

## Progression of knowledge and vocabulary for Religious Education

### By the end of Early Years

#### **Unit 1 Why is the word God so important to Christians?**

Pupils find out about the Christian belief that God created the heavens and the earth. They will learn the key events from the creation story found in Genesis 1. They will find out many Christians believe the earth and everything in it belongs to God and that God gave people the job of taking care of the world. Pupils will find out the story of Adam being tasked with naming animals. Pupils will learn that many Christians try to treat God's name with respect. They will learn that Christians believe Jesus told stories or parables about how much God loves them and find out what this means for believers today.

#### **Key Vocabulary**

CHRISTIANS, GOD, CREATION, ADAM, EVE, BIBLE, PARABLE, PRECIOUS, JESUS, PEARL

#### **Unit 2 Why do Christians perform Nativity plays at Christmas? (Incarnation)**

The children will learn the key events from the Christian Christmas story. They will find out about the term incarnation (God come to earth as a human and as God) and learn about the Christian belief that this happened in Jesus. The children will learn about who Christians believe first visited Jesus in the stable and why. They will find out about the timeline of the story and that most Christians believe that the wise men/Magi arrived when Jesus was one or two years old. By the end of the unit, children will understand that some stories change over time and that it is important for believers to return to and study the original text. They will find out that some Christians perform nativity plays to retell the story so that others can find out more about the Christian belief of incarnate.

#### **Key Vocabulary**

INCARNATION, JESUS, CHRISTMAS, MARY, SHEPHERDS, ANGELS, STARS, MANGER

#### **Unit 5 Which places are special and why? (Thematic)**

This unit focuses on special places for Muslims and Christians. Within the unit, pupils reflect upon places that are special in their own lives and find out about places that are holy and important for many Christians and Muslims. Pupils find out about Churches, Mosques and their key features. To support this unit, teachers may wish to consider organising a visit to a place of worship or inviting a member of a Mosque or Church community to visit the school to speak with pupils about lived experience.

#### **Key vocabulary**

BIBLE, MOSQUE, IMAM, QUR'AN, VICAR, CHRISTIANS, PILGRIMAGE, MUSLIMS, HOLY, CHURCH

#### **Unit 4 Why do Christians put a cross on their Easter gardens? (Salvation)**

Pupils find out about the key events from Palm Sunday until Easter Day in the Christian Salvation story. They will find out about the Christian belief that Jesus saved his people from their sins by dying on the cross and rising again three days later. During the unit, pupils will encounter signs and symbols linked to the celebration of Easter and be able to talk about why these are important for believers.

#### **Key Vocabulary**

PALM, GOOD FRIDAY, DONKEY, SUNDAY, DISCIPLES, JESUS, GOD, SALVATION, EASTER, HOSANNA

#### **Unit 3 Being special: where do we belong (Thematic)**

This unit of learning is thematic, focusing on Christianity, Hindu Dharma and Islam. Within this unit, the children will reflect upon the things that are special to them and why they value these things. The children will learn about key religious symbols for Christians, Muslims and Hindus. They will find out about why many Christians believe that children are special to God and learn about the story of Jesus and the children. The children will also find out about the welcoming ceremonies that many Muslims and Christians have for a new baby. The children will learn out about how Hindu brothers and sisters might show their love and respect for each other at Raksha Bandhan.

#### **Key Vocabulary**

MUSLIMS, HINDUS, CHRISTIANS, JESUS, BAPTISM, RAKSHA BADHAN, WELCOME, LOVE, SPECIAL, RAKHI

#### **Unit 6 Which stories are special and why? (Thematic)**

## Progression of knowledge and vocabulary for Religious Education

Pupils consider the stories that are special to them, giving reasons for why they are special. They will encounter stories from different religious worldviews and find out about why these might be special to a believer. With support, pupils will begin to consider the impact of these stories on the lives of believers. They will learn key events and retell stories from different worldviews remembering key events.

