter. Read John 12: 12 – 19. Discuss, how do you think palm leaves help Christians remember the story of Easter? Lesson two: The Symbol of Bread and Wine at Easter. Read Matthew 26: 17 - 30 Discuss, how was this meal different from a normal Passover meal? Why was it special? Lesson three: The Symbol of The	https://drive.google.com/drive/u/0/folders/1wMXQ2823HlkHD-jBzA-zaHdo3OM03R4k Lesson four: Stories from the Quran – The Old Man's Prayers Discuss any questions children may have about this story? Have they heard a similar story before? https://drive.google.com/drive/u/0/folders/1wMXQ2823HlkHD-jBzA-zaHdo3OM03R4k Lesson five: Stories from the Quran – Uzayr's Donkey. Discuss any questions children may have about this story? Have they heard a similar story before? https://drive.google.com/drive/u/0/folders/1wMXQ2823HlkHD-jBzA-zaHdo3OM03R4k Lesson six: Stories from the Quran – The Light of Allah. Discuss	Summary: This book tells a story about how God provides for our daily needs, symbolised by bread. It teaches children about the significance of trusting God to take care of them every day and being thankful for His provisions. Relevance: It helps children understand the meaning behind asking for daily bread in the Lord's Prayer, emphasising God's care and provision for their needs. Lesson four: Do you think forgiving someone and being forgiven are important? If yes, why? If no, why not? Theme: The importance of forgiveness and how it heals and frees both the forgiver and the forgiven. Read: "The Berenstain Bears and the Forgiving Tree" by Jan Berenstain and Mike Berenstain Summary: In this heartwarming story, the Bear family learns about forgiveness after Brother Bear makes a mistake. The book teaches children about the power of forgiving others and being forgiven, reflecting the principles Jesus taught in the Lord's Prayer. Relevance: It aligns perfectly with the theme of forgiveness, helping children see the value and importance of forgiving and being forgiven, as emphasised in the Lord's Prayer. Lesson five: What did Jesus mean when He said pray 'Lead us not into temptation but deliver us from evil'? Theme: Understanding the concept of temptation and seeking God's help to make good choices and stay away from harm.
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		Ask children to imagine a 'heavenly host', how bright would the dark night sky be then? Discuss, what do you think the term 'Glory of the Lord shone around them' means? How bright do you think the Glory of the Lord could shine? Eg. As bright as the star on top of a Christmas tree, a camera flash, a flood light. How would you feel seeing all the angels lighting up the night sky? Lesson six: The light of Epiphany - The Three Wise Men followed the light (The Bethlehem star). Explain to the children that the symbol of light is so important that it is mentioned 439 times in the Holy Bible. Read Matthew 2: 1-12. Discuss why the Magi (Wisemen) were overjoyed (Old Testament prophecies are being fulfilled). Discuss looking up at the stars and get the children to imagine the biggest and brightest star – would they follow it? Ask, who is your guiding light on earth?	m6fbOLs Discuss what Hanukkah means? Can you retell the story of Hanukkah? What do you like most about a party?	Cross at Easter. Read John 19: 17 – 27. Discuss, why the symbol of the cross is the most important symbol for Christians? Lesson four: The Symbol of The Tomb at Easter. Read John 20:1-10. How do you think Mary Magdalene and the disciples felt seeing an empty tomb? Continue reading, John 20: 11- 18 Now, how do you feel Mary and the disciples felt?	any questions children may have about this story? Have they heard a similar story before? https://drive.google.com/drive/u/0/folders/1wMXQ2823HlkHD-jBzA-zaHdo3QM03R4k	Read "The Lord's Prayer: Words of Hope and Happiness" by Rick Warren Summary: This book explains the Lord's Prayer line by line, including the request to be led away from temptation and protected from evil. It uses simple language and illustrations to help children understand how God helps them make right choices and stay safe. Relevance: It directly addresses the theme of seeking God's guidance to avoid temptation and be delivered from evil, helping children understand how they can pray for strength and protection. Lesson six: What does the Lord's Prayer mean to Christians today and how does it help them in their daily life? Theme: The overall significance of the Lord's Prayer in the lives of Christians and how it guides their daily actions and decisions. Read "The Lord's Prayer" by Tim Ladwig Summary: This beautifully illustrated book takes children through the Lord's Prayer, showing how each part of the prayer is relevant to everyday life. It connects the words of the prayer to practical actions and experiences, demonstrating how it guides and supports Christians. Relevance: It helps children see the Lord's Prayer as a daily guide for living, showing how each part of the prayer relates to their lives and actions as Christians today.
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Religious Literacy - Year 3

Year 3: children should become confident in the following disciplinary knowledge and skills		
Theology (Believing) Textual Interpretation Ways of believing and the sources of authority they draw from (Beliefs, teachings, sources of wisdom and authority).	Philosophy (Thinking) Reasoning Different ways of reasoning about God/ human beings and/or the world (Questions of identity, diversity and belonging. Questions of meaning, purpose and truth. Questions of values and commitments).	Human Social Science (Living) Analysing data The ways in which context affects ways of living (Ways of living ways of expressing meaning).
I can describe what a believer might learn from a religious story/sacred text. I can identify some links between beliefs being studied within a religion or worldview.	I can ask important questions about life and compare my ideas with other people. I can link things that are important to me and other people with the way they think and behave.	I can describe and begin to make links between some of the things that are the same and different for religious people. I can use religious vocabulary to describe some of the different ways people live and express their belief or worldview.

Bibles/Literature required: The children's Bible. The Rainbow Good News Bible. Other world faith texts.

Lessons should be taught during a weekly English slot with an outcome in line with English ARE – the same English standards in presentation and outcomes need to be achieved. A learning intention example: LI: To understand religious texts through the three disciplines.

Class	Autumn 1 Creation - Hope	Autumn 2 Incarnation	Spring 1 Dignity	Spring 2 Resurrection	Summer 1 Community	Summer 2 Wisdom
Year 3	What is The Bible's Big Story? (6 sessions) Lesson one: What was the Good News? Read Luke 2:10 Discuss why this underpins the Bible's big story (Jesus the great rescuer). Gather	How does the season of Advent and the feast of the Epiphany point towards the true meaning of Christmas? (6 sessions) Lesson one: Prophecies. Discuss the meaning of a prophet (refer to the LDBS teachers background pages on planning). Read Isaiah 9:6-7. Explain the context behind Isaiah. Isaiah was a prophet	JUDAISM: What does It mean to be Jewish? (6 sessions) Lesson one: Covenant/promise: Abraham and Isaac. Read Genesis 22. 1-19. Discuss: How do you think Abraham felt when God asked	Do Fame and Christianity go together? (2 sessions) Lesson one: Read "You're Here for a Reason" by Nancy Tillman Summary: This beautifully illustrated book communicates that everyone has a purpose and that their unique qualities can make a significant impact in the world. Although not explicitly about fame, it reinforces the idea that one's life, including fame, can be meaningful and aligned with their faith. It encourages children to see their	BUDDHISM: What is Buddhism? (6 sessions) Lesson one: Read the Quest for Enlightenment. https://docs.google.com/document/d/1YDQcS8CJTnW1NBTSfDuslpTBUV7HyGi3/edit?rtopof=tr	How did belief in God affect the actions of people in the Old Testament? (6 sessions) Lesson one: Abraham. Read Genesis 12: 1-9. Discuss: What is God asking Abram

