

Religion and World Views Curriculum 2026/27 – Years 5 & 6

Autumn 1	
Topic	Creation and Science: conflicting or complementary? Within this unit, 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 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 that are also religious and also 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 might be helpful for believers. By the end of this unit, pupils should understand that whilst some people see science and religions as opposites, others do not.
Knowledge	- Key Questions - What can we find out about the Creation Story in Genesis 1? (L1) - What might Christians see as important in Genesis 1? (L2) - What relationship do scientists have with a religious worldview? (L3) - How and why do some Christians see both science and religion as important? (L4) - What are some different Christian views about the relationship between science and religion? (L5) - Science and religion: conflicting or contemporary? (L6) Make sense of the text - Identify what type of text some Christians say Genesis 1 is and its purpose. - Taking account of the context, suggest what Genesis 1 might mean and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. Understanding the impact - Make clear connections between Genesis 1 and Christian belief about God as creator. - Show understanding of why many Christians find science and faith go together. Making connections - Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. - Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with scientific account, giving good reasons for their views. Sticky Knowledge - Know that there are many different ideas about how the universe began from religion and science. - Know that Genesis 1 is a chapter in the Bible that explains the Creator God that made the world in six days and rested on the seventh. - Know that some Christians have a literal understanding of Genesis 1 and believe this happened exactly as it says. - Know that some people have a theory that the universe began with an explosion and they call it the Big Bang Theory. - Know that some people only believe in one story either science or religion and that the two are conflicting. - Know that some people believe the two stories are complementary and talk about the same thing in different ways.
Vocab	Science, Genesis, Big Bang Theory, Complementary, Creation, Literal, Creator, Conflicting, Interpretation, Theory



Religion and World Views Curriculum 2026/27 – Years 5 & 6

Autumn 2	
Topic	Why do Christians believe that Jesus was the Messiah? In this unit, 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 with the 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.
Knowledge	- Key Questions - What was going on that meant the People of God needed a saviour? (L1) - What kind of rescuer/Messiah were people expecting? (L2) - Why do Christians believe Jesus fulfils the expectations of the Messiah? (L3) - Why do most Christians believe Jesus is the Messiah? (L4) - How does Christmas fit it with Christian beliefs about Jesus? (L5) - Why do Christians believe that Jesus was the Messiah? (L6) Make sense of the text - Explain the place of Incarnation and Messiah within the 'big story' of the bible. - Identify Gospel and prophecy texts, using technical terms. Understanding the impact - Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. - Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. Making connections - Weigh up how far the idea of Jesus as the 'Messiah' – a saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers. Sticky Knowledge - Know that when Adam and Eve disobeyed God in the Garden of Eden they were sent away from God. This is known as The Fall. - Know that humans needed a rescuer to bring them back to God, a Saviour. - Know that in the Old Testament there is a prophecy that God will send a Messiah to bring people back to him. - Know that the Prophet Micah and the Prophet Isaiah both spoke this rescuer who God will send to heal the damage done by people's disobedience. - Know that Christians say the Saviour is Jesus, who is God in human form which is a belief they call Incarnation. - Know that some Christians refer to Jesus as Immanuel as God is with them in Earth.
Vocab	Messiah, Incarnation, Saviour, Immanuel, Micah, Theological, Prophecy, Gospel, Prophet, Isaiah