### Key Vocabulary

•CHRISTIANS, BIBLE, MUSLIMS, TORAH, BELIEVER, TEXT, STORIES, JEWS, QUR'AN, SPECIAL

By the end of year 2

### Unit 7 Who is a Christian and what do they believe?

Pupils will learn about the Christian creation story. They will learn about the key events within the story and be able to retell it using key vocabulary. They will begin to understand that some Christians believe different things about creation. Pupils will begin to compare texts found within the creation story and start to think about how Christians might try to be stewards of the world. Pupils will also consider how Christians may act in response to creation and why they may choose to praise God for it.

### Key vocabulary

Creation • World • Belief • Thank • Harvest • God • believe • Bible • Genesis • praise

### Unit 10 What do Christians believe God is like? (God)

Pupils find out what parables are, and that Christians believe these stories were told by Jesus to teach his followers about God. They learn about the parable of the Lost Son and what this story teaches many Christians about God, including God being loving and forgiving. Pupils think carefully about what it means for Christians to ask for forgiveness from God and the promise that people will be welcomed back into God's family. They also learn the story of Jonah and the Big Fish and find out about how many Christians put their beliefs into practice through worship

### Key vocabulary

Forgiving • Prodigal • Worship • Nineveh • loving • Father • Parable • Jonah • God • Holy

### Unit 15 Who is a Muslim and how do they live? (Part 1)

Pupils will find out about Islam, key beliefs, and ways of living for Muslims. Pupils will learn about some of the key Muslim beliefs about God found in the Shahadah and learn about the 99 names of Allah. Pupils will encounter stories about the Prophet and find out about what these teach Muslims today about ways of living. Pupils will learn about the five pillars of Islam and how these impact upon the lives of believers. They will learn about the importance of prayer and what it means for Muslims all over the world.

### Key Vocabulary

Shahadah • Zakat • Muslims • Hajj • Islam • Sawm • Salah • Tawhid • Ramadan • Prophet

### Unit 16 Why does Easter matter to Christians?

Pupils will recognize that the concepts of God, Incarnation, Gospel and Salvation are all part of the big story of the Bible. They will find out about the key events of Holy Week and Easter, making links with the Christian belief of salvation. Pupils will learn about how Christians show their beliefs about Jesus being their savior within celebrations and worship in church at Easter. Pupils will learn about the instructions that Christians believe that Jesus gave his followers about how to behave. They will consider what the story of Easter means for Christians today and why they put their hope in heaven.

### Key vocabulary

God • Salvation • Saviour • Resurrection • Eternal Life • Secular • Easter • Worship • Good Friday • Religious

### Unit 11 What does it mean to belong to a faith community?

In this unit, the pupils will focus on what it means to belong to a faith community. They will revisit knowledge from prior units about Muslims, Christians, and Jewish people, considering how members of these communities show that they belong. Throughout the unit, pupils will encounter artefacts, places of worship and symbols. Pupils will also consider where they belong and the communities to which they are a part of.

### Key Vocabulary

Community • Muhammad • Shabbat • Allah • Ichthus • Faith • Baptism • Agigah • Parable • wedding

## Progression of knowledge and vocabulary for Religious Education

### **Unit 18 What makes some places special to believers?**

Within this unit, pupils will find out about various places of worship and why they are important to many believers. They will focus on the key features of churches, mosques and synagogues learning about how these can vary within different traditions. Pupils will also spend time considering the similarities that all places of worship have and how they support their local communities in practical ways

#### **Key vocabulary**

Worship • Jewish • Holy • Christian • Muslim • community • Mosque • Sacred • Church • Synagogue • Place of worship • Shabbat

### **Unit 9 Who is Jewish and how do they live?**

Pupils will learn about Jewish worldviews and ways of life. They will learn about texts from the Torah and their importance for Jewish people today. They will find out about the mezuzah and the Shema prayer and what they mean for believers. Later in the unit, pupils will find out about Shabbat and Chanukah, discussing why Jewish people mark these times, what they learn from stories found in the Torah and why they are important today.

#### **Key vocabulary**

Synagogue • Torah • Jewish • Mezuzah • Shabbat • Shema • God • Chanukah • Dreidel • Star of David

### **Unit 8 Why does Christmas matter to Christians? (Incarnation)**

Pupils will start to think about the term's secular and religious. Drawing from their knowledge from Foundation Stage, they will talk about the key events from the Christmas story in more detail. Pupils will find out about how Christmas is celebrated today and begin to consider which traditions are secular and which are religious. They will focus on religious artwork, saying how and why it helps Christian.