children's thoughts on what they know about this Bible passage. Do they know where it is in the Bible and the purpose in which it is written (Gospel). Lesson two: Creation and Fall. Read Genesis 1: 2-4 and Genesis: 2:4 - 3:24 Discuss: why do you think this text was written? What is the text trying to tell the reader/ What so you think the key message of this text is? Lesson three: People of God: Noah. (Recap/consolidate learning from Year 2 -spring 2). Read Noah and the Flood 9-22. Discuss how this made Noah one of God's people and why this was important for the Bible's metanarrative. Lesson four: Incarnation. Read John 1: 1-4	who lived about 700 years before the birth of Jesus. Isaiah prophesied the coming of the Messiah. Discuss why Isaiah gave Jesus so many names, can children infer what these names mean and why they are important. Lesson two: Prophecies. (Refer to lesson 1 plan for questions) Read Micah 4: 3-4. Explain that even though Micah is known as a minor prophet he shows he was a man of courage, conviction and had strong faith. What do you think Micah is prophesying in the text? What do you think was happening at the time Micha said these words? (During troubled times of all citizens in both the Northern and southern Kingdoms (Israel and Judah). People were at war with each other – broken nations and Micha prophesied that a Messiah will bring judgement on those people and reunite His nation (Jews and Gentiles together). Do you think Jesus fulfilled Micah's prophecies? Lesson three: John the Baptist. Read Luke Chapter 3: 1-17 (Good News Bible is recommended, as text in other Bibles can be complicated). Discuss who John the Baptist is. He was the last prophet; he links between the Old and New Testaments. His mother was Elizabeth, and he is Jesus' cousin. Reluctantly, John baptised Jesus in the River Jordan. He told people that he (John) baptised in water but the one that follows, will baptise with the Holy Spirit. Discuss this text with children and explain any words that	him to sacrifice his son? What did Abraham learn about God? What do you think we can learn from Abraham? Lesson two: Shema. Read Deuteronomy 6: 4-9. Discuss children's thoughts on what they think the meaning of this text is? Discuss, how do you think this key text demonstrates the relationship which the Jewish people have with God? Lesson three: Passover. Moses as a baby. Read Exodus chapter 1-2. Discuss children's thoughts on the story. What do they think may happen next? Lesson four: Passover. Exodus chapter 6-12. Discuss How do you think God felt doing this to the Egyptians? Why do you think this was important for God to rescue his people in this way? Lesson five:	worth and potential to contribute positively, no matter how visible or famous they become. Relevance: The book subtly addresses the qualities Christians hold, such as kindness, love, and purpose. It supports the idea that one can be in the spotlight and still live by Christian values, using their influence for good and staying true to their faith. Lesson two: Read one story from "Glimpses of Heaven: True Stories of Hope and Peace at the End of Life's Journey" by Trudy Harris Summary: This book shares inspirational stories about ordinary people who lived extraordinary lives through their faith. It shows how they remained true to their Christian values even when they were known or recognised for their achievements. Each story highlights the qualities of faith, hope, and love, demonstrating how these values shine through in every aspect of life, including moments of fame. Relevance: By providing real-life examples of individuals who became known for their deeds and remained steadfast in their Christian faith, this book helps children understand that fame and faith can coexist. It reinforces that one can be recognised for their good works and still live by Christian values without compromising their beliefs. Easter People – Who is the most Important person in the Easter Story? Lesson one: Judas. Read Luke 22: 1-6. And Matthew 26: 47 – 50. Discuss, what do these verses say about the character of Judas? What job did Judas have before he joined Jesus' discipleship? What was Judas' role as a disciple? Why do you think Judas chose to do what he did?	ue#heading=h.aidgxs Lesson two: Read Siddhartha and the Swan: https://drive.google.com/drive/u/0/folders/1xqXtvhArRLouKeji4bH-BrPeRaQtTB6h Lesson three: Read the Monkey King: https://drive.google.com/drive/u/0/folders/1xqXtvhArRLouKeji4bH-BrPeRaQtTB6h Lesson four: Read the Elephant King https://drive.google.com/drive/u/0/folders/1xqXtvhArRLouKeji4bH-BrPeRaQtTB6h Lesson five: Read Little Lions went to be Monks (from Animal stories PDF) https://drive.google.com/drive/u/0/folders/1xqXtvhArRLouKeji4bH-BrPeRaQtTB6h Lesson six:	to do? What do you think this text teaches about God and his relationship with his people? Lesson two: Ruth and Naomi. Read Ruth 1 – 4. children's bible version). Ask children to summarise key events of the story. Discuss, how did Ruth show her selflessness to Naomi? Lesson three: David and Goliath. Read 1 Samuel 17: 1-57. children's bible version). Discuss, was Saul a good king? What makes you think this? Who is the true king of the story and why? Lesson four: Solomon. Read 1 Kings 3: 1-15 (children's bible version). Why was God happy Solomon asked for wisdom? If you could ask for
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	and 14. Discuss verses such as 'The word became flesh' and 'made his dwelling among us'. Discuss what the children think these verses mean and their impact for Christianity today. Lesson five: The message behind Parables: Read The Sower (Matthew 13: 1-23. Discuss why you think Jesus told the parable? What was going on at the time? What message is behind this parable? Lesson six: The Apostle Paul and why he chose to spread the word of Jesus. Read Acts 22: 1- 16. Discuss the salvation Paul felt and gather the children's thoughts. Discuss what the children think Paul did next.	they don't understand. Discuss why children think it was important for John to prepare people for the coming of Jesus? Lesson four: Mary. Read Luke 1:38 onwards. Discuss why this verse can be impactful for Christian's today? Discuss, what would you do if God calls you to do something? Lesson five: Epiphany. Start by asking children to tell the nativity story to each other in pairs. Recast any misunderstandings, being accurate with the timeline of events. Ask the children to describe Jesus' life from what they know about the feast of Epiphany? Identify misconceptions. Read Matthew 2: 1-12. Discuss what the feast of Epiphany means and discuss how some Christians celebrate it. Lesson six: Advent. Read John 14 1-14. Lead the children to think about preparation highlight verse 3, "And if I go and prepare a place for you, I will come back and take you to be with me that you also may be where I am." Christian's believe that Jesus will return to earth again, just like he did at Christmas and advent symbolises a time for reflection, prayer and spiritual growth to prepare them for when Jesus returns again. Discuss what Advent means to the children and whether they prepare for Christmas and if so, how?	Seder meal. Read Exodus 7: 14 – 11:10. Choose some of the 10 plagues to read. Discuss why God needed to do this to free His people? What was happening to God's people before they were able to escape Egypt. Why does the Seder meal help Jewish people remember persecution? Lesson six: Ten commandments. Read Exodus 20: 1-24 For a Jewish person which commandment do you think is the most important and why? For a Jewish person which would be the five most important do you think? Discuss, do other religions follow these commandments? If so, what religions? Are the commandments the same for both Christian and Jewish believers?	Lesson two: The Last Supper. Read Matthew 26: 17 – 30. How do you think the disciples felt with what Jesus told them? What made this Passover meal more significant than others? Can you think of any questions about this text? Lesson three: Peter Denial. Read Matthew 26: 31-35 and Matthew 26: 69-75. Why did Peter behave in this way? Peter knew he would be persecuted for his faith, are Christian's still persecuted for their faith today? What would you have done if you were in Peter's situation? Lesson four: Pontius Pilate. Read John 18: 28- 40 and John 19: 1 – 22. Discuss, do you think Pilate was a good person? Why do you think Pilate changed his mind? Why did he still crucify Jesus, yet tell everyone he was not guilty? Do you believe Pilate thought Jesus was 'the King of the Jews'? If so, what evidence can you find from the text to support your answer? Lesson five: Mother Mary. Read John 19: 25-27. Discuss, what children think this passage means and why is it considered important to Christians? (Background: This is one of the most important Marian passages in Scripture 'The word of Relationship', showing Jesus' love for his mother, even though he is in pain and close to death. It shows Jesus entrusts Mary, his mother, into the care of the disciple whom Jesus loved. Lesson six: Restoration of Peter. Read John 21 1- 25. Discuss, why did Jesus ask Peter if he loves him three times? What does this symbolise? Who is Jesus talking about when he says, 'Feed my sheep?'	Read A Snake, a toad and a turtle (from Animal stories PDF) https://drive.google.com/drive/u/0/folders/1xqXtvhArRlOuKeji4bH-BrPeRaQttB6h	anything, what would you ask for? Lesson five: Daniel and the Lions. Read Daniel 6 (children's bible version) How do you think Daniel felt walking into the lion's den? What helped him feel strength? Lesson six: Jonah and the whale. Read Jonah 1 and 2. Discuss, what would you have done if you were Jonah? What was God trying to teach Jonah?
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Religious Literacy - Year 4