Religion and World Views Curriculum 2026/27 – Years 5 & 6

Spring 1	
Topic	What matters most to Humanists and Christians? In this unit, pupils will think carefully about actions, sources of authority, values, religious and non-religious worldviews. They will make links with sources of authority that tell people how to be good. Pupils will spend time thinking about the similarities between Christians and Humanist ideas about being good and how they live. They will consider what it means to follow a moral code; carefully thinking about why this might be both helpful and difficult.
Knowledge	- Key Questions - What matters most to Humanists and Christians? Rules: do we need them? Who breaks them? (L1) - Who is a humanist? What code for living do non-religious people use? (L2 & L3) - What values matter most to Christians? How does it show? How can our different values be discussed? (L4) - How do Humanists and Christians know how to act? What do they base their decisions on? (L5) - What matters most to Humanists and Christians? (L6) Make sense of the text - Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) - Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God') Understanding the impact - Make clear connections between Christian and Humanists ideas about being good and how people live. - Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. Making connections - Raise important questions and suggest answers about how and why people should be good. - Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views. Sticky Knowledge - Know that everybody in the world has their own personal worldview and that this can be religious or non-religious. - Know that all worldviews have different moral ways of living and this affects how people treat other people and the world around them. - Know that Christians have values which are based on the life of Jesus and his teachings. - Know that for Christians the Bible has authority because for many it is the word of God. - Know that Humanists believe they should be free to work out for themselves what makes us happy and that we should be kind to the planet and animals. - Know that not all non-religious people are Humanists. - Know that treating others the way we want to be treated can be found in many world views and is called The Golden Rule.
Vocab	Humanist, Belief, Golden Rule, Humanism, Worldview, Christian, Values, Authority, Non-religious



Religion and World Views Curriculum 2026/27 – Years 5 & 6

Spring 2	
Topic	<u>What difference does the resurrection make to Christians?</u> Within this unit, 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.
Knowledge	- Key Questions - Why do Christians believe Jesus was resurrected? (L1) - How do many Churches mark Good Friday and Easter Sunday? (L2) - What is the change in emotions felt for many Christians from Good Friday to Easter Sunday? Why is this felt? (L3) - When and why might a Christian have to stand up for their beliefs? (L4) - Why do Christians have hope even when someone dies? (L5) - What difference does the resurrection make to Christians? (L6) Make sense of the text - Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. - Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. - Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts Understanding the impact - Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. - Show how Christians put their beliefs into practice in different ways Making connections - Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. - Articulate their own responses to the idea of sacrifice, recognising different points of view Sticky Knowledge - Know that Easter is a very special time for Christians as they remember Jesus being crucified on Good Friday and his resurrection on Easter Sunday. - Know that some Christians will read the Biblical account of Easter in the Gospels which will tell them about the events and they will use theological ways of study to find out what they events mean. - Know that Christians interpret the Easter story into what it means for them today and this is different amongst Christians. - Know that Christians believe that God became human so that he could bring Salvation to everyone. - Know that many Christians believe that the sacrifice of Jesus on the cross enables them to have eternal life with God in heaven after they have died. - Know that many Christians believe that Jesus dying and being resurrected healed the rift between God and man caused by The Fall. - Know that when a person has died, Christians will have a service called a funeral. This service expressed the belief that the dead person has eternal life with God because of Jesus' sacrifice on the cross.



Vocab

Salvation, Resurrection, Interpret, Sacrifice, Biblical, Theological, Gospel, Eternal Life, Incarnation, Funeral



Religion and World Views Curriculum 2026/27 – Years 5 & 6

Summer 1	
Topic	Why is the Torah so important for Jewish people? Within this unit, pupils will build on their learning about the Jewish worldview and way of life. They will build on their understanding that Jews are a diverse group of people by investigating Census data and reflecting on the different cultural heritages of British Jews. They will investigate the centrality of Torah through examining how a Sefer Torah is constructed, it's 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.
Knowledge	- Key Questions - What do Jewish people look like, and where do we find Jewish people in the UK? (L1) - What is the Torah? What is a Sefer Torah? (L2) - Why are there different types of synagogues in the UK? (L3) - How does the Torah influence what Jewish people might eat? (L4) - How are Jewish people adapting festivals in the UK? (L5) - Why is the Torah important to Jewish people? (L6) Make sense of the text - Identify and explain Jewish beliefs about God - Give examples of some texts that say what God is like and explain how Jewish people interpret them Understanding the impact - Make clear connections between Jewish beliefs about the Torah and how they use and treat it - Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) - Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between orthodox and progressive Jewish practice) Making connections - Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today - Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today and articulate responses on how far they are valuable to people who are not Jewish Sticky Knowledge - Know that Jewish people are a diverse group with different views about how the laws of the Torah are applied in everyday life. - Know that every synagogue has a Sefer Torah contained in an ark to show how special and important it is. - Know that anything God allows Jewish people to do is known as Kosher. When this is applied to food it is known as Kashrut. - Know that Orthodox Jewish people will follow what God has told them exactly in the Torah as It is in the word of God. - Know that Progressive Jewish people interpret the Torah for modern day life as some of the laws cannot be followed today. - Know that secular Jewish people identify as Jewish but do not tend to identify with Jewish beliefs. - Know that Pesach is a very important festival to Jewish people but is celebrated in lots of diverse ways.
Vocab	Torah, Sefer Torah, Orthodox, Pesach (Passover), Synagogue, Kosher, Progressive, Kashrut