#### **Key Vocabulary**

Incarnation • Jesus • Mary • Joseph • Shepherds • Advent • Secular • Religious • Birth • Celebration

### **Unit 17 Who is a Muslim and how do they live? (Part 2)**

Pupils will find out about Islam, key beliefs and ways of living for Muslims. Pupils will learn about some of the key Muslim beliefs about God found in the Shahadah and learn about the 99 names of Allah. Pupils will encounter stories about the Prophet and find out about what these teach Muslims today about ways of living. Pupils will learn about the five pillars of Islam and how these impact upon the lives of believers. They will learn about the importance of prayer and what it means for Muslims all over the world.

#### **Key vocabulary**

Muslim • Shahadah • Zakat • Hajj • Islam • Prophet • Salah • Sawm • Ramadan • Allah

### **Unit 13 What is the Good News Christians say Jesus brings? (part 1)**

Pupils will learn about the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings. Pupils will learn about Matthew the Tax Collector and how Christians believe that Jesus offers forgiveness, looking at their heart rather than what they have done in the past. Pupils will learn about the instructions that Jesus gives in the Bible and how Christians follow his example and these instructions in order to behave in a Christ like way. Pupils will take time to consider whether Jesus' good news is only good news for Christians or whether there are things for people from different worldviews to consider.

#### **Key vocabulary**

Christians • Jesus • Matthew • Fishermen • Disciples • Tax collector • peace • forgiveness • Apostles

### **Unit 14 What is the Good News Christians believe Jesus brings? (part 2)**

Pupils will learn about the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings. Pupils will learn about Matthew the Tax Collector and how Christians believe that Jesus offers forgiveness, looking at their heart rather than what they have done in the past. Pupils will learn about the instructions that

## Progression of knowledge and vocabulary for Religious Education

Jesus gives in the Bible and how Christians follow his example and these instructions in order to behave in a Christ like way. Pupils will take time to consider whether Jesus' good news is only good news for Christians or whether there are things for people from different worldviews to consider.

### Key vocabulary

Christians • Jesus • Matthew • Fishermen • Disciples • Tax collector • peace • forgiveness • Apostles • Prayer

### Unit 12 How should we care for the world and for others, and why does it matter?

Pupils will encounter stories and texts that say something about different people being unique and valuable, making links to Christian and Jewish worldviews and the belief that God loves all people. Pupils will revise their knowledge of Genesis 1 and what this account of creation tells Christians and Jews about caring for the world. Later in the unit, pupils will think carefully about different ways that Christians and Jews care for people of the world, including giving to charities, and how this action links to teachings found within the Bible and the Torah. Pupils will also take time to consider why people who are religious and non-religious should care for others and look after the natural world.

### Key vocabulary

Community • World • Psalm • Stewardship • love • Genesis • Religious • Nonreligious • Christian • Jews

By the end of year 4

### Unit 19 What is it like for someone to follow God?

Pupils will learn about the Old Testament people of God and how they lived their lives. They will learn the story of Noah, considering what it was like for him to follow God. They will learn about the covenant that Christians believe that Noah made with God, making links to the promises that Christians make at a wedding ceremony. Pupils will spend time looking at several texts that share stories from the Old Testament people of God in detail. They will consider the importance of returning to the original text for meaning rather than learning the story from videos or children's books. Later in the unit, pupils will learn about the story of Abram/Abraham and the covenant that he made with God. They will consider why following God might sometimes feel hard for believers

### Key vocabulary

Prophets • Abram • Noah • Wedding • Old Testament • Pilgrimage • Muslims • Holy • Church • Promise • Abraham • Covenant • Righteous • Christians

### Unit 20 What is the Trinity and why is it important for Christians?

Pupils will find out about the baptism of Jesus and where this is found in the Bible. They will study the text in detail and find out about what it means for Christians today. They will investigate how Christians show their beliefs about God and the Trinity and how these impacts upon their lives. Later in the unit, pupils will find out about infant and believer's baptism in the church and what this means for Christians today.