Year 4: children should become confident in the following disciplinary knowledge and skills		
Theology (Believing) Textual Interpretation Ways of believing and the sources of authority they draw from (Beliefs, teachings, sources of wisdom and authority).	Philosophy (Thinking) Reasoning Different ways of reasoning about God/ human beings and/or the world (Questions of identity, diversity and belonging. Questions of meaning, purpose and truth. Questions of values and commitments).	Human Social Science (Living) Analysing data The ways in which context affects ways of living (Ways of living ways of expressing meaning).
I can make links between the beliefs/teachings of the different religions studied. I can show how beliefs are connected to/influence believers' lives.	I can describe different philosophical answers to questions related to belief and belonging. I can give reasons for my own and others' ideas to a given question and support my viewpoint with facts and evidence. I can confidently ask questions about the moral decisions I make and know that others may make different decisions leading to a different consequence.	I can use the correct religious vocabulary to describe and compare religious practices and lived experiences across faiths. I can express my own thoughts about belief, ways of living and different ways of expressing living/believing.

Bibles/Literature required: The children's Bible. The Rainbow Good News Bible. Other world faith texts.

Lessons should be taught during a weekly English slot with an outcome in line with English ARE – the same English standards in presentation and outcomes need to be achieved. A learning intention example: LI: To understand religious texts through the three disciplines.

Class	Autumn 1 Creation - Hope	Autumn 2 Incarnation	Spring 1 Dignity	Spring 2 Resurrection	Summer 1 Community	Summer 2 Wisdom
Year 4	Who Is Jesus? "I AM" statements" (6 sessions) Lesson one: I am the light of the world. Read John 8 1-20 Discuss why the children think the author included this statement in his Gospel? Ask children to consider what this statement tells us about Jesus	Is the Christmas message of peace still relevant for today's world? (6 sessions) Lesson one: Isaiah 9. Discuss the passage <i>The people walking in darkness have seen a great light;</i> Infer: what do you think Isaiah means by this? How do you think it would have felt to	HINDUISM: How do Hindus worship? (5 sessions) Lesson one: Tamarind and the Star of Ishta - by Jasbinder Bilan. chapter 1 and 2. Discuss what ahimsa is to a Hindu believer and Why is the Himalayan region important to Hindu	What Are The Beatitudes and What Do They Mean to Christians? (2 sessions) - Beatitudes Lesson one: Gospel of Matthew chapters 4-5. Discuss why do you think Matthew used a repeated line in chapter 4 of his Gospel, " <i>and followed him</i> "? Explain why people wanted to follow Jesus and	SIKHISM: How did the first five Sikh Gurus shape Sikhism? (4 sessions) Lesson one: Read the text: The Beginning of Sikhism discuss, the three ways in which Sikhs celebrate Guru Nanak's birthday, What do the Ik Onkar ੴ symbols mean	Why is Liturgy important to many Christians? - <i>Extraordinary women of the Bible.</i> (6 sessions) Lesson one: Read a text relating to Jochebed, discuss: How did Jochebed's faith in God help her