Religion and World Views Curriculum 2026/27 – Years 5 & 6

Summer 2	
Topic	How do Christians live? What would Jesus do? In this unit 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.
Knowledge	- Key Questions - Where do Christians find out about what Jesus did? (L1) - Why do Christians think it is wise to follow Jesus' teachings? (L2) - What was Jesus' sermon on the mount about? (L3) - How do some Christians follow Jesus' examples in caring for those in need? (L4 & L5) - How far do Jesus' teachings and actions inspire others? (L6) Make sense of the text - Identify features of Gospel texts (for example, teachings, parable, narrative). - Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts Understanding the impact - Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives Making connections - Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives. - Articulate their own responses to the issues studied, recognising different points of view Sticky Knowledge - Know that the word Gospel means Good News and it is also given to the four books of the Bible which tell the story of the life of Jesus. - Know that three of the Gospels are Matthew, Mark and Luke and that they wrote about the life of Jesus using eyewitness accounts. - Know that the Gospels contain parables that Jesus told and he told people how to live. These are called commandments. - Know that Jesus gave the sermon on the Mount to tell people how to live. - Know that Jesus wanted the good news to be for everyone including those on society many did not like e.g. Jesus healing people with leprosy. - Know that Christians often like to think about 'What would Jesus do?' in the hope they become more Christlike.
Vocab	Gospel, Theology, Luke, Matthew, Mark, Interpretation, Leprosy, Christ-like, Parables, Commandments



Religion and World Views Curriculum 2027/28 – Years 5 & 6

Autumn 1	
Topic	<u>What does it mean for God to be Holy and loving?</u> Within this unit, 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.
Knowledge	- Key Questions - What words do pupils connect to the idea of 'God'? What words do Christians connect to their idea of God? (L1) - What does the Bible say God is like? (L2) - How can ideas of God be expressed in art? (L3) - How do some Christians respond to a Holy and loving God? (L4) - How do churches and cathedrals reflect Christian ideas about God? (L5) - What does it mean if Christians believe God is Holy and loving? (L6) Make sense of the text - Identify some different types of biblical texts, using technical terms accurately - Explain connections between biblical texts and Christian ideas of God, using theological terms Understanding the impact - Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed - Show how Christians put their beliefs into practice in worship Making connections - Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own Sticky Knowledge - Know why some churches and cathedrals are built in the shape of a cross - Know what Psalm 103, Isaiah 6 verses 1 to 5 and 1 John 4 verses 7 to 13 say God is like - Know what omnipresent, omniscient and omnipotent mean in relation to God - Know that Christians worship to show their praise to God for loving and caring for them - Know that Christians sing worship songs to show how they feel about God - Know that not all Christians believe in God so strongly, nor do they all pray or attend church
Vocab	Holy, Omnipresent, Omniscient, Believer, Eternal, Loving, Omnipotent, Isaiah, John, Testament