### Key vocabulary

Trinity • Holy spirit • Messiah • John the Baptist • Believer's Baptism • Pilgrimage • Muslims • Holy • Church • Father • Jesus • Scripture • Infant Baptism • Denomination

### Unit 21 How do festivals and worship show what matters to a Muslim?

Pupils will identify some beliefs about God in Islam, expressed in Surah 1. They will also make clear links between beliefs about God and ibadah (worship) and how this links to prayer, fasting, celebrating and the intention to live out the five pillars of Islam. They will have opportunities to ask questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits of these for all people.

### Key vocabulary

Prophet • Muhammad • Allah • Fasting • Tawhid • Quran • Salah • Ramadan • Sawm • Eid

### Unit 22 How do festivals and family life show what matters to Jewish people?

Pupils will build on their knowledge about Jewish worldviews and way of life. They will recap work on Shabbat and deepen it by considering how different Jews today mark it. They will understand that Jews are diverse – beginning to use the language of Orthodox and Progressive. They will explore Shabbat, Rosh Hashanah, Yom Kippur, and Pesach to build up their understanding of festivals and ideas of forgiveness, remembering, and freedom.

### Key vocabulary

## Progression of knowledge and vocabulary for Religious Education

Freedom • Torah • Yom Kippur • Orthodox • Pesach • Shabbat • Rosh Hashanah • Shema • Progressive • Forgiveness

### Unit 23 What do Christians learn from the creation story?

This unit focuses on the stories of Creation and the Fall as two parts of the 'Big Story' of the Bible. Pupils familiarise themselves with the first Creation story from Genesis and key messages within it for many Christians about the world being good and how Christians are called to look after God's world. They move on to think about the story of Adam and Eve and how the Fall fits into the 'Big Story' of the Bible.

#### Key vocabulary

Creation • Catholic • Big Story • Responsibility • Sin • Pilgrimage • Muslims • Holy • Church • Steward • Interpret • Genesis • Fall • Temptation

### Unit 24 How and why do people try to make the world a better place?

Pupils will find out about how Jewish, Christian, Muslim, and non-religious people try to care for the world. They will consider what motivates people from these worldviews to care for the world, basing their knowledge on scripture and religious teachings. Pupils will consider why the world is not always good and make simple links to religious (e.g Christian, Jewish, Muslim) and nonreligious (e.g Humanist) worldviews. They will find out about the Jewish idea of Tikkun Olam and consider how charities like Tzedek help Jewish people to live out ideas and teachings, considering diversity of views. Pupils will have opportunities to raise their own questions about caring for the world and consider the responsibility that everyone must care for the world

#### Key vocabulary

Tikkun Olam • Jewish • Christian • Muslim • Zakat • Stewardship • Steward • Salvation • Humanist • Golden Rule

### Unit 25 What kind of world did Jesus want?

Pupils will learn about the concept of 'Gospel'\* which tells the story of the life and teaching of Jesus. They will learn about the calling of the first disciples and how Christians today try to follow Jesus. Pupils will find out about Jesus' actions towards other people and what example these set for the actions of Christians today. Pupils will learn about links between the teachings within Bible and what the meaning of Jesus' good news for Christians is. Later in the unit. They will learn about the parable of the Good Samaritan and the importance of charity within the lives of many Christian people

#### Key Vocabulary

Jesus • Disciples • Follower • Clergy • Galilee • Vicar • Parable • Samaritan • Gospel • Evangelist

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

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

#### Key vocabulary

• Tongues • Acts • Trinity • Apostles Pentecost • Holy Spirit • Disciples • Lord's Prayer • Baptised

### Unit 27 What do Hindus believe God is like?

Begins to introduce Hindu Dharma to pupils, building on some encounters they may have had in EYFS and Key Stage One. In this unit pupils act as philosophers considering how Hindus might see the world. They look at the concepts of Brahman to build up understanding. They use some stories, examine some Hindu texts and consider how deities exemplify qualities of Brahman.