	and how this understanding might help a Christian in their daily life? Lesson two: I am the good shepherd. Read John 10: 10-21 Discuss why the children think the author included this statement in his Gospel? Ask children to consider what this statement tells us about Jesus and how this understanding might help a Christian in their daily life? Lesson three: Matthew 18 10:20 Discuss what do you think would happen to the 99 sheep while Jesus is looking for the one that is lost? Why would Jesus recommend taking someone to church if they were sinful and don't listen to help and advice? Lesson four: I am the true vine. Read John 15: 1-8 (alternative/additional text John 13:30) Discuss why the children think the author included this statement in his Gospel? Ask children to consider what this statement tells us about Jesus and how this understanding might help a Christian in their daily life? Lesson five:	live in Judah or Israel for 400 years without someone communicating a prophecy? Lesson two: Philippians 4:4-9 and Philippians 2. Discuss Paul's message of peace and words that describe peace. Lesson three: Prince of Peace. Discuss the phrase 'Prince of peace' Read: Jesus Feeds the Five Thousand. Matthew chapter 14 13:36 Lesson four: Jesus' message of peace. Read: Matthew 5: 9 Matthew 11:28-30 John 14:27 John 16: 33 John 20:19 When reading each verse, give the children the context where each verse sits. Discuss any questions that arise. Explain that Jesus has always existed as God. He is part of the Trinity that has been present from the very beginning of time. Expose any misconceptions where children believe that Jesu appeared at Christmas and was not in existence before ten.	believers today? Lesson two: Tamarind and the Star of Star of Ishta - by Jasbinder Bilan. Chapter 3 and 4. Discuss the similarities and differences between British and Indian cultures and What is karma for a Hindu believer? Listen to the audiobook for chapters 5 and 6 between lessons. Lesson three: Tamarind and the Star of Star of Ishta - by Jasbinder Bilan. chapter 7 and 8. Discuss What is the meaning of Moshka to a Hindu believer and how Samsara spiritually impacts the life of a Hindu believer. Listen to the audiobook for chapters 9 - 13 between lessons. Lesson four: Tamarind and the Star of Star of Ishta - by Jasbinder Bilan. Read chapter 14 - 15. Discuss What is Dharma and why is it important to a Hindu and Why might a Hindu believer pray to the goddess Ishtar. <i>What do the animals an owl and a lion represent to a Hindu?</i>	What happens if The Beatitudes are followed? Lesson two: Gospel of Matthew chapters 6. Discuss Explain what Jesus means by, "If your eyes are healthy, your whole body will be full of light"? Discuss: what might Jesus mean when he says, "You cannot serve both God and money." What is Holy Communion and how does it build a Christian Community? (3 sessions) - Holy Week Lesson three: Read Matthew 21- Jesus comes to Jerusalem as King and Zechariah 9:9. Discuss how the prophetic scripture of Zechariah (9:9) is connected to the gospel of Palm Sunday and why Jesus is referred to as 'The Son of David'. Lesson four: Read Matthew 21:12-27 Jesus cleanses the temple. Discuss what Jesus meant by this, "<i>My house shall be called a house of prayer, but you make it a den of robbers</i>" and Can a Christian community pray for the people less fortunate without having the right actions to support their prayer? Lesson five: Read the Last Supper from Bob Hartman's	on Guru Nanak's hand and How do the teachings of Guru Nanak impact the life of a believer today? Lesson two: Read the text: The Taste of Truth. Discuss why Guru Nanak chose to eat the simple food from Bhai Lalo instead of the feast from Malik Bhago and what the central moral told through the story about Guru Nanak and the bread pieces could be. Lesson three: Read The Guru's Kitchen and discuss: What the langar tradition reveals about Sikh values and beliefs and how did sharing a meal at the langar reflect Guru Amar Das's teachings about equality. Lesson four: Read How Ram Das Became Guru and discuss: How does the story illustrate the Sikh concept of "sewa" or selfless service and what important decision Guru Ram Das made regarding establishing a central city for Sikhism.	make the brave decision to save her son Moses, and what can believers learn from her actions about trusting God. Lesson two: Read a text relating to Deborah and discuss: How did Deborah's leadership reflect her faithfulness to God and how did Deborah's role as a judge contribute to the peace in Israel for forty years. Lesson three: Read a text relating to Ruth, discuss: how did Ruth show her faithfulness to God and Naomi and what can we learn about the importance of community from Ruth's story. Lesson four: Read a text relating to Abigail and Rahab, discuss:How did Abigail show wisdom and faith in God's plan? And think deeply about why Rahab hangs a scarlet rope in her window? And What can you learn from this?
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	I am the resurrection and the life. Read the story of Lazarus John 11: 1 – 45. Discuss what the children think about how Mary and Martha felt about Jesus when Lazarus was dying. Discuss what difference do you think it would have made to his friends that they had already seen him bring someone back to life, and said 'I am the resurrection and the life'? Lesson six: I am the way, the truth and the life, no one comes to the Father except through me. Read John 14: 1- 17 Discuss who does Jesus say he is and how does this passage support your ideas?	Lesson five: Is peace still relevant? Can children recall what the Bible says about Jesus' message about peace? Read The Mountain of the Lord: Isaiah 2. Discuss why peace was needed then? Explain what was happening at that time. Discuss whether we still need peace today? Lesson six: I have come not to serve but to serve. Read Mark 10: 35-45 (Request of James and John). Discuss why, if Jesus is a King, a Messiah why does he say he is a servant? What impact does this have on the Christian message today?	Listen to the audiobook for chapters 16 - 19 between lessons. Lesson five: Tamarind and the Star of Star of Ishta - by Jasbinder Bilan. Read chapters 20 - 23. Discuss Hindu Pilgrimage and why it is important. Finish the rest of the text by listening to the audiobook for chapters 23 - 31 between lessons.	Rhyming Bible. Discuss Why was Jesus and his disciples sharing a passover meal the night before he died and Why might Christians today go on a pilgrimage to visit the places that Jesus went to during Holy week.		Lesson five: Read a text relating to Esther, discuss: Why did Esther decide to risk her life by going to see King Achashverosh and how did Esther's courage and bravery help her people, the Jews? Lesson six: Create a poster on one of the extraordinary women you have learnt about during this topic. Describe their characteristics and why they are significant to the Anglican faith.
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Religious Literacy - Year 5

Year 5: children should become confident in the following disciplinary knowledge and skills		
Theology (Believing) Textual Interpretation	Philosophy (Thinking) Reasoning	Human Social Science (Living) Analysing data
Ways of believing and the sources of authority they draw from (Beliefs, teachings, sources of wisdom and authority).	Different ways of reasoning about God/ human beings and/or the world (Questions of identity, diversity and belonging. Questions of meaning, purpose and truth. Questions of values and commitments).	The ways in which context affects ways of living (Ways of living ways of expressing meaning).
I can suggest reasons for the similar and different beliefs which people hold. I can describe how different sources of authority are used to help shape belief, actions and views.	I can begin to consider and apply ideas about ways in which diverse communities can live well together. I can represent the views of others about meaning, purpose and truth. I can express and apply my own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, recognising diversity of opinion.	I can begin to explain the influence and impact of religions and beliefs have on individual lives, communities and society (recognising the similarities and differences found within and between religions).

Bibles/Literature required: The children's Bible. The Rainbow Good News Bible. Other world faith texts.

Lessons should be taught during a weekly English slot with an outcome in line with English ARE – the same English standards in presentation and outcomes need to be achieved. A learning intention example: LI: To understand religious texts through the three disciplines.

Class	Autumn 1 Creation - Hope	Autumn 2 Incarnation	Spring 1 Dignity	Spring 2 Resurrection	Summer 1 Community	Summer 2 Wisdom
Year 5	What are the Miracles of Jesus? (6 sessions) Lesson one: Wedding at Cana: Read John 2: 1-11 And Isaiah 62: 1-5 Discuss the links that can	How do art and music convey Christmas? (4 sessions) Lesson one: Gospel accounts. Read: Matthew 1: 18-25 and 1-12 Discuss Who does Matthew focus on at the beginning of the account – why do	HINDUISM: What Does it Mean to live as a Hindu? (6 sessions) Lesson one: Dharma and Karma. Read: "Amma, Tell Me About Karma!" by Bhakti Mathur. Summary: This book explains the concept of karma through a story where a mother teaches	The Contemporary Anglican Church (2 sessions) Lesson one: Read "Faith and Life: An Introduction to Christian Doctrine" by Alister E. McGrath Summary: While this book covers Christian doctrine broadly, it includes specific sections on Anglican beliefs	SIKHISM: How did the final five human Sikh Gurus shape Sikhism? (4 sessions) Lesson one: The Guru's Needle: This tale illustrates Guru Arjan's teachings on humility and service. He used a needle to demonstrate that material possessions have no	Wisdom (including Proverbs) (2 sessions) Lesson one: Read Proverbs for Kids from the Book of Proverbs" by JoHannah Reardon. Summary: exploration of the Book of Proverbs, offering key verses and explanations that are easy to understand. It includes practical applications of Biblical wisdom for everyday life, emphasising themes such as the importance of listening,