Religion and World Views Curriculum 2027/28 – Years 5 & 6

Autumn 2	
Topic	How can following God bring freedom and justice? Within this unit, pupils will find out about the story of 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 why the People of God were given these and what they mean for believers today.
Knowledge	- Key Questions - What can we learn about the story of Exodus in the Bible? (L1) - Where do we think the Exodus story shows Moses' trust in God? (L2) - How might the Exodus story help Christians when life gets tough? (L3) - What do we think about the importance of the Ten Commandments? (L4) - How do many Christians try to bring freedom and justice (themes from the Exodus story) into today's world? (L5) - What can we say about the Exodus story, its themes and its importance for Christians today? (L6) Make sense of the text - Explain connections between biblical texts and the idea of God's covenant with his people, using theological terms - Identify examples of Law texts and suggest how believers might interpret them Understanding the impact - Make clear connection between Bible texts studied and what Christians believe about being the People of God and how they should behave - Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others Making connections - Weigh up how Christian ideas about justice relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own Sticky Knowledge - Know the titles of the seven panels of the Big Frieze - Know the main events of the story of the Exodus - Know why Moses needed to trust in God - Know why the Ten Commandments are so important to Christians
Vocab	People of God, Children of Israel, Freedom, Justice, Moses, Exodus, Slavery, Egypt, Pharaoh, rescue, Abraham, Old Testament



Religion and World Views Curriculum 2027/28 – Years 5 & 6

Spring 1	
Topic	<u>Why do some people believe in God and some do not?</u> Within this unit, pupils will build on their understanding of the idea of God from some of the systematic units. They will put this in the context of both global and local beliefs. They will examine the rising numbers of people who identify as 'no religion' and learn to use the term atheist, agnostic and theist with confidence. They will examine the idea of God using psychological lens, before offering reasons for why people may choose not to believe or to believe in God.
Knowledge	- Key Questions - Belief in God; what patterns can we see in our local area, our country and our world? (L1) - What do we mean by agnostic, atheist or theist? Introducing the lens of philosophy (L2) - How can psychology help us understand what people mean when they think about the idea of God? (L3) - What can we learn from theology about the idea of God? (L4) - Why do some people believe that God does not exist? (L5) - Why do some people believe in God and some do not? Where do I stand? (L6) Make sense of the text - Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs - Identify and explain what religious and non-religious people believe about God saying where they get their ideas from - Give examples of reasons why people do or do not believe in God Understanding the impact - Make clear connections between what people believe about God and the impact of this belief on how they live - Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) Making connections - Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging - Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not - Make connections between belief and behaviour in their own lives, in the light of their learning Sticky Knowledge - Know what a theist is - Know what an atheist is - Know what an agnostic is - Know what psychology is - Know what the LAMBI scale is and what each letter represents - Know what a theologian is and what they do - Know about humanist beliefs
Vocab	Theist, atheist, psychology, evidence, psychologist, agnostic, humanist, philosophy, reason, theologian, LAMBI Scale (limitless, authoritarian, mystical, benevolent, ineffable)



Religion and World Views Curriculum 2027/28 – Years 5 & 6

Spring 2	
Topic	What do Hindus want to be good? Within this unit, 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 from 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 examples of two charities.
Knowledge	- Key Questions - Who or what is Brahman? (L1) - What is atman? What can be learned about atman through a Hindu story? (L2) - What is samsara? Why is atman important? What else is important? (L3) - How might dharma affect the way someone lives their life? (L4) - What is ahimsa and how does it affect the lives of Hindu people? (L5) - Why do Hindus want to be good? (L6) Make sense of the text - Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately - Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha etc Understanding the impact - Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live - Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha etc - Give evidence and examples to show how Hindus put their beliefs into practice in different ways Making connections - Make connections between Hindu beliefs studied (e.g. karma, dharma), and explain how and why they are important to Hindus - Reflect on and articulate what impact belief on karma and dharma might have on individuals and the world, recognising different points of view Sticky Knowledge - Know what atman is and why it is important in Hinduism - Know the story of the man in the well from Mahabharata - Know about what Hindus believe what happens when they die - Know the five daily duties of Hindus - Know what ahimsa is - Know how Hindus achieve Moksha
Vocab	Dharma, samsara, reincarnation, atman, duty, karma, moksha, brahman, ahimsa, deity, Mahabharata, namaste, Lakshmi, Ganesha, Trimurti, Brahma, Vishnu, Shiva, ahimsa, Mahatma Gandhi