#### Key vocabulary

Hindu • Brahman • Deity • Namaste • Shiva • Aum • Atman • Lakshmi • Vishnu • Brahma

## Progression of knowledge and vocabulary for Religious Education

### Unit 28 Why do Christians call the day 'Good Friday'?

Pupils will learn about how the Christian Salvation story fits into the big story of the Bible. They will find out about the main events of holy week and offer suggestions about how people at the time might have felt and responded to these key events. Pupils will study texts from the Bible that retell the key events of holy week and suggest what these mean for Christians today. Later in the unit, pupils will find out about how Christians today remember, celebrate and respond to the events of holy week and Easter. They will begin to make links between some of these events and life in the world today, suggesting why some Christians live their lives in the way that they do.

#### Key vocabulary

Salvation • Jerusalem • Resurrection • Forgiveness • Crucifixion • Palm Sunday • Disciples • Sin • Easter • Calvary

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

This unit develops and extends the learning from Unit L2.7 (Unit 27) entitled How do Hindus describe the divine? In this unit, pupils build on their understanding of Brahman and look at lived reality through examining Puja at home, worship in the mandir and the festival of Diwali. Pupils will reflect on the idea of dharma through two stories which will sow seeds for examining this concept in more depth in Upper Key Stage 2.

#### Key Vocabulary

Hindu • Puja • Ramayana • Shrine • Rama • Dharma • Deity • Mandir • Diwali • Sita

### Unit 30 How and why do people mark significant events of life?

Pupils will learn about the beliefs of people from different worldviews surrounding commitment and promises. They will discuss the meaning and importance of ceremonies of commitment for religious and non-religious people. They will take time to consider the links between ideas of love, commitment and promises within the ceremonies that they study. Pupils will learn about several rites of passage and use their knowledge to reflect upon whether it is good for everyone to see life as a journey, and to mark the milestones.

#### Key vocabulary

Significant • Journey • Baptism • Commitment • Marriage • Bar Mitzvah • Bat Mitzvah • Ceremony • Wedding • Sacred thread

By the end of year 6

### Unit 31 What does it mean if Christians believe God is Holy and loving?

Pupils will learn about what Christians believe God is like, exploring key texts from the Bible, using ways of knowing that theologians use. They will study passages from the book of Isaiah and Psalm 103 (Old Testament) and the book of 1 John (New Testament) to work out some ways the Bible says that God is both holy and loving. Pupils will learn how to use key vocabulary such as 'omnipotent, omniscient and eternal' to describe the Christian view of God. Pupils will link their learning in this topic to other concepts studied to suggest why Christians believe that God is forgiving and loving, showing the impact that sin can have on the lives of believers. Pupils will be able to explain that for most Christians, getting to know God is like getting to know a person.

#### Key vocabulary

Holy • Omnipresent • Omniscient • Believer • Eternal • Loving • Omnipotent • Isaiah • John • Testament

### Unit 32 What does it mean to be a Muslim in Britain today?

Pupils will extend their learning about Muslim beliefs about God, the Prophet and the Holy Qur'an. They will find out about Muslim sources of authority and how they guide daily living for believers. Pupils will learn about ibadah and links to the Five Pillars, festivals, and places of worship. They will learn about submission, obedience, generosity, self-control and worship; making clear links to how these are lived out in the lives of Muslims today. Pupils will also spend time finding out about the lived experience of Muslims in Britain today.

#### Key vocabulary

Muslim • Ibadah • Submission • Ramadan • Shahadah • Salah • Sawm • Zakah • Hajj • Pilgrimage

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

## Progression of knowledge and vocabulary for Religious Education

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

### Key vocabulary

Torah • Sefer Torah • Orthodox • Secular • Pesach • \*Synagogue • Kosher • Progressive • Kashrut

### Unit 34 Creation and science, conflicting or complimentary?

Pupils will find out about the importance of creation within the 'Big Story' of the Bible. They will study Genesis 1 and find out about how different Christians may interpret this text in different ways. Pupils will spend time discussing and weighing up whether Genesis 1 is conflicting or complementary with what science says. Pupils will also encounter scientists who are religious and those who are not, and discuss how they may or may not find science and faith compatible. They will encounter different theological theories that some Christians use to interpret the creation story, suggesting why these may be helpful for believers. By the end of the unit, pupils should understand that whilst some people see science and religion as opposites, others do not.