be made between the new and Old Testament within these passages (see LDBS planning). Discuss who the children think Jesus is. Lesson two: The Feeding of the 5000. Read Mark 6: 30-44. Discuss what the children think the author is trying to tell his readers about Jesus and how his presence might affect things? Discuss how this miracle links to Moses and the crossing of the Red Sea and the food (manna) that was provided in the wilderness. Lesson three: The woman who touched Jesus' garment. Read Mark 5: 21-34. Discuss any questions	you think this is? Luke 2: 1-20 How does Luke begin his account? How is it different from Matthew's account? John 1-5. Discuss, what do you think the 'word' is? Lesson two: Nativity. Read Luke 2: 1-21 Discuss Luke's background (the author of this book). He is thought to have also written the book of Acts and when he wrote the book of Luke, Jerusalem was under threat by Roman forces who were destroying the city in AD 70. This gave great motivation to Luke who thought that at a time of war and change, people needed more than ever to hear Christ's life and teachings. Luke chooses to focus his Gospel on the plight of women, children, the poor, the sick and the oppressed. Luke tells the account of the nativity from the	her child about how actions have consequences, both good and bad. The narrative simplifies the complex idea of karma, making it accessible for young readers. Relevance: It helps children understand how the belief in karma influences a Hindu's decisions and behaviour, emphasising the importance of living a life of righteousness and fulfilling one's duties (dharma). Lesson two: Hindu birth and early life. Read: "Hindu Children's Illustrated Dictionary" by Manju S. Dhamija Summary: This book serves as an introduction to Hindu culture, traditions, and values for young readers. It covers various aspects of being born into a Hindu family, including daily rituals, festivals, and family life. Relevance: It provides a comprehensive look at what it means to grow up in a Hindu household, helping children understand the customs and traditions that shape the identity of Hindu families. Lesson three: Ahimsa. Read: "I Am Hindu" by Seno and Sashi Sivanesan. Summary: This book explores the daily life of a young Hindu girl and how her belief in ahimsa shapes her actions and	and how they are practised differently across the world. Written in a way that is accessible for young readers, it explores the core tenets of Anglicanism and how they are expressed in various cultural contexts. Relevance: This book helps children understand the theological foundations of the Anglican Church and how these beliefs shape the diverse practices and traditions seen in Anglican communities globally. It is a good resource for learning how Anglican doctrine is lived out in different regions. Lesson two: Read "Celebrating the Eucharist: A Practical Ceremonial Guide for Clergy and Other Liturgical Ministers" by Patrick Malloy Summary: Although primarily a guide for liturgical ministers, this book includes a section that explains the Eucharist and other Anglican rituals in a way that can be understood by children. It describes how the Eucharist is celebrated in various Anglican communities around the world, showing the diversity and commonality in worship practices. Relevance: By exploring the global variations in how the Eucharist is celebrated, this	value in the spiritual realm. Discussion: Children should discuss the importance of humility and how Guru Arjan emphasised selflessness. They can explore how Guru Arjan's focus on inner purity and devotion shaped Sikh values. Lesson two: Guru Hargobind's Justice: Guru Hargobind defended justice by standing up against oppression and establishing the concept of Miri-Piri (temporal and spiritual authority). Discussion: Children should talk about justice and courage, understanding how Guru Hargobind's actions laid the foundation for Sikhs as both spiritual and worldly leaders, protecting the oppressed. Lesson three: Makhana Shah's Dilemma: Makhana Shah's search	the value of hard work, and the necessity of kindness and honesty. Relevance: By focusing on Proverbs, this book teaches children why it is important to listen to and remember the stories and teachings found in the Bible, including the parables of Jesus. It helps them understand God's rules for living as presented in the Proverbs and how these timeless pieces of wisdom can guide their actions and decisions. Lesson two: Read "Wisdom and the Millers: Proverbs for Children" by Mildred A. Martin Summary: This book is part of the "Miller Family Series," which uses stories about a fictional family to illustrate the lessons found in the Book of Proverbs. Each chapter includes a proverb and a story that demonstrates its practical application, helping children understand and remember the wisdom in these Biblical teachings. Relevance: The book helps children see how the wisdom from Proverbs applies to daily life, reinforcing the importance of God's rules for living and how belief in God influenced the actions of people in Biblical times. It emphasises listening to wise counsel and the benefits of living according to God's principles. Bridging unit (World Views) - Rules and responsibilities: Making links between beliefs and sources including religious stories and sacred texts.... (4 sessions) Lesson three: Read "Beliefs (All Kinds of)" by Anita Ganeri. Understanding Core Beliefs
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the children may have and ask, what do you think this miracle is saying to believers about how to relate to those less fortunate/ on the 'outside' of society. Lesson four: The healing of a paralysed man. Read Mark 2: 1-12. Discuss why do children think Jesus referred to himself as the Son of Man who has authority to forgive sins? Do children think Jesus is aware of what he is revealing about himself? Lesson five: The raising of Lazarus (Consolidation learning from Year 4 – autumn 1). Read John 1-44 (main focus)	viewpoint of Mary and recalls Mary's memories, the ones that are 'pondering... in her heart' (Luke 2:19. Discuss that in Luke's writings he wants everyone to know that the Good News of Jesus Christ is available to everyone – rich, poor, Jew, Gentile, male, female. Discuss how Christian's today can share the Good News? Lesson three: Jesus Presented in the temple. Read Luke 2: 22-40. Discuss the importance of sacrifice and make links with the sacrifice God made to save our sins – do children know that when Jesus died on the cross, this began the new covenant and that is why animal sacrifice (old covenant) ceased. Discuss how Simeon might have known that the baby in the temple was the Messiah? How would this have felt seeing	interactions. It includes stories and examples that highlight the importance of non-violence and compassion in Hinduism. Relevance: It illustrates how the belief in ahimsa influences dietary choices, interactions with others, and the overall approach to life, fostering a sense of peace and respect for all living beings. Lesson four: Wedding. Read: "Amma, Tell Me About the Great Indian Wedding!" by Bhakti Mathur. Summary: This book takes readers through the vibrant and colourful ceremonies of a Hindu wedding. It describes various rituals and their meanings, highlighting the importance of each step in the wedding process. Relevance: It provides a detailed look at the cultural and religious significance of Hindu weddings, helping children understand the customs and values celebrated during these ceremonies. Lesson five: Life after death. Read: "Grandma's Stories: Hindu Death and Rebirth" by Prema Jayakumar Summary: This book explains	book helps children understand the unity and diversity of the Anglican tradition. It provides insights into how different Anglican communities honour their cultural heritage while adhering to shared faith practices. What happens in churches during Lent, Holy Week and Easter Sunday? Lesson one: Ash Wednesday. Read Genesis 3: -19. Discuss where this is in the Bible (the fall – Man and woman sin). Place emphasis on verse 3:19 "For you were made from dust and dust you will return". This is said to congregants when ashes are applied to their foreheads in the shape of a cross - a mark of repentance. Lesson two: Palm Sunday. Read Zechariah 9:9 (Old Testament) and Read John 12:12 – John 12:19 (New Testament). Compare the text and discuss similarities. Discuss why someone may travel on a donkey when they are known as a king. A donkey symbolises peace and humility, where a horse could symbolise a military context of power and intimidation. Jesus is here to serve, to be as everyone, the	for the true Guru led to Guru Tegh Bahadur, emphasising honesty and the importance of recognizing true spiritual authority. Discussion: This story helps children discuss integrity and the recognition of true leadership. They can explore how Guru Tegh Bahadur's sacrifices upheld the principle of righteousness. Lesson four: The Birth of Khalsa: Guru Gobind Singh established the Khalsa, transforming the Sikh community into a collective of saint-soldiers dedicated to justice and equality. Discussion: Children should discuss the significance of the Khalsa, exploring how Guru Gobind Singh's creation of the Khalsa formalised Sikh identity, emphasising courage, equality, and devotion to God.	Across Religions: The book introduces children to the fundamental beliefs held by different religions, including the concepts of God, sacred texts, prophets, and moral laws. In the context of this unit, children can explore how Judaism, Christianity, and Islam each have distinct but overlapping beliefs about justice, guidance, and obedience to God's will. This aligns with the unit's focus on how divine commandments and moral laws guide decision-making in these religions. Exploring Diversity Within a Common Framework: The book highlights the diversity of religious beliefs globally, which can help children appreciate the unique aspects of each Abrahamic faith while also understanding their shared heritage. This fosters a worldview approach, showing that while religions may have different practices and teachings, they often aim to answer similar questions about life, morality, and justice. Lesson four: Read in the Beginning: Creation Stories from Around the World" by Virginia Hamilton. Summary: This collection of creation stories includes traditional Jewish and Christian narratives.. The book recounts how different cultures understand the beginning of the world. The Jewish and Christian stories focus on the Genesis account of creation. Relevance: This book allows children to compare the Jewish and Christian creation stories, seeing common themes and understanding how these narratives form the foundation of their respective faiths.. Lesson five: Read "My First Book About Islam" by Sara Khan. Summary: This book introduces young readers to the basic
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	38-44). Discuss what children think the author is trying to tell his readers about Jesus. Discuss what children think the miracle tells us about the importance of having faith in Jesus. Lesson six: A miracle that demonstrates Christ's power over nature. Read Jesus and the Miraculous Catch of Fish. John 21: 1 -14. Discuss the different emotions felt by the disciples and gather childrens' thoughts as to why Jesus performed this miracle.	the Messiah for the first time? Lesson four: What happened after Epiphany? The escape to Egypt. Read Matthew 2: 13 – 23 Discuss what personality traits do they think Herod has? Is Herod a brave and strong king/leader? Many kings before Herod were chosen by God, do children think Herod was chosen by God, why/why not? Background: Herod overthrew the king previously in a three-year-long war between 37 and 34 BCE. Herod was granted the title of "King of Judea" by the Roman Senate. Herod started a so-called Herodian dynasty as he passed the crown down to his sons when he died. Discuss what questions children may have about the text.	Hindu beliefs about death and rebirth through stories and simple explanations. It covers concepts like the soul's journey after death, the importance of rituals, and the belief in reincarnation. Relevance: It helps children understand the spiritual beliefs and practices surrounding death in Hinduism, offering a comforting perspective on life's end and the cycle of rebirth. Lesson six: Read: "Living as a Hindu" by Rukmini Srinivas Summary: This book provides an overview of what it means to be a Hindu, covering various aspects of Hindu life, including worship, festivals, and daily practices. It is designed to give young readers a broad understanding of Hindu culture and spirituality. Relevance: It offers a holistic view of Hinduism, helping children see how the beliefs and practices they've learned about come together to define what it means to live as a Hindu.	Son of Man. Lesson three: Maundy Thursday. Read Psalm 116: 1-19. Discuss how this Psalm relates to Maundy Thursday and the Easter message of salvation. Lesson four: Good Friday. Read Isaiah 52 1:15 (Children's Bible version) Discuss events during Good Friday and discuss how this Bible reading from the Old Testament Isaiah 52 1:15 who foresees as a prophet the events of Good Friday. Compare the similarities of this passage with Matthew 27:36-56. Lesson five: Holy Saturday and Easter Sunday. Read Lamentations 3: 1-68. How does this Bible passage relate to the events of Holy Week? How does this Bible passage demonstrate how God's steadfast love endures? Lesson six: Rituals. Read Psalm 103: 1-22. Discuss what is being communicated in this Psalm and how rituals can help Christians to always remember, impacting their lives within the community they worship and serve. Discuss if belonging to a faith is always easy? Does it come with any challenges?		beliefs and practices of Islam, including the Five Pillars, which are the core guidelines for living in Islam. It provides a comprehensive overview of what it means to be a Muslim, including daily prayers, acts of charity, fasting during Ramadan, and more, all presented in an engaging and accessible manner for children. Relevance: It helps children understand the foundational guidelines that shape the lives of Muslims, explaining how these rules are lived out in everyday practices and contribute to their sense of responsibility and community. Lesson six: Read "Jewish Living simply explained" by Rabbi Goldstien. Summary: This book provides an overview of Jewish beliefs, including the Shema, which is a central declaration of faith in Judaism. It explains the importance of this and other foundational creeds and how they help Jewish people define their identity and faith. Relevance: It helps children understand the role of the Shema and other Jewish creeds in guiding the lives of believers and maintaining their cultural and religious identity.
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Religious Literacy - Year 6