Religion and World Views Curriculum 2027/28 – Years 5 & 6

Summer 1	
Topic	What does it mean to be a Muslim in Britain today? Within this unit, pupils will extend their learning about Muslim beliefs about God, the Prophet and the Qur'an. They will find out about Muslim sources of authority and how they guide daily living for believers. Pupils will learn about the five pillars of Islam, 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 experiences of Muslims in Britain today.
Knowledge	- Key Questions - How many Muslims and How many mosques are there in Britain? (L1) - How might the five pillars affect the lives of Muslims in Britain today? (L2) - Why is Zakah/charity important to Muslims? How is charity important to you? (L4) - Why do Muslims go on pilgrimage? (L4 & L5) - What does it mean to be a Muslim in Britain today? (L6) Make sense of the text - Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Muhammad as the messenger, Qur'an as the message) - Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on five pillars; hajj practices follow example of the Prophet) Understanding the impact - Make clear connections between Muslim beliefs and idadah (e.g. five pillar, festivals, mosques, art) - Give evidence and examples to show how Muslims put their beliefs into practice in different ways Making connections - Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Sheffield today - Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims - Reflect on and articulate what it is like to be a Muslim in Britain today giving good reasons for their views Sticky Knowledge - Know the two main Muslim groups; Sunni and Shi'a - Know the five pillars of Islam; Sahadah, Salah, Sawm, Zakah and Hajj - Know what ibadah means - Know why Zakah is so important to Muslims and where it is spent - Know what Hajj is and what it means to a Muslim - Know why ZamZam water is important to Muslims and how it links to the Hajj
Vocab	Muslim, Ibadah, submission, Ramadan, Shahadah, Salah, Sawm, Zakah, Hajj, Pilgrimage, mosque, Prophet Muhammad, Makkah, Hajji, Allah



Religion and World Views Curriculum 2027/28 – Years 5 & 6

Summer 2	
Topic	What kind of king is Jesus? In this unit, pupils will find out about parables from the Bible and learn that most Christians believe that Jesus told some parables to share what the Kingdom of God is like and to invite people to join God's Kingdom by letting God rule in their hearts. Pupils will learn about different ways that Christians may interpret these texts, exploring how believers put their beliefs into practice in a variety of ways, including through worship and service to the community. Pupils will spend time discussing what the parables that Jesus told might mean for Christians today and how they may have an impact on how Christians live. Pupils will focus on the parable of the great banquet and the parable of the unforgiving servant. They will explore how some Christians interpret these parables as saying that people need to accept the invitation into 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 the 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.
Knowledge	- Key Questions - In Jesus' parable, who is invited into God's kingdom? (L1) - According to Jesus' teaching, how important is forgiveness in God's Kingdom? (L2) - How does Christianity try to make the world more like God's Kingdom? (L3) - How do Christians see God's Kingdom as being now and in the future? (L4) - For Christians, what are the features of God's Kingdom and Jesus' kingship? (L5) - How do Christians try to live in God's Kingdom? (L6) Make sense of the text - Explain connections between biblical texts and the concept of the Kingdom of God - Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations Understanding the impact - Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice - Show how Christians put their beliefs into practice in different ways Making connections - Relate Christian 'Kingdom of God' model (e.g. loving others, serving the needy) to issues, problems and opportunities in the world today - Articulate their own responses to the idea of the importance of love and service in the world today Sticky Knowledge - Know that parables are found in the Gospels - Know the parable 'The Great Banquet' - Know the parable 'The Unforgiving Servant' - Know why Jesus told parables and why they are important to Christians today - Know that parables help to teach Christians how to live in God's Kingdom
Vocabulary	Parable, kingdom, salvation, forgiving, unforgiving, banquet, biblical, inheritance, social, unjust, incarnation