### Key vocabulary

Science • Genesis • Big bang theory • Complementary • Creation • Literal • Creator • Conflicting • Interpretation • Theory

### Unit 35 How can following God bring freedom and justice?

Pupils will find out about the story of the Exodus, sequencing key events and considering different interpretations. Pupils will make clear connections between Bible texts studied and what Christians believe about how God can help during difficult times and how they should behave. They will explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. Later in the unit, pupils will investigate the ten commandments, considering why the People of God were given these and what they mean for believers today.

### Key vocabulary

People of God • Children of Israel • Freedom • Justice • Moses • Exodus • Slavery • Egypt • Pharaoh • Rescue

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

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

### Key vocabulary

Humanist • Nonreligious • Belief • Moral • Golden rule • Humanism • Worldview • Christian • Values • Authority

### Unit 37 Christians and how to live: what would Jesus do?

pupils will learn about the four gospels, noting some of the similarities and differences between them. They will learn about the context of the gospels and the Christian tradition that Matthew, Mark and Luke wrote using eyewitness accounts to the life and teachings of Jesus whereas John used some different sources and includes long reflections on Jesus' teaching. They will learn about the differences between Jesus' direct teaching and his teaching through parables and other stories that he told. Pupils will talk about the meanings of different biblical texts and what they mean for Christians today. They will focus on what Christians believe the 'good news' of Jesus is, giving examples of the example of Jesus' behaviour that Christians try to follow. Pupils will also spend time discussing how Christian communities today act and how this is based on Jesus' teachings.

### Key vocabulary

Gospel • Theology • Luke • Matthew • Mark • Interpretation • Leprosy • Christ-like • Parables • Commandments

### Unit 38 Why do Christians believe that Jesus was the Messiah?

## Progression of knowledge and vocabulary for Religious Education

Pupils will learn about the concept of 'incarnation' and how it fits within the big story of the Bible. They will study key texts that recount the story of Jesus' birth and the links Christians make to Old Testament prophecies. Pupils will study and discuss selected texts alongside key Christian beliefs, using theological terms. They will consider the idea of Jesus fulfilling the expectations of the Messiah, within Christian tradition, and consider the importance of this for Christians today.

### Key vocabulary

Messiah • Incarnation • Saviour • Immanuel • Micah • Theological • Prophecy • Gospel • Prophet • Isaiah

### Unit 39 Why do Hindus want to be good?

Pupils will build on their learning about the Hindu worldview and way of life with particular progression from the units on 'what do Hindus believe God is like?' and 'what does it mean to be a Hindu in Britain today?' They will build on their understanding of dharma. Pupils will hear and interpret the story of the man in the well from the Mahabharata. They will investigate the key concepts of Karma, Dharma and samsara and how this might affect how a Hindu chooses to live their life using the example of two charities.

### Key vocabulary

Dharma • Samsara • Reincarnation • Atman • Duty • Karma • Moksha • Brahman • Ahimsa • Deity

### Unit 40 What difference does the resurrection make to Christians?

Pupils will study the 'big story' of the Bible, explaining the place of incarnation and salvation. They will study accounts of Jesus' death and resurrection comparing their thoughts with the different ways that Christians may interpret these texts. Pupils will spend time researching the connections between Luke 24 and the Christian concepts of sacrifice, resurrection, salvation, incarnation and hope. They will carefully consider how worship on Good Friday and Easter Sunday may vary, thinking about how Christians put their beliefs into practice in different ways. Pupils will also make links between the resurrection and forgiveness. Pupils will also learn about Christian funerals and how these link to the promise of eternal life because of Jesus' sacrifice on the cross.

### Key vocabulary

Salvation • Resurrection • Interpret • Sacrifice • Biblical • Theological • Gospel • Eternal life • Incarnation • Funeral

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

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

### Key Vocabulary

Parable • Kingdom • Salvation • Forgiving • Unforgiving • Banquet • Biblical • Inheritance • Social • Unjust

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

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

### Key vocabulary

• Theist • Atheist • Psychology • Evidence • Psychologist • Agnostic • Humanist • Philosophy • Reason • Theologian