Year 6: children should become confident in the following disciplinary knowledge and skills		
Theology (Believing) Textual Interpretation Ways of believing and the sources of authority they draw from (Beliefs, teachings, sources of wisdom and authority).	Philosophy (Thinking) Reasoning Different ways of reasoning about God/ human beings and/or the world (Questions of identity, diversity and belonging. Questions of meaning, purpose and truth. Questions of values and commitments).	Human Social Science (Living) Analysing data The ways in which context affects ways of living (Ways of living ways of expressing meaning).
I can explain why believers hold key beliefs, and why they use worship and rituals to mark important events in life.	I can consider the challenges of belonging to a religion today. I can explain my view of how people express their ideas about the meaning and purpose of life, giving examples. I can explain how beliefs and teachings influence what people think about ethical/moral questions. I can give my own view.	I can explain the influence and impact of religions and beliefs have on individual lives, communities and society (recognising the similarities and differences found within and between religions).

Bibles/Literature required: The Rainbow Good News Bible. Other world faith texts.

Lessons should be taught during a weekly English slot with an outcome in line with English ARE – the same English standards in presentation and outcomes need to be achieved. A learning intention example: LI: To understand religious texts through the three disciplines.

Class	Autumn 1 Creation - Hope	Autumn 2 Incarnation	Spring 1 Dignity	Spring 2 Resurrection	Summer 1 Community	Summer 2 Wisdom
Year 6	Should every Christian go on a pilgrimage? (2 session) Lesson one: Read "The Miracle of Saint Nicholas" by Gloria Whelan. Relevance: Although not about a traditional pilgrimage to a distant holy site, this story helps children understand the essence of pilgrimage as a journey of faith and community. It shows that pilgrimage can be an	How do Christians advertise Christmas to show what Christmas means today? (5 sessions) Lesson three: Christmas gifts. Read the gospel of Matthew (2:1-12). Focus children on the gifts the Magi brought to give to the Messiah. Discuss why the children think the Magi brought gifts and what	BUDDHISM: What Does it Mean to Be a Buddhist? (6 sessions) Lesson one: Suffering/ perseverance. Read Finding a New Spring on page 7 – 10. https://drive.google.com/drive/u/0/folders/14GLA6NI9-1X48oD4RcWYUjV5cHI91a Discuss the moral of the story and how Buddhists	How does the Christian festival of Easter offer hope? (6 sessions) Lesson one: Forgiveness. Read Colossians 3 1:17 (Children's Bible). Discuss this passage and whether forgiveness is something easy to do. Discuss this Bible verse in	ISLAM: How do Muslims live and embrace their faith in a diverse world? The following religious literacy texts offer insights into Islamic faith and practice, from foundational beliefs to everyday experiences. Lesson one: Read	What Do the Monastic Traditions Within Christianity Show Us About Living in Community? (2 sessions) Lesson one: Read Brother Jerome and the Angels in the Bakery" by Dominic Garramone. Relevance: The story provides a window into the monastic way of life, highlighting how monks live in

inward journey and that spiritual experiences and connections can happen anywhere, even in one's local community. Lesson two: Read "The Canterbury Tales" (Retold for Children) by Marcia Williams. Relevance: By presenting a classic pilgrimage in a fun and accessible way, this book helps children understand the diverse reasons Christians might go on a pilgrimage. It illustrates how pilgrimage can be a journey of both physical travel and personal growth, full of shared stories and experiences that deepen one's faith. How Has the Christian Message Survived For Over 2,000 years? (6 sessions) Lesson one: Pentecost. Biblical text analysis: Acts 1: 1-4, 8. Acts 2: 1-8, 12-15, 22-24, 36-41. Discuss the children's thoughts on where the disciples were when this occurred and why? What do the tongues of fire and rushing wind symbolise? What do you think Peter and the first Christians believed about Jesus? Lesson two: Apostle' Creed. Read "The Apostles' Creed for Children" by Ken Taylor.Summary: This book	they think the gifts symbolised? Explain: Gold: was given to signify Jesus' status "The King of Jews". Frankincense: was given to represent the infant's divinity and identity as the Son of God. used for worship in the Temple; it is symbolic of Christ the High Priest. Myrrh: was given to illustrate Jesus' mortality. Myrrh a perfumed oil, it was used to anoint dead bodies. The Middle East is an extremely hot place, this is why Jesus was placed in a tomb and perfumed spices and herbs were used to anoint him and to disguise smells. This was the same for Myrrh. Myrrh is symbolic of Jesus' birth and death. Discuss how children could advertise these three gifts to help Christians spread a Christmas message. Lesson four: Different Gospel accounts – why? Discuss why the children think the Gospel accounts are slightly different: Read: Matthew: 1: 18- 2: 12 Luke: 2:1-20 What similarities and differences can children see within the text? Discuss why	may use this story to support their lives today? Lesson two: Eightfold pathway. Read The Happy Monk. Page 51-55. https://drive.google.com/drive/u/0/folders/14GLA6NI9-LX48oD4RcWYtUjV5cHI91q Discuss how the happy Monk had the joys of a spiritual life? Discuss the moral of the story and how Buddhists may use this story to support their lives today? Discuss how the moral of this story connects to the eightfold pathway. Lesson three: Read The Silent Buddha on pages 186 – 191. https://drive.google.com/drive/u/0/folders/14GLA6NI9-LX48oD4RcWYtUjV5cHI91q Discuss how this story links with generosity. Discuss the moral of the story and how Buddhists may use this story to support their lives today? Lesson four: Unity. Read the message of unity in the story The Quail King and The Hunter Page 159-162. https://drive.google.com/drive/u/0/folders/14GLA6NI9-LX48oD4RcWYtUjV5cHI91q Discuss the moral of the story and how Buddhists	relation to our school's mission. Lesson two: The Cross. Read 1 Peter 2: 23-25. Discuss how this Bible passage conveys Jesus upon a cross. What is the underlying message Peter is communicating in these verses? Though it does not say the word 'cross' does Peter use other words to highlight the sacrifice Jesus made? Lesson three: Hope. Read some of Jeremiah's letter to the captives Jeremiah 29: 10 -14. Discuss what message of hope is Jeremiah writing about? Emphasise verse 11 "For I know the thoughts that I think towards you, says the Lord, thoughts of peace and not of evil, to give you a future and a hope. Discuss how difficult it might be to find hope when experiencing persecution. How can faith help strength hope? Why do the events of Holy week give Christian's hope? Lesson four: Salvation – alive in	Golden Domes and Silver Lanterns: A Muslim Book of Colors by Hena Khan This beautifully illustrated book introduces young readers to Islamic culture through the lens of colours and everyday practices, including the importance of the Shahadah (the declaration of faith) and greetings in daily life. Relevance: It helps children understand the role of the Shahadah and traditional greetings in a Muslim's daily routine, illustrating how these practices integrate into their identity and spirituality. Lesson two: Read The Best Eid Ever by Asma Mobin-Uddin. The story follows a young Muslim girl, Aneesa, as she celebrates Eid and learns the deeper meanings behind her faith and the practices she follows, including	community, support one another, and find fulfilment in simple, meaningful work. It demonstrates how living in a monastic community is centred around shared responsibilities, mutual care, and the pursuit of spiritual goals. Lesson two: "Saint Benedict: The Story of the Father of Western Monks" by Mary Fabyan Windeatt. Relevance: By delving into the life of Saint Benedict, children learn about the origins and practices of monastic communities. The book illustrates how monastic traditions foster a sense of belonging, shared purpose, and mutual support. It underscores the values of living simply, working diligently, and nurturing spiritual growth within a communal setting Sacraments - What might the journey of life look like from a Christian perspective? (4 sessions) Lesson one: Read "The Weight of a Mass: A Tale of Faith" by Josephine Nobisso. Summary: This book tells the story of an impoverished widow who offers to attend a Mass in exchange for bread, and how a baker learns
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presents the Apostles' Creed in a way that is accessible and engaging for readers. It breaks down each line of the Creed with simple explanations and colourful illustrations, helping children understand the fundamental beliefs it articulates. The book also offers historical context, explaining how the Creed served to unify and protect the Christian message during the early days of the Church. Relevance: By exploring the Creed line by line, the book shows how it encapsulated the essential teachings of Christianity and helped preserve these teachings amidst challenges and changes. It illustrates how the Apostles' Creed was a vital tool for the Early Church in defining and defending its faith. Lesson three: Christian message. Read the Apostle' Creed. Discuss the biblical passages relating to each line of the Apostle' Creed. Ask children to pick the line of the creed they find most intriguing (discuss why) and then children, in pairs, are to find the verse in the Bible eg. 'The forgiveness of sins' in Jeremiah 13. Ask children to read that chapter. Discuss what they have read as a class. Discuss how difficult it would be if the chapter they were reading was	the accounts are written differently? (From different viewpoints/ perspectives / different witness accounts). Background: Matthew records the Magi who are not in Luke, but Luke includes the shepherds who are absent from Matthew. Matthew writes in a very scriptural way connected with the Old Testament and used the Old Testament as his evidence base. Matthew was writing for the traditional reader, a reader steeped in the tradition of Judea and Jewish faith. Luke on the other hand, is known as a Theophorous (bearing the name of God) Theophilus (God-friend). Luke says, "If you want to be a friend of God, I have good news for you," therefore, he has probably written it for non-Jewish people. The heroes in Luke's gospel (are often non-Jews) it is assumed that Luke's gospel is addressing Gentile believers and not Jewish believers. Lesson five: Incarnation. Ask children to explain simply what is meant by incarnation and why it is important to a Christian understanding of Christmas. Read the opening chapter	may use this story to support their lives today? Lesson five: The Sangha. The Power of Friendship. Read Best Friends on pages 123-127. https://drive.google.com/drive/u/0/folders/14GLA6NI9-LX48oD4RcWYtUjV5cHI91q Discuss how the characters' friendships came about. Discuss the moral of the story and how Buddhists may use this story to support their lives today? Lesson six: Read The Baby Quail who could not fly away. Pages 166 -168. https://drive.google.com/drive/u/0/folders/14GLA6NI9-LX48oD4RcWYtUjV5cHI91q Discuss how this story links with the power of truth, wholesomeness and compassion. Discuss the moral of the story and how Buddhists may use this story to support their lives today?	Christ. Read Romans 6: 1-14. Bring children's attention to "For the wages of sin is death, but the gift of God is eternal life in Christ Jesus our Lord". Discuss this passage and what this says about salvation. How could this verse help Christians in their lives today? How do the Easter narratives show salvation? Lesson five: Resurrection Narratives. Read Matthew: 28 1-10 Read Mark 16: 1- 8 Read Luke 24: 1-12 Read John 20: 1-10 What are the similarities and differences between these Gospel accounts? Why are there some differences? (Background: The resurrection narratives are slightly different because none of the Gospel writers were eyewitnesses of the resurrection and differences arose depending on the sources they accessed – these then shaped their narrative. Lesson six: Life everlasting – hope. Read John 2: 24- 29.	the recitation of the Shahadah and greeting others warmly. Relevance: By showing how these daily practices are part of larger celebrations and community life, the book emphasises their significance beyond mere repetition. Lesson three: Read The Librarian of Basra: A True Story from Iraq by Jeanette Winter Based on a true story, this book tells the tale of Alia Muhammad Baker, a librarian in Basra, who saved thousands of books from destruction during the Iraq War. It highlights the importance of preserving history and culture through the metaphor of saving ancient books and, by extension, the stories of ancient buildings. Relevance: It helps children understand how ancient buildings and historical sites connect people to their heritage and	about the profound weight and value of the Mass. Inspired by true events, this tale highlights the significance of the Eucharist in the Christian life. Relevance: Through a touching narrative, the book helps children understand the importance of the Eucharist (Holy Communion) as a vital sacrament in the Christian journey, symbolising faith, community, and the presence of God in daily life. Lesson two Read: "God's Dream" by Archbishop Desmond Tutu and Douglas Carlton Abrams Summary: This book, written by Archbishop Desmond Tutu, uses simple yet profound language and vibrant illustrations to convey the Christian vision of unity, love, and God's dream for all people. It touches on themes of baptism, reconciliation, and the journey of faith. Relevance: The story illustrates how sacraments like Baptism symbolise entry into the Christian community and a lifelong journey of living out God's love and vision for humanity. It portrays the Christian life as a continuous journey of
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	still in Hebrew or Greek (Septuagint) and why might Christians think it is important for people to have access to the Bible in their own language. Discuss contrasting viewpoints: why do children think that so many people still work hard to learn Hebrew and Greek to read the Bible even though it is available in their own language? Lesson four: Persecution. Read Matthew 5:10-12 Discuss why might these words of Jesus and St Paul give encouragement to Christians in North Korea? Why do you think some Christians in the UK support persecuted Christians in other countries? Lesson five: The global church message. See resources RL Lesson 5. Read through the stories of the three missionaries. Samuel Azariah in India, Samuel Crowther and Phillip and the Ethiopian. Discuss: what missionaries are. What is the background of the stories? How did the person hear the Christian message and did the person do anything to mark their conversion to Christianity? Why do you think they did this? Lesson six: The local church message in the UK (worship and what is said during worship, lies at the heart	of 1 John: 1- 10. Discuss whether children think John is writing about incarnation in his opening chapter, if so, how/why? Discuss why they think John has started with this chapter and not spoke about the nativity account. Discuss children's favourite verse and what stands out for them the most. (background) For Christians it is the time to celebrate the birth of Jesus, born to a Virgin by the power of the Holy Spirit; Jesus is understood to be God made Man and the name Emmanuel or Immanuel mean "God with us". This is the mystery of the incarnation – God taking flesh and living as man among humankind. This is a theology that has evolved over time as believers considered the implications of Jesus' birth, life, teaching, death and resurrection. The traditional Christmas narrative is only present in 2 of the 4 gospels. Mark and John, pay little attention to Jesus' early years, but the opening chapter of John is important for understanding the concept of Incarnation. Lesson six: The prophecies: Read Isaiah 6.		Discuss if there is a message of hope in this Bible reading. Read 1 Peter 1: 6 – 12. Discuss, how can Christians find hope from the events of Holy Week? What hope is Peter speaking about in this Bible passage? Do Christians still need hope in their lives today? Why/why not? What might they hope for?	faith, showing the continuity of Islamic traditions through physical spaces. Lesson four: compile a book review based on: <i>Mosque</i> by David Macaulay This detailed illustrated book provides an in-depth look at the architecture and significance of mosques, explaining their historical and contemporary importance in Muslim life. Relevance: It bridges the gap between ancient and modern Islamic practices, showing how these buildings serve as centres for both worship and community life, helping to anchor the message of Islam in a tangible way. Lesson 5: Under the Ramadan Moon by Sylvia Whitman This poetic book explores the traditions of Ramadan, including the practice of giving	embracing God's dream through acts of love and unity. Lesson three: "Today is Baptism Day" by Anna V. Ostenson Moore. Summary: This book follows a young child experiencing Baptism Day, explaining the ceremony's significance and what it means to join the Christian community. It uses straightforward language and gentle illustrations to make the concept accessible to young readers. Relevance: By focusing on Baptism, the book provides a clear explanation of this sacrament's role as the beginning of the Christian journey, marking a commitment to faith and a lifelong relationship with God and the church community. Lesson four: Read Brother Francis of Assisi" by Tomie dePaola. (Link with our local parish church- Francis of Assis) Summary: This book recounts the life of St. Francis of Assisi, known for his deep faith and devotion to living the Gospel through actions. It covers his journey of transformation and his establishment of a community that emphasised living out the sacraments
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	of the Christian life). Read the article: https://www.churchofengland.org/our-faith/what-we-believe Discuss how can Christians spread their message from parish to countryside? Are there any modern ways that can support this?	Background: these prophecies form part of a traditional carol service. The name Jesus (Joshua or Yeshua) means "he saves" and Christ and Messiah both mean "anointed one"; the people of Israel had long understood that God would send his anointed one to rescue and redeem them; the initial reaction of many to Jesus was that he would save them from the Roman occupation. Recap previous learning of 1 John: Discuss the Trinity - from the start of the Bible in Genesis, God is both singular and plural and the opening of the Gospel of John makes it clear that Jesus was believed to have existed with God before he was made man. Get children to read Matthew 28:19, 2 Corinthians 13:14, Ephesians 4:4-6, 1 Peter 1:2, and Revelation 1:4-6 and discuss what these passages reveal about the Trinity. Discuss whether the children have seen any verses in these chapters before. i.e. in carol services at their place of worship?			to charity (zakat), which is a fundamental aspect of Islam. It shows how families engage in acts of kindness and charity during this holy month. Relevance: The story helps children understand the importance of charity in Islam, emphasising how giving is not only a duty but also a source of joy and community connection.	through simplicity, care for creation, and love for all beings. Relevance: St. Francis's life story helps children understand the sacrament of Holy Orders and the commitment to living a life dedicated to faith and service. It shows how sacraments are not just rituals but are embodied in the way Christians live their lives and serve others.
